

Analysis of the Intention and Influencing Factors of Rural College Students to Return to Their Hometowns for Entrepreneurship under the Background of Rural Revitalization

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Abstract: This article aims to deeply analyze the intention of rural college students to return to their hometowns for entrepreneurship and the underlying influencing factors. Through extensive literature review, combined with in-depth interviews and carefully designed questionnaire surveys, this article systematically presents the current situation of rural college students' intention to return to their hometowns for entrepreneurship, and deeply explores the key factors that affect their decision to return to their hometowns for entrepreneurship. The study revealed the profound impact of four levels of factors: personal traits, family background, economic conditions, and social support on the intention of rural college students to return home and start businesses. Based on the above research results, this article proposes targeted and operational countermeasures and suggestions, aiming to stimulate the enthusiasm of rural college students to return home and start businesses, and provide valuable reference basis for relevant Development Plans. Finally, the article provides a forward-looking outlook on the future trend of rural college students returning to their hometowns for entrepreneurship, pointing out the research value and practical significance of this field.

Keywords: Rural College Students; Returning to Hometown for Entrepreneurship; Intention; Influencing Factors; Countermeasure and Suggestion

1. Introduction

The rural revitalization strategy is a major initiative proposed by the Chinese government to promote rural economic and social development and enhance the modernization

level of agriculture and rural areas. In this context, the return of rural college students to their hometowns for entrepreneurship has become a new force in promoting rural revitalization, and has gradually become an important way to optimize the structure of rural talents and promote rural economic and social development. However, with the acceleration of urbanization, the phenomenon of talent loss in rural areas has become increasingly serious. As excellent human resources in rural areas, rural college students who return to their hometowns for entrepreneurship can not only drive the economic development of their hometown, but also promote the overall progress of rural society. Therefore, exploring the factors that affect rural college students returning to their hometowns for entrepreneurship is of great significance for stimulating their entrepreneurial vitality and promoting rural revitalization. This article conducts empirical research on the influencing factors of rural college students returning to their hometowns for entrepreneurship through interviews, questionnaire platforms, and SPSS data analysis software. The key factors affecting rural college students returning to their hometowns for entrepreneurship are analyzed, aiming to provide reference and basis for relevant Development Plans and practice.^[1]

The author conducted an empirical study on 342 rural college students and explored in depth the main factors affecting their return to their hometowns for entrepreneurship. The following aspects were mainly analyzed and studied:

This paper systematically sorts out the literature on rural college students returning to their hometowns for employment and entrepreneurship at home and abroad, which provides a solid theoretical support for in-depth research.;Through a well-designed questionnaire and the content of the literature review, a comprehensive and in-depth survey was

conducted on rural college students, covering personal background, family status, economic factors, social support and other aspects; The SPSS software is used to carry out detailed processing and in-depth analysis of the collected data to reveal the internal relationship and influence degree between various factors, which provides strong support for subsequent countermeasures and suggestions; In order to encourage more rural college students to return to their hometowns and start businesses, this paper puts forward a series of concrete and feasible countermeasures, including increasing Development Plans publicity, improving financial support and infrastructure construction, strengthening entrepreneurship education and training, and encouraging successful entrepreneurs to share their experiences.

Through in-depth data analysis and content research, the author will point out the main problems encountered by rural college students in the process of entrepreneurship, such as capital, technology and market constraints. This paper also analyzes the influencing factors and current situation of rural college students returning to their hometowns to start their own businesses, and conducts in-depth discussions on personal characteristics, family background and social environment. The combined effect of these factors may have an important impact on the entrepreneurial choice and success of rural college students. In terms of countermeasures, the paper emphasizes the supporting role of the government, society and universities, and the purpose of these countermeasures is to create more favorable conditions and environment for rural college students to return to their hometowns and start businesses. In addition, this paper also looks forward to future research directions, including further exploring the mode, path and effect of rural college students returning to their hometowns to start their own businesses. These studies will help to understand the current situation and trends of returning to their hometowns to start their own businesses, and provide strong support for the formulation and adjustment of relevant countermeasures

In summary, through an in-depth study on the return of rural college students to their hometowns and entrepreneurship, this paper reveals their actual situation, influencing factors and countermeasures, and provides a useful reference for the formulation and implementation of relevant countermeasures.

This paper hopes to contribute to the cause of rural revitalization and promote the sustainable development of rural areas by promoting the entrepreneurial activities of rural college students returning to their hometowns.^[2]

2. Methodology

2.1 Sources

From October 2023 to February 2024, a total of 350 questionnaires were distributed and 342 valid questionnaires were selected, with an effective rate of 97.71%. The survey content research was mainly conducted by means of questionnaires, interviews and literature reviews.

2.2 The Content of the Investigation

In order to study the intention, motivation and influencing factors of rural college students returning to their hometowns to start their own businesses, this study comprehensively used a variety of methods such as questionnaire survey, interviews and literature review. We carefully designed the questionnaire according to the purpose of the study, aiming to collect a wide range of data and reflect the actual situation of rural college students. The self-compiled questionnaire has a clear structure and is divided into four parts, and at the same time, the questionnaire survey also passes a five-level scoring method, in which 1 means "strongly disagree", 2 means "disagree", 3 means "general", 4 means "agree", and 5 means "strongly agree", so that the investigators can quantitatively evaluate the importance of the relevant factors of returning to their hometowns to start a business, which provides convenience for subsequent statistical analysis. First of all, the first part focuses on basic personal information, covering key elements such as gender and educational background, which lays the foundation for subsequent in-depth analysis. Secondly, the second part delves into family factors, including the family's expectations of entrepreneurs and the education level of family members, to reveal the influence of family background on the willingness to return to their hometown to start a business. The third part focuses on economic factors, and comprehensively analyzes the role of economic factors in the decision-making of returning to their hometowns by asking respondents about their acceptance of wage levels, and finally, the fourth part focuses on social support factors, and

through in-depth understanding of respondents' perceptions and needs for social support, we can better grasp the important role of relevant Development Plans in promoting rural college students to return to their hometowns and start businesses.

2.3 Data Processing

In terms of data processing, we use Excel to carefully edit the questionnaire data to ensure the accuracy and completeness of the data. With the help of the Questionnaire Star professional platform, the collected original questionnaire data is efficiently entered and preprocessed to ensure that the data is clean and standardized. Subsequently, SPSS23.0 statistical software was used to conduct a full range of descriptive analysis, analysis of variance, sample test, and logistic multivariate regression analysis to explore the close relationship between different sample characteristics and rural college students' return to their hometowns and entrepreneurship, and accurately identify the key factors affecting rural college students' return to their hometowns and entrepreneurship. Throughout the analysis process, we have always maintained a rigorous scientific research attitude and set the test level $\alpha=0.05$ to ensure the reliability and validity of the research results. Through quantitative analysis and trend prediction of data processing, we provide more in-depth and detailed insights into the field of rural college students returning to their hometowns to start their own businesses, and provide a strong scientific basis for the formulation and implementation of relevant policies.

In addition, this study also used the qualitative research method of interview method to understand their real thoughts and real experiences in the process of returning to their hometowns to start a business through in-depth exchanges with rural college students. At the same time, we also conducted a literature review and systematically sorted out the relevant literature on rural revitalization and college students' return to their hometowns to start their own businesses at home and abroad, which provided solid theoretical support and reference for our empirical analysis.

In summary, this study aims to comprehensively and deeply explore the willingness, motivation and influencing factors of rural college students to return to their hometowns to start their own businesses through the comprehensive use of questionnaires, interviews and literature reviews, so as to provide a scientific basis for the formulation and implementation of relevant policies.^[3]

3 Result

3.1 Basic Information

In this survey, we collected data from 322 undergraduate students. Among them, 91 are male and 251 are female. In terms of family structure, there are 140 only children and 202 non only children. The investigators come from different geographical backgrounds, including 59 people living in the suburbs of provincial capital cities, 87 people living in the suburbs of prefecture level cities, 103 people living in the suburbs of county-level towns, and 89 people living in township level streets and subordinate villages. It is worth noting that only 4 people come from mountainous areas far from the town.

3.2 Family Circumstances

Through the survey, it is concluded that 138 of the relatives around the rural college students have high school and technical secondary school, 113 are junior high school and below, 30 are junior college students, and 17.83% of the total number of people have bachelor's degree or above, indicating that most of the rural college students have low education level, and only a few of their relatives are highly educated. At the same time, it was learned that they are mainly engaged in enterprises and individual industrial and commercial households, and a small number of rural college students whose parents are engaged in civil servants. According to the analysis, 29.82% of the families have an annual income of 8-150,000 9.94% of the people are below 30,000, while 37.43% of the families have an annual income of more than 150,000 yuan. The results of the analysis are detailed in Table 1 below.

Table 1. Basic Information of Survey Subjects

variable	Categor	Frequency (person)	%
Gender	Male	91	26.6
	Female	251	73.39
Educational background	Junior college or below	19	5.57

	Undergraduate	322	94.43
Only child	Yes	140	40.94
	No	202	59.06
Family location	Suburban areas of provincial capital cities	59	17.46
	Suburban areas of prefecture level cities	87	75.6
	County-level urban and suburban areas	103	30.47
	Township level streets	89	26.25
Annual household income	Under3000	34	9.94
	3000to8000	78	22.81
	80000 to150000 yuan	102	29.82
	150000 to 250000 yuan	71	20.76
	Over 250000 yuan	57	16.67
Parental education level	Graduate students	5	2.39
	Junior college education	30	14.35
	Bachelor degree or above	61	29.47
	Junior high school and below	113	54.59

3.3 Analysis of the Influencing Factors and Relevance of Rural College Students Returning to their Hometowns to Start Their Own Businesses

In this survey, through SPSS data analysis, as shown in Table 2, we found that the willingness of rural college students to return to their hometowns for entrepreneurship is influenced by multiple factors. Among them, gender, whether the child is an only child, the location of the family, and the education level of the parents all show significant correlations.

First of all, the gender factor is particularly obvious in the willingness of rural college students to return to their hometowns and start businesses. The data shows that 77 male students expressed their willingness to return to their hometowns to start a business, of which 16 were very willing, accounting for 20.78% of the total, and 15.38% were unwilling to return to their hometowns to start a business, while 220 female students were willing to start a business, of which 30 were very willing, accounting for 11.95% of the total, and 12.35% of the total were unwilling to return to their hometowns to start a business. This may be related to the differences in the physical, psychological and social roles of men and women, resulting in different perceptions and attitudes towards the problem, suggesting that gender may be one of the factors influencing the willingness of rural college students to return to their hometowns to start businesses, but it should be pointed out that the ratio of men to women in the survey sample is about 1:3, which may have a certain bias on the results. According to the data, because the respondents' educational background is basically a bachelor's degree, academic background cannot be used as one of the influencing factors

of this survey. In addition, there was a significant difference in the willingness of rural college students to return to their hometowns and start their own businesses. 13.37 per cent of students who were not only children said they would not want to go, while 40 per cent of students who were only children said they would be willing to go. This suggests that family structure may affect the employment choices of rural college students. At the same time, it is concluded that the area where the family is located also has a significant impact on the willingness of rural college students to return to their hometowns and start businesses. 20.34% of the students living in the suburbs of provincial-level cities strongly agreed with returning to their hometowns to start their own businesses, while only 8.74% of the students living in the suburbs of county-level towns strongly disagreed. These results suggest that regional factors may affect the employment choices and intentions of rural college students. In addition, the annual family income is also one of the important factors affecting the willingness of rural college students to return to their hometowns and start businesses. The data shows that among students with an annual family income of less than 30,000 yuan, the proportion of students who are willing to return to their hometowns to start a business is the highest, reaching 35.29%; With the increase of income, the proportion of people who are willing to return to their hometowns to start a business gradually decreases; However, when the annual household income reaches more than 250,000 yuan, the proportion of people willing to return to their hometowns to start a business has increased. These results indicate that family economic status has a significant impact on the employment choices of rural college students.

The level of education of parents also has an impact on their children's views and attitudes. The education level of parents may affect the educational atmosphere of the family and the growth environment of their children, thereby shaping their children's views and attitudes towards problems, from the data, 16.66% of parents who graduated from junior college are very reluctant to return to their hometowns to start a business; However, there was a significant difference between parents' opinions and their own opinions in terms of employment intention ($P < 0.01$).^[4] These results suggest that family background and parental opinions may influence the employment choices of rural college students to a certain extent.

Table 2. Influencing Factors and Correlation Analysis of Rural College Students Returning to their Hometowns to Start their Own Businesses (N,%)

Variable	Category	Strongly disagree	Disagree	Commonly	Agree	Strongly agree	χ^2
Gender	Male	7.69	7.69	39.7	24.17	17.58	5.417
	female	4.78	5.41	51.39	24.3	11.95	
Education background	Junior college or below	44.44	15.79	21.05	26.31	15.79	21.919***
	Undergraduate students	4.66	7.14	50.62	24.22	13.35	
Only child	YES	6.43	6.43	47.14	25.71	14.29	17.694***
	NO	4.95	8.42	50.50	23.27	12.87	
The area where the family is located	Provincial urban suburbs	8.47	11.86	42.37	16.95	20.34	12.676***
	Prefecture-level city suburb	6.90	8.05	48.28	27.59	9.20	
	County-level town suburbs	2.91	5.83	45.53	28.16	17.48	
	Township-level streets	4.50	6.74	59.55	22.47	6.74	
Family annual income	Below 30,000	11.76	11.76	41.18	23.53	11.76	3.133
	More than 30,000-80,000	2.57	5.13	61.54	20.51	10.26	
	8-150000	9.8	8.82	44.12	28.43	8.82	
	15-250,000	2.81	5.63	57.75	22.54	11.27	
	More than 250,000	1.75	8.77	35.09	24.56	29.82	
Parents' education level	junior college education	16.66	3.33	40.0	23.33	16.66	24.593***
	High school and below	5.18	7.97	51.79	19.92	11.16	
	Bachelor degree or above	1.64	8.20	50.98	31.37	25.49	

3.5 An Empirical Analysis of the Influencing Factors of Rural College Students Returning to their Hometowns to Start their Own Businesses

In this study, logistic regression analysis was performed by SPSS to explore the influence of independent variables: personal basic situation, family factors, economic factors, and social support factors on the dependent variable intention to return to their hometown and start a business. The F-test can be used to express the significance of the entire equation. As shown in Table 3. According to the regression coefficient table in Table 3, the influence coefficient of gender on the target variable is 1.365, the standard error is 0.856, the T value is 1.595, and the significance level (P value) is 0.365,

3.4 The Intention of Rural College Students to Return to their Hometowns to Start A Business and the Distribution of Influencing Factors

According to the questionnaire and data analysis, the top five factors for rural college students to express their willingness to return to their hometowns to start their own businesses are: personal interest, familiarity with the market, market risk, development prospects, and national policies; The top six reasons for reluctance to return to their hometowns to start a business are: capital, resources, ability, market, experience, and social support.^[5]

indicating that the association between gender and the target variable is not significant. The 95% confidence interval (-0.56, 2.564) contained 0, which further supported the conclusion that gender had no significant effect on the target variable. The coefficient of education was 0.345, the standard error was 0.546, the T value was 0.632, and the P value was 0.456, which also showed that the correlation between education and the target variable was not significant. The 95% confidence interval (-0.602, 1.356) also included 0, but the respondents from the previous personal information data were basically undergraduates, so they were not referenced. The coefficient was -4.495, the standard error was 0.235, the T value was -19.128 (the absolute value was larger, indicating a significant impact),

and the P value was 0.038, which was lower than the significance level of 0.05. The 95% confidence interval (-4.995, 0.235) indicated that the coefficient of the major was negative, that is, there was a significant difference in the mean value of the target variable between different majors. The coefficient of being an only child was 0.344, the standard error was 0.785, the T value was 0.438, and the P value was 0.630, indicating that the association between whether the child was an only child and the target variable was not significant. The 95% confidence interval (-1.045, 1.785) contains 0. The influence coefficient of family factors on

the target variable was 0.620, the standard error was 0.55, the T value was 1.127, and the P value was 0.075, which was slightly higher than the significance level of 0.05, indicating that the association between family factors and the target variable was close to significant. The 95% confidence interval (-0.054, 1.285) contains 0 but tends to be positive; The coefficient of economic factors is 3.847 and the significance is 0.000, which shows that economic factors have a significant impact on the target variables, and the coefficient of social support factors is 1.236, which also has a significant impact on the target variables.

Table 3. Table of Regression Coefficients

Variables	Coefficient value	Standard error	T-value	Significance	[95%Conf	Interval]
Gender	1.365	0.856	1.595	0.365	-0.56	2.564
Education background	0.345	0.546	0.632	0.456	-0.602	1.356
specialty	-4.495	0.235	-19.128	0.038	-4.995	0.235
Whether he is an only child	0.344	0.785	0.438	0.630	-1.045	1.785
family factors	0.620	0.55	1.127	0.075	-0.054	1.285
economic factors	3.847	0.567	6.785	0.000	2.736	4.959
Social support factors	1.236	0.784	1.577--2.400	0.000	0.090	2.480
constant	-11.473	4.789	0.000	0.020	-22.045	-1.925
P value			0.856			
R square			86.587			
F value						

3.6 Discussion and Suggestions

The phenomenon of rural college students returning to their hometowns to start their own businesses has now attracted widespread attention. These college students, after receiving the baptism of higher education in the university hall of the city, chose to return to their hometowns, devote themselves to entrepreneurship, and inject new vitality into rural revitalization with practical actions. Their entrepreneurial intentions are influenced by a combination of complex factors, including personal characteristics, family background, social environment and economic considerations. [6]The following is an in-depth discussion and recommendations on these influencing factors.

3.6.1 Discussion

Personal factors: gender, education, major, and family location will all affect the entrepreneurial intention of rural college students. From the perspective of gender, the data show that there is a significant correlation between gender in the correlation table, and the literature review points out that male rural college students are more likely to have the willingness to return to their hometowns to start their own businesses than

women, which may be related to the recognition of men's role in bearing the main family economic responsibility in traditional Chinese culture, and also reflects that male groups may be more inclined to pursue challenges and breakthroughs, as well as the realization of self-worth. However, by reviewing a large number of literature, the impact on entrepreneurial intention is manifested in the fact that with the improvement of knowledge level and cognitive ability, rural college students have a deeper understanding and awareness of entrepreneurship, and they realize that entrepreneurship requires not only courage and perseverance, but also solid professional knowledge, skills and innovative thinking. Therefore, some highly educated rural college students may choose to continue their studies or work in urban areas, and then consider returning to their hometowns to start their own businesses after accumulating practical experience. For example, majors closely related to rural development, such as agricultural economic management, environmental science, and biotechnology, are often more inclined to return to their hometowns and start their own businesses because their training goals and

contents are directly related to the economic development and social progress in rural areas.^[7] Family factors: family environment and family economic status will have an impact on the entrepreneurial intention of rural college students. According to the data, the attitudes and behavior patterns of family members will also have a profound impact on the entrepreneurial intentions of rural college students. On the one hand, if someone in the family has started or is starting a business and has achieved success, it will greatly stimulate the entrepreneurial enthusiasm and self-confidence of rural college students, and make them believe that they can also achieve achievements on the road of entrepreneurship through their own efforts and hard work. On the other hand, the encouragement and support of family members, including the provision of necessary start-up capital and network resources, is an important source of strength for rural college students to overcome various difficulties in the early stage of entrepreneurship. However, for rural college students whose families are less financially well-off, they may make a more prudent choice between entrepreneurship and employment. Since families are unable to provide sufficient financial support, they may prefer to choose projects with less investment, quick returns, and relatively low risks, so as to achieve economic benefits in a limited period of time and reduce the financial burden on families. In this case, their entrepreneurial intentions will be more constrained and affected by the actual conditions.

Social support factors: The regression analysis table showed that social factors (policy support, school activities and courses related to entrepreneurship, etc.) would have a significant impact on the target factors, and policy support was an important external driving force to promote the entrepreneurial intention of rural college students. A series of preferential policies for entrepreneurship issued by the government, such as guaranteed loans for entrepreneurship, tax exemptions and exemptions, and venue support, have provided practical help to rural college students. These policies not only reduce the financial pressure in the early stage of entrepreneurship, but also lower the threshold for entrepreneurship, so that more rural college students who are willing to start a business dare to take the first step. The school also plays a vital role in cultivating the entrepreneurial

awareness and practical ability of rural college students. Through the establishment of entrepreneurship education courses, entrepreneurship competitions, entrepreneurship training platforms and other diversified forms, the campus environment can create a good atmosphere that encourages innovation and supports entrepreneurship. These activities can not only help rural college students master the necessary entrepreneurial knowledge and skills, but also help them sharpen their will and improve their comprehensive quality in practice, so as to enhance their entrepreneurial intention and practical ability.^[8]

Economic factors: Economic factors play a pivotal role in the decision-making process of rural college students returning to their hometowns to start their own businesses. A large amount of data collected and analyzed in depth through the online survey platform of Questionnaire Star revealed that among the reasons for reluctance to return to the hometown to start a business, the problem of capital is particularly prominent, which has become the main concern at the top of the list. Obviously, the shortage of funds has become the biggest bottleneck preventing rural college students from giving back to their hometowns and starting their own businesses. The so-called ideal is very plump, and the reality is very skinny. No matter how much enthusiasm and ideals there are, without sufficient financial support, it is often difficult for these rural college students to put their entrepreneurial dreams into practice. The problem of funding not only restricts the scale of their business and the choice of projects, but also hits their enthusiasm and self-confidence to a certain extent. Without sufficient start-up capital, even the best projects can only stay in the ideation stage; ^[9]Without sufficient liquidity, even the most promising enterprises may face pressure to survive.

3.6.2 Recommendations

In view of the personal factors, family factors, social support factors and economic factors in the above analysis, the following are targeted suggestions for improving the entrepreneurial intention of rural college students:

Personal factors: (1)Gender equality education: Strengthen entrepreneurship education and guidance for female rural college students, break gender stereotypes, and encourage women to pursue self-worth realization and entrepreneurial dreams. (2)Integration of major and

entrepreneurship: Targeting students from different majors, courses and activities related to entrepreneurship are carried out to help students understand the skills and knowledge required for entrepreneurship, especially in areas such as agricultural economic management, environmental science, biotechnology, etc., to strengthen entrepreneurial awareness Career planning education: Encourage rural college students to balance academic advancement and career planning, recognizing that entrepreneurship is also a career choice and may bring greater social and economic value.

Family factors: (1)Family entrepreneurship education: Through family education and community activities, enhance family members' awareness and support for entrepreneurship, and create a positive entrepreneurial atmosphere. (2)Economic support and resource sharing: For students from families with poor economic conditions, provide entrepreneurship training and resource docking, help them choose suitable projects, and strive for economic support from all aspects of society Success Case Sharing: Inviting successful rural entrepreneurs to share their experiences and stories, inspiring rural college students to overcome difficulties and bravely start businesses.^[10]

Social support factors: (1)Policy promotion and interpretation: Strengthen policy promotion and interpretation to ensure that rural college students fully understand and utilize the entrepreneurial preferential policies provided by the government. (2)School entrepreneurship education: Strengthen school entrepreneurship education, provide more entrepreneurship courses, lectures, practical opportunities, and mentor guidance, and enhance students' entrepreneurial abilities Entrepreneurship Incubator and Financial Support: Establish a rural college student entrepreneurship incubator and financial support mechanism to provide rural college students with the necessary venues, funds, and other resources for entrepreneurship.

Economic factors: (1)Financial support: The government and all sectors of society should increase their financial support for rural college students to start businesses, providing low interest loans, guaranteed loans and other financial services. (2)Entrepreneurship Investment Fund: Establish a rural college student entrepreneurship investment fund to attract social capital participation and provide diversified funding sources for rural college

students Venture capital education: Strengthen venture capital education for rural college students, help them understand the capital market and financing channels, and improve their financing capabilities.

Through comprehensive policies, the entrepreneurial intention and success rate of rural college students can be effectively improved, and new vitality and impetus can be injected into rural revitalization.^[11]

3.7 Conclusion

The government, society and colleges and universities all play an irreplaceable role in the process of rural college students returning to their hometowns to start businesses. Only when these three forces form a joint force and work together can we lay a smoother and broader road for rural college students to start a business. On this road, we look forward to seeing more and more rural college students write their own brilliant chapters with their wisdom and sweat. As a special group, rural college students not only carry the hope of the countryside, but also have the vision and knowledge of the city. After in-depth discussion on the intrinsic motivation and influencing factors of rural college students returning to their hometowns to start their own businesses, we can't help but look forward to the future research directions. With the deepening of the rural revitalization strategy, rural entrepreneurship will usher in more opportunities and challenges. Future research will pay more attention to the mode, path and effectiveness of rural college students returning to their hometowns to start their own businesses, in order to provide more powerful theoretical support and practical experience for rural revitalization. By implementing comprehensive policies, the entrepreneurial intention and success rate of rural college students can be effectively enhanced, injecting new vitality and momentum into rural revitalization.

We also realize that the research on rural college students' return to their hometowns to start their own businesses is a complex and systematic project, which requires the cross-integration of multiple disciplines and fields. Future research will focus more on empirical research and case analysis, and obtain more authentic and accurate data and information through in-depth investigation and field visits, so as to provide a more reliable basis for relevant policy formulation. We will also pay attention to the

problems and challenges in the process of rural college students returning to their hometowns to start their own businesses, such as fundraising, market development, technological innovation, etc. By shedding light on these issues and challenges, we can provide more concrete and practical guidance and assistance to rural college students to help them grow their entrepreneurial careers. The return of rural college students to their hometowns and entrepreneurship has not only injected new vitality and impetus into rural revitalization, but also sublimated their own life value. Through comprehensive and in-depth research, we believe that the future of rural college students returning to their hometowns to start their own businesses will be brighter and brighter.

Acknowledgments

This paper is supported by Research results funded by the Innovation and Entrepreneurship Training Program for College Students of Zhejiang Yuexiu University of Foreign Chinese (202312792024).

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