

Research on Rural Employment of College Graduates in Liaoning under the Background of Rural Revitalization Strategy

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Abstract: College graduates join in rural employment to inject talent vitality into rural revitalization, provide reference for improving employment, and provide a platform for personal growth and talent. At present, there are some problems such as cognitive deviation of traditional social concept, limited policy guarantee and support, difficult rural basic conditions to meet graduates' expectations, and insufficient guiding role of college education.

Keywords: Rural revitalization; Colleges and universities; Graduates; The countryside; Take up a job

Rural revitalization strategy is the general starting point to solve the problem of "three farmers". "People are the key to rural revitalization." Talent is the primary resource for implementing the rural revitalization strategy. Promoting college graduates to participate in rural employment can not only inject talent vitality for the implementation of rural revitalization strategy, but also provide a practical platform for graduates to show their talents, which has great practical significance and times value.

1. First, The Times value of college graduates in Liaoning who devote themselves to rural employment under the background of rural revitalization

1.1 Providing talent support for the implementation of the rural revitalization strategy

The phenomenon of brain drain and "hollowing out" in rural areas of Liaoning Province is serious. The return of college graduates to their hometown for employment can effectively make up for the shortage of labor force in rural areas and alleviate the problem of aging labor force. College graduates use advanced research methods and digital technology to make accurate research and judgment on the market, enabling the sale of agricultural products. Graduates majoring in agronomy have the theoretical basis to master advanced agricultural technology, and can put advanced technology into practice after practical training to help efficient production of agricultural products. Graduates struggle to work at the grass-roots level in rural areas, which helps to improve the talent structure and inject youth into rural revitalization.

1.2 To provide practical reference for carrying out college employment work

The number of college graduates in 2023 is expected to be 11.58 million, and the scale and increase continue to rise. In the context of the comprehensive promotion of rural revitalization, the modernization of agriculture and rural areas is constantly improving, the transformation and upgrading of industrial structure is accelerating, the economic level of rural areas is improving and there are still talent vacancies, which sets up a broader employment platform for graduates. The return of college graduates to their hometown for employment is conducive to alleviating employment problems such as professional mismatch, fierce market competition and structural imbalance.

1.3 To provide a broad stage for promoting the individual growth and talent of college graduates

On the stage of rural construction, Liaoning graduates have a broad space to fully realize their personal value, let their knowledge and skills shine in the black land, and fully integrate rural development resources with their comprehensive ability. At the same time, the new requirements of practice urge returning graduates to improve their skills, go deep into rural practice, integrate the youth dream

into the Chinese dream, and become participants and creators of rural construction in the new era.

2. Second, in the context of rural revitalization, college graduates in Liaoning are confused about the reality of rural employment

2.1 There are cognitive biases in traditional social concepts

Solidified thinking and social concepts such as “decent work in cities”, “earn more in big cities”, and “young people must work hard” affect graduates’ enthusiasm for rural employment. Many families have educational thoughts such as “looking forward to the child being a dragon” and “looking forward to the woman becoming a phoenix”, and have high expectations for their children. Graduates are influenced by the pressure of public opinion to stay in the city for the sake of respectability, ignoring the demands of actual development.

2.2 The relevant policy guarantees and support are limited

At present, the relevant employment policy guarantee and support are limited, and there is a lack of supporting service system. First of all, the employment policy is mainly macro, not very targeted. Secondly, the employment support is weak, the incentive mechanism is weak, so that the enthusiasm of graduates to return to the hometown employment attenuated. Finally, the lack of a complete service system and planning management. When graduates leave school and enter the society, they have less experience and network resources, and their ability to resist attacks is not strong, and they need the government to provide service guarantee.

2.3 Rural basic conditions are difficult to meet the expectations of graduates

The industrial structure of rural areas is single, the economic development gap is larger than that of urban areas, and the employment opportunities for graduates are limited. The living and working environment in rural areas, such as transportation, cooking and heating, is a great challenge for college students, and it is difficult for rural areas to meet their environmental requirements. Graduates also attach great importance to the quality of education and environment that their children can enjoy. At present, the rural areas cannot meet their needs, which to some extent prevents college graduates from returning home.

2.4 The guiding role of higher education is insufficient

Colleges and universities are the key to guide graduates to join the rural employment. However, at present, the guiding role of many colleges and universities in the province is not obvious, and the content of employment training courses is not updated in time, resulting in graduates’ ignorance of relevant policies and rural development. Most colleges and universities can implement the policies of college students’ village officials, special post teachers, “three support and one support”, and the Western Plan, but it is difficult to carry out the whole process and normal return employment training for students, resulting in students’ initial contact with relevant knowledge near graduation, which has eliminated the enthusiasm of returning home.

3. Third, the practical path of promoting college graduates in Liaoning to join rural employment under the background of rural revitalization

3.1 Improving basic conditions and optimizing the space for development

Local governments should improve rural living security and beautification projects, introduce modern living facilities, and reduce the psychological gap of graduates. We will promote quality improvement projects in rural education and medical care, and improve rural education resources and medical conditions with “hardware + software” assistance measures. We will implement new rural infrastructure projects and improve transportation. Rural areas should promote the adjustment of industrial structure on the basis of the development of agriculture, dig deep into the rural cultural heritage, develop tourism resources, and actively develop the tertiary industry and characteristic economy. We will promote supply-side structural reform in agriculture, introduce new and high technologies, build a digital economy, and provide more job opportunities for graduates.

3.2 Improve policy support and increase employment assistance

The government should provide certain financial subsidies and tax incentives for returning college graduates to provide a solid financial guarantee for graduates to establish a firm foothold in rural areas. Local governments should implement the evaluation and adjustment of existing policies based on the improvement of existing policies. Improve the degree of attention and awareness of talent return, innovate new ideas for the development policy of college graduates returning home, implement scientific evaluation and dynamic adjustment of existing policies, and build a long-term mechanism to encourage college graduates to “go down, stay, do well, and flow” to participate in rural employment.

Strictly implement the accountability system, open an independent office window, and ensure that policy services are both timely and effective; Enhance service awareness and ability, provide graduates with convenient employment guidance, legal aid, risk assessment, policy consultation and other services, simplify procedures, and improve the “one person, one policy” support mechanism; Actively cooperate with township enterprises to provide job-seeking information platforms for returning graduates.

3.3 Attach importance to public opinion guidance and create an employment atmosphere

First of all, colleges and universities should regularly carry out well-known rural entrepreneurs lectures, participate in rural employment graduates and other activities, encourage the practice of “to go to the countryside, to the grassroots”, and cultivate the love of the countryside. Secondly, the government should award honorary titles to college students who are engaged in rural employment to meet the expectations of themselves and their parents, and change the inherent concept of “returning home to work is poor ability”. Expand the diversification of publicity channels for rural revitalization strategy and returning employment support policies, publicize policies through Internet empowerment, release the latest policies through the intelligent employment and entrepreneurship platform of Liaoning College students, release videos of rural landscape exhibitions and excellent deeds of returning college students through official media, etc., to stimulate students’ mission of revitalizing Northeast China.

3.4 Strengthen the responsibilities of colleges and universities and provide accurate employment services

It is necessary to integrate relevant employment policies into the course content, and reasonably increase the proportion of employment education hours; Attach importance to the whole process of employment guidance for students, from career planning, career consultation, employment training to ensure that students have a clear positioning of themselves from entering the school to graduation employment. Encourage teachers to “go out”, in-depth research and study in rural areas, field visits, feedback to students about the real development of the countryside, and eliminate their doubts about returning to their hometown employment. Actively build a return employment training base, take the initiative to host “support agriculture, education and medicine” return social practice activities and employment and entrepreneurship competitions, and strengthen the practice orientation of return employment education.

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