

# *Research on the Promotion Path of Vocational College Graduates' Entrepreneurial Competence in Returning Home under the Rural Revitalization Strategy*

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**Keywords:** Rural revitalization, higher vocational students, returning home to start a business, entrepreneurial competence, promotion path

**Abstract:** Higher vocational students need strong strategic planning ability to set strategic goals consciously, and consider what tactics to use and what countermeasures and methods to use to achieve their own goals in view of rural entrepreneurial opportunities, effectively arrange manpower, material resources and financial resources, and make corresponding strategic adjustments in line with the development and changes of the times. Under the background of rural revitalization strategy, paying attention to and supporting vocational college students' entrepreneurship will not only help to accelerate the integration and development of the three major rural industries, prosper the rural economy, and coordinate urban and rural development, but also promote a new round of modern and information-based agricultural development. By combing the opportunities of rural entrepreneurship under the background of rural revitalization strategy, this paper studies the problems of vocational college students returning to their hometowns to start businesses under the background of rural revitalization strategy. On this basis, the structural model of entrepreneurial competence of higher vocational students in rural revitalization strategy is constructed. Finally, it puts forward the path to improve the entrepreneurial competence of higher vocational graduates under the strategy of rural revitalization.

## 1. Introduction

The rural revitalization strategy provides great impetus for rural development, and also encourages more vocational students to return to their hometowns for employment. A series of national measures have fully emphasized the importance of rural revitalization, and talents are an important driving force to realize rural revitalization. Higher vocational students' returning to their hometowns to start businesses is an effective way to introduce rural talents and a vital guarantee to implement the requirements of rural industrial development, ecological governance and civilized rural customs [1].

By understanding the current situation and problems faced by higher vocational students returning to their hometowns [2], this paper analyzes the influencing factors, and puts forward countermeasures to improve the competency of higher vocational students returning to their hometowns, cultivate higher vocational students with good innovation and entrepreneurship ability, and improve the

success rate of returning to their hometowns.

## **2. Rural entrepreneurship opportunities under the background of rural revitalization strategy**

At present, most rural entrepreneurial industries have problems such as weakness and homogenization. One of the core of rural revitalization is the accurate development of rural industries, which requires vocational college students who return home to fully understand the actual situation of their villages, and combine the local climate, topography, historical industries and other special features with the market demand for industrial entrepreneurship. In view of this reality, the rural revitalization strategy provides a great opportunity for the development of rural tourism [3]. At the same time, the development of rural tourism is an effective strategy to fill the shortcomings of rural hollowing out and insufficient agricultural industry characteristics on the basis of accurately developing the entity industry with the characteristics of the village, which is an important link in rural revitalization.

Rural vocational students return to their hometowns to start businesses, so it is no longer competitive to develop the traditional agricultural model. Vocational students can make full use of the development model of cultural and creative industries, combine the logic of cultural creativity, integrate culture, science and technology and ecology into agricultural elements, and develop creative agriculture [4]. Vocational students can develop e-commerce of agricultural products with the help of rural information construction, and at the same time develop related auxiliary industries, such as rural logistics, rural e-commerce personnel training, rural technical support services, online marketing of agricultural products, brand planning of agricultural products, and agricultural products brokerage and agency.

## **3. Under the background of rural revitalization strategy, the problems of vocational college students returning to their hometowns to start businesses**

### **3.1 Higher vocational students' enthusiasm for returning home to start a business is not high**

Higher vocational students need strong strategic planning ability to start their own businesses when they return home. They should consciously formulate strategic goals, consider what tactics to use and what countermeasures and methods to use to achieve their own goals in view of rural entrepreneurial opportunities, effectively arrange manpower, material resources and financial resources, and make corresponding strategic adjustments in line with the development and changes of the times [5]. Although the countryside is a great place, many higher vocational students lack the enthusiasm to return to their hometowns for reasons such as inconvenient life, backward transportation, being far away from urban areas and hard work. On the other hand, most parents born in rural areas do not want their children to continue to go back to the countryside to suffer hardships, and hope that their children will not take risks and find a stable job. Higher vocational students are not enthusiastic about returning home to start a business, and lack the enthusiasm for starting a business.

### **3.2 Lack of policy support**

The entrepreneurial ability of higher vocational students is divided into three dimensions: the ability to identify entrepreneurial opportunities, the ability to gather and allocate resources, and the ability to control risks. Entrepreneurship can be regarded as a complex social system project, which needs to gather all kinds of resources. Policy, culture and market are dynamic subsystems, while finance and human capital are relatively static systems to support entrepreneurship [6]. Another important factor that affects the effect of higher vocational students' returning home for employment

and entrepreneurship is the support of the local government. The government should play various functions and vigorously promote the process of returning home for employment and entrepreneurship. This will alleviate the confusion of vocational college students, have more planning for returning home to start businesses, no longer blindly choose entrepreneurial projects, and promote rural economic development.

### **3.3 Lack of entrepreneurial self-confidence**

From the main point of view, entrepreneurial ability can be divided into three levels: individual, organization and society from micro to macro, while the vocational ability of higher vocational students discusses the entrepreneurial ability of micro individuals. Resource integration is a process in which vocational college students who return home to start a business can reasonably allocate and condense the resources they need, and finally form a joint force and the ability to succeed in starting a business. Resource integration generally includes resource allocation and resource application. In the process of returning home to start a business, vocational college students have a series of problems, such as the blind project selection, difficulty in integrating into rural society, large psychological gap, lack of rural entrepreneurial experience, unfulfilled policy assistance, and lack of entrepreneurial instructors, which leads to low success rate of starting a business in rural areas. It is these problems that make most students refuse to return home to start a business, with weak entrepreneurial will and insufficient understanding of returning home to start a business.

## **4. Structural model of vocational college students' entrepreneurial competence in rural revitalization strategy**

Under the background of rural revitalization strategy, paying attention to and supporting vocational college students' entrepreneurship will not only help to accelerate the integrated development of the three major rural industries, prosper the rural economy, and coordinate urban and rural development, but also promote a new round of modern and information-based agricultural development [7-8].

Combining the connotation of vocational college students' entrepreneurial competence, combing relevant literature and analyzing typical cases of entrepreneurship, based on the in-depth implementation of rural revitalization strategy, a structural model of vocational college students' entrepreneurial competence in six dimensions, such as quality, ability, motivation, situation, knowledge and skills, is constructed (see Figure 1).

In order to test the structural model of vocational college graduates' entrepreneurial competence based on rural revitalization, the Questionnaire of Vocational College Students' Entrepreneurial Competence was compiled. The survey objects were vocational college students who had entrepreneurial experience or who had graduated (dropped out of school) and returned to their hometowns to start businesses. Through the online questionnaire, 563 questionnaires can be used for analysis, excluding those that choose "not starting a business". The data were analyzed by SPSS23.0 and AMOS22.0. Using SPSS23.0 to make exploratory factor analysis on half of the questionnaire data. The test results show that KMO value is 0.951, which meets the requirements of factor analysis, and the validity is ideal by Bartlett sphericity test ( $P < 0.05$ ), which is suitable for factor analysis.

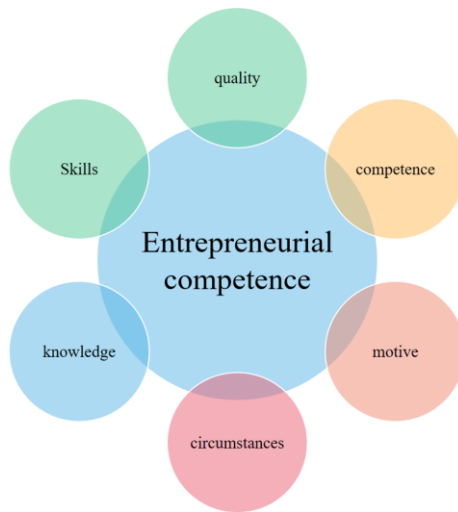


Figure 1: Structural model of vocational college students' entrepreneurial competence

By using "principal component analysis" to extract factors, and using "maximum variance method" to rotate the factor load matrix, it is finally determined to extract six common factors, and the cumulative variance explanation rate is 66.365%. Whether the relationship between the extracted six factors and the six structures of the structural model is scientific.

The other half of the data in the questionnaire was selected for confirmatory factor analysis. In the test of various indicators, the output results of AMOS's Model Fit are  $CMIN/DF = 2.304$ ,  $GFI = 0.977$ ,  $AGFI = 0.926$ ,  $RMSEA = 0.037$ , indicating that the structural model has a good fit with the questionnaire data.

## 5. Under the strategy of rural revitalization, the path to improve the entrepreneurial competence of higher vocational graduates returning home

### 5.1 Constructing the knowledge structure of rural entrepreneurship of higher vocational students

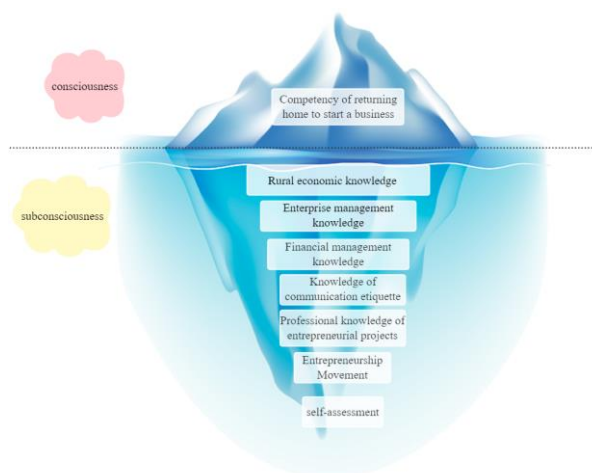


Figure 2: Ways to improve the ability of higher vocational students to return to their hometowns to start businesses

Under the background of rural revitalization strategy, vocational college students' entrepreneurial competence can be improved based on consciousness, knowledge and ability, as shown in Figure 2.

Higher vocational students are the main body of rural entrepreneurship, and their own ability directly determines the success of entrepreneurial projects. Therefore, higher vocational students should actively participate in school innovation and entrepreneurship education and learn entrepreneurial knowledge and ability. Actively look for like-minded entrepreneurial partners, build entrepreneurial teams, and expand network resources for future entrepreneurship.

Rural higher vocational students need to cultivate and optimize the knowledge structure of rural entrepreneurship (rural economic knowledge, enterprise management knowledge, financial management knowledge, communication etiquette knowledge and professional knowledge related to entrepreneurial projects), improve their entrepreneurial ability and improve their rural entrepreneurial skills [9]. It is necessary to explore higher vocational students who are suitable for starting a business, like starting a business and dare to start a business in various ways, and enhance their competitiveness in returning home to start a business through innovative entrepreneurship education and entrepreneurship practice.

## **5.2 Create a good entrepreneurial atmosphere**

The formation of individual entrepreneurial consciousness is influenced by external and internal factors, including school education, social atmosphere, family environment, etc., while internal factors refer to individual personality traits, personality characteristics, mental outlook, individual economic situation, etc., and internal and external factors are intertwined. The government should build a business incubator base for higher vocational students, and provide the environment and support for students to return home to start businesses. Banks should also increase their support for loans for higher vocational students to return home to start businesses, reduce examination and approval links and procedures, and help higher vocational students get more venture capital as soon as possible, which will help higher vocational students to carry out comprehensive entrepreneurial work [10].

Actively provide basic guarantee for higher vocational students who return home to start businesses, further improve the rural employment guarantee mechanism and selection mechanism on the existing basis, and establish and improve the long-term employment guarantee system for higher vocational students. Therefore, to improve the quality of vocational college students' entrepreneurship when they return home, it is fundamentally necessary to introduce capital, technology and information, improve rural living environment, optimize resource allocation and create a good entrepreneurial atmosphere.

## **5.3 Deepen the construction of innovation and entrepreneurship education system and enhance the dominant competence of higher vocational students**

Compared with exploring recessive talents, it is of great significance to pay attention to and strengthen "dominant" ability to promote the development of innovation and entrepreneurship education in universities. Universities should pay attention to the cultivation of students' main ability-entrepreneurial knowledge and skills. In universities, how to cultivate and improve the entrepreneurial ability of college students should not only undertake the innovation and entrepreneurship education of universities, but also undertake the particularity and universality education of universities. In the context of rural revitalization, higher vocational graduates are encouraged to use their professional knowledge and technology to participate in entrepreneurial practice.

Under the background of rural revitalization strategy, encouraging higher vocational students to participate in the social practice activities of "going to the countryside" will help to improve their ability to interpret policies and identify opportunities, enhance their ability to obtain emotional

support from relatives and friends, and thus comprehensively cultivate the knowledge and skills needed by higher vocational students to start their own businesses.

## 6. Conclusions

A series of national measures have fully emphasized the importance of rural revitalization, and talents are an important driving force to realize rural revitalization. Higher vocational students' returning to their hometowns to start businesses is an effective way to introduce rural talents and a vital guarantee to implement the requirements of rural industrial development, ecological governance and civilized rural customs. One of the core of rural revitalization is the accurate development of rural industries, which requires vocational college students who return home to fully understand the actual situation of their villages, and combine the local climate, topography, historical industries and other special features with the market demand for industrial entrepreneurship. Under the background of rural revitalization strategy, rural economic development has ushered in new vitality. Rural vocational students can make full use of the knowledge and technology they have learned, return to their hometowns to start businesses, promote rural and agricultural development, and realize more social values while realizing their personal values.

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