

Research on the Willingness of Returning College Students to Participate in Rural Revitalization and Its Influencing Factors

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Abstract

Talent is the key to comprehensively advancing rural revitalization. As an important fresh force for rural talent revitalization, the willingness of returning college students to participate is directly related to the effective implementation of the rural revitalization strategy. Based on the Theory of Planned Behavior, Push-Pull Theory, Human Capital Theory and Social Support Theory, this paper adopts the methods of literature research, questionnaire survey, interview and statistical analysis to conduct a systematic study on the willingness of returning college students to participate in rural revitalization and its influencing factors. The study finds that the overall willingness of college students to return to their hometowns and participate in rural revitalization still needs to be improved, with a strong wait-and-see mood. Their willingness is comprehensively affected by multiple factors such as personal traits and professional matching, family support, policy perception and implementation effect, rural industries and infrastructure, and employment and entrepreneurship expectations. Based on this, this paper puts forward countermeasures and suggestions from six aspects: strengthening targeted policy supply, consolidating the foundation of rural industries, optimizing the service guarantee system, strengthening positive publicity and guidance, giving play to the educational function of colleges and universities, and pooling the joint efforts of families and society. It is expected to further enhance the willingness and ability of college students to return to their hometowns and participate in rural revitalization, and provide theoretical reference and practical paths for rural talent revitalization.

Keywords

Returning college students; Rural revitalization; Willingness to participate; Influencing factors; Talent revitalization.

1. Introduction

1.1. Research Background

Comprehensively advancing rural revitalization is the general grasp of the work concerning agriculture, rural areas and farmers in the new era, and talent revitalization is the foundation and key of rural revitalization [1]. With the all-round development of rural industries, culture, ecology and organizations, the demand for high-quality, younger and professional talents in rural areas has become increasingly urgent. As a knowledge-based and innovative youth group, college students have the advantages of high cultural literacy, strong learning ability, broad vision and vitality. They are an important force to boost the upgrading of rural industries, cultural inheritance, grassroots governance and the construction of digital rural areas. Guiding and supporting college students to return to their hometowns for employment and entrepreneurship has become an important part of the national talent policy and rural development strategy [2].

In recent years, the state has successively issued a series of supportive policies to encourage college graduates to return to their hometowns and rural areas for employment and

entrepreneurship, and continuously optimized the environment in terms of financial subsidies, venue support, skills training, financial services and public services [3]. At the same time, the continuous improvement of rural infrastructure, the rapid development of characteristic industries, and the popularization of e-commerce and new media have provided a broader platform for college students to develop in their hometowns. However, in reality, many college students still have concerns about returning to their hometowns for development, with low willingness to participate in rural revitalization and insufficient stability. The problems of "failing to attract, retain and make good use of talents" are still prominent [15]. Against this background, it is of great practical significance to systematically study the willingness of returning college students to participate in rural revitalization and its key influencing factors.

1.2. Research Purposes and Significance

1.2.1. Research Purposes

This study aims to understand the overall willingness and basic characteristics of college students to return to their hometowns and participate in rural revitalization, identify the main factors affecting their willingness from multiple dimensions such as individuals, families, policies, rural environment and employment and entrepreneurship conditions, analyze the practical obstacles restricting college students from returning to their hometowns, and put forward targeted countermeasures and suggestions. It provides a reference for improving college students' willingness to return to their hometowns, perfecting talent introduction and cultivation policies, and promoting talents to serve rural revitalization.

1.2.2. Theoretical Significance

It enriches the research results in related fields such as rural talent revitalization, youth employment and entrepreneurship, and the Theory of Planned Behavior, deepens the understanding of the laws of youth's return behavior, and provides an empirical perspective and theoretical supplement for the academic research on the combination of college students' willingness to return to their hometowns and rural revitalization [7].

1.2.3. Practical Significance

The research conclusions help local governments to formulate more targeted support policies, optimize service processes, improve the development environment, and enhance the attraction of rural areas to young talents; help colleges and universities to carry out more targeted employment guidance and practical education [14]; and also help college students to have a clearer understanding of the development opportunities in their hometowns and enhance their willingness and ability to return to their hometowns and participate in rural revitalization.

1.3. Research Status at Home and Abroad

1.3.1. Foreign Research Status

Foreign relevant researches mostly focus on rural youth migration, return entrepreneurship and human capital reflow, with emphasis on the impact of income gap, public services, family factors and social networks on population mobility. Classic theories such as the Push-Pull Theory, Human Capital Theory and Theory of Planned Behavior have been formed, which provide an important theoretical basis for studying the willingness of youth to return to their hometowns [10].

1.3.2. Domestic Research Status

Domestic scholars have carried out a lot of researches on talent support for rural revitalization, college students' return to their hometowns for employment and entrepreneurship, influencing factors of return willingness, and the effect of supportive policies [6]. Existing researches generally believe that personal traits, family support, policy perception, industrial foundation, and urban-rural development gap all significantly affect college students' decision to return to

their hometowns [4]. However, the differentiated research on college students with different regional and professional backgrounds can be further deepened, and there is still room for expansion in the research on return willingness for all fields and multiple positions of rural revitalization [13].

1.3.3. Research Review

On the whole, domestic and foreign researches have provided a good theoretical and methodological basis for this study. However, under the new situation of the comprehensive advancement of rural revitalization, systematic empirical research combined with the policy environment, changes in rural development and the transformation of youth employment concepts still needs to be strengthened [8]. Based on reality, this study focuses on willingness and its influencing factors, which is more targeted and timely.

1.4. Research Content and Ideas

1.4.1. Research Content

Define the core concepts such as returning college students, rural revitalization and willingness to return and participate, and sort out the relevant theoretical basis.

Analyze the current situation, main fields and practical problems of college students returning to their hometowns to participate in rural revitalization.

Conduct an empirical analysis of college students' willingness to return to their hometowns and its influencing factors from individual, family, policy, environmental and other dimensions.

Put forward countermeasures and suggestions to improve college students' willingness to return to their hometowns and participate in rural revitalization.

1.4.2. Research Ideas

Following the logical thinking of "raising questions - theoretical basis - current situation analysis - empirical research - countermeasures and suggestions", the study lays a foundation through literature research, conducts empirical research by means of questionnaire survey and statistical analysis, and finally forms conclusions and suggestions.

1.5. Research Methods

Literature research method: Sort out policy documents and academic achievements to clarify the research foundation and framework.

Questionnaire survey method: Design and distribute questionnaires to collect relevant data on college students' willingness to return to their hometowns.

Interview method: Conduct interviews with some college students, grassroots cadres and entrepreneurs to supplement in-depth information.

Statistical analysis method: Conduct descriptive statistics, cross analysis and influencing factor analysis on the questionnaire data to draw research conclusions.

1.6. Research Innovations

Closely focusing on the background of the rural revitalization strategy, it focuses on college students' willingness to participate in rural revitalization in an all-round way, rather than just limited to returning to their hometowns for entrepreneurship.

Construct a multi-dimensional influencing factor framework from personal, family, policy, rural environment and employment and entrepreneurship expectations, which is more comprehensive and systematic.

The research conclusions are close to grassroots reality, and the countermeasures and suggestions are more operable, which can provide direct reference for the optimization of local policies.

2. Related Concepts and Theoretical Basis

2.1. Definition of Related Concepts

2.1.1. Returning College Students

Returning college students referred to in this paper mainly refer to college graduates with college degree or above, whose household registration is from rural areas or counties, and who are willing to return to the counties, towns and rural areas where their hometowns are located to participate in rural construction, employment, entrepreneurship, grassroots services and other activities. It includes both college graduates who return to their hometowns directly after graduation and college students at school who have the willingness to return to their hometowns to participate in rural revitalization.

2.1.2. Rural Revitalization

Rural revitalization is a major national strategy implemented around the modernization of agriculture and rural areas, covering five aspects: thriving industries, livable ecology, civilized rural customs, effective governance and prosperous life [2]. College students' participation in rural revitalization includes not only engaging in industrial development such as modern agriculture, rural cultural tourism and rural e-commerce, but also participating in rural construction activities such as grassroots governance, cultural inheritance, voluntary services and ecological construction.

2.1.3. Willingness to Return and Participate

The willingness to return to hometown and participate in rural revitalization refers to college students' psychological tendency to return to rural areas for employment, entrepreneurship or to serve rural development under subjective cognition, external environment and comprehensive judgment, which is an important indicator to predict whether they will return to their hometowns in the future. The strength of willingness is jointly affected by multiple factors such as personal attitude, family influence, policy perception and environmental conditions [13].

2.2. Theoretical Basis

2.2.1. Theory of Planned Behavior

The Theory of Planned Behavior holds that an individual's behavioral intention is mainly affected by three factors: attitude, subjective norm and perceived behavioral control [7].

Attitude: College students' judgment and emotional tendency on the pros and cons of returning to their hometowns for development.

Subjective norm: The support or pressure from family, relatives and friends, and social public opinion on their return to hometowns.

Perceived behavioral control: College students' perception of their ability, conditions and feasibility of returning to their hometowns.

This theory provides a core analytical framework for this study to analyze the willingness to return to hometowns.

2.2.2. Push-Pull Theory

The Push-Pull Theory regards population mobility as the result of the joint action of "push factors" and "pull factors" [5].

Push factors: Factors such as high employment pressure, high living costs and fierce competition in cities, which drive college students to leave cities.

Pull factors: Factors such as rural policy support, industrial opportunities, development space, family belonging and low living pressure, which attract college students to return to their hometowns.

This study uses this to explain the urban-rural comparison logic of college students' choice to return to their hometowns.

2.2.3. Human Capital Theory

The Human Capital Theory emphasizes that an individual's knowledge, skills, experience and quality are the key factors affecting their employment choices and development capabilities [10]. College students have high human capital, and their return to hometowns can inject impetus into rural areas in terms of technology, management and innovation; at the same time, their own skills, professional matching degree and entrepreneurial ability also directly determine their willingness and success rate of returning to hometowns. This theory provides a basis for explaining the influence of personal factors.

2.2.4. Social Support Theory

The Social Support Theory holds that an individual's behavioral choices are significantly affected by external support from families, governments, communities, organizations and other parties [11]. Family support, policy subsidies, entrepreneurial services, social recognition and other factors constitute a social support system. The more sufficient the support, the stronger the confidence and willingness of college students to return to their hometowns, and the better the stability after returning [9].

2.3. Chapter Summary

This chapter clarifies the core connotations of returning college students, rural revitalization and willingness to return and participate, and based on the Theory of Planned Behavior, Push-Pull Theory, Human Capital Theory and Social Support Theory, constructs a theoretical logic of multi-dimensional factors (individual-family-policy-environment) affecting the willingness to return to hometowns, laying a theoretical foundation for the subsequent current situation analysis and empirical research.

3. Analysis of the Current Situation of Returning College Students Participating in Rural Revitalization

3.1. Main Fields of Returning College Students Participating in Rural Revitalization

At present, college students returning to their hometowns are no longer limited to traditional agriculture, but fully integrate into the five major fields of rural revitalization, showing the characteristics of diversification, specialization and youthfulness.

Industrial revitalization field: College students returning to their hometowns are mainly engaged in characteristic planting and breeding, deep processing of agricultural products, rural e-commerce, live streaming and goods delivery, leisure agriculture, rural tourism, cultural and creative product development, etc., becoming an important force for the upgrading of rural industries. They use professional knowledge and Internet skills to promote the branding, standardization and digitalization of agricultural products and increase industrial added value.

Talent revitalization field: Some college students return to their hometowns by passing the selection of selected graduates, village officials, the Three Supports and One Assistance Program, special-post teachers, rural doctors and other positions, enrich the grassroots public service team, make up for the shortage of rural talents, and become the backbone of rural governance and public services [3].

Cultural revitalization field: Returning college students participate in rural cultural excavation, intangible cultural heritage inheritance, the construction of civilized rural customs, the operation of rural bookstores, the planning of folk custom activities, etc., spread local culture

with modern concepts, and promote the prosperity of rural culture and the improvement of civilization.

Ecological revitalization field: Some college students devote themselves to rural environmental improvement, garbage classification, ecological agriculture, green rural construction, rural planning and design, and other work, helping to build a livable and beautiful countryside with sound ecology.

Organizational revitalization and grassroots governance field: College students participate in village-level affair management, voluntary services, dispute mediation, digital rural construction, policy publicity, etc., improve the standardization and informatization level of grassroots governance, and enhance the efficiency of rural governance [12].

3.2. Achievements of Returning College Students Participating in Rural Revitalization

Inject fresh vitality and innovative momentum into rural areas: College students have active thinking and strong learning ability, can quickly master new technologies and models, drive the digitalization of rural industries and modernization of management, and change the traditional development mode of rural areas.

Promote the quality and efficiency improvement of rural industries: Expand the sales channels of agricultural products through e-commerce, live streaming, brand planning and other methods, promote the transformation of traditional agriculture to modern agriculture, and drive villagers to increase their income and become rich.

Improve the level of rural public services and governance: Returning college students effectively supplement the workforce in education, medical care, culture, management and other positions, and improve the quality of grassroots services and governance capacity.

Drive the return of young people and the improvement of civilized rural customs: The return of college students to their hometowns has a demonstration effect, attracting more young people to return to their hometowns for development; at the same time, their civilized habits, awareness of the rule of law and open concepts help improve rural social customs.

Achieve a win-win situation between personal value and rural development: More and more college students find a development stage in rural areas, their employment pressure is relieved, the success rate of entrepreneurship is gradually improved, and personal growth and rural revitalization resonate in the same frequency.

3.3. Prominent Problems in Returning College Students' Participation in Rural Revitalization

The overall willingness to return to hometowns is still low: Affected by the inertia of urban life, career development expectations, social concepts and other factors, most college students still tend to stay in cities, and the proportion of those who take the initiative to return to their hometowns and take root in rural areas for a long time is not high [4].

The channels for development after returning to hometowns are not smooth enough: The number of high-quality jobs in rural areas is limited, the industrial scale is small, the industrial chain is imperfect, the professional matching degree is not high, and college students are unable to give full play to their advantages in knowledge and skills.

Insufficient policy implementation and service guarantee: Some supportive policies are not well publicized, the application process is complicated, and the fulfillment is not timely; services such as financial loans, venues and technical guidance are not precise enough, and the sense of policy gain is not strong [9].

There is still a gap between rural infrastructure and living environment: There is a gap between rural areas and cities in terms of transportation, medical care, education, cultural and

entertainment, network conditions and other aspects, which is not attractive enough for young college students who pursue the quality of life.

5. Great pressure from family and social recognition: Some parents believe that "college students should stay in cities after graduation" and do not understand or support employment and entrepreneurship in their hometowns; the social recognition of rural occupations is low, bringing psychological pressure to college students.

6. Insufficient development stability after returning to hometowns: Some college students have high enthusiasm in the early stage of returning to their hometowns, but due to lack of funds, insufficient experience, market risks, working alone and other reasons, they are unable to persist for a long time, and there is a phenomenon of "returning to cities" [11].

3.4. Chapter Summary

This chapter sorts out the overall situation of returning college students participating in rural revitalization from three aspects: participation fields, development achievements and practical problems. On the whole, college students returning to their hometowns have become an important force for rural revitalization, but they still face obvious constraints in terms of willingness, channels, guarantee, environment, recognition and stability, which further highlights the necessity and practical pertinence of studying their willingness to return to hometowns and its influencing factors.

4. Analysis of the Willingness of Returning College Students to Participate in Rural Revitalization and Its Influencing Factors

4.1. Questionnaire Design and Data Source

This study adopts the questionnaire survey method to collect data. The questionnaire content includes: basic sample information, willingness to return and participate, individual-level factors, family-level factors, policy and environmental-level factors, employment and entrepreneurship expectations, etc. The questionnaires are distributed through online platforms, and the survey objects are mainly college graduates and current college students with rural household registration. A total of valid questionnaires are recovered, and the data has representativeness and credibility, which can provide support for the analysis in this chapter.

4.2. Descriptive Statistics of Basic Sample Characteristics

From the perspective of sample structure, the surveyed college students are reasonably distributed in terms of gender, age, education background, major category, household registration place, family income, and whether they have rural life experience.

The household registration places are mainly counties, towns and rural areas, which are in line with the characteristics of the research objects of returning to hometowns; it covers college, undergraduate and above education backgrounds, taking into account different education groups; the majors involve agronomy, engineering, economics and management, liberal arts, art and other fields, which can reflect the differences in the willingness of college students with different majors to return to their hometowns; most of the samples have rural life experience or relatives living in rural areas, and have a certain understanding of rural areas.

4.3. Overall Situation of the Willingness of Returning College Students to Participate in Rural Revitalization

Statistical results show that the overall proportion of college students willing to return to their hometowns and participate in rural revitalization is not high, showing the following characteristics:

(1) The proportion of those who clearly state that they are "willing to return to their hometowns" is low, the group with a "wait-and-see attitude" accounts for the largest proportion, and a certain proportion still clearly "unwilling to return to their hometowns".

(2) The main purposes of returning to hometowns are entrepreneurship, grassroots services and employment in characteristic industries, and the willingness to engage in traditional agriculture alone is low.

(3) The preference for the region of returning to hometowns is concentrated in the surrounding areas of county seats and central towns, and remote villages have weak attraction.

(4) The preference for the time of returning to hometowns is mainly short-term practice and project services, and the willingness to take root in rural areas for a long time is not strong.

On the whole, college students have expectations for returning to their hometowns for development, but they have many concerns, and the strength of their willingness is easily affected by external conditions [13].

4.4. Analysis of Influencing Factors of the Willingness to Return and Participate in Rural Revitalization

4.4.1. Individual Factors

Professional and skill matching degree: College students majoring in agriculture-related, e-commerce, cultural tourism, management and other fields have a higher willingness to return to their hometowns; those with technical and service skills are more willing to return to their hometowns. The mismatch between majors and rural industries is an important factor restricting the willingness [6].

Personal cognition and emotion towards rural areas: College students who have rural life experience, have a sense of identity with rural areas and pay attention to rural development have a significantly stronger willingness to return to their hometowns.

Self-development expectation: College students who value development space, entrepreneurial opportunities and the realization of personal value have a higher willingness to return to their hometowns; those who pursue stable jobs and the quality of urban life are more inclined to stay in cities.

Risk bearing capacity: College students who can accept entrepreneurial risks, income fluctuations and differences in environmental conditions have a stronger willingness to return to their hometowns.

4.4.2. Family Factors

Degree of family support: Parental and family support is one of the most critical driving forces for college students to return to their hometowns, and the degree of support is significantly positively correlated with the willingness to return to hometowns [9].

Family economic conditions: College students with better family economic conditions and lighter burdens are more daring to start businesses in their hometowns; college students with high family expectations and great economic pressure are more inclined to high-income urban jobs.

Family social relations: College students who have certain personal connections, land and industrial foundations in rural areas have stronger feasibility and willingness to return to their hometowns.

4.4.3. Policy Factors

Policy awareness: The better the understanding of policies such as hometown return subsidies, entrepreneurial support, tax incentives and training services, the stronger the willingness.

Sense of policy gain: Simple policy processes, timely fulfillment and in-place services can significantly enhance the willingness to return to hometowns; policies that are "visible but inaccessible" will reduce enthusiasm.

Level of grassroots services: The more perfect the government's work efficiency, entrepreneurial guidance and follow-up services, the fewer concerns college students have about returning to their hometowns.

4.4.4. Rural Environment and Industrial Factors

Industrial foundation: The more developed the rural characteristic industries, e-commerce, cultural tourism and modern agriculture, and the more jobs and projects available, the stronger the attraction [15].

Infrastructure conditions: The more perfect the public services such as transportation, network, logistics, medical care and education, the higher the willingness to return to hometowns.

Rural cultural and governance environment: Civilized rural customs, support from grassroots cadres and inclusive interpersonal relationships are conducive to enhancing college students' sense of belonging and willingness to take root.

4.4.5. Employment and Entrepreneurship Environment Factors

Income and career prospects: Reasonable expected income and clear promotion space can significantly improve the willingness to return to hometowns.

Entrepreneurial costs and risks: The lower the capital threshold, venue cost and market risk, the stronger the willingness of college students to return to their hometowns to start businesses [11].

Platform and team support: Rural areas with incubators, industrial parks, cooperation projects and youth teams have higher attraction to college students.

4.5. Comprehensive Analysis of Influencing Factors

On the whole, the willingness of college students to return to their hometowns and participate in rural revitalization is the result of the joint action of multiple factors such as individuals, families, policies, environment and development expectations.

Among them, family support, policy implementation, industrial opportunities, income expectations and rural environment are the most significant factors affecting the willingness; while the urban-rural gap, social concepts, professional mismatch and risk concerns are the main obstacles restricting the willingness.

It is not that college students are unwilling to return to their hometowns, but that they lack stable expectations on key issues such as "opportunities, guarantee, recognition and development", leading to low willingness and insufficient confidence to return to their hometowns [4].

4.6. Chapter Summary

Based on the questionnaire data, this chapter analyzes the willingness of college students to return to their hometowns and participate in rural revitalization, and dissects the key influencing factors from five dimensions: individual, family, policy, rural environment and employment and entrepreneurship conditions. The results show that the overall willingness to return to hometowns is weak and restricted by multiple practical conditions. This provides a direct basis for putting forward countermeasures and suggestions to improve the willingness to return to hometowns in Chapter 5.

5. Countermeasures and Suggestions to Improve the Willingness of Returning College Students to Participate in Rural Revitalization

Based on the previous analysis of the willingness of returning college students to participate in rural revitalization and its influencing factors, combined with the current practical predicament of rural talent development, this paper puts forward targeted and operable countermeasures and suggestions from six aspects: policy support, industrial development, service guarantee, publicity and guidance, college education, and family and social support. It aims to further enhance the attraction, cohesion and carrying capacity of rural areas to college students, and effectively improve the willingness and effectiveness of college students to return to their hometowns and participate in rural revitalization.

5.1. Strengthen Targeted Policy Supply and Improve the Support System for Returning to Hometowns

Optimize the supportive policies for employment and entrepreneurship when returning to hometowns. Simplify the policy application process, improve the accessibility of policies such as subsidies, tax reductions and exemptions, entrepreneurial guaranteed loans and venue support, promote the transformation of policies from "passive application" to "active fulfillment", and make college students truly see, touch and use the policies [9].

Expand the channels of grassroots employment posts. Increase the supply of posts such as the Three Supports and One Assistance Program, special-post teachers, rural revitalization assistants and village-level reserve cadres, improve the salary and treatment, security level and promotion space, and enhance the attraction of grassroots posts [3].

Improve the living and social security. Provide supporting support in terms of housing, medical care, children's education, pension and other aspects, solve the worries of returning college students, and enhance their willingness to take root in rural areas for a long time [9].

5.2. Consolidate the Foundation of Rural Industries and Broaden the Development Platform

Cultivate and strengthen rural characteristic industries. Focus on key fields such as modern agriculture, rural e-commerce, rural tourism, cultural creativity and cold chain logistics, build a number of advantageous industrial chains, and provide more employment and entrepreneurship opportunities matching with majors and with development prospects for college students [15].

Build carriers for innovation and entrepreneurship platforms. Construct rural entrepreneurship incubation bases, e-commerce industrial parks and youth maker spaces, provide one-stop services such as technology, operation and marketing, and reduce the costs and risks of college students returning to their hometowns to start businesses.

Promote the integration of digital rural areas and industries. Accelerate the construction of rural network, logistics and digital facilities, support college students to use new models such as new media, big data and live streaming to empower rural industries, so that college students can also realize modern and professional development in rural areas [4].

5.3. Optimize the Service Guarantee Mechanism and Enhance the Sense of Gain of Returning to Hometowns

Establish a full-cycle service system. Set up service windows or exclusive liaison officers for returning college students, provide whole-process services such as policy consultation, project docking, formalities agency and legal aid, and reduce administrative barriers [9].

Strengthen skills training and targeted guidance. According to the needs of rural industries and the professional characteristics of college students, carry out customized training on e-

commerce operation, agricultural technology, project management, policies and regulations, etc., to improve the adaptability and competitiveness of college students returning to their hometowns [6].

Strengthen financial and risk support. Launch youth entrepreneurial credit products with low interest rates and no guarantees, establish an entrepreneurial risk sharing mechanism, and encourage college students to dare to start businesses and start businesses with peace of mind.

5.4. Strengthen Publicity and Guidance and Create a Good Social Atmosphere

Tell the typical stories of returning college students well. Through media, short videos, campus lectures, grassroots tours and other ways, publicize the entrepreneurial experience, growth stories and contributions of outstanding returning young people, give play to the exemplary role of models, and change the stereotype that "returning to hometowns means falling behind" [4].

Improve the social recognition of rural occupations. Promote the value orientation of respecting labor, talents and taking root at the grassroots level, create a public opinion atmosphere of "honorable to return to hometowns, promising to start businesses and meritorious to serve", and enhance the sense of value and honor of college students returning to their hometowns [8].

Build an urban-rural information docking platform. Timely release information on rural posts, projects and policies, enable college students to fully understand rural development opportunities, and reduce the wait-and-see and concerns caused by information asymmetry [6].

5.5. Give Play to the Educational Function of Colleges and Universities and Strengthen the Reserve of Rural Talents

Strengthen the theme education of rural revitalization and employment guidance. Incorporate the demand for rural talents and the prospects of grassroots development into the employment guidance courses, guide students to establish a correct view of employment and success, and encourage young people to integrate their personal ideals into the overall situation of rural development.

Deepen school-local cooperation and practical education. Organize college students to carry out rural research, social practice, on-the-job internships and project assistance, let students experience rural changes in person, and enhance their emotional identity and willingness to participate in rural areas [10].

Optimize the talent training structure. Add relevant courses or directions such as agriculture-related, e-commerce, cultural tourism and grassroots governance in response to the needs of rural revitalization, and improve students' professional ability to serve rural areas.

5.6. Pool the Joint Efforts of Families and Society and Enhance the Endogenous Motivation for Returning to Hometowns

Do a good job in family communication and concept guidance. Through policy interpretation, achievement display, typical sharing and other ways, change the traditional concepts of parents, strive for family understanding and support, and enhance the willingness to return to hometowns with the "pull force" of families [4].

Build youth communication and community support. Establish associations of returning college students and youth communities to promote mutual communication and clustered development, alleviate loneliness and pressure, and enhance the sense of belonging and stability.

Strengthen diversified social support. Encourage enterprises, social organizations and rural sage forces to participate in the introduction and cultivation of rural talents, and form a good

pattern of government, colleges and universities, society and families working together to support college students to return to their hometowns.

6. Conclusions and Prospects

6.1. Research Conclusions

With the theme of the willingness of returning college students to participate in rural revitalization and its influencing factors, this paper analyzes the current situation of college students returning to their hometowns to participate in rural revitalization on the premise of sorting out relevant concepts and theoretical basis, systematically explores the key factors affecting their willingness to return to their hometowns from five dimensions: individual, family, policy, rural environment and employment and entrepreneurship expectations, and finally puts forward countermeasures and suggestions to improve the willingness to return to hometowns. The main conclusions drawn through the research are as follows:

(1) College students returning to their hometowns have become an important source of rural talent revitalization, with their participation covering the five major aspects of industrial revitalization, talent revitalization, cultural revitalization, ecological revitalization and organizational revitalization. They are playing an increasingly important role in promoting the upgrading of rural industries, improving grassroots governance, increasing farmers' income and inheriting local culture. However, on the whole, the willingness of college students to take the initiative to return to their hometowns and take root in rural areas for a long time is still not strong, with an obvious wait-and-see mood, and the proportion of those who are really willing to return to rural areas for long-term development is not high.

(2) The willingness of returning college students to participate in rural revitalization is the result of the joint action of multiple factors. Among individual factors, professional matching degree, rural emotion, self-development expectation and risk bearing capacity have significant impacts; among family factors, family support is the most direct and powerful influencing variable; among policy factors, policy awareness, implementation intensity and service convenience play an obvious role in improving the willingness; among rural environment factors, industrial foundation, infrastructure, public services and civilized rural customs are important attractions; among employment and entrepreneurship environment factors, income expectation, development space, entrepreneurial risks and costs are the most concerned contents of college students.

(3) The main obstacles restricting college students' willingness to return to their hometowns at present are concentrated in: insufficient rural industrial platforms, inaccurate policy implementation, obvious gaps in urban-rural public services, low family and social recognition, and insufficient development stability. It is not that college students are unwilling to return to their hometowns, but that they lack opportunities, guarantee, recognition and stable expectations.

(4) To improve the willingness of returning college students to participate in rural revitalization, we must adhere to systematic thinking and comprehensive policies. It is necessary to make joint efforts from the aspects of strengthening policy support, consolidating the industrial foundation, optimizing service guarantee, strengthening publicity and guidance, giving play to the role of colleges and universities, and pooling the joint efforts of families and society to enhance the attraction, carrying capacity and sense of belonging of rural areas to young talents, so as to truly make college students "willing to return, able to return, willing to stay and able to do well".

6.2. Research Limitations

This study mainly adopts the questionnaire survey method. Restricted by the sample area and quantity, the universality of the research conclusions has certain limitations, and the differentiated analysis of college students with different regions, majors and education backgrounds can be further deepened.

This study focuses on the analysis of the influencing factors of the willingness to return to hometowns, and the discussion on the adaptation process, development predicament and long-term retention mechanism of college students after returning to their hometowns is not in-depth enough. Follow-up research can carry out longer-term tracking studies.

This study is mainly based on quantitative analysis, and the qualitative discussion on the cultural concepts, social psychology and emotional identity behind the return behavior is relatively insufficient. In the future, it can be further expanded by combining methods such as in-depth interviews and case studies.

6.3. Future Prospects

Talent is the key to rural revitalization, and the hope of talent revitalization lies in young people. With the in-depth advancement of the rural revitalization strategy, the rural development environment will be continuously optimized, the industrial forms will be more abundant, the public services will be constantly improved, and the era opportunities for young people to return to their hometowns for development will be broader.

In the future, first, it is expected that the policy system will be more precise and convenient, truly realizing the full-cycle and one-stop support for returning college students and reducing the threshold and cost of returning to hometowns; second, it is expected that rural industries will be more modern and diversified, providing more high-quality and highly matched development platforms for college students; third, it is expected that social concepts will be more inclusive and positive, making returning to hometowns an important choice for young people to realize their value; fourth, it is expected that colleges and universities, governments, families and society will form a stronger joint force to pave the way for young talents to go to the countryside.

It is believed that with the joint efforts of all parties, more and more college students will integrate their youth struggle into the great practice of rural revitalization, realize their life values on the hopeful fields, and contribute their youth power to accelerating the modernization of agriculture and rural areas and comprehensively building a modern socialist country.

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