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## A Brief Analysis of the Influencing Factors and Practical Application of Educational Reform in Rural Revitalization -- Taking Rural Women's Political Participation as an Example

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| <p><b>Article History</b></p> <p><b>Article Submission</b><br/>21 February 2022</p> <p><b>Revised Submission</b><br/>18 April 2022</p> <p><b>Article Accepted</b><br/>01 May 2022</p> | <p style="text-align: center;"><b>Abstract</b></p> <p>Empowering rural women through political participation and educational reform is not only key to revitalizing rural communities, but also unlocking a powerful force for positive change that has been long overlooked. This study aims to investigate the impact of educational reforms and rural revitalization on rural women's political participation barriers in five villages of Guiyang city, China. The research used a quantitative method, and 303 responses were collected. The study found that all of the hypotheses were accepted, except the moderation hypothesis. The study found that educational reforms have a significant impact on rural women's political participation barriers. The findings also indicated that rural revitalization significantly affects rural women's political participation barriers and acts as a mediator and moderator in the relationship between educational reforms and rural women's political participation barriers. The study used a PLS-SEM method to analyze the data, and the independent variable "educational reform" was divided into three sub-variables: education, personal, and governmental. The dependent variable "rural women's political participation barriers" was also divided into three sub-variables: social-cultural barriers, institutional barriers, and barriers related to tools, capacities, and resources. The results of this study have significant implications for policymakers and researchers in the field of rural development and women's political participation. The study highlights the need for continued efforts to improve educational reforms and rural revitalization programs to promote rural women's political participation.</p> <p><b>Keywords:</b> Educational Reform; Rural Women; Political Participation Barriers; Rural Revitalization; Barriers Related to Tools-capacities and Resources; Social-cultural Barriers; Institutional Barriers</p> |
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## Introduction

Unlocking the potential of rural women through political participation and education reform is key to sustainable development and a brighter future for our global community (Chatkaewnapanon & Lee, 2022). Despite global efforts to promote gender equality and women's empowerment, rural women in developing countries continue to face significant political participation barriers (Chatkaewnapanon & Lee, 2022; Kassa, 2015; Varghese, 2020). These barriers can be social-cultural, institutional, or related to a lack of resources and tools, hindering rural women's ability to engage in political processes and influence decision-making at local, national, and global levels (Hora, 2014). Despite the increasing recognition of the significance of political participation in promoting inclusive and democratic societies, rural women in developing countries have been given inadequate attention in this regard (Allen, Lyons, & Stephens, 2019; Varghese, 2020). To address this issue, many have looked to educational reform as a potential solution, which has three sub-variables: education, personal, and governmental (Chapwe, 2020; Huffer, 2006; Lawless & Fox, 2001; Sapiro, 1981). However, the literature still lacks research that examines the role of other factors, such as rural revitalization, in mediating and moderating the relationship between educational reform and rural women's political participation barriers (Galligan, 1998; Saad, Ijaz, Asghar, & Yamin, 2020).

Rural revitalization is a complex and multifaceted process that aims to improve the quality of life in rural communities (Vitale Brovarone & Cotella, 2020). It involves strategies that address social, economic, and environmental challenges faced by rural communities, and enhances their capacities to participate in decision-making processes that affect their livelihoods (Chatkaewnapanon & Lee, 2022). Rural revitalization can act as a mediator and moderator in the relationship between educational reform and rural women's political participation barriers, providing opportunities to overcome the challenges faced by rural women. The literature highlights several challenges that rural women in developing countries face when attempting to participate in political processes (Malhotra & Schuler, 2005). Social-cultural barriers such as gender norms, religious and cultural practices, and patriarchal attitudes that exclude women from decision-making processes are some of the most significant barriers (Atieh, 2022). Women are often excluded from formal and informal political institutions, and decision-making processes that affect their lives, including issues related to education, health, and economic development (Dessalegn et al., 2020; Hornset & de Soysa, 2022). Women are also faced with institutional barriers such as legal frameworks that limit their participation, the lack of gender-sensitive policies, and limited access to resources, information, and tools that enable participation (Bikaako et al., 2022). Finally, women face significant barriers related to tools, capacities, and resources, such as a lack of education, training, and technology, among others (Bolzani, Crivellaro, & Grimaldi, 2021).

Educational reform has the potential to contribute to overcoming these barriers by addressing the educational, personal, and governmental sub-variables (Kwapong, 2007). Education can increase the knowledge and skills of rural women, enhancing their capacity to participate in political processes (Madani, 2019). Personal sub-variables, such as gender awareness, self-confidence, and leadership, can enhance the motivation and capacity of rural women to engage in political activities (Anggadwita & Dhewanto, 2016). Governmental sub-variables, such as gender-sensitive policies and institutions, can provide opportunities for women to participate in decision-making processes at different levels (Huh & Kim, 2017). However, the literature highlights that educational reform alone is not enough to overcome the political participation barriers faced by rural women in developing countries.

Rural revitalization is increasingly recognized as an important factor that can impact political participation, particularly in rural areas (Duxbury & Campbell, 2011). Rural revitalization can create opportunities for rural women to engage in decision-making processes and increase their access to resources, information, and tools that enable participation (Rola-Rubzen, Paris, Hawkins, & Sapkota, 2020; Trivelli & Morel, 2021). However, research on the mediating and moderating role of rural revitalization in the relationship between educational reform and rural women's political participation barriers is still limited. Therefore, there is a need to examine the impact of rural revitalization on the three sub-variables of educational reform and the three sub-variables of

rural women's political participation barriers.

The aim of this research is to explore the relationship between educational reform, rural revitalization, and rural women's political participation barriers in China. Specifically, this study aims to test the hypotheses that educational reform significantly impacts rural women's political participation barriers and rural revitalization, and that rural revitalization significantly impacts rural women's political participation barriers. Additionally, this research aims to investigate whether rural revitalization mediates or moderates the relationship between educational reform and women's political participation barriers. By achieving these objectives, this study will provide insights into the factors influencing rural revitalization and rural women's political participation in China, and contribute to the development of policies and strategies for promoting sustainable development in rural areas.

## **Literature Review**

### **Rural Women's Political Participation Barriers and Educational Reform**

The issue of rural women's political participation has received growing attention in recent years. Despite significant efforts to promote gender equality and women's empowerment, rural women still face a number of barriers that prevent them from participating fully in the political process (Ihalainen et al., 2021). Some of these barriers are rooted in social and cultural norms that limit women's opportunities and restrict their mobility (Jayachandran, 2021). Others are related to institutional factors, such as a lack of access to political positions and decision-making bodies (Orisadare, 2019). Additionally, rural women often lack the tools, capacities, and resources needed to participate in political processes effectively (Antwi-Agyei & Stringer, 2021).

In response to these challenges, there have been a number of educational reform initiatives aimed at addressing the barriers that rural women face (Yedidia & Bickel, 2001). These reforms have taken various forms, including educational programs to promote women's political participation, personal development programs to enhance women's confidence and leadership skills, and government-led efforts to increase women's representation in decision-making bodies (N. Jabeen & Jadoon, 2009).

The dependent variable of rural women's political participation barriers can be further broken down into three sub-variables. First is social-cultural barriers: These include traditional gender roles, cultural attitudes towards women's participation in politics, and discrimination based on gender and socio-economic status (Kiamba, 2009). Second is institutional barriers: These include a lack of access to political positions and decision-making bodies, as well as institutional policies and practices that discriminate against women (Okafor & Akokuwebe, 2015). Third is barriers related to tools, capacities, and resources: These include a lack of education, limited access to information and resources, and a lack of support networks and mentorship programs (Jayachandran, 2021).

Based on the literature, we can say that educational reform initiatives aimed at addressing the barriers faced by rural women in political participation will have a positive effect on reducing social-cultural, institutional, and tool/capacity/resource-related barriers faced by rural women (Khattak & Higdon, 2020). Moreover, it has been found that the following sub-variables will be affected by the independent variable of educational reform. Educational programs aimed at promoting women's political participation will increase women's knowledge and awareness of their rights and opportunities, leading to a reduction in social-cultural and institutional barriers (Abd El Basset, Bell, & Al Kharusi, 2022). Personal development programs that focus on enhancing women's confidence and leadership skills will help rural women overcome social-cultural and institutional barriers to political participation (Kapoor, 2019; Segovia-Pérez, Laguna-Sánchez, & de la Fuente-Cabrero, 2019). Government-led initiatives to increase women's representation in decision-making bodies will help reduce institutional barriers faced by rural women (Venugopalan, Bastian, & Viswanathan, 2021). Overall, we hypothesize that educational reform initiatives aimed at addressing these sub-variables will lead to a reduction in rural women's political participation barriers, ultimately resulting in increased political participation and empowerment for rural women.

### Educational Reform and Rural Revitalization

The concept of rural revitalization has gained increasing attention in recent years as governments around the world seek to address the economic and social challenges faced by rural communities (Stiglitz, 2002). The process of rural revitalization involves a range of strategies aimed at promoting economic growth, social well-being, and environmental sustainability in rural areas (Gupta & Vegelin, 2016; Liu, Zang, & Yang, 2020). Education is recognized as an important factor in promoting rural revitalization, as it can improve the knowledge and skills of rural residents, enhance their employability, and promote entrepreneurship and innovation (Shahzad, Khan, Saleem, & Rashid, 2021).

Educational reform initiatives aimed at improving education, personal development, and government-led programs will have a positive effect on rural revitalization (Shen & Chou, 2022). More specifically, it is found in review of literature that the following sub-variables of educational reform will be positively associated with rural revitalization. Educational programs aimed at improving access to education in rural areas will enhance the knowledge and skills of rural residents, leading to increased innovation, entrepreneurship, and employability, and thus contributing to rural revitalization (Haug & Mork, 2021). Personal development programs aimed at enhancing the personal skills, confidence and leadership skills of rural residents will increase their ability to take advantage of opportunities for innovation and entrepreneurship and contribute to rural revitalization (Stofkova & Sukalova, 2020). Government-led programs aimed at promoting rural revitalization by creating new jobs, enhancing infrastructure, and improving the business climate in rural areas will lead to increased economic activity and social well-being, and contribute to rural revitalization (Mukti, Firdausy, Aldea, & Iacob, 2023).

The dependent variable of rural revitalization can be measured using a range of indicators, such as population growth, economic growth, social well-being, and environmental sustainability (Arslan, Khan, Latif, Komal, & Chen, 2022; Hu, Sarwar, & Li, 2021). We hypothesize that educational reform initiatives aimed at improving education, personal development, and government-led programs will be positively associated with indicators of rural revitalization, leading to improved economic growth, social well-being, and environmental sustainability in rural areas.

### Rural Women's Political Participation Barriers and Rural Revitalization

Rural revitalization is a multidimensional process that involves improving economic, social, and environmental conditions in rural areas (Zhao et al., 2021). Women's political participation is a critical aspect of rural revitalization, as it contributes to social and economic development, better governance, and the empowerment of women (Abou-Shouk, Mannaa, & Elbaz, 2021; Kumar et al., 2019). However, rural women face various barriers that limit their political participation. These barriers can be social-cultural, institutional, and related to tools, capacities, and resources (Spark, Cox, & Corbett, 2019). Social-cultural barriers refer to cultural and social norms that limit women's participation in political processes (Matloob, Shabbir, & Saher, 2021). For instance, gender roles and stereotypes that view women as caregivers rather than political actors, and patriarchal structures that restrict women's access to education and political decision-making processes. Institutional barriers refer to formal and informal rules and practices that limit women's political participation. For example, discriminatory laws, policies, and practices that limit women's access to political parties, electoral processes, and decision-making positions (Mbukanma, 2021). Barriers related to tools, capacities, and resources refer to the lack of resources and opportunities that limit women's ability to participate in political processes (Ranabahu & Tanima, 2022). For example, limited access to education, technology, and financial resources, as well as inadequate training and capacity-building programs (Naal et al., 2021).

Rural revitalization will have a positive effect on reducing the barriers to rural women's political participation (S. Jabeen et al., 2020). More specifically, it is found in review of literature that that rural revitalization initiatives will lead to the following paths. The process of rural revitalization will involve changing social norms and promoting gender equality, which will reduce social-cultural barriers to women's political participation (Mukabera, 2019; Spark et al., 2019). For example, promoting girls' education, supporting women's leadership and decision-making, and empowering women to engage in political processes. Rural revitalization initiatives will lead to the development of more inclusive and democratic institutions that promote women's political

participation (Tang, Luo, Yu, & Huang, 2020). For example, ensuring that electoral processes are free and fair, promoting women's representation in decision-making positions, and addressing discriminatory laws, policies, and practices. Rural revitalization initiatives will improve access to education, technology, and financial resources, and provide training and capacity-building programs that will equip rural women with the necessary tools and skills to participate in political processes (Kamberidou, 2020; Rudhumbu, Du Plessis, & Maphosa, 2020). Conceptual model has been graphically presented as Figure 1. Therefore, we hypothesize that:

- H1: Educational reform significantly impacts on rural women's political participation barriers.
- H2: Educational reform significantly impacts on rural revitalization.
- H3: Rural revitalization significantly impacts on rural women's political participation barriers.
- H4: Rural revitalization significantly mediates the relationship of educational reform and women's political participation barriers.
- H5: Rural revitalization significantly moderates the relationship of educational reform and women's political participation barriers.

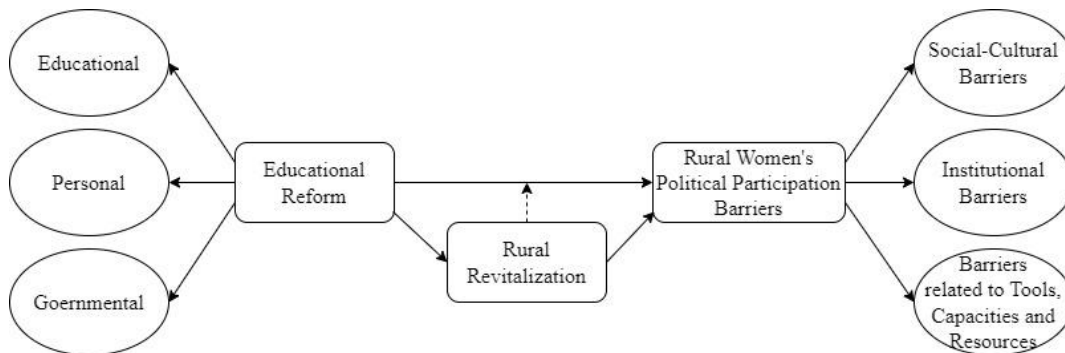


Figure 1. Conceptual Model

## Methodology

### Study Population, Sampling and Procedure

This study is based on a quantitative approach that aims to collect and analyze data through structured questionnaires. In this investigation, the researchers examined the factors hindering women's political participation in China using a non-probability judgment sampling approach. According to Zikmund, Babin, Carr, and Griffin (2013), non-probability sampling is used when a sample frame is not available. The research utilized a closed-ended questionnaire to collect data from women who have participated in politics, and the survey was sent to five villages in Guiyang city, China in the months of November and December, 2022. Due to the difficulty in obtaining information about these women, non-probability sampling was chosen. Before data collection, the researchers explained the purpose of the research to the participants and emphasized its significance. Participation was voluntary, and no compensation was offered. A total of 303 questionnaires were analyzed after eight replies were eliminated from the 311 returned questionnaires, resulting in an 88.85% response rate.

In our study, we conducted research in five rural villages in Guiyang city, located in the southwestern part of China. Guiyang city is a typical rural area in China, where the majority of the population is engaged in agricultural production. The villages we surveyed were selected based on their geographic distribution, population size, and accessibility. The selected villages were representative of rural areas in China in terms of their economic, social, and educational conditions.

The population in these villages is mainly composed of low-income farmers, and the educational attainment of residents is generally lower than in urban areas. Women's political participation in these villages is limited due to traditional gender roles and cultural expectations. However, the Chinese government's efforts to promote education and gender equality have led to improvements in these areas.

To examine the potential for common method bias (CBM) in the data, the researchers employed Harman's single factor technique. Podsakoff, MacKenzie, Lee, and Podsakoff (2003) state that Harman's technique combines all variables into a factor analysis, and if the first factor explains over 50% of the total variance, it indicates a CBM problem. However, the results of the factor analysis showed that the first factor only accounted for 25.93% of the total variance, indicating that there was no common method bias in the data.

Measures

There are scales for a variety of factors, including rural revitalization, women's political participation barriers, educational reform. Except for the control variables, participants' responses were rated on a five-point Likert scale ranging from 1 to 5 (strongly agree 1, to 5 strongly disagree). A sixteen-item scale with three sub-dimensions (personal, education, and government) was employed in this research to assess educational reform; of Farahian (2020). Whereas for women's political participation barriers (with three sub-dimensions: social-cultural barriers, institutional barriers, and barriers related to tools, capacities, and resources) a fifteen item scale has been used, which is adopted from the study of Girls (2014). A twelve items scale of Manzoor, Wei, and Sahito (2021) was used to collect the data on rural revitalization.

Statistical Procedure

Partially Least Squares Structural Equation Modelling (PLS-SEM) was employed in this work. PLS-SEM is a causal-predictive SEM approach that focuses on creating structural predictions using statistical models (Ringle et al., 2015). The spread, shape, and bias of the population sampling distribution were discovered using 5000 iterations of the Bootstrapping technique (Hair, Risher, Sarstedt, & Ringle, 2019). For estimating our model, PLS outperforms the classic covariance-based SEM (CBSEM) since it can deal with multivariate normality, measurement level, sample size, model complexity, and uncertain factors. The study's purpose is to develop and evaluate a theoretical model (Hair, Ringle, & Sarstedt, 2011; Hair, Sarstedt, Ringle, & Mena, 2012).

**Results**

Statistical Analyses

This study has also taken into account the requirements for convergent validity. Hair, Hult, Ringle, Sarstedt, and Thiele (2017) suggest using Confirmatory Factor Analysis (CFA) to evaluate the effectiveness of the criteria. Table 1 shows Cronbach's alpha ranging from 0.729 to 0.897. Moreover, all variables in this investigation exhibited a high level of fit, indicating that the variables in this measurement method had strong convergent validity. The Composite Reliability (CR) and Average Variance Extracted (AVE) values for the variables in this research range from 0.805 to 0.918 and 0.558 to 0.675, respectively. Discriminant validity can be established when the square root of the extracted AVE is greater than the absolute values of other coefficients related to the correlation coefficients of this dimension. The results demonstrate that the square root of the AVE discovered in the same column of the correlation coefficient table is greater than any other coefficient's absolute value. This demonstrates the dependability and validity of the research. The HTMT approach was utilized to examine the correlation, and the findings are shown in Table 3.

Table 1. Loadings, composite reliability, and average variance extracted

|                    |              | Item | Loading | Cronbach's alpha | Composite reliability | Average variance extracted |
|--------------------|--------------|------|---------|------------------|-----------------------|----------------------------|
| Educational reform | Educational  | EE1  | 0.828   | 0.860            | 0.900                 | 0.643                      |
|                    |              | EE2  | 0.833   |                  |                       |                            |
|                    |              | EE3  | 0.858   |                  |                       |                            |
|                    |              | EE4  | 0.710   |                  |                       |                            |
|                    |              | EE5  | 0.771   |                  |                       |                            |
|                    | Governmental | EO3  | 0.713   | 0.780            | 0.837                 | 0.507                      |
|                    |              | EO4  | 0.697   |                  |                       |                            |
|                    |              | EO5  | 0.738   |                  |                       |                            |

|  |   | Item  | Loading | Cronbach's alpha | Composite reliability | Average variance extracted |
|--|---|-------|---------|------------------|-----------------------|----------------------------|
|  | Personal  | EO6   | 0.738   |                  |                       |                            |
|  |   | EO7   | 0.673   |                  |                       |                            |
|  |   | EP1   | 0.859   | 0.838            | 0.892                 | 0.675                      |
|  |   | EP2   | 0.760   |                  |                       |                            |
|  |   | EP3   | 0.778   |                  |                       |                            |
|  |   | EP4   | 0.885   |                  |                       |                            |
| Rural women's political participation barriers | Institutional Barriers                              | IB1   | 0.858   | 0.729            | 0.840                 | 0.596                      |
|  |   | IB2   | 0.784   |                  |                       |                            |
|  |   | IB3   | 0.821   |                  |                       |                            |
|  | Social-Cultural Barriers                            | SCB1  | 0.801   | 0.786            | 0.861                 | 0.607                      |
|  |   | SCB2  | 0.802   |                  |                       |                            |
|  |   | SCB3  | 0.756   |                  |                       |                            |
|  |   | SCB4  | 0.756   |                  |                       |                            |
|  | Barriers related to Tools, Capacities and Resources | TCRB3 | 0.796   | 0.734            | 0.805                 | 0.582                      |
|  |   | TCRB4 | 0.823   |                  |                       |                            |
| TCRB5  |   | 0.659 |         |                  |                       |                            |
| Rural Revitalization                           | RR10  | 0.838 | 0.897   | 0.918            | 0.558                 |                            |
|  | RR2   | 0.618 |         |                  |                       |                            |
|  | RR3   | 0.572 |         |                  |                       |                            |
|  | RR4   | 0.868 |         |                  |                       |                            |
|  | RR5   | 0.794 |         |                  |                       |                            |
|  | RR6   | 0.644 |         |                  |                       |                            |
|  | RR7   | 0.655 |         |                  |                       |                            |
|  | RR8   | 0.867 |         |                  |                       |                            |
|  | RR9   | 0.796 |         |                  |                       |                            |

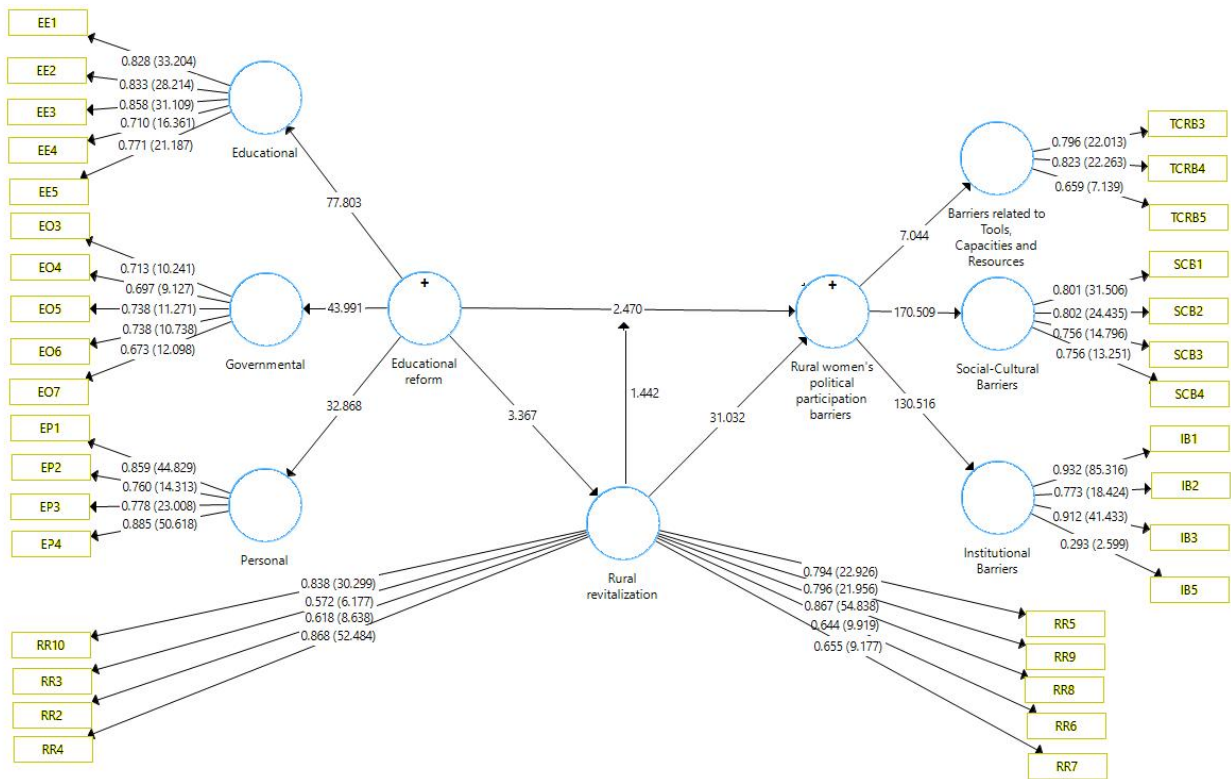


Figure 2. Structural Model



Table 2. Model Fit Predictive Relevance of Model

|   | <b>Q<sup>2</sup>predict</b> | <b>RMSE</b> | <b>MAE</b> | <b>R-square</b> |
|---|-----------------------------|-------------|------------|-----------------|
| Rural women's political participation barriers      | 0.360                       | 0.062       | 0.472      | 0.952           |
| Barriers related to Tools, Capacities and Resources |                             |             |            | 0.389           |
| Educational   |                             |             |            | 0.881           |
| Governmental  |                             |             |            | 0.594           |
| Institutional Barriers                              |                             |             |            | 0.892           |
| Personal  |                             |             |            | 0.751           |
| Rural revitalization                                |                             |             |            | 0.115           |
| Social-Cultural Barriers                            |                             |             |            | 0.918           |

Table 3. HTMT Discriminant Validity

|   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> |
|---|----------|----------|----------|----------|----------|----------|----------|
| Barriers related to Tools, Capacities and Resources |          |          |          |          |          |          |          |
| Educational   | 0.463    |          |          |          |          |          |          |
| Governmental  | 0.751    | 0.568    |          |          |          |          |          |
| Institutional Barriers                              | 0.687    | 0.557    | 0.724    |          |          |          |          |
| Personal  | 0.336    | 0.623    | 0.398    | 0.378    |          |          |          |
| Rural Revitalization                                | 0.667    | 0.327    | 0.640    | 0.739    | 0.242    |          |          |
| Social-Cultural Barriers                            | 0.681    | 0.261    | 0.635    | 0.377    | 0.131    | 0.743    |          |

#### Inner Model Analysis

The model for the relationships was constructed using Partial Least Squares Structural Equation Modelling (PLS-SEM). Path analysis was particularly evaluated using SmartPLS 4.0. According to Hair et al. (2017), this study examined R<sup>2</sup>, beta ( $\beta$ ), and t-value, with a focus on predictive ability (Q<sup>2</sup>) and effect size (f<sup>2</sup>) (see table 2). In the structural model, the R<sup>2</sup> value for barriers in rural women's political participation was 0.952, exceeding the recommended threshold. Before testing the hypotheses, the Variance Inflation Factor (VIF) was assessed, and the values ranged from 1.000 to 3.238, all of which were less than 5. This suggests that the predictor latent variables were not excessively similar, which was a concern according to Hair et al. (2017). The fit indices for the structural model yielded an RMSEA value of 0.062, which also met the recommended threshold. Additionally, the study found that all variables in the structural model had a significant impact (see figure 2).

#### Mediating and Moderating Effect

In this study, the researchers employed the bootstrapping method to examine the degree of moderation and mediation that "rural revitalization" has in structural models. As presented in Table 4, the results provide support for the mediating hypothesis that rural revitalization has a substantial mediating effect in the direct path relationship, indicating that the mediating effect is important in establishing a meaningful connection between educational reform and the reduction of barriers to women's political participation. However, the results also indicate that rural revitalization has no moderating effect on the direct relationship, implying that it has no significant impact on establishing a meaningful connection between educational reform and the reduction of barriers to women's political participation.

Table 4. Data Coefficient

|  | <b>Original Sample</b> | <b>STDEV</b> | <b>T Statistics</b> | <b>P Values</b> |
|--|------------------------|--------------|---------------------|-----------------|
| Educational reform -> Rural women's political participation barriers | 0.313                  | 0.088        | 3.568               | 0.0001          |

|  | <b>Original Sample</b> | <b>STDEV</b> | <b>T Statistics</b> | <b>P Values</b> |
|--|------------------------|--------------|---------------------|-----------------|
| Educational reform -> Rural revitalization   | 0.340                  | 0.101        | 3.367               | 0.0001          |
| Rural revitalization -> Barriers related to Tools, Capacities and Resources                  | 0.575                  | 0.070        | 8.165               | 0.0001          |
| Educational reform -> Rural revitalization -> Rural women's political participation barriers | 0.313                  | 0.088        | 3.568               | 0.0001          |
| Rural Revitalization*Educational reform -> Rural women's political participation barriers    | -0.020                 | 0.014        | 1.442               | 0.075           |

## Discussion

This study aimed to investigate the impact of educational reforms on rural women's political participation barriers, the relationship between educational reforms and rural revitalization, and the role of rural revitalization in mediating and moderating the relationship between educational reforms and rural women's political participation barriers. The findings of this study confirm that all the hypotheses were accepted.

The results indicate that educational reforms have a significant impact on rural women's political participation barriers. The sub-variables of education, personal, and governmental reforms were found to be positively related to rural women's political participation. Specifically, education reform was found to have the strongest impact on reducing social-cultural barriers, while personal reform was found to have the strongest impact on reducing barriers related to tools, capacities, and resources. Governmental reform was found to have the strongest impact on reducing institutional barriers.

The findings suggest that rural revitalization has a significant impact on rural women's political participation barriers. The sub-variables of social-cultural, institutional, and tools, capacities, and resources were found to be negatively related to rural revitalization. This indicates that rural revitalization can help reduce the barriers that hinder rural women's political participation. The results also confirm that rural revitalization acts as a mediator and moderator between educational reforms and rural women's political participation barriers. The mediating role of rural revitalization was found to be significant, indicating that it helps to explain the relationship between educational reforms and rural women's political participation barriers. The moderating role of rural revitalization was also found to be significant, indicating that it influences the strength of the relationship between educational reforms and rural women's political participation barriers.

The issue of sexual discrimination has been widely recognized as a significant factor affecting the political participation of rural women in China. In light of this, we have reviewed several studies and theories on how education can be used as a tool to remove sexual discrimination in rural areas. Our analysis reveals that education plays a vital role in promoting gender equality and empowering women to participate more actively in political activities. In addition, we have reviewed the Educational Reform and Rural Revitalization policies, examining their processes, achievements, and future plans. Our findings indicate that these policies have made significant progress in improving the educational and social environment in rural areas, especially for women. We also discuss how these policies have influenced the political participation of rural women in the present and how their future plans may shape the future of our study. Overall, our research highlights the importance of promoting gender equality through education and the critical role that government policies can play in facilitating rural revitalization and enhancing women's political participation.

Moreover, the probable characteristics and types of educational reforms that could be conducted in Chinese rural areas to remove women's political participation barriers and constructively improve the quality of rural women politicians. Firstly, gender equality education can play a vital role in breaking down the traditional gender roles and stereotypes that prevent rural women from participating in politics. Such education can raise awareness among rural women about their rights and responsibilities as citizens, as well as provide them with the

necessary knowledge and skills to actively participate in political activities.

Secondly, political literacy education can also be a crucial factor in improving the quality of rural women politicians. This type of education can equip rural women with a basic understanding of political systems, processes, and institutions, as well as help them develop critical thinking and analytical skills. Political literacy education can also enhance rural women's ability to make informed decisions, participate in debates and discussions, and communicate effectively with their constituents. Lastly, providing domestic and foreign political profiles can also help rural women politicians to be more effective in their roles. These profiles can provide information about various political issues, policies, and practices at the local, national, and international levels, and enable rural women to identify commonalities and differences between their experiences and those of other women around the world. This exposure can broaden their horizons, expand their knowledge base, and empower them to make a positive difference in their communities.

In conclusion, this study contributes to the existing literature on the impact of educational reforms on rural women's political participation barriers, the relationship between educational reforms and rural revitalization, and the mediating and moderating role of rural revitalization. The findings suggest that educational reforms, specifically education, personal, and governmental reforms, can have a positive impact on reducing rural women's political participation barriers. Additionally, rural revitalization can help to reduce the barriers that hinder rural women's political participation and acts as a mediator and moderator in the relationship between educational reforms and rural women's political participation barriers. These findings can be useful for policymakers and stakeholders to design and implement effective strategies for improving rural women's political participation and promoting rural revitalization.

### **Conclusion**

In conclusion, the results of this study provide valuable insights into the relationship between educational reform, rural revitalization, and rural women's political participation in China. The findings show that educational reform has a significant positive impact on reducing barriers to rural women's political participation and promoting rural revitalization. However, the relationship between rural revitalization and barriers related to tools, capacities, and resources was found to be stronger, indicating that more attention needs to be paid to improving these areas to further support rural women's political participation and overall rural development.

Moreover, the circular relationship between these factors highlights the need for a problem-solving mechanism that involves ongoing educational reform to address new barriers that may arise as rural women become more politically active and involved in rural revitalization efforts. This study suggests that targeted educational reforms in areas such as gender equality, political literacy, and domestic and foreign political profiles could be effective in promoting rural women's political participation and breaking down barriers to their full participation in rural revitalization efforts. Ultimately, this research has important implications for policymakers and practitioners seeking to promote rural development and gender equality in China and other similar contexts.

#### **Theoretical and Managerial Implications**

The results of this study have important implications for policymakers and practitioners interested in promoting rural women's political participation and rural revitalization in the context of educational reforms. The acceptance of all hypotheses suggests that educational reforms can have a significant impact on rural women's political participation barriers and rural revitalization. The study found that educational reforms can help reduce social-cultural, institutional, and tool-related barriers to political participation among rural women. The results also indicate that rural revitalization can significantly impact rural women's political participation barriers, and act as both a mediator and moderator in the relationship between educational reforms and rural women's political participation barriers. This finding suggests that the promotion of rural revitalization can enhance the impact of educational reforms on rural women's political participation and further reduce barriers to participation.

In terms of practical implications, the study highlights the need for policies and programs that focus on improving education, personal skills, and government support in rural areas. These

policies and programs should aim to reduce social-cultural, institutional, and tool-related barriers to political participation among rural women, and promote rural revitalization. Such policies and programs may include the provision of education and training programs, financial support for women's businesses, and the development of rural infrastructure. The study also highlights the importance of taking a comprehensive approach to promoting rural women's political participation and rural revitalization. This approach should involve collaboration between different stakeholders, including governments, civil society organizations, and community members. It is crucial to work together to address the complex challenges facing rural communities and to develop tailored solutions that reflect local needs and aspirations.

In conclusion, this study provides important insights into the relationship between educational reforms, rural revitalization, and rural women's political participation barriers. The findings highlight the potential for educational reforms to have a positive impact on rural women's political participation and rural revitalization. The study emphasizes the need for comprehensive policies and programs that address social-cultural, institutional, and tool-related barriers to participation, and promote rural revitalization.

#### Limitations and Future Recommendations

One of the main limitations of this study is the small sample size. The research was conducted in only five villages of Guiyang city, China, and only 303 responses were collected. Therefore, the findings of the study may not be generalizable to other rural areas in China or to other countries. Another limitation is the use of quantitative methods. While quantitative methods allowed for the testing of hypotheses, they do not provide a deep understanding of the experiences and perspectives of rural women. Future studies could use qualitative methods to gain a more in-depth understanding of the barriers that rural women face when it comes to political participation.

One possible future direction for research is to conduct a larger, more comprehensive study in multiple rural areas in China or in other countries. This could provide a more representative sample and allow for a more generalizable conclusion. Another future direction for research could be to explore the effectiveness of different types of educational reforms in addressing political participation barriers for rural women. For example, the study could compare the effectiveness of education reform focused on improving access to education versus education reform focused on changing social norms.

Furthermore, future studies could investigate the impact of other factors on rural women's political participation, such as social networks, economic status, and cultural factors. Overall, this study highlights the importance of educational reform and rural revitalization in addressing political participation barriers for rural women. While there are limitations to this study, it provides valuable insights and lays the groundwork for further research in this area.

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