



The Impact of Entrepreneurship Policy Supply on Establishing Family Farms for University Students Returning Home

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Abstract. The current study seeks to investigate the brain drain of high-quality talents, such as university students, who return home to work in agricultural construction and establish family farms. Based on previous research and theoretical analysis, the policy needs of university students returning home to establish family farms are creatively classified into three levels: early encouragement policies, medium-term support policies, and follow-up guarantee policies. The policy influencing factors of university students returning home to establish family farms are indexed. Based on a micro-database created through a questionnaire survey, this paper employs a structural equation model to design an empirical study on the policy path that influences university students' willingness to return home to establish family farms. The empirical findings show that while the early encouragement policy, medium-term support policy, and follow-up guarantee policy are all positively associated with university students' willingness to return home to establish family farms, the university students' hometown situation has no significant influence on their willingness to return home to establish family farms. University students' family situations and personal situations are positively related to their willingness to return home to establish family farms.

Keywords: Family farm · University students' entrepreneurship · Policy supply · Structural equation model

1 Introduction

Family farms, which are regarded as a significant carrier to achieving “the development of the agricultural efficiency, the increase of farmers' income, and the rural vitalization,” have drawn attention from all sectors of society since they first appeared in government documents in 2013 (Guan, 2022). The family farm is a new model that fits the characteristics of Chinese agricultural operations (Chen et al., 2020). The issues of “where the land originates from, how the land is concentrated, and how the capital is raised” and “who will farm the land and who will be the family farmer” must be resolved in order to build family farms. Based on the in-depth advancement of the rapid urbanization strategy, the relatively slow social and economic development in rural areas, coupled with the

disparity in comparative benefits between agriculture and non-agriculture, an increasing number of high-talented young and middle-aged rural people are migrating to cities. Meanwhile, the college enrollment expansion policy, which began in 1999 and has lasted more than two decades, has allowed tens of millions of rural high school students to pass through the “farm gate” and become “first-generation citizens” via the single-plump bridge of the college entrance examination. The city has a significant “siphon” effect on the rural areas’ elite talents, young and middle-aged labor force, and “intellectual” resources, resulting in many women, children, and the elderly who remain in rural areas and engage in agriculture becoming labor forces, allowing family farms to maintain a sustained and rapid growth momentum with the strong support of governments at all levels. According to the Ministry of Agriculture figures (Gao et al., 2021), the number of family farms will have surpassed one million by the end of June 2020. On the other side, the development of family farms faces the issue of low-quality operators, the majority of family farm operators have a junior high school education, with just a tiny minority having a high school education or above (He et al., 2016). Attracting senior agricultural technicians is currently difficult for family farms, and the issue of outdated production technology and farmers’ quality failing to meet the production needs are getting worse (Yu et al., 2015). The objective of the family farm is moderate scale, intensive production, cutting-edge management, and obvious benefits. High-quality talents are required to take on the responsibility and burden of establishing, operating, and managing family farms in order to achieve this integrated goal. Additionally, government agencies are aware of the significance of encouraging high-quality talents represented by graduates to settle back in their hometowns and launch new agricultural businesses founded by family farms. The “Guiding Opinions on Accelerating the Development of Family Farms” were published by the Ministry of Agriculture in 2014 (Ministry of Agriculture, 2014). It is suggested to enhance pertinent policies and initiatives to motivate students in middle and high schools, particularly those who attended agricultural vocational institutions, to establish family farms. The “Guidelines on the Implementation of the Family Farm Cultivation Program” were published in September 2019 by the Agricultural Office of the CPC Central Committee, the Ministry of Agriculture and Rural Affairs, and other 11 government departments and institutions. They urged outstanding graduates from rural areas to establish family farms in their hometowns. College and university graduates can apply the professional information they have acquired there and the comprehensive abilities they have developed to the growth of family farms when they return home and operate family farms there. In order to standardize the operation and management of family farms, promote a significant rise in profitability and sustainable growth, create industrial prosperity, and raise the incomes of villagers, new modern concepts and emerging science and technology can be utilized. More importantly, government departments should fully consider the policy demands of college students returning to their hometowns to establish family farms, and give them all-around and full policy support. Otherwise, not only can they not play a good role in promoting agriculture, but they overspend the enthusiasm and passion of college students to join the grassroots to serve agriculture and rural areas.

Most scholars have researched the construction model of family farms, but in terms of influencing factors of college students’ willingness to back home to establish family

farms, Chen et al. (2017) found that personal risk tolerance, entrepreneurship education, and parental support have significant effects on university students' willingness who return to their hometown to establish family farms, while family location and major have no significant impact. The study of Liu et al. (2018) found in their study that the willingness of rural university students who return home and establish family farms is significantly connected with the evaluation of market risks faced by agricultural operation, the degree of interest in agriculture, the proportion of agricultural income in total family income, and the condition of farmland infrastructure. In terms of bottlenecks and obstacles for university students to return to their hometowns to set up family farms, Dong (2022) believes that employment policy, vocational ability, university education, and social environment influence university students returning home in the new era; Wang (2020a; b) suggests that with the continuous enrollment expansion of universities, the team size of university students is gradually increasing where they face unprecedented employment pressure after graduation; Wang (2020a; b) found that the overall development level in rural areas is low, many university students are not satisfied with the rural development environment and other issues; Lu (2020) revealed that under the background of the rural revitalization strategy, there are few platforms for university students to realize their self-worth, they are deeply constrained by the traditional concept of urban superiority over rural areas, it is difficult to accept the deep-rooted rural values. Based on the countermeasures and suggestions, it is necessary to pay attention to the willingness of rural university students to return to their hometowns and their development needs, to actively guide and provide policy support (Li et al., 2021). Cao et al. (2019) believe that university students can initiate businesses by improving the loan mechanism, promoting the construction of entrepreneurial bases, strengthening the training of entrepreneurial talents, improving the entrepreneurial support system, and creating an atmosphere for returning home to start a business; Yang et al. (2018) found that by establishing the entrepreneurship training system for returning university students, innovation spirit system and venture capital system may put forward relevant countermeasures and suggestions in a targeted manner to solve the problem of the mismatch between employment and positions of university graduates, help university students improve the success rate of entrepreneurship home, boost rural revitalization strategy implemented smoothly. In addition, government support is crucial for university students, the government should introduce policies and measures such as brand creation, e-commerce, land transfer, and technical training to better manage university students' family farms.

In conclusion, researchers have found that returning university students to their hometowns to start family farms face numerous challenges and barriers, which call for encouraging and supporting policies. Scholars have proposed countermeasures and suggestions, but at this point, they have not systematically and scientifically analyzed the entrepreneurial policy demand system that encourages university students to return to their hometowns to start family farms and examined the impact of entrepreneurial policy requirements on university students' willingness to do so. Accordingly, this paper develops a three-stage entrepreneurial policy demand system based on the "enterprise life cycle theory" that encourages university graduates to establish family farms in their hometowns. It then uses the micro-database created by field surveys and chooses the

structural equation model to conduct empirical research to analyze the influence mechanism of entrepreneurial policy demand on the willingness of university graduates to return to their hometowns. Afterward, the multi-group analysis method in AMOS is used to show whether the various endowment traits of university students themselves have various influencing factors on their decision to establish family farms after returning home.

2 Theoretical Basis, Entrepreneurial Policy Demand System, and Research Assumptions

2.1 Theoretical Basis

According to the enterprise life cycle theory, which views business development as a simulation of the phenomenon of an organism's life cycle, an enterprise's development process has a periodic nature and includes planning, creation, growth, maturity, aging, and death (Wang, 2011). Family farms are under the category of agriculture-related entities; they can have a full life cycle and exhibit market characteristics such as advancing and retreating. Their nature is similar to that of businesses and organizations. This essay makes the case that family farms can be classified into three stages: the early stage, which includes gestation and establishment, the middle term, which includes development and maturation, and the latter stage, which includes decline and exit.

2.2 The Entrepreneurial Policy Demand System

The policy criteria for university students returning to their hometowns to form family farms are highly different at different stages of growth, from the conception and establishment of family farms through the final withdrawal or bankruptcy. In particular, family farms should be required to support early encouragement policies from gestation to establishment; supporting medium-term support policies should be in place when family farms reach maturity, and supporting follow-up guarantee policies should be in place from the recession until the family farms' exit period.

Stage 1: The family farms from the gestation stage to the establishment stage

The first issue is their ideological worries when university students are faced with a major decision on whether to return to their hometowns to start family farms. Due in large part to their lack of faith in the prospects for rural development, urban talent is reluctant to go to rural areas, creating the genuine problem of university students finding it difficult to establish roots there (Zhan et al., 2020). Secondly, college students must prepare for a variety of production aspects, including the labor, capital, and land required to establish family farms. Finally, even though family farms have been started by college students, these farms frequently start with limited production capacity, uncertain profitability, low-risk tolerance, and weak overall strength. If these farms do not advance, they will always struggle to survive and develop. Therefore, college students want colleges and universities to offer agricultural entrepreneurship education courses, as well as policy requirements like maintaining student status and entrepreneurship, providing one-time

entrepreneurial subsidies, paying off student loans, and reducing tuition. More university students and entrepreneurs are interested in establishing family farms by removing the academic and financial concerns that university students who return to their hometowns to start a business, and more high-quality talent groups like university students are encouraged to enter the field of family farms.

College students, therefore, anticipate that colleges and universities will provide agricultural entrepreneurship education courses, as well as adhere to other policy requirements like maintaining student status while pursuing an entrepreneurial endeavor, providing one-time entrepreneurial subsidies, paying off student loans, and reducing tuition. By removing the academic and financial concerns of university students who return to their hometowns to launch a business, more university students and entrepreneurs are interested in establishing family farms, and more high-quality talent groups like university students are encouraged to enter the field of family farms.

Stage 2: The family farms from the development stage to the maturity stage

While the scale of operation keeps growing until it reaches the ideal and moderate scale of operation, family farms' production and operation are gradually moving in the right direction. At this point, major financial investment is required to scale up land management, buy agricultural equipment, hire labor, level land, and construct infrastructure. Therefore, the key to guaranteeing the sustainable development of family farms is to maintain the healthy functioning of the capital chain cycle and the capacity for scientific and effective decision-making. Family farms are currently in a state of continuous advancement and progressive growth, and both their internal profitability and external influence are growing. In order to address the rapid expansion of family farms in the facility of agricultural land and financial needs, university students are eager for government departments to provide preferential support measures such as agricultural machinery purchase subsidies, large-scale planting subsidies, agricultural insurance financial subsidies, financial loan support, demonstration farm incentives, and supporting facilities land support. Nonetheless, university students also anticipate the government to offer more chances, such as entrepreneurship training, to advance their scientific expertise and knowledge, enabling them to operate family farms with superior scientific management decisions. University students will be able to receive sufficiently acknowledged satisfaction when they successfully launch a firm and reach specific outcomes thanks to the government's honor encouragement in the meantime.

Stage 3: The family farms from the recession stage to the exit stage

At this point, the trend of family farms' scale expansion slows down until it stops, the scale of land management reaches a reasonable level and remains steady, the marginal return on investment starts to fall, and profitability starts to deteriorate. As they become older, college students run the danger of failing as entrepreneurs and start to consider switching careers. Therefore, they have policy requirements like living allowances, legal assistance, loan interest-free extensions, and bonus points when applying for graduate students, civil servants, or institutions after failing to return to their hometowns to establish family farms (Chen et al., 2017). These requirements help them solve the legal, economic, career-change, and other follow-up problems they face after failing to start a business or quit the field of agricultural production and alleviate their fears (Table 1).

Table 1. Policy demand system for university students returning home to establish family farms

Types of Entrepreneurial Policy Supply	Policy needs	Policy concept
Early encouragement policies	Agriculture-related entrepreneurship education in universities	To help university students return to their hometowns to set up family farms, “agriculture-related” courses and educational content are offered for university students. According to the major differences between university students, compulsory courses and diversified elective courses are reflected in the training plan.
	Retaining student status and starting a business	When university students return to their hometowns to set up family farms, universities reserve a certain number of years of student status for those who have not yet graduated or students who have passed the postgraduate entrance examination, so that university students can return to their hometowns to establish family farms and study and further study.
	One-time entrepreneurship subsidy	From the perspective of encouraging entrepreneurship, government departments provide a one-time entrepreneurial subsidy to university students who return to their hometowns to set up family farms.
	Student loan reimbursement	The return of university students to their hometowns to set up family farms is an act of sacrificing themselves to help rural revitalization. Therefore, based on the experience of university students returning to their hometowns to establish family farms, the government department exempts them from the burden of repaying a certain amount of student loans upon application.
Medium-term support policies	Tuition waiver	Students returning home to set up family farms can be given a certain amount of tuition remission.

(continued)

Table 1. (continued)

Types of Entrepreneurial Policy Supply	Policy needs	Policy concept
	Agricultural machinery purchase subsidy	When university students return to their hometowns to establish family farms and need to purchase agricultural machinery and equipment, the number of subsidies given by the government department to university students for a single (piece) of agricultural machinery is the ratio of the price of agricultural machinery.
	Large-scale planting subsidies	Under the premise that the amount of land concentrated on the family farms run by university students reaches the specified area and the food crops that meet the regulations are grown, the government department will give a certain number of economic subsidies per unit area of land.
	Support for facilities	University students returning to their hometowns to develop family farms to engage in large-scale land management are inseparable from the construction of office buildings, drying yards, drying rooms, and other facilities. Therefore, government departments should take care of the amount or proportion of land used for supporting facilities.
	Agricultural insurance financial subsidy	University students set up family farms to pay corresponding agricultural insurance for the crops they plant or livestock and poultry they raise and receive corresponding compensation from the insurance company when losses are caused by natural or man-made reasons. Therefore, government departments provide a certain amount or proportion of economic support to university students in paying agricultural insurance financial subsidies.

(continued)

Table 1. (continued)

Types of Entrepreneurial Policy Supply	Policy needs	Policy concept
	Entrepreneurship training	The family farms established by university students who return to their hometowns need to be supplemented and updated with knowledge, technology, or experience in agricultural production, operation, and management. Government departments provide university students with entrepreneurial training for a certain amount of time each year.
	Financial loan support	Financial institutions give a certain amount of loans to university students who return to their hometowns to set up family farms and give appropriate discounts on loan interest and repayment terms.
	Demonstration farm rewards	For the farms established by university students returning home, if they are assessed as the model family farm, the government department will give a certain amount of financial reward.
	Honor incentive	Eligible university students (family farmers) will be recommended to participate in the selection of outstanding rural practical talents in the province, or the honorary selection activities such as “National Rural Youth Leaders to Get Rich” organized by the Central Committee of the Communist Youth League and the Ministry of Agriculture.
Follow-up guarantee policies	Living allowance	During the transition period from the failure of university students to the re-employment of family farms, within a certain period, government departments provide university students with a certain amount of living allowance.
	Legal aid services	After university students failed to return to their hometowns to establish family farms, they provided legal assistance to university students in the bankruptcy filing, property liquidation, and handling disputes.

(continued)

Table 1. (continued)

Types of Entrepreneurial Policy Supply	Policy needs	Policy concept
	Loan interest-free extension	After university students return home and fail to establish family farms, loans from financial institutions can be waived or deferred.
	Policy bonus	After the failure of university students to return to their hometowns to establish family farms, if they choose to continue to study for a master's degree (doctoral degree), or choose to take the civil servant or public institution recruitment examination, they can enjoy certain bonus points according to the policy.

2.3 Research Assumptions

Hypothesis H1: The degree of satisfaction with the early encouragement policy needs will have an impact on university students' motivation to return to their hometowns to establish family farms.

Hypothesis H2: The degree of satisfaction with the needs of the medium-term support policy will have an impact on university students' readiness to return to their hometowns to establish family farms.

Hypothesis H3: The degree of satisfaction with policy requirements for follow-up help when students fail to start their firm or withdraw from the market will have an impact on students' readiness to return home to establish family farms.

3 Study Design

3.1 Research Method

A statistical technique called the structural equation model (SEM) uses a dependent variable, a covariance matrix of variables, and the measurement error between latent and observable variables to examine the relationship between several variables. The relationship between the hypothetical model and variables is drawn in accordance with its potential influence path. The maximum likelihood estimation method is then used to estimate the model to determine whether the path is significant or not in light of the model identification results and variable presets. The absolute fitting index and relative fitting index were used to assess the model fitting effect.

In order to determine whether the influence factors have the same effect on various subjects, the multi-group analysis method works by splitting the original single covariation structure relationship in a single sample into several parallel covariation structures,

evaluating these covariation structures, and answering that question. The approach is to determine whether a model that works for one set of samples also works for other groups of distinct samples and to determine whether the researcher’s suggested theoretical model is equivalent or exhibits parameter invariance across other sample groups. This study examines the effects of its early encouragement policies, medium-term support policies, and follow-up guarantee policies on college students returning home to establish family farms by choosing variables such as college students’ hometown situations, family situations, and personal situations to conduct the multi-group analysis using AMOS26.0. whether the three paths of willingness differ between groups.

3.2 The Conceptual Model of the Influence Path of College Students’ Willingness to Return to Their Hometowns to Create Family Farms

According to the enterprise life cycle theory, early encouragement policies, medium-term support policies, and follow-up guarantee policies are the three categories into which the policy needs of college students returning to their hometowns to establish family farms are divided, and the indicators included in each category need to be improved. Their willingness to return to their hometown to establish family farms is moderated by their characteristics, family situation, and hometown socioeconomic situations.

Based on this, we proposed the potential direction of the role of the variables and regard the various endowment qualities of college students as the variables that affect university students’ willingness to settle down on family farms in their hometowns after graduation. Whether there are variations between groups in the three guarantee policies regarding university students’ propensity to settle down on family farms in their hometowns. Create a conceptual model using AMOS26.0 to examine how entrepreneurial policy demands affect university students’ propensity to settle down and start family farms in their hometowns (Fig. 1).

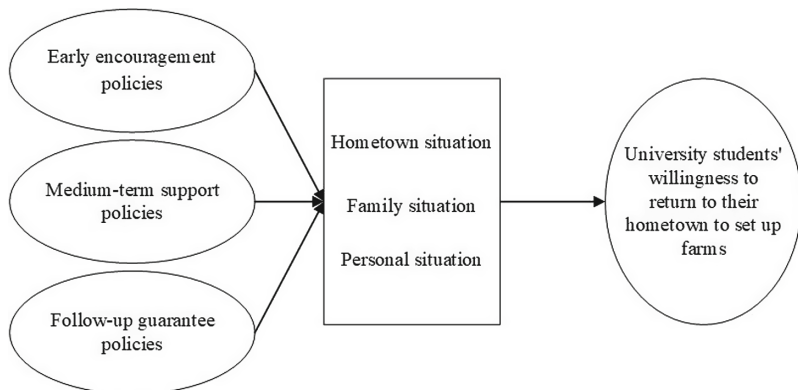


Fig. 1. A conceptual model of the path of the impact of entrepreneurial policy demands university students’ willingness to return to their hometowns to set up family farms

3.3 Research Data and Sources

A survey titled “Intentions of College Students to Return to Hometown to Establish Family Farms” is created based on the elaboration of the internal single policy indicators. A preliminary poll was conducted once the initial draft of the questionnaire was finished, and 50 college students were chosen for one-on-one interviews. The questionnaire was further amended and enhanced in response to the college students’ input and issues. The final questionnaire is divided into five sections with a total of 49 questions. Because some respondents may not fully understand the idea of family farms, the concept, traits, and potential future developments of family farms are introduced at the outset of the questionnaire to help respondents better understand family farms and make the answer results more realistic. In the first section of the questionnaire, college students’ perceptions of local economic growth, families, individuals, and family farms are primarily examined. The second, third, and fourth parts begin with each policy to comprehend the demands and opinions of college students on each policy measure. The final component gauges college students’ readiness to create family farms in their hometowns and how important they believe the three different types of regulations are.

Since November 2020, data has been gathered using the Questionnaire Star platform, making it easier to quickly collect the questionnaires of respondents from various geographic areas and family backgrounds across the nation. This not only increases the scope of the questionnaire survey but also increases its effectiveness (Liu et al., 2020). The QR code and the questionnaire link are mostly used for point-to-point transmission of the questionnaire to the fixed questionnaire respondents. 1108 valid questionnaires in all were found (Table 2).

Table 2. Variable design of the impact of entrepreneurial policy demand on university students’ willingness to return to their hometown to set up family farms

variable type	variable	Value description
University students’ willingness to return to their hometown to set up family farms	Familiarity of college students with the concept of family farms	Very familiar = 5, Relatively familiar = 4, generally = 3, Relatively unfamiliar = 2, very unfamiliar = 1
	The willingness of college students to invest in agriculture and expand the scale of land management to become a family farmer	Willing = 3, Not sure = 2, Unwilling = 1
	Agricultural Entrepreneurship Education Course	Very helpful = 4, Relatively helpful = 3, a little helpful = 2, Not helpful = 1

(continued)

Table 2. (continued)

variable type	variable	Value description
	One-time start-up subsidy	More than ¥20,000 = 11, ¥18,000 to ¥20,000 = 10, ¥16,000 to ¥18,000 = 9, less than ¥2,000 = 1
	Retaining student status and starting a business	Very helpful = 4, Relatively helpful = 3, a little helpful = 2, Not helpful = 1
Early encouragement policies	Student loan reimbursement ratio	90%–100% = 10; 80%–90% = 9,, Within 10% = 1
	Tuition Waiver	More than ¥12,000 = 7, ¥10,000–¥12,000 = 6, ¥8,000–¥10,000 = 5, ..., below ¥2,000 = 1
	Agricultural machinery purchase subsidy ratio	Above 30% = 7, 25%–30% = 6, 20%–25% = 5, ..., below 5% = 1
	Financial Loan Support Amount	More than ¥500,000 = 11, ¥450,000–¥500,000 = 10, ¥400,000–¥450,000 = 9, ..., within ¥50,000 = 1
	Financial loan discount rate	90%–100% = 10, 80%–90% = 9,, Within 10% = 1
Medium-term support policies	Financial loan repayment period	five years and above = 6, 5 years = 5, 4 years = 4, 3 years = 3, 2 years = 2, 1 year = 1
	Demonstration farm reward amount	More than ¥200,000 = 11, ¥180,000–¥200,000 = 10, ¥160,000–¥180,000 = 9, ..., ¥20,000–¥40,000 = 2, within ¥20,000 = 1
	Honor incentive	Very necessary = 5, Relatively necessary = 4, generally = 3, relatively unnecessary = 2, not necessary at all = 1
	Entrepreneurship training hours per year	More than 8 weeks = 6, 7–8 weeks = 5, ..., 1–2 weeks = 2; within 1 week = 1

(continued)

Table 2. (continued)

variable type	variable	Value description
	Agricultural insurance financial subsidy ratio	Above 70% = 10, 65%–70% = 9, ..., 30%–35% = 2, below 30% = 1
	Large-scale planting subsidies per mu	Above ¥180 = 9, ¥160–¥180 = 8, ..., ¥40–¥60 = 2; below ¥40 = 1
	The proportion of land used for supporting facilities	Above 10% = 6, 9%–10% = 5, ..., 3%–4% = 2, 1%–2% = 1
	Monthly living allowance	More than ¥2000 = 9, ¥1800–¥2000 = 8, ..., ¥600–¥800 = 2, ¥600 below = 1
	Monthly subsistence allowance period	More than 24 months = 9, 21–24 months = 8, 19–21 months = 7, ..., 4–6 months = 2, 1–3 months = 1
	Legal Aid Services	Very necessary = 5, relatively necessary = 4, generally = 3, relatively unnecessary = 2, not necessary at all = 1
Follow-up guarantee policies	The need for interest-free and deferral loans	Very necessary = 5, relatively necessary = 4, generally = 3, relatively unnecessary = 2, not necessary at all = 1
	The period for which the loan is interest-free and deferred	More than 36 months = 7, 30 to 36 months = 6, ..., 6 to 12 months = 2, less than 6 months = 1
	Graduate Exam Bonus	8–10 points = 5, 6–8 points = 4, 4–6 points = 3, 2–4 points = 2, within 2 points = 1
	Civil service exam bonus	8–10 points = 5, 6–8 points = 4, 4–6 points = 3, 2–4 points = 2, within 2 points = 1

(continued)

Table 2. (continued)

variable type	variable	Value description
The situation in the hometown of college students	Types of landforms in the hometown	plain = 2, non-plain = 1
	The type of urban or rural areas	Country = 2, City = 1
	The economic development of the hometown	Very good = 5, good = 4, general = 3, poor = 2, very poor = 1
Family situation of college students	annual gross income of the family	Above ¥200,000 = 4; ¥100,000 to ¥200,000 = 3; ¥50,000 to ¥100,000 = 2; within ¥50,000 = 1
	family workforce	Three or more = 3, two = 2, one or less = 1
	family income structure	Mainly agricultural = 4, half of agricultural and non-agricultural = 3, supplemented by agricultural, non-agricultural mainly = 2, fully dependent on non-agricultural = 1
Personal situation of college students	sex	Male = 2, Female = 1
	age	Under 20 = 3, 21 to 25 = 2, over 25 = 1
	Current academic status	Specialist = 4, Bachelor = 3, Master = 2, Doctor = 1
	current working status	Students in school = 3, looking for a job, unemployed = 2, working, starting a business = 1
	city life stress	Very high = 4, relatively high = 3, normal = 2, no feeling = 1
	Entrepreneurial experience	yes = 2, no = 1
	only child	no = 2, yes = 1

(continued)

Table 2. (continued)

variable type	variable	Value description
	Types of majors for the first degree	Science, engineering, agriculture, and medicine = 2 literature and history = 1
	Account Types	Rural registration = 2, urban residence registration = 1
	Preference for urban or rural lifestyles	Rural = 2, urban = 1
	level of interest in agriculture	Very interested = 4, relatively interested = 3, generally = 2, not interested = 1
	farming skills	Very good = 5, good = 4, general = 3, low = 2, very low = 1
	Management level	Very good = 5, good = 4, general = 3, low = 2, very low = 1

4 Empirical Analysis

4.1 Reliability and Validity Test of Research Data

Based on the setting of the questionnaire in this paper, the most common reliability test method (Cronbach-Alpha test method) is used to judge the reliability of the results of this questionnaire. When Cronbach's alpha coefficient value is greater than 0.7, it indicates high reliability. When using a new research method, if Cronbach's alpha coefficient is not less than 0.6, it can be regarded as the reliability requirement (Nunnally, 1994). Validity is used to estimate whether the comprehensive evaluation system can accurately reflect the evaluation purpose, and requirements, and refers to the degree of accuracy of the measurement tool to measure the characteristics to be measured. When the KMO measure value is greater than 0.8, it means that the relationship between item variables is good. The higher the validity, the better the measurement results can show the characteristics it is intended to measure.

After testing (Table 3 and Table 4 for details), the Cronbach's Alpha reliability coefficient was $0.829 > 0.7$, which proved that the data fit was good, and the reliability of the questionnaire was acceptable, meeting the reliability test standard. The KMO sampling suitability measure is 0.865, the relationship between the item variables is good, there is a significant difference between the correlation coefficient matrix and the identity matrix, the variables are suitable for factor analysis, the significance value of the Bartlett sphericity test is 0.000, indicating that the questionnaire has good structural validity, the data of this scale are suitable for further structural equation modeling analysis. The confirmatory factor is to test the reliability and validity of the determined questionnaire dimensions and items (Che et al., 2015). Through confirmatory factor analysis, the

Table 3. Reliability test results of the questionnaire

Reliability statistics	
Cronbach's Alpha	Number of items
0.829	43

Table 4. Test results of questionnaire validity

KMO and Bartlett's test		
Kaiser Meyer Olkin measure of sampling adequacy		0.865
Bartlett sphericity test	Approximate chi-square	15457.035
	df	903
	sig.	0.000

subject reliability of each measurement item, as well as the convergent validity and composition reliability of each dimension is further tested. The confirmatory factor analysis results are shown in Table 5. Among them, the standardization factor loading values (Std) of the measurement items are all greater than 0.6, and the path coefficients of each measurement item are significant ($Z > 1.96$), indicating that each measurement item has a relatively high level of performance. High item reliability; The multivariate correlation square coefficient (SMC) is greater than 0.3, the composition reliability (CR) is close to 0.7, the measurement of the latent variables by the measurement indicators is in line with its characteristics; the average variation extraction (AVE) is greater than 0.5, It shows that each dimension has high reliability and convergent validity. The above results show that all indicators of confirmatory factor analysis (CFA) are better than the suggested values, indicating all questions in the questionnaire have certain reliability and validity, the demand for entrepreneurial policies on university students' willingness to return to their hometown to set up farms is good.

4.2 Testing Hypothesis

The absolute fit index and relative fit index were used as the model's fitness evaluation index. Further, the evaluation criteria and fitting results of the modified model are presented in Table 6. Among them, the six fitting indexes validated the evaluation index, and the comprehensive test of the evaluation index of the fit degree proves that the model has a credible degree of fit. In addition, each observation index corresponds to the standardized parameter estimate of its subordinate latent variable, which effectively reflects the degree of correlation between the index and the corresponding latent variable, it also reflects the explanatory ability of the latent variable to the corresponding observation index. The model is extended and restricted by Modification Indices and Critical Ratio, the modified fitting path coefficient results are obtained, and the research hypothesis is verified according to the regression weight in Table 7.

Table 5. Confirmatory factor analysis (CFA) of dimensions

Construct	Item reliability				CR	AVE
	Std.	S.E.	Z.value	SMC		
Early encouragement policies***	0.719–0.808	0.012–0.028	17.349–23.654	0.517–0.653	0.575	0.694
Medium-term support policies***	0.714–0.785	0.035–0.390	24.919–25.382	0.510–0.615	0.854	0.692
Follow-up guarantee policies***	0.610–0.690	0.039–0.053	16.809–18.497	0.372–0.476	0.739	0.520
University students’ willingness to return to hometown to set up farms***	0.723–0.725	0.038–0.039	25.303–25.482	0.523–0.526	0.694	0.583
Hometown situation***	0.634–0.723	0.037–0.038	21.691–25.303	0.402–0.523	0.679	0.528
Family situation***	0.669–0.714	0.021–0.035	23.094–24.919	0.448–0.510	0.643	0.666
Personal situation***	0.666–0.680	0.030–0.032	18.000–18.298	0.444–0.462	0.604	0.549

Note: *, **, *** indicate significant at the 10%, 5%, and 1% levels, respectively, the same below.

Table 6. Modified model fit

Index		Evaluation standard	Fitting results	Whether it meets the evaluation criteria
Absolute fitting index	GFI	>0.9	0.923	Yes
	AGFI	>0.9	0.997	Yes
	RMSEA	<0.05	0.033	Yes
Relative fitting index	NFI	>0.9	0.920	Yes
	IFI	>0.9	0.959	Yes
	CFI	>0.9	0.958	Yes

The following empirical research conclusions can be made from Table 7: First, early encouragement policies have a favorable impact on college students’ inclination to settle down on family farms in their hometowns after graduation. Thus, the research

Table 7. Theoretical model modification and fitting results of influencing factors of university students’ willingness to return to their hometowns to set up family farms

hypothesis	Path		Estimate	std. Estimate	S.E.	C.R.	Results	test result	
H1	University students’ willingness to return to their hometowns to set up farms	<---	Early encouragement policies***	1.764	0.778	0.107	16.429	Significantly	Pass
H2	University students’ willingness to return to their hometowns to set up farms	<---	Medium-term support policies**	0.464	0.581	0.25	1.854	Significantly	Pass
H3	University students’ willingness to return to their hometowns to set up farms	<---	Follow-up guarantee policies***	0.174	0.392	0.053	3.289	Significantly	Pass

premise H1 has been verified. That is to say, there are many issues and challenges for college graduates who go back to their hometowns to start family farms during the concept germination, first planning, and early development stages. They immensely need incentive policies that offer incentives to pique their interest in starting family farms.

Second, the medium-term support policies have a positive effect on college graduates’ willingness to settle down on family farms in their hometowns after graduation. The research’s second premise, H2, has been confirmed. In the middle stage of family farm development, funding gaps, outdated technology, and a lack of space for infrastructure are significant roadblocks preventing family farms from growing.

Third, follow-up security policies have a significant positive impact on university students’ willingness to return to their hometowns to set up family farms, the research hypothesis H3 has been verified. During the recession-to-exit period of family farms, college students are likely to experience a transition period from exiting agricultural operations to starting a new career. During this transition period, college students will face a lack of income sources, loan repayments by banks, and bankruptcy. Moreover, financial, legal, and career issues such as legal disputes in the agricultural field and seeking new jobs, Therefore, the policy claim of follow-up guarantee underwriting is reassurance and booster for college students when they initially choose to create a family farm suffering the worst consequences and facing a bankruptcy exit crisis.

4.3 Multi-group Analysis

This paper further chooses three endowments of university students to examine if different endowment attributes associated with university students have varied effects on their returning home to create family farms. As additional grouping variables for multi-group analysis, hometown circumstances, family situations, and personal situations employ *AMOS26.0* software to examine the paths of various groups in the research model using multi-group structural equations. The outcomes in Table 8 demonstrate that the multi-group analysis model performs well with the sample data fitness.

The results of the multi-cluster analysis are shown in Table 8 with the positive influence paths between the early encouragement-type policies and the middle support-type policies on university students' readiness to return to their hometowns and create family farms. It demonstrates that college students' inclination to return home and start a family farm is consistent across students with diverse endowment characteristics in the early and middle stages of family farm policy development.

① The topography and landscape of the hometown location, which has a greater impact on the H1 non-plain area ($\beta = 0.031, p < 0.1$) than the plain area ($\beta = 0.021, p < 0.1$), has a positive correlation, indicating that incentive-type policies have a stronger positive incentive effect on the willingness of university students in non-plain areas to return to their hometowns to establish family farms; The effect was greater and positively correlated in the plains ($\beta = 0.030, p < 0.1$) than in the non-plains ($\beta = 0.022, p < 0.1$) in H2, indicating that the positive incentive effect of medium-term support-type policies on the willingness of university students in the plains to return home and establish family farms was stronger.

② Hometown economic situation. H1, there is a positive correlation between better and worse economic conditions in hometown, while other types of economic conditions are not significant. University students from a hometown with good economic conditions may have the will to return to their hometowns to establish family farms even without the stimulation of incentive-type policies, while those with poor economic conditions in their hometowns, it should be a rational choice for university students to stay in the city while it is difficult to stimulate their will to return to their hometowns to establish family farms. For those whose hometowns are in average economic conditions, even if incentives are given to support them, the willingness of university students to return to their hometowns to establish family farms may be significantly divided. Therefore, for those with better and worse hometown economies, university students' willingness to return to their hometown to establish a family farm was more influenced by the previous incentive-type policies, and the influence of a better hometown economy ($\beta = 0.072, p < 0.01$) was greater and positively correlated than that of worse hometown economy ($\beta = 0.031, p < 0.1$). In H2, only university students with poorer hometown economic conditions had a positive effect of medium-term support-type policies on their return to their hometown to establish family farms. This may be because the support from the family and village is relatively weak after the university students with poor economic conditions in their hometowns have successfully established family farms in

Table 8. Path test of multi-group structural equation model

Path	Geomorphic type		Hometown economy						
	Plain	Non-plain	Very good	Good	General	Poor	Very poor		
	N=463	N=645	N=63	N=269	N=578	N=147	N=51		
H1	0.021*	0.031*	-0.019	0.072***	-0.008	0.062*	-0.011		
H2	0.030*	0.022*	0.014	0.023	0.014	0.100***	0.008		
H3	-0.011	0.017	0.003	0.076**	-0.013	0.112*	0.156		
Path	Age			Family income structure					
	Under 20 years old	21-25 years old	Over 25 years old	Mainly agriculture	Half agricultural and half non-agricultural	Agriculture supplemented non-agricultural main	Rely on non-agriculture		
	N=457	N=573	N=78	N=562	N=199	N=194	N=153		
H1	-0.007	-0.02	0.195***	-0.003	-0.006	-0.006	0.091***		
H2	0.013	0.013	0.106**	0.006	0.043	0.005	0.077***		
H3	-0.003	-0.015	0.074	-0.009	-0.007	-0.003	0.015		
Path	Working state			Type of first-degree major					
	Current students	Job-hunting	Entrepreneurship	Type of science, engineering, etc	Types of literature and history				
	N=954	N=73	N=81	N=871	N=237				
H1	0.017*	-0.043	-0.017	0.037***	-0.017				
H2	0.019**	0.02	0.017	0.047***	-0.025				
H3	-0.003	-0.058	-0.039	-0.02	0.038				
Path	Interest in agriculture				Management level				
	Very interested	interested	General	uninterested	Very good	Good	General	Very low	Low
	N=87	N=250	N=461	N=310	N=56	N=284	N=588	N=136	N=44
H1	-0.001	-0.002	-0.002	-0.002	-0.051	-0.029	-0.016	0.119***	0.004
H2	-0.002	0.001	0.004	0.002	0.113*	0.007	0.024*	0.133***	0.022
H3	0.003	0.002	-0.003	-0.004	-0.007	-0.014	-0.017	0.042	-0.582

their hometowns, they need more support from the government in the form of medium-term support type policies.

③ Age. H1 and H2, the former encouragement-type policies and the medium-term support-type policies only positively promote university students over 25 years old to return to their hometown to establish family farms, which is mainly because older university students have more mature and firm plans for their future career development,

they are more likely to return to their hometown to establish family farms under the effect of the former encouragement-type policies and the medium-term support-type policies.

④ Household income structure. H1 and H2, the former encouragement policies and medium-term support policies only positively promote the establishment of family farms by university students whose families rely entirely on non-agriculture, mainly because the establishment and development of family farms need financial support, and the income of families relying entirely on non-agriculture is generally relatively high. Hence, university students from such families are more likely to return to their hometowns to establish family farms.

⑤ Working status. In H1 and H2, the encouragement policies and medium-term support policies only positively promote the return of university students to set up family farms, which is mainly because university students are full of enthusiasm to serve the countryside and are more likely to return to their hometowns to establish family farms under the effect of the early encouragement policies and medium-term support policies under the call of the Party and the state to serve the “three rural areas”.

⑥ Type of the first-degree profession. In H1 and H2, family farms are related to agriculture, which is inclined to natural science. Therefore, university students of science, agriculture, and medicine are more likely to return to their hometowns to create family farms under the effect of the early encouragement type policy and the middle support type policy.

⑦ Management level. In H1, university students with low business management levels were more inclined to return home to create family farms under the influence of the pre-encouragement-type policies. In H2, university students with very good, average, and low business management levels are more inclined to return to their hometowns to create family farms under the influence of medium-term support-type policies, and university students with very good ($\beta = 0.113, P < 0.1$) and low business ($\beta = 0.113, P < 0.01$) management levels are more influenced than those with average business ($\beta = 0.024, P < 0.1$) management levels.

For the effect of the follow-up guarantee type of policy, the policy only positively contributed to the willingness of university students with better and worse hometown economic situations to return to their hometowns to establish family farms, and the effect of worse hometown economic conditions ($\beta = 0.112, p < 0.1$) was greater and positively correlated than that of better hometown economic situation ($\beta = 0.076, p < 0.1$). In other aspects such as type of landform, family income structure, age, working status, type of first degree, interest in agriculture, and management level, the follow-up guarantee policies do not have a significant effect on the willingness of university students to create family farms in their hometowns, mainly because the family farms created by university students in their hometowns are concerned about the encouragement and support policies, which is related to whether the family farms can be run and run well. However, university students do not have much contact with or consider the protection policies needed for the active or passive withdrawal of the family farms induced by themselves or policies. Therefore, the effect of follow-up security policies on college students returning home to establish family farms is not prominent.

5 Countermeasures and Suggestions

5.1 Early Encouragement Policies

1) Establishing agriculture-related courses

In the context of rural revitalization, university students face numerous challenges in returning to their hometowns for the purpose to start their businesses. Lack of entrepreneurial thinking and insufficient entrepreneurial capital lead to university students' reluctance to return to their hometowns to start their businesses (Zhang, 2020). In order to assist university students to build family farms in their hometowns, universities should create conditions for university students to offer "Basic Agricultural Entrepreneurship" courses, which mainly include agricultural breeding and cultivation, pest and disease prevention, marketing, etc. This provides an opportunity for university students to understand the path and precautions of entrepreneurship, inspire their interest in the agriculture sector, reserve basic agricultural knowledge, and enrich their understanding of family farms, which can play an important role to create family farms in their hometowns.

2) Retain student status for university students who have returned to their hometowns to create family farms, and provide financial support for starting a business

Since the Eighteenth National Congress, General Secretary Xi has repeatedly emphasized the support of innovation and entrepreneurship for university students, in 2015, Premier Li proposed "mass entrepreneurship and innovation", which is an important engine to lead the development of entrepreneurship and innovation, the idea gives provided an opportunity to tens of thousands of innovative enterprises. However, the conflict between entrepreneurial choice and studies greatly hinders the pace of university students returning to their hometowns to set up family farms. Therefore, we should refer to the practice of preserving the academic status of university students who participate in teaching and preserving the academic status of university students who return to their hometowns to create family farms. At the same time, after the family farm has reached a certain stage of development, they can return to the university to receive "re-education" to supplement their professional knowledge to support their family farms. For university students, retaining their academic status is an important measure to maintain their right to continue their education, which is equivalent to giving university students choices with more freedom.

In addition, according to the survey, the main disadvantage factor of entrepreneurship is the lack of capital for university students who have the intention to start their own agricultural business (Hui, 2013). Therefore, it is recommended that the employment and entrepreneurship policies should be fully implemented, and it is suggested that government departments and universities should effectively accord and continuously release policy "dividends", as well as issue a certain amount of job-seeking and entrepreneurship subsidies for university students who return to their hometowns to establish family farms (Zhou, 2019).

5.2 Medium-Term Support Policies

1) Improve financial, insurance, training, incentive policies, and establish special support funds for university students returning to their hometowns to create family farms

First, regarding the policy of student loans, it is suggested that financial institutions should provide loan support to university students to create family farms in their hometowns, the specific loan amount should consider the personal creditworthiness of university students, their family economic condition, the type and value of assurance they can provide, etc. The repayment period should be extended as much as possible. Secondly, the implementation of insurance protection for university students returning to their hometowns for agriculture-related business provides university students with greater preferences in insurance payment and premium scope to reduce the cost of university students' business. Finally, the insufficient incentive is a significant reason why some university students choose to stop their family farms in the middle of development. Therefore, the economic and social value of university students' entrepreneurship can be reflected through demonstration awards and honorary awards, to provide strong and sustainable incentives for university students to continue entrepreneurship. Besides, we can consider establishing a special support fund for university students to return to their hometowns to create family farms, which is equivalent to establishing a financial "reservoir" to provide economic support for university students to start their businesses.

2) Optimize the policy of facility agricultural land, and solve the problem of facility agricultural land use faced by university students returning home to create family farms

In the middle of the development of family farms, there will be demand for infrastructure, drying yards, drying houses, office buildings, other facilities, and agricultural land for production and processing as the scale of family farms expands and their profitability increases. Therefore, scientific, and reasonable guidance on the layout of land for facilities and standardization of land standards for agricultural land and facilities are the key to cracking the problem of difficult land for agricultural land for family farms. This paper suggests that:

① The scope of land for agricultural facilities should be reasonably defined, the land for production facilities, land for ancillary facilities, and land for supporting facilities should be clearly defined according to the standards of the Notice on Issues Related to Improving the Management of Land for Agricultural Facilities issued by the former Ministry of Land and Resources(Li et al., 2020).

② To actively support and regulate the development of land for facility agriculture, assist family farmers to choose a reasonable site, and scientific layout, and control the scale. There is not in line with the established process of production and operation which should be promptly urged to correct for the purpose to ensure that the family farm production and operation of legal compliance.

③ For university students who have made good progress in creating family farms in their hometowns are given certain policy preferences and subsidies on agricultural

land for supporting facilities to ease the financial pressure on land during their business ventures and enhance the enthusiasm of university students in returning to their hometowns.

5.3 Follow-Up Guarantee Policies

1) Sounding follow-up guarantee, offering diversified and comprehensive social services

Students who return to their hometowns to start family farms may encounter commercial failure due to natural disasters, market operation irregularities, and other factors. Thus, there must be a transitional time between their failed commercial ventures or active withdrawal from the agricultural producing industry and their re-employment.

Meanwhile, due to the lack of income source, the government must provide a certain time frame and amount of basic living allowance to the university students who failed to start their business, after the university students submit their applications, the government will approve their applications. According to the number of years that university students have returned to their hometowns to join family farms and the effect of their management, they are provided with a living allowance for 6 to 24 months regarding the standard of the unemployment insurance payment in the area where the university students return to their hometowns to create family farms to ensure their basic living during the transition period; After university students fail to establish family farms or withdraw from agricultural production, they will face a series of problems such as disputes over the land transfer, labor employment, property rights of agricultural land, asset liquidation and evaluation. Therefore, it is recommended that the local legal aid centers establish “twinning” targeted service relationships with university students, the legal counselors will help the students to deal with various legal problems encountered in the process of entrepreneurship. Finally, after the university students fail to create family farms or withdraw from agricultural production, they can provide bankruptcy certificates and proof of existing funds to apply to financial institutions for loan interest waivers and delayed repayment periods.

2) Implement a policy-based bonus policy to provide diversified career choices for university students who have returned to their hometowns and failed to build family farms

The experience of creating a family farm in their hometown provides an important platform for university students to gain practical experience at the grassroots level, which is not only conducive to applying what they have learned in university to the broad practice of agricultural production and exercising their abilities but also an act of serving their hometown and society. After university students return to their hometowns to create family farms that fail or voluntarily withdraw from the field of agricultural production, university students can get extra points for graduate school entrance exams, civil service, or career entrance exams with the experience of returning to their hometowns to create family farms. In addition, a comparison of 17 provinces and municipalities directly under the central government shows that the proportion of university graduates employed at the grassroots level is the lowest in provinces where there are no clear bonus points for both

graduate school and civil service, while in regions where both graduate school and civil service exams have bonus points, the percentage of university graduates employed at the grassroots level is the highest (Ma et al., 2015). Therefore, the extra points for graduate students and civil service exams can alleviate the worries of university students who fail to set up family farms or quit agricultural production in their hometowns. However, to avoid the speculative behavior that university students use this way as a shortcut to get extra points for graduate exams and civil service exams, this paper believes that there should be clear and definite conditions for the concrete implementation of the extra points policy, specifically:

① University students of rural origin, whose parents set up a family farm in their hometown but the university students themselves do not participate in the management should not enjoy the extra points policy;

② University students enjoying the extra points policy treatment should be developed by university students in the family farm location of the agricultural and rural authorities issued a letter of confirmation to prove that they are engaged in the local family farm business;

③ University students to enjoy the extra points policy treatment, should return to their hometowns and continue to operate family farms for 3 years or more;

④ University students enjoying extra points for graduate school should set indicators according to their actual years of operation, and provide the maximum threshold limit for policy-based extra points. It is suggested that the maximum bonus points should not exceed 10 points, and the minimum bonus points should be 2 points to avoid unfairness and injustice in policy bonus points and bring unfairness to education.

6 Conclusion

This paper studies the impact of entrepreneurship policy supply on establishing family farms for university students returning home. At first, based on the previous research and theoretical analysis, it creatively classifies the policy needs of university students returning home to establish family farms into three levels: early encouragement policies, medium-term support policies, and follow-up guarantee policies. Second, based on the questionnaire survey, it employs the structural equation model to design an empirical study on the policy path that influences university students' willingness to return home to establish family farms, and shows that: the early encouragement policy, medium-term support policy, and follow-up guarantee policy are all positively associated with university students' willingness to return home to establish family farms; the university students' hometown situation has no significant influence on their willingness to return home to establish family farms; University students' family situations and personal situations are positively related to their willingness to return home to establish family farms. At last, it provides some countermeasures and suggestions for early encouragement policies, medium-term support policies, and follow-up guarantee policies. This study not only enriches the theory and practice of public policy, but also provides some evidence for university students returning home to establish family farms.

Acknowledgement. Major Project of Sichuan Provincial Social Science Planning Key Research Bases: “Technology-driven and Governance Change: Innovative Research on the Combination of Blockchain and Rural Land Scaling Transfer” (SC22EZD064); Sichuan Provincial Soft Science “Research on the Evaluation Measurement and Realization Path of Urban-Rural Integration Development in Sichuan Province” (2022JDR0163).

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