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Article

The Impact of Rural Revitalization Policies on the Psychological Capital of Elite College Students in China: The Mediating Role of Meaning in

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Abstract: To explore the mechanism by which the rural revitalization strategy affects the psychological capital of outstanding college students, this study selected outstanding college students from universities in City A and City B as the research subjects. The "Rural Revitalization Policy Scale", "Positive Psychological Capital Scale", and "Life Meaning Scale" were used as research tools to conduct questionnaire surveys on the students of the two schools. The demographic variable characteristics of college students' life meaning and college students' psychological capital were analyzed, and further, through correlation analysis and regression analysis, the relationship mechanism among college students' positive psychological capital, rural revitalization strategy, and life meaning was explored. Finally, the mediating effect of life meaning on the rural revitalization policy and psychological capital was verified. According to the research results, it was found that there is a significant positive correlation between rural revitalization policies, psychological capital, and life meaning. Rural revitalization policies and life meaning have significant positive predictive effects on college students' psychological capital. The mediation effect analysis revealed that the life meaning experience and life meaning seeking in life meaning were significantly mediating in rural revitalization policies and psychological capital, with the mediation effect accounting for 24.24% and 4.55%, respectively.

Keywords: Rural revitalization policy; Psychological capital; Life meaning; Mediating effect; Correlation analysis; Regression analysis

1. Introduction

The rural revitalization strategy is a major initiative proposed by the Chinese government to comprehensively build a modern socialist country. It serves as the overarching guiding principle for the "agriculture, rural areas, and farmers" (AARF) work in the new era [1]. The implementation of the rural revitalization strategy requires the support of a large number of high-quality talents. College students, as the contributors to the cause of socialism with Chinese characteristics, are an indispensable and important force [2]. Under the background of the rural revitalization strategy, college students actively respond to the call of the Party and the state to start businesses and seek employment in rural areas. This process undoubtedly faces various challenges and difficulties [3]. Relevant studies have shown that outstanding college students with psychological capital can demonstrate firm beliefs and possess good problem-solving abilities when facing entrepreneurial and employment dilemmas [4]. Fred Luthans defined psychological capital as the psychological state of an individual's positive growth and development [5]. Psychological capital has extremely important practical significance for enhancing the self-efficacy of college students in rural entrepreneurship and employment, as well as for making good cognitive and management of entrepreneurial risks.

The behavior of college students engaging in entrepreneurship and employment in rural areas,

under the traditional social perception framework, is sometimes misinterpreted as a passive choice made by college students after lacking the advantages of professional capabilities for employment. Such stereotypes and the resulting biases and discrimination can have a negative psychological impact on college students, affecting their psychological capital and self-efficacy [6-8]. Therefore, in order to achieve the dual goals of the national strategy of "agricultural revitalization" and the livelihood project of "social psychological services", we should promote the construction of rural grassroots social psychological service systems and enhance the psychological capital level of college students engaged in entrepreneurship and employment in rural areas [9].

Regarding the definition of life meaning sense, there is no unified concept in the academic community. When people talk about life meaning sense, it is usually a subjective feeling, whether in daily life or in situations where survival is under great threat, viewing life as purposeful and meaningful, and through projects and pursuits to give daily life dignity and meaning, and allowing the realization of personal potential [10-11]. Life meaning sense is the feeling that life is important and meaningful, consisting of coherence, purpose, and importance [12]. Goals are the motivational component of life meaning sense, and goals can activate future defenses, motivate people, and help construct life [13]. If goals can be combined with one's values and beliefs and develop in the direction of a consistent source of meaning, the goals themselves will be considered meaningful; if we persist in pursuing unachievable goals for too long, negative consequences will also occur. Coherence is the cognitive component of life meaning sense, and the understanding of life refers to a person's ability to understand the past, present, and imagined future of their life and integrate their life story into a coherent whole [14]. Importance is the emotional component of life meaning sense, and the feeling that one's life is important is a need of people [15]. In conclusion, life meaning sense can enhance college students' goal orientation, coherence, and perception of importance. How to find evidence of the impact of the rural revitalization policy on college students' psychological capital and reveal the mechanism of life meaning, and find an effective path will become very important.

The article first selects outstanding college students from universities in two cities, A and B, as the research subjects, using the "Rural Revitalization Policy Scale", "Positive Psychological Capital Scale", and "Life Meaning Sense Scale" questionnaires as research tools, and proposes research hypotheses. Through questionnaire surveys to collect the necessary data for the research, understand the current situation of college students' life meaning sense and psychological capital, and analyze the characteristics of their demographic variables. Then, analyze the correlations and regression relationships between the variables. Finally, explore the mediating role of life meaning sense between college students' perception of rural revitalization strategies and their psychological capital.

2. Research Methods and Data Sources

2.1. Research Subjects

In this study, college students from universities in City A and City B were selected as the participants. A total of 1,000 questionnaires were distributed, and 859 were returned, with a return rate of 85.9%. Among the valid questionnaires, there were 472 male respondents, accounting for 54.95% of the total number, and 387 female respondents, accounting for 45.05% of the total number. In the grade group, there were 306 students in the first year, accounting for 35.62% of the total number, 449 students in the second year, accounting for 52.27% of the total number, and 104 students in the third year, accounting for 12.11% of the total number. In the family location group, 411 respondents had their family located in the city, accounting for 47.85% of the total number, and 448 respondents had their family located in the countryside, accounting for 52.15% of the total number.

2.2. Research Tools

(1) Life Meaning Scale (MLM)

This study adopted the definition of life meaning sense provided by a certain scholar, which is that life meaning sense refers to an individual's perception of the meaning of their existence and their importance, including two dimensions: life meaning experience and life meaning pursuit. The Cronbach coefficients of the subscales of life meaning experience and life meaning pursuit were 0.811 and 0.812 respectively, and the scale met the measurement standards.

(2) Psychological Capital Questionnaire (PPQ)

This questionnaire was revised based on the original one to adapt to Chinese culture, and the resulting Psychological Capital Questionnaire (PPQ) was developed. The questionnaire consists of 26 items, including four dimensions: self-efficacy, hope, optimism, and resilience. The higher the score, the higher the level of psychological capital. The Cronbach coefficient of the total psychological capital

questionnaire in this study was 0.895, and the Cronbach coefficients of the subscales of self-efficacy, hope, optimism, and resilience were 0.863, 0.851, 0.855, and 0.859 respectively. The scale met the measurement standards.

(3) Rural Revitalization Policy Scale

This study used a self-developed "Rural Revitalization Policy Perception and Identification Scale" to measure the cognition and attitude of outstanding college students towards rural revitalization policies. This scale mainly drew on the core connotations of the "five major revitalizations" of rural revitalization and was compiled based on policy identification theory and the characteristics of the college student population. The scale includes 4 dimensions: policy awareness, policy identification, policy resonance, and participation willingness. Using the Likert 5-point scoring method, 1 indicates "strongly disagree" and 5 indicates "strongly agree". The Cronbach coefficients of the 4 dimensions were 0.903, 0.822, 0.843, and 0.862 respectively. The total scale reliability was higher than 0.8, indicating that the scale structure was stable and the measurement results had high reliability and consistency.

2.3. Research Hypotheses

(1) College students have a relatively good understanding of the rural revitalization policies, and there are significant differences in demographic variables.

(2) College students have a relatively high level of positive psychological capital, and there are significant differences in demographic variables.

(3) College students have a relatively good sense of life meaning, and there are significant differences in demographic variables.

(4) There is a correlation among college students' understanding of rural revitalization policies, positive psychological capital, and life meaning.

(5) Positive psychological capital plays a mediating role between the understanding of rural revitalization policies and the sense of life meaning.

2.4. Research Steps

(1) Testing Procedure

With the assistance of the grade director and the head teacher of the selected school of the participants, questionnaires were distributed in class units. The testing process: Firstly, the author (myself), who had received training, explained the rules and precautions of questionnaire filling to the participants and kept the environment quiet. The participants completed the questionnaire within 30 minutes. During this period, the tester promptly provided explanations and guidance to the participants with questions. After the testing, the questionnaires were collected on the spot to ensure their validity. The collected questionnaires were preliminarily screened, invalid ones were excluded, and systematic organization was carried out to provide data support for this research.

(2) Data Collection and Processing Measurement

After the questionnaire was sorted out, SPSS was used as the tool for data processing and statistical analysis. The main data processing methods included descriptive statistics, independent sample test, paired sample test, analysis of variance, correlation analysis, regression analysis, bootstrap test of the mediating effect, and path analysis.

2.5. Common Variance Test

The common method bias of the data in this study was tested using the Harman single-factor test method. There were 8 factor eigenvalues greater than 1, and the contribution rate of the first factor was 28.33% (less than 40%), which all met the requirements of the Harman method. Therefore, severe common method bias did not exist in this study.

3. Result

3.1. Overall Situation of College Students' Sense of Life Meaning

A descriptive statistical analysis was conducted on the scores of life meaning perception among college students. The overall situation of life meaning perception among college students is shown in Table 1: The total average score of each question of life meaning perception and the average scores of each question in the dimensions of life meaning experience and life meaning seeking are all higher than the theoretical median. Moreover, the average score of each question in the dimension of life meaning seeking is slightly higher than that in the dimension of life meaning experience.

This study uses the theoretical median of 4 as the dividing line. Each question with an average score less than 4 is regarded as having a lower life meaning perception, while each question with an average score of 4 or above is regarded as having a higher life meaning perception. In terms of the overall level of life meaning perception, 89.3% of college students have a higher life meaning perception. In the dimension of life meaning experience, 26.5% of college students have a lower life meaning perception. In the dimension of life meaning seeking, only 11.8% of college students have a lower life meaning perception.

Table 1. The overall situation of college students' sense of meaning in life

	M ± SD	**Item**	**M/Item**	**The sense of meaning in life is relatively low(%)**	**A relatively high sense of meaning in life(%)**
Experience of the meaning of life	23.384±6.254	5	4.6768	26.5	73.5
Seeking the meaning of life	27.064±5.511	5	5.4128	11.8	88.2
Sense of meaning in life	49.863±8.894	10	4.9863	10.7	89.3

3.1.1. Test of Differences in the Sense of Life Meaning among Male and Female College Students

An independent sample t-test was conducted on the scores of life meaning perception among male and female college students. The differences in life meaning perception among male and female college students are shown in Table 2. There were significant differences in the scores of the dimension of seeking meaning in life among male and female students ($p < 0.05$), but no significant differences in the total average score of life meaning perception and the scores of the dimension of experiencing life meaning ($p > 0.05$).

Table 2. Differences in the sense of life of different genders

	Male	**Female**	**t**	**p**
	M ± SD	**M ± SD**		
Experience of the meaning of life	23.798±6.119	23.575±6.231	0.239	0.811
Seeking the meaning of life	25.202±6.085	26.221±5.009	-2.548	0.019
Sense of meaning in life	48.751±8.973	49.981±8.585	-1.42	0.168

3.1.2. Test of Differences in the Sense of Life Meaning among College Students from Different Backgrounds

An independent sample t-test was conducted on the scores of life meaning perception among college students from different regions. The differences in life meaning perception among college students from different regions are shown in Table 3. There was a significant difference in the overall average score of life meaning perception among students from different regions ($p < 0.05$), but no significant difference was found in the scores of each dimension ($p > 0.05$).

Table 3. Difference test of the meaning of living and living in different sources

	Town	**Rural areas**	**t**	**p**
	M ± SD	**M ± SD**		
Experience of the meaning of life	23.185±6.464	24.251±6.052	1.292	0.212
Seeking the meaning of life	27.489±5.543	26.925±5.383	1.808	0.072
Sense of meaning in life	50.398±8.798	47.787±8.674	2.047	0.038

3.1.3. Test of Differences in the Sense of Life Meaning among College Students of Different Grades

A one-way analysis of variance was conducted on the scores of life meaning perception among students of different grades. The differences in life meaning perception among students of different grades are shown in Table 4. There were no significant differences in the total average score of life meaning perception and the scores of each dimension among students of different grades ($p > 0.05$).

Table 4. Differences in life significance of different grade students

	Freshman	Sophomore year	Junior year	F	p
	M ± SD	M ± SD	M ± SD		
Experience of the meaning of life	22.829±7.171	23.768±5.914	23.693±5.837	1.95	0.101
Seeking the meaning of life	26.13±6.402	25.241±5.5	26.071±4.847	0.796	0.506
Sense of meaning in life	49.169±9.501	48.999±8.391	49.258±8.518	1.06	0.353

3.2. Overall Situation of College Students' Psychological Capital

3.2.1. Descriptive Analysis of College Students' Psychological Capital

A descriptive analysis was conducted on the psychological capital of college students and its various dimensions. The descriptive statistical results of the psychological capital of college students are shown in Table 5. Due to the different number of questions in each dimension, the scores of each dimension were converted using the method of "dimensional score / number of questions in the dimension" for comparison. The minimum value of each dimension was 1, the maximum value was 8, and the average value was 4.5. The higher the score, the higher the level of psychological capital. The results showed that the average score of college students' psychological capital was 122.65, the standard deviation was 21.659, and it was at a medium level. The scores of each dimension from high to low were: optimism (5.16 ± 1.05), hope (5.11 ± 1.07), self-efficacy (4.57 ± 1.15), and resilience (4.49 ± 1.19).

Table 5. Descriptive statistical results of college students' psychological capital

Dimension	M	SD	Minimum value	Maximum value	Median
Psychological capital	122.65	21.659	25	178	122
Self-efficacy	4.57	1.15	1	8	4.55
Tenacity	4.49	1.19	1	8	4.12
Hope	5.11	1.07	1	8	4.65
Optimistic	5.16	1.05	1	8	5.15

3.2.2. Analysis of the Differences in College Students' Psychological Capital

The test was conducted based on gender as the grouping variable. The Mann-Whitney U test was performed on the dimensions of psychological capital and gender. The Mann-Whitney U test results for the psychological capital of college students by gender are shown in Table 6. The results indicate that there are differences in psychological capital ($Z = -6.793$, $p = 0.000$), self-efficacy ($Z = -8.95$, $p = 0.000$), resilience ($Z = -4.917$, $p = 0.000$), hope ($Z = -3.629$, $p = 0.000$), and optimism ($Z = -4.202$, $p = 0.000$) between males and females. Males performed better than females in psychological capital, self-efficacy, resilience, hope, and optimism.

Table 6. The Mann-Whitney U test of college students' psychological capital in terms

Dimension	Gender	Median (P25,P75)	Mean Rank	Mann-Whitney U	Wilcoxon W	Z	p
Psychological capital	Male	125.00(109.00,135.00)	1143.24	458027.6	1020341.7	-6.793	0.000
	Female	118.00(106.00,133.00)	962.32				
Self-efficacy	Male	34.00(31.00,37.00)	1172.53	427798.7	990106.9	-8.95	0.000
	Female	31.00(27.00,36.00)	934.89				
Tenacity	Male	29.00(28.00,35.00)	1116.67	483910.5	1046257.1	-4.917	0.000
	Female	28.00(22.00,33.00)	985.6				
Hope	Male	31.00(26.00,32.00)	1099.19	502023.6	1064345.9	-3.629	0.000
	Female	30.00(24.00,33.00)	1005.69				
Optimistic	Male	30.00(26.00,34.00)	1108.49	493484.4	1055828.9	-4.202	0.000
	Female	28.00(22.00,33.00)	996.08				

The test was conducted based on the grade as the grouping variable. The Kruskal-Wallis H test was performed on the psychological capital and its dimensions by grade. The Kruskal-Wallis H test of psychological capital among college students by grade is shown in Table 7. The results indicate that

there are significant differences in psychological capital (χ^2 =6.719, p=0.036), self-efficacy (χ^2 =13.632, p=0.001), resilience (χ^2 =14.821, p=0.001), hope (χ^2 =14.063, p=0.001), and optimism (χ^2 =9.227, p=0.010) among different grades. Overall, from lower grades to higher grades, the psychological capital, self-efficacy, hope, and optimism of students show a gradually increasing trend, while resilience shows a gradually decreasing trend. There are significant differences between junior students and freshmen in psychological capital and its various dimensions (p=0.022, p=0.004, p=0.005, p=0.001, p=0.005), and junior students have higher scores in psychological capital and its various dimensions than freshmen.

Table 7. Student psychological capital in grade grade Kruskal-Wallis H test

Dimension	grade	Median (P25,P75)	Mean Rank	χ^2	df	p	Pairwise comparison
Psychological capital	Freshman	118.00(103.00,138.00)	979.54	6.719	2	0.036	0.227(a)
	Sophomore year	122.00(106.00,138.00)	1053.02				0.022(b)
	Junior year	125.00(108.00,135.00)	1129.66				0.261(c)
Self-efficacy	Freshman	31.00(25.00,35.00)	986.76	13.632	2	0.001	0.42(a)
	Sophomore year	33.00 (28.00,38.00)	1044.58				0.004(b)
	Junior year	35.00 (24.00,39.00)	1186.36				0.005(c)
Tenacity	Freshman	29.00 (26.00,35.50)	1071.52	14.821	2	0.001	1.000(a)
	Sophomore year	30.00 (27.00,35.00)	1066.28				0.005(b)
	Junior year	29.00 (26.00,33.00)	898.01				0.000(c)
Hope	Freshman	28.00 (23.00,35.00)	949.11	14.063	2	0.001	0.028(a)
	Sophomore year	29.00 (24.00,36.00)	1053.26				0.001(b)
	Junior year	32.00 (26.00,38.00)	1162.39				0.048(c)
Optimistic	Freshman	29.00 (22.00,36.00)	977.7	9.227	2	0.012	0.225(a)
	Sophomore year	30.00 (25.00,36.00)	1048.63				0.005(b)
	Junior year	32.00 (27.00,36.00)	1150.02				0.089(c)

The test was conducted based on the family residence as the grouping variable. The Kruskal-Wallis H test for psychological capital and its dimensions was carried out based on family residence. The Kruskal-Wallis H test for college students' psychological capital based on family residence is shown in Table 8. The results indicate that there are significant differences in psychological capital (χ^2 =11.162, p=0.003), self-efficacy (χ^2 =24.235, p=0.000), hope (χ^2 =10.016, p=0.008), and optimism (χ^2 =7.306, p=0.021) among different family residences. In terms of psychological capital and self-efficacy, there are differences between college students living in urban areas and those living in rural areas. The psychological capital and self-efficacy scores of college students living in urban areas are higher than those living in rural areas. In the resilience dimension, there are no significant differences among different family residences.

Table 8. Analysis of the Differences in the residences of different families

Dimension	Home place	Median (P25,P75)	Mean Rank	χ^2	df	p	Pairwise comparison
Psychological capital	Town	124.00(108.00,133.00)	1109.29	11.162	2	0.003	0.012(a)
	Rural areas	117.00 (108.00,133.00)	1026.24				1.000(b)
Self-efficacy	Town	34.00 (28.00,37.00)	1143.87	24.235	2	0.000	0.000(a)
	Rural areas	31.00 (28.00,33.00)	1007.29				1.000(b)
Tenacity	Town	28.00 (26.00,35.00)	1042.39	0.281	2	0.855	
	Rural areas	28.00 (27.00,35.00)	1053.22				
Hope	Town	30.00 (25.00,36.00)	1104.2	10.016	2	0.008	0.005(a)
	Rural areas	29.00 (25.00,36.00)	1041.85				0.463(b)
Optimistic	Town	30.00 (24.00,38.00)	1099.77	7.306	2	0.021	
	Rural areas	28.00 (25.00,35.00)	1031.72				

3.3. Correlation Analysis

In order to investigate the relationship among the rural revitalization strategy, the psychological capital of college students and the sense of life meaning, a correlation analysis using the product-moment correlation method was adopted. The correlation analysis of the rural revitalization strategy, the psychological capital of college students and the sense of life meaning is shown in Table 9. A to C2 in the table represent the rural revitalization strategy, policy awareness, policy recognition, policy resonance, participation willingness, psychological capital, self-efficacy, resilience, hope, optimism, sense of life meaning, life meaning experience and life meaning seeking. The results show that both the rural revitalization strategy and psychological capital have a significant positive correlation with the sense of life meaning of college students, and there is a significant positive correlation between the rural revitalization strategy and psychological capital. The rural revitalization strategy can significantly positively predict psychological capital. This indicates that a higher level of perception of rural revitalization policies helps college students establish clear life goals and life values, thereby stimulating their positive psychological capital, promoting individual positive development and self-improvement, which is consistent with previous research results.

Table 9. Relevant analysis

	A	**A1**	**A2**	**A3**	**A4**	**B**	**B1**	**B2**	**C**	**C1**	**C2**	**C3**	**C4**
A	1												
A1	0.74	1											
A2	0.58	0.38	1										
A3	0.76	0.48	0.32	1									
A4	0.79	0.49	0.19	0.72	1								
B	0.59	0.42	0.48	0.46	0.48	1							
B1	0.59	0.41	0.24	0.38	0.45	0.75	1						
B2	0.43	0.34	0.45	0.41	0.41	0.95	0.48	1					
B3	0.76	0.53	0.44	0.69	0.56	0.62	0.5	0.44	1				
B4	0.59	0.38	0.25	0.5	0.49	0.54	0.43	0.3	0.73	1			
C	0.58	0.31	0.2	0.44	0.33	0.43	0.27	0.43	0.63	0.59	1		
C1	0.71	0.68	0.33	0.66	0.58	0.57	0.46	0.37	0.68	0.35	0.39	1	
C2	0.47	0.51	0.08	0.4	0.45	0.29	0.4	0.18	0.73	0.42	0.33	0.36	1

3.4. Regression Analysis

In order to further investigate the influence of the rural revitalization strategy and the sense of life meaning on the psychological capital of college students, a regression analysis was conducted, with the sense of life meaning as the dependent variable and the rural revitalization strategy as the predictor variable. The regression analysis of the rural revitalization strategy, the sense of life meaning, and the psychological capital of college students is shown in Table 10. The results indicate that the rural revitalization strategy has a significant positive predictive effect on the sense of life meaning, with an explanatory power of 59%. Secondly, with the psychological capital of college students as the dependent variable and the rural revitalization strategy and the sense of life meaning as the predictor variables, a regression analysis was conducted. The results show that the rural revitalization strategy and the sense of life meaning have a significant positive predictive effect on the psychological capital of college students, with an explanatory power of 33%.

Table 10. Regression analysis

	Predictor variable	ΔR^2	**F**	**B**	**Beta**	**t**
Sense of meaning in life				8.99		3.04**
	Rural revitalization policy	0.59	571.69	0.54	0.79	23.59***
Psychological capital				8.58	0.23	3.21**
	Rural revitalization policy	0.33	115.66	0.17		3.44***
	Sense of meaning in life			0.26	0.45	7.06***

3.5. Mediation Effect Test

The mediation model test is shown in Table 11. The table uses the Process mediation effect technique in SPSS to test the mediation effect of life meaning experience and life meaning seeking in the life meaning sense. As can be seen from the table, the impact of the rural revitalization policy on psychological capital is $P < 0.001$. The impact of the rural revitalization policy on the life meaning

experience and life meaning seeking in the life meaning sense is also P < 0.001. The impact of the life meaning experience and life meaning seeking in the life meaning sense on psychological capital is also P < 0.001. Therefore, we can conclude that the life meaning experience and life meaning seeking in the life meaning sense have a significant mediating effect in the rural revitalization policy and psychological capital, with the mediation effect ratios being 24.24% and 4.55% respectively.

Table 11. Mediation model test

Result variable	Predictor variable	Fitting index		Coefficient		
		F	R^2	B	t	p
DExperience the meaning of life	Rural revitalization policy	24.95	0.23	0.74	11.56***	<0.01
The search for the meaning of life	Rural revitalization policy	7.77	0.11	0.43	6.24***	<0.01
Psychological capital	Rural revitalization policy	45.52	0.36	0.63	15.75***	<0.01
	Rural revitalization policy			0.43	10.95***	<0.01
	Experience the meaning of life	56.32	0.42	0.26	9.75***	<0.01
Psychological capital	The search for the meaning of life			0.14	3.55***	<0.01

The intermediary model diagram is as follows:
The experience of meaning in life is shown in Figure 1.

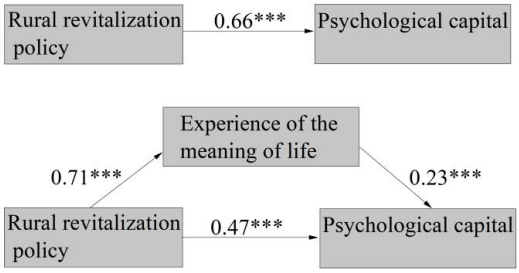

Figure 1. The intermediary effect model of the meaning experience of life

The mediating effect model of the dimensions for seeking the meaning of life is shown in Figure 2.

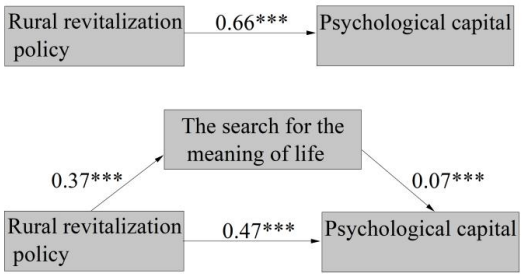

Figure 2. The mediating effect model of the dimension for seeking the meaning of life

Using the SPSS program, the rural revitalization policies, the life meaning experience, the life meaning seeking, and the psychological capital in the sense of meaning were set as independent variables, mediating variables, and dependent variables respectively. The decomposition of the total effect, direct effect, and mediating effect is shown in Table 12. Among them, the total effect is 0.66, the direct effect is 0.47. According to the upper and lower limit values, the interval does not include 0. Therefore, we can consider that the total effect and the direct effect have reached a significant level, indicating that the rural revitalization policies can directly affect psychological capital. The mediating effect is 0.16 and 0.05, and the mediating effect proportions are 28.11% and 5.32% respectively. According to the upper and lower limit values, the interval does not include 0. Therefore, we can consider that the life meaning experience and life meaning seeking in the sense of meaning are significantly mediating effects.

Table 12. Total effect, direct effect and mediation effect decomposition

		Boot	BootCI	BootCI	
	Effect value	**Standard error**	**Lower limit**	**Upper limit**	**Effect proportion**
Experience of the meaning of life	0.16	0.04	0.16	0.27	24.24%
The search for the meaning of life	0.03	0.01	0.01	0.06	4.55%
Direct effect	0.47	0.06	0.34	0.55	71.21%
Overall effect	0.66	0.04	0.59	0.78	

4. Conclusion

Outstanding college students, as valuable human resources of the country, their perception and recognition of policies directly affect their willingness and potential to engage in rural development. This study takes outstanding college students from universities in cities A and B as the research subjects, using the "Rural Revitalization Policy Scale", "Positive Psychological Capital Scale", and "Life Meaning Scale" as tools to explore the current situation of college students' life meaning and psychological capital, the relationship between rural revitalization policies, psychological capital and life meaning, and the mediating role of life meaning between rural revitalization policies and psychological capital. The following conclusions were drawn from this study:

(1) The overall life meaning of college students is at a medium level or above. The score of the dimension of life meaning seeking for female college students is significantly higher than that of male college students. The overall average score of life meaning of college students from urban areas is significantly higher than that of those from rural areas.

(2) There is a significant positive correlation between rural revitalization strategies and life meaning. Rural revitalization strategies, life meaning, and the psychological capital of outstanding college students all have a significant positive correlation.

(3) The mediating role of life meaning between rural revitalization strategies and psychological capital is significant. The mediating effect ratios are 24.24% and 4.55% respectively.

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