

Diverse Paths and Challenges of Employment Choices for College Graduates under the Rural Revitalization Strategy

Hongxia Yang*

School of Business Administration, Anhui University of finance and economics, Bengbu 233030, China

*Corresponding author email: 578771726@qq.com

Abstract: This research focuses on the employment choice issues of college graduates under the background of the rural revitalization strategy. With the in-depth implementation of the rural revitalization strategy, the rural demand for talents is growing, while college graduates are facing employment pressure in cities. The rural revitalization strategy has rich connotations, and talents play a key role in it. The employment of college graduates shows characteristics such as a cold supply and hot demand, and seeking stability in job hunting. Urban-rural differences have a significant impact on their employment. Personal, family, and social factors affect the rural employment choices of college graduates. Under rural revitalization, college graduates can return to their hometowns to serve as village cadres, rural teachers, or start businesses, but they also face challenges such as insufficient demand for jobs, constraints of public opinion, and backward infrastructure. To promote the rural employment of college graduates, the government should strengthen policy guidance and provide support for employment and entrepreneurship; improve the education and training system to enhance the employment ability of graduates; strengthen the construction of social service systems and improve the rural living environment. Future research can focus on the relationship between rural industrial development and the employment of college graduates, the psychology of graduates in rural employment, diversified rural employment models, and the interaction between rural cultural construction and employment.

Keywords: Rural Revitalization; College Graduates; Employment Choices.

1. Theoretical Basis of Rural Revitalization and Employment of College Graduates

1.1. Connotation and Significance of Rural Revitalization Strategy

The rural revitalization strategy is an important measure to solve the issues concerning agriculture, rural areas and farmers in the new era and is of great significance to national development. The rural revitalization strategy aims to achieve the general goal of prosperous industries, pleasant living environments, social etiquette and civility, effective governance, and prosperous lives. Its tasks include promoting agricultural modernization, strengthening rural ecological environment protection, inheriting and promoting rural culture, and improving rural governance levels.

1.1.1. Goals and Tasks of Rural Revitalization

The industrial goal of rural revitalization is to achieve modernized and diversified development of agricultural industries. For example, Wang Fang from Wanyuancun, Huangdu Town, Wuchuan County, Zunyi City developed the branded grape industry and drove local people's employment. Small grapes have cultivated a "sweet economy". The talent goal is to attract all kinds of talents to return to their hometowns to start businesses and inject new vitality into rural development. The cultural goal is to protect and inherit excellent rural traditional culture and cultivate civilized rural customs. The ecological goal is to create beautiful and livable villages and achieve harmonious coexistence between humans and nature.

1.1.2. The Key Role of Talents in Rural Revitalization

Take Songtuan Town, Lieshan District, Huaibei City as an example, strengthen the "leading goose" to stimulate internal driving forces and taking the cultivation of village-level cadres as an important starting point for promoting rural revitalization. Selecting outstanding talents from groups such as returning college students and veterans to select and equip the village "two committees" teams. These talents have brought new development concepts and ideas to the countryside and promoted the development of rural economy, culture and other aspects. Another example is Li Xinghua, a scientific and technological talent in the "three regions" of the country. He goes deep into the fields to provide guidance on rice production and helps production and operation entities and the vast number of farmers solve practical problems and has achieved remarkable results.

1.2. Employment Theory for College Graduates

1.2.1. Overall Characteristics of College Students' Employment

College students' employment shows characteristics such as a cold supply and hot demand, and seeking stability in job hunting. On the one hand, it is difficult for college students to find jobs. There is a structural imbalance between supply and demand. The number of graduates exceeds 10 million. The supply side is large in volume, and job hunting competition is fierce. On the other hand, college students seek stability in job hunting. Platforms that are both stable and have development potential are more favored. "Within the system" jobs such as state organs, selected graduates, and public institutions have become must-choose options for most college students in job hunting.

1.2.2. Impact of Urban-Rural Differences on College Students' Employment

Urban-rural differences have a significant impact on college students' employment. There is a separation between urban and rural labor markets. Cities have more employment opportunities, better environments, and higher incomes, attracting talents for active employment. Rural areas have fewer employment opportunities, imperfect mechanisms, and lower incomes. There is a large difference in the employment rate of undergraduate graduates between urban and rural areas. The employment rate of urban source graduates is quite different from that of rural source graduates. For example, a survey by the Chinese Academy of Social Sciences shows that the employment rate of urban source graduates (87.7%) and that of rural source graduates (69.5%) differ by 18.2 percentage points. Moreover, the monthly salary of the former is also 654 yuan higher than that of the latter. In addition, the employment rate, employment quality and career expectations of rural college students are significantly lower than those of urban college students.

2. Influencing Factors of College Graduates' Rural Employment Choices

2.1. Personal Factors

2.1.1. Impact of Career Development Planning

For college graduates with clear career development plans, their attitudes towards rural employment may vary. Some graduates regard the countryside as an emerging market full of opportunities and believe that they can give full play to their professional advantages in the countryside and realize personal values. For example, some graduates majoring in agriculture-related majors plan to engage in modern agricultural technology promotion, agricultural product e-commerce operation and other work in the countryside and take the countryside as the platform for starting their careers. Other graduates are more inclined to seek career development opportunities in cities. They believe that cities have more complete industrial systems and career promotion channels.

2.1.2. Role of Personal Ideological Concepts

The rural complex has an important influence on the employment choices of college graduates. For graduates with a strong rural complex, they are more willing to return to their hometowns and contribute to rural revitalization. They have deep feelings for their hometowns and hope to change the appearance of their hometowns through their own efforts. For example, some college students who come from rural areas have witnessed the backwardness of their hometowns. With the desire to repay their hometowns, they choose to return to rural areas for employment. For graduates with a weaker rural complex, the countryside may not be their first choice for employment.

2.2. Family Factors

2.2.1. Influence of Different Family Backgrounds

Families with different economic conditions have different attitudes towards rural employment of college graduates. In families with better economic conditions, parents may hope that their children can seek stable occupations in cities and enjoy better living conditions. They are worried that their children will face harsh working environments and low income levels if they are employed in rural areas. In families

with relatively poor economic conditions, some parents may support their children to return to rural areas. They think that rural employment costs are lower and there are opportunities to achieve family economic improvement through entrepreneurship and other means. For example, some graduates from poor rural families choose to return to their hometowns to develop characteristic agricultural industries after seeing the opportunities brought by rural revitalization and lead their families out of poverty and become rich.

2.2.2. Constraints of Family Concepts

Traditional family concepts also pose certain obstacles to college graduates' rural employment. Some families believe that children go to college to get out of rural areas and obtain better development in cities. They think that rural employment has no future and will make children lose better development opportunities. This concept makes some graduates face great pressure from their families when choosing rural employment. For example, some graduates were originally full of enthusiasm for rural entrepreneurship. But under the opposition of their families, they had to give up their ideas and choose to find jobs in cities.

2.3. Social Factors

2.3.1. Guiding Role of Social Public Opinion

Good social public opinion can play a positive leading role in college graduates returning to their hometowns for employment. When all sectors of society actively publicize the important significance of rural revitalization and the broad prospects of rural employment, it will stimulate graduates' attention and interest in rural areas. For example, media reports on some successful cases of college students starting businesses in rural areas. For example, Wu Junfeng, a graduate of Jiangsu Vocational College of Agriculture and Forestry, is currently the general manager of Jurong Ruoguo Ecological Agriculture Co., Ltd. and has won the title of Jiangsu Good Youth for Rural Revitalization. These cases can let graduates see the possibility and value of rural employment, thereby guiding them to actively participate in rural construction.

2.3.2. Attraction of Employment Environment

Employment environment factors such as salary and treatment and career development space have an important impact on the choices of college graduates. At present, there is still a certain gap in salary and treatment between rural areas and cities. According to surveys, the average monthly salary of college students employed in rural areas may be lower than that in cities by a certain percentage. However, with the advancement of the rural revitalization strategy, some rural areas have begun to provide competitive salary and welfare policies to attract college graduates. In addition, career development space is also the focus of graduates. If rural areas can provide graduates with good career development platforms and promotion opportunities, it will greatly increase the attractiveness of rural employment. For example, some rural areas provide entrepreneurship support policies for college students, including financial support and technical training, to encourage them to start businesses and develop in rural areas.

3. Employment Choices of College Graduates under Rural Revitalization

3.1. Returning to Hometowns to Serve as Village Cadres Bringing new vitality to rural governance.

3.1.1. Responsibilities and Challenges of Village Cadres

As the key force in rural governance, village cadres undertake many important responsibilities. They need to be responsible for organizing and leading villagers to participate in rural construction, promoting rural economic development, improving infrastructure, and strengthening ecological environment protection. At the same time, village cadres also need to coordinate conflicts and disputes among villagers and maintain rural social stability. However, serving as village cadres also faces a series of challenges. First, since some college students stay in the village for a short time and villagers are not very familiar with them, they may not be well self-promoted during the election campaign and it may be difficult for them to even be elected as candidates. Second, some rural college students who have just graduated or have worked for a short time are seriously lacking in social experience. When encountering problems, they will be at a loss. In addition, the low salary of village cadres is also a practical problem.

3.1.2. Analysis of Successful Cases

Wu Jiawen, a post-90s undergraduate, returned to his hometown to serve as a village cadre and shouldered the burden of rural revitalization. He graduated from the Sociology major of the Forensic College of Guangdong Ocean University. After receiving a call from his hometown mobilizing him to run for village committee cadres while working in Guangzhou, he resolutely resigned and returned to Huangsha Village. He actively participated in the election and was finally elected as a member of the village committee, making up for the lack of modern office capabilities of village cadres. He believes that to do rural work well, first of all, we must go deep among the masses, put down our airs, sink down, take steps, take the initiative to act, and sincerely solve practical problems for villagers. Li Chunyan joined the army after graduating from high school. After ending her military career in 2015, she returned to her hometown in Bobai County. In 2020, she was elected as the party branch secretary of Emei Village, Bobai County. She led the villagers to expand the original scale of the bayberry industry in the village, set up a dairy buffalo farm, build bridges and pave roads, dig canals and lead water, build cultural and leisure squares in the village, and also plans to establish a tourism cooperative to create a rural star-rated tourist attraction.

3.2. Serve as Rural Teachers

3.2.1. Importance of Rural Teachers

In rural revitalization, people are the most active and crucial factor. As the key variable in rural education revitalization, rural teachers lead and support the quality and process of rural education and even rural social revitalization. The role of rural teachers in rural spiritual civilization construction, rural effective governance, rural talent cultivation and other aspects affects the quality and process of rural revitalization to a certain extent. They are the main force team to ensure the quality of rural basic education. They bear the extremely important responsibility of imparting

knowledge and educating people. Whether they can be effectively retained relates to the structural stability of the rural teacher team. It determines whether rural teachers can successfully achieve revitalization under the background of the rural revitalization strategy.

3.2.2. Difficulties and Breakthroughs of Rural Teachers

Rural teachers face some difficulties. First, the working environment is harsh. The working conditions in rural areas may be relatively poor and the infrastructure is incomplete. Second, the structure of the rural teacher team is unbalanced. There are problems in age structure, gender structure, and professional structure. Taking Lixian County as an example, the overall age structure of township teachers shows a trend of being large at both ends and small in the middle. That is, both the trend of rejuvenation and aging are increasing, but the backbone force is seriously lost. Among township teachers, female teachers account for 55.5% and male teachers account for 44.5%. Moreover, male teachers are seriously aging. In addition, the supplementary channels for township teachers are unbalanced, and the professional structure is unbalanced. There are many special post teachers but few normal school teachers. There are many liberal arts teachers but few science teachers. To break through these difficulties, the following measures can be taken. First, optimize the teacher supply model and build a rural teacher team that can develop and has a promising future. Second, implement and improve existing support policies and actively promote teacher exchanges and cooperation. Third, implement and strengthen rural teacher management systems and increase the localized cultivation of rural teachers. Fourth, build a gradient teacher development mechanism and promote professional innovation and development of teachers. Fifth, actively reconstruct and develop rural culture and enhance teachers' cultural identity with the countryside.

3.3. Start Businesses

3.3.1. Opportunities and Risks of Rural Entrepreneurship

Rural entrepreneurship faces many opportunities. On the one hand, the country and the government attach great importance to the integration of college students' entrepreneurship and rural construction and have formulated and implemented a series of relevant policies, bringing more opportunities for college students to participate in rural construction and innovation and entrepreneurship. The implementation of the document "Guiding Opinions of the General Office of the State Council on Further Supporting College Students' Innovation and Entrepreneurship" provides multi-faceted support for college students' innovation and entrepreneurship. On the other hand, the rural revitalization strategy provides a broad market space for college students to start businesses. With the development of the rural economy, the demand for agricultural product processing, rural e-commerce, rural tourism and other fields in rural areas is constantly increasing. However, rural entrepreneurship also faces some risks. First, market risks. The rural market is relatively small and the demand is unstable. Product sales may face difficulties. Second, technical risks. College students may face technical deficiencies when starting businesses in rural areas, such as agricultural technology and e-commerce technology. Third, capital risks. Entrepreneurship requires capital support. College students often lack capital and have limited financing channels.

3.3.2. Sharing of Entrepreneurship Cases

Teacher Li Xiaodong mentioned in the lecture that developing rural e-commerce is the only way for rural revitalization. He recounted his personal experience of conducting on-site inspections and investigations of rural e-commerce in Lin'an, Taizhou, Wenzhou and other places in Zhejiang Province. He also analyzed the rural e-commerce data during the Double Eleven period in recent years for us. By vividly explaining the real-life cases of short video bloggers such as Li Ziqi and Ding Zhen for us, he analyzed that on the one hand, short video producers have certain talents and abilities. They are amplified by the network multiplier effect and the sales volume of goods increases dramatically. Another example is Li Chunyan, a post-90s. After graduating from high school, she joined the army. In 2015, after ending her eight-year military career, she returned to Bobai County to start a business. She changed the local retail client's manual processing method in the past. Through mechanized drying, standardized production, and exquisite packaging, she quickly created the brand of "Hakka longan". In five years, she has driven 60 administrative villages in the local area to process longan meat and has become a well-known leader in getting rich.

4. Challenges Faced by College Graduates in Rural Employment

4.1. Insufficient Demand for Employment Posts

4.1.1. Analysis of Rural Industrial Status

At present, the rural industrial structure is still dominated by traditional agriculture, and the development of non-agricultural industries is relatively backward. Most rural areas rely on the primary industry for a long time. Farmers mainly engage in agriculture-related work. For example, in some rural areas in remote mountainous areas, they mainly plant food crops and a small amount of cash crops, lacking emerging industries such as deep processing of agricultural products, rural tourism, and rural e-commerce. This single industrial structure leads to slow rural economic development and cannot provide enough employment opportunities for college students.

4.1.2. Impact on College Students' Career Development

The single industrial structure makes college students face serious bottlenecks when employed in rural areas. First, there are relatively few employment opportunities. It is difficult for college students to find jobs that match their majors. For example, college students majoring in computer science may find it difficult to find suitable software development, data analysis and other positions in rural areas. Second, career development space is limited. Due to the small scale and limited resources of rural enterprises, college students working in rural areas may find it difficult to obtain the same career promotion opportunities and training resources as in cities. For example, in enterprises in cities, employees may have the opportunity to participate in various professional trainings and academic exchange activities. While in rural enterprises, such opportunities are relatively few.

4.2. Constraints of Social Public Opinion

4.2.1. Obstacles of Parents' Concepts

Many rural families still hold traditional ideological concepts. They believe that children go to college to get out

of rural areas and obtain better development in cities. If children choose to return to rural areas for employment after graduation, parents will have a great psychological gap. This psychological gap will not only disappoint parents but also bring heavy ideological burdens to students. For example, some college students were originally full of enthusiasm for rural entrepreneurship. But under the opposition of their families, they had to give up their ideas and choose to find jobs in cities. In addition, there are also some prejudices against college students' rural employment in society. They think that this is an act of "wasting talents" or "wasting talents", further affecting college students' employment choices.

4.2.2. Countermeasures to Break through Public Opinion Constraints

To break through the constraints of social public opinion, efforts are needed in many aspects. First, the government and the media should increase publicity efforts on the rural revitalization strategy and actively publicize successful cases of college students' employment and entrepreneurship in rural areas to change society's prejudices against college students' rural employment. For example, through media platforms such as television, newspapers, and the Internet, report on the advanced deeds of some college students serving as village cadres, starting businesses, and serving as rural teachers in rural areas, so that all sectors of society can recognize that college students can also realize their life values in rural areas. Second, colleges and universities should strengthen employment guidance for college students and guide students to establish correct employment concepts and recognize the broad prospects and important significance of rural employment. Alumni who have been successful in rural employment and entrepreneurship can be invited to return to school to share their experiences and stimulate students' interest in rural employment. Finally, families should also change their concepts, support their children's employment choices, and respect their children's life plans.

4.3. Backward Infrastructure

4.3.1. Insufficiency of Medical and Other Facilities

The infrastructure in rural areas is backward, especially with relatively low medical facilities and service levels. This poses certain risks for professionals. For example, in some remote rural areas, medical resources are scarce, hospital equipment is simple, and there is an insufficient number of doctors, making it difficult to meet the basic medical needs of local residents. For professionals who need medical security, if they work in rural areas, they may face difficulties in accessing medical care and high medical costs. In addition, the imperfection of transportation, communication and other infrastructure will also affect the industrial development in rural areas. For example, in some rural areas, the roads are rugged and transportation is inconvenient, leading to difficulties in transporting agricultural products and affecting the development of rural e-commerce and agricultural product processing industries.

4.3.2. Suggestions for Improving Infrastructure

To attract college graduates to work in rural areas, it is necessary to strengthen rural infrastructure construction. First, the government should increase investment in rural infrastructure construction, scientifically formulate rural development plans, increase the construction of village and group roads, and comprehensively arrange funds to harden the roads of villages and groups in non-poor villages. For

example, strengthen rural highway construction, improve road quality, and improving transportation conditions to create good conditions for rural economic development and college students' employment. Secondly, strengthen the construction of rural network infrastructure and promote the extension and coverage of 5G networks to towns and villages. For example, conduct investigations on natural villages with imperfect network infrastructure in the county, implement rural network coverage actions, increase investment in the transformation and upgrading of network facilities, and comprehensively promote the construction of rural network facilities. At the same time, study and formulate policies to speed up and reduce fees to benefit the people, and appropriately give mobile phones, broadband and other communication fee discounts to special groups such as registered poor households, disabled people, and rural elderly people over 60 years old. Finally, strengthen the construction of rural medical facilities and improve the level of medical services. We can increase investment in rural medical institutions, introduce advanced medical equipment, and train professional medical talents to provide better medical security for rural residents and professionals.

5. Countermeasures to Promote Rural Employment of College Graduates

5.1. Strengthen Policy Guidance Provide Support for Employment and Entrepreneurship.

5.1.1. Specific Contents of Policy Support

The government should issue a series of specific policies to provide strong support for college graduates' rural employment and entrepreneurship. In terms of funds, set up special funds to provide start-up funds and loan interest subsidies for college students' rural entrepreneurship projects. For example, for college graduates who start businesses in rural areas within three years after graduation and operate stably for more than six months, a one-time entrepreneurship subsidy of no more than 30,000 yuan will be given as required; for college graduates and returned overseas students who start businesses in rural areas within three years after graduation, they can apply for entrepreneurship guarantee loans of no more than 200,000 yuan as required. Support, and financial departments at all levels shall provide interest subsidy and reward support as required. In terms of taxation, tax incentives are given to rural enterprises that absorb the employment of college graduates to encourage enterprises to expand their recruitment scale. For college graduates employed in rural areas, personal income tax reductions for a certain period can be given to increase their actual income levels.

5.1.2. Guarantee Measures for Policy Implementation

To ensure the effective implementation of policies, it is necessary to establish and improve a policy implementation supervision mechanism. Set up a special policy implementation supervision group to regularly inspect and evaluate the implementation of policies. Strengthen coordination and cooperation among departments, clarify the responsibilities and tasks of each department in policy implementation, and form a joint force. Establish a policy feedback channel, collect the opinions and suggestions of college graduates and rural enterprises on policies in a timely manner, and continuously improve the policy content. At the

same time, strengthen the training of policy implementers, improve their business levels and service awareness, and ensure that policy implementation is not distorted or discounted.

5.2. Improve the Education and Training System Enhance Graduates' Employability

5.2.1. New Agricultural Technology Training

Increase investment in new agricultural technology training and carry out targeted training courses in combination with the development needs of rural industries. For example, hold agricultural innovation and entrepreneurship training courses to cultivate agricultural innovation and entrepreneurship capabilities, including knowledge in aspects such as agricultural innovation thinking, agricultural entrepreneurship plans, and agricultural project implementation. Carry out agricultural science and technology knowledge training to introduce knowledge of modern agricultural technology, agricultural machinery, and agricultural informatization. Strengthen cooperation with agricultural enterprises and scientific research institutes, establish practical teaching bases, and let college graduates master new agricultural technologies in practical operations. At present, China has cultivated 14 million new professional farmers who understand industries, technologies, and are good at management. By 2020, China's new professional farmers will reach 20 million and become the leading force in the development of modern agriculture. After receiving new agricultural technology training, college graduates will inject new vitality into rural revitalization.

5.2.2. Integration of Ideological and Political Education and Employment

Integration of ideological and political education and employment give full play to the role of ideological and political education in colleges and universities and guide college students to establish correct employment concepts. Explain the truth thoroughly, raise the height of ideological and political education, clarify the fundamental and decisive position of agriculture in national economic and social development, clarify the relationship between rural development and the future of the country and the destiny of the nation, and clarify the relationship between personal development and national needs and social needs. Help college students correctly understand employment and entrepreneurship and actively participate in the tide of rural revitalization. Make the facts clear and show students the internal and external advantages of making contributions in rural areas. For example, as rural infrastructure continues to be completed, modern information and transportation networks are more convenient and fast, and the advantages of employment and entrepreneurship in rural areas are constantly highlighted. At the same time, make students understand the policy advantages, resource advantages, and environmental protection advantages of rural employment and entrepreneurship, and recognize the huge development potential of agricultural industry upgrading, rural tourism, deep processing of agricultural products, and rural e-commerce. Inspire innovative thinking, promote innovation in classroom teaching, practice, channels, and forms, promote the cross-integration of ideological and political education and professional education, and inspire students' new thinking with the breadth of knowledge. Cultivate the spirit of struggle.

Through theoretical education, excavating the essence of excellent traditional Chinese culture and the spiritual pedigree of the Party, strengthening the combination of ideological and political education and labor education, and carrying out diversified practical activities, guide college students to establish a firm belief in active struggle, strengthen the will to struggle, and consciously internalize the spirit of struggle. In the heart and externalize in action. Strengthen students' soft power, give play to the functions of interpersonal adjustment, psychological adjustment, and emotional regulation of ideological and political education in colleges and universities, and create a good interpersonal environment, psychological environment and emotional environment for college students' employment and entrepreneurship.

5.3. Strengthen the Construction of Social Service Systems Improve the Rural Living Environment

5.3.1. Improve Living Supporting Facilities

Increase investment in the construction of rural living supporting facilities and improve the convenience of life. Strengthen rural housing construction, improve living conditions, and build a batch of modern rural residential quarters. Improve rural educational facilities, improve the teaching quality of rural schools, and provide a good educational environment for the children of college graduates. Strengthen the construction of rural cultural facilities, build libraries, cultural centers, stadiums, etc., and enrich the amateur cultural life of college graduates. At present, some places have begun to implement digital rural construction and development projects, promote the construction of information and communication technology facilities, strengthen the construction of comprehensive service facilities such as village-level passenger transport bus, culture and sports, and public lighting, transform and upgrade rural delivery logistics infrastructure, and develop service outlets that combine online and offline to provide returning people with opportunities for employment and entrepreneurship nearby.

5.3.2. Expand Career Development Space

Provide more career development opportunities for college graduates and increase the attractiveness of rural employment. Encourage rural enterprises to cooperate with colleges and universities, establish an integrated platform of industry, academia and research, and provide scientific research and practical opportunities for college graduates. Strengthen the support for rural enterprises, promote the development and growth of enterprises, improve the competitiveness and innovation ability of enterprises, and provide more promotion space and development platforms for college graduates. Establish and improve the rural talent evaluation mechanism, pay attention to actual abilities and contributions, and provide a fair and just evaluation environment for the career development of college graduates. At the same time, strengthen career planning guidance for college graduates, help them formulate reasonable career development plans, clarify career development goals, and improve the pertinence and effectiveness of career development.

6. Conclusion and Prospects

6.1. Conclusion

This research deeply discusses the employment choice

issues of college graduates under the background of the rural revitalization strategy. The research finds that rural revitalization provides college graduates with multiple employment choices such as returning to their hometowns to serve as village cadres, serving as rural teachers, and starting businesses. However, college graduates also face challenges such as insufficient demand for jobs, constraints of social public opinion, and backward infrastructure when employed in rural areas. To promote rural employment of college graduates, the government should strengthen policy guidance and provide support for employment and entrepreneurship; improve the education and training system and enhance graduates' employability; strengthen the construction of social service systems and improve the rural living environment. Personal factors, family factors and social factors have an important influence on college graduates' rural employment choices. Graduates with clear career development plans and strong rural complexes are more likely to choose rural employment; family economic conditions and concepts will also affect graduates' employment tendencies; good social public opinion and attractive employment environments can guide graduates to actively participate in rural construction.

6.2. Prospects for Future Research Directions

Future research can continuously focus on the following directions. First, deeply study the relationship between rural industrial development and the employment of college graduates. With the advancement of the rural revitalization strategy, rural industries are constantly upgrading. In the future, it is necessary to further discuss how to better realize the docking of rural industries and the majors of college graduates and provide more high-quality employment positions for graduates. Second, strengthen the research on the rural employment psychology of college graduates. Understand the psychological changes and needs of graduates in the process of rural employment, and provide a basis for formulating more targeted policies and measures. Third, explore diversified rural employment models. In addition to traditional employment methods, study how to innovate rural employment models, such as the application of the sharing economy in rural areas and the development of remote office in rural areas, to provide more flexible employment choices for college graduates. Fourth, study the interactive relationship between rural cultural construction and the employment of college graduates. The inheritance and development of rural culture is of great significance for attracting college graduates. In the future, in-depth research can be conducted on how to enhance the attractiveness of rural employment through rural cultural construction.

In short, the rural revitalization strategy provides a broad employment space for college graduates. In the future, it is necessary to continuously pay attention to and study the rural employment issues of college graduates and provide strong support for rural revitalization and the high-quality employment of college graduates.

Acknowledgments

This work is supported by the project of Anhui University of Finance and Economics Research Project (Development of education undertakings) "Research on the Employment Choices of Graduates of Our School under the Background of Rural Revitalization Strategy." (Grant No: ACJFB23015).

References

- [1] Williams D R, Patterson M E, Roggenbuck J W, et al. Beyond the commodity metaphor: examining emotional and symbolic attachment to place[J]. *Leisure sciences*,1992,14(1):29-46.
- [2] Betz N E. Explicating an ecological approach to the career development of women [J]. *The career development quarterly*, 2022,50(4):335-338.
- [3] Zhiyu Wang, Jiao Zhu, Ying Bi. Research on the influencing factors of employment location choices of college graduates [J]. *Employment of Chinese college students*, 2024(08): 73-87.