

Research on the Status and Countermeasures of Rural Teachers Development Against the Background of Rural Revitalization

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Abstract—Strengthening the construction of rural primary and secondary school teachers is an important way to improve the quality of primary and secondary education and promote the balanced development of basic education in China. Sanya City consists of Yacheng District, Haitang District, Jiyang District, Yizhou District and Sanya Urban District. This study takes Sanya City, Hainan Province as an example. In this study, more than 200 teachers from 7 rural schools of Tengqiao Middle School in Sanya Haitang District, National Middle School in Jiyang District, Meishan Middle School, Meishan Primary School, Baogang Middle School, Yacheng Middle School, and Nanbin Primary School in Yacheng District were investigated by questionnaire and interview. 188 effective questionnaires were collected and some teachers were interviewed. Based on the result of questionnaires and interviews, first-hand information on the current development of rural teachers was obtained, based on which this paper proposes feasible countermeasures.

Keywords—rural teachers; depreciation of human capital; a sense of accomplishment; promotion mechanism of professional title; supplementary mechanism of teaching staff

I. INTRODUCTION

Xi Jinping put forward the "rural revitalization strategy" in the report of the 19th CPC National Congress. In 2018, the Opinions of the CPC Central Committee and the State Council on Implementing the Rural Revitalization Strategy also stressed that priority should be given to developing rural education and building a good and strong contingent of rural teachers. It can be seen that the construction of rural teachers is the top priority of rural education development. At present, the research on the development of rural teachers has achieved rich results, but the research on the development of rural teachers in minority areas is less. Only more than 20 related papers can be searched in CNKI that respectively investigate the current situation, the construction of teaching staff and the development of teacher training mode of rural teachers in the ethnic minority areas in Xinjiang, Gansu, Guizhou, Yunnan, Guangxi and Tibet. However, there is little research on rural teachers in Hainan Province, a large province of ethnic minorities, even fewer research results on the development of rural teachers in Sanya City, Hainan Province. In Sanya City, Besides Sanya District, Yacheng District, Haitang District, Jiyang District and Yizhou District

can be called rural areas, mainly inhabited by Hui, Miao and Li ethnic minorities. Then, are there more prominent problems in the development of rural teachers in these areas? Is there any dynamic mechanism and feasible strategy that can promote the initiative development of individual teachers in these special rural areas? Based on this, the paper takes Sanya City, Hainan Province as an example and tries to solve the dilemma of rural teacher development.

II. DILEMMA IN THE DEVELOPMENT OF RURAL TEACHERS

A. Teachers Are Aging, and the Age Structure Is Unreasonable

As can be seen from "Table I", rural teachers are aging, with teachers above 40 accounting for 59%, in the age group of 31-40 22.34%, below 30 only 18.62%. There is a lack of young teachers and the age structure is very unreasonable.

TABLE I. THE RATIO OF TEACHER OF ALL AGE GROUPS AND STUDENTS

Age	under 30	31-40	41-50	above 50
Number of persons (percentage)	18.62%	22.34%	39.36%	19.68%

B. Rural Teachers Have a Low Sense of Achievement, and the Loss of Rural Teachers Is Serious

As can be seen from "Table II", only 10.11% of teachers have a strong sense of achievement, about 80% of the remaining teachers feel that the sense of achievement of rural teachers is mediocre or low and about 10% of the teachers even think that there is no sense of achievement at all. It can be seen that rural teachers' enthusiasm for work is not high. 62.23% of the 188 teachers who submitted the questionnaire believe that the development gap between rural areas and urban areas is too large, and they prefer to work in urban schools, public institutions and administrative organs.

TABLE II. EXPERIENCE OF RURAL TEACHERS ABOUT THEIR WORK

Option	Strong sense of achievement	Mediocre sense of achievement	Low sense of achievement	Completely no accomplishment
Number of persons (percentage)	10.11%	54.79%	26.06%	9.04%

C. Low Degree of Satisfaction from Rural Teachers' Promotion Mechanism

As can be seen from "Table III", only 28% of the teachers are satisfied or relatively satisfied with the promotion mechanism of teachers, and the remaining 72% of them think it difficult for teachers to promote their professional title in schools, so there is no hope for the promotion of professional title. For specific performance,

middle and senior positions are in short supply and most teachers are hopeless of promotion. Through teacher interviews, it is also found that many teachers are basically in the second level, and the possibility of upgrading to the first level or even higher level is almost zero. They said that many second-level teachers have the same seniority and better teaching and research skills than the first-level and senior teachers who have been hired, but they cannot be promoted.

TABLE III. SATISFACTION WITH THE PROMOTION MECHANISM OF PROFESSIONAL TITLE OF TEACHERS

Option	Very satisfied	Fairly satisfied	Generally satisfied	Not very satisfied	Very dissatisfied
Number of persons (percentage)	5.85%	21.81%	37.77%	26.06%	8.51%

D. The Lack of Teachers in Some Subjects Seriously Affects the Teaching Quality

There is a lack of teacher on the establishment in English, chemistry, biology and physical education in the Meishan Middle School, in music in Baogang Middle School and Yacheng Middle School, in English, music and sports in Nanbin Primary School of Yacheng District, Sanya City. Even the Sanya Middle School for Nationalities in Jiyang District with good educational conditions, is facing the problem of aging English teachers (who have reached the retirement age), so it is in urgent need of supplementing English teachers. The current solution of these schools is to hire temporary teachers, who are highly mobile and the quality of teaching in these subjects cannot be guaranteed.

the decrease of the corresponding teacher establishment. That is to say, currently the positions in rural schools are filled or even overfilled, so schools cannot bring in young teachers through talent introduction. The aging trend of teachers leads to the extremely unreasonable age structure of teachers, and the shortage of professional teachers in schools cannot be effectively supplied.

B. The Unreasonable Evaluation and Appointment System of Teachers' Professional Titles Blocks the Vertical Flow of Teachers' Profession

First of all, there are differences between urban and rural areas in the existing evaluation and recruitment system, and the proportion of senior posts in urban and rural schools is decreasing. There are not enough middle and senior positions in rural schools corresponding to the number of teachers. Secondly, there is no exit or demotion mechanism for teachers in senior positions, which makes most teachers in middle and senior posts satisfied with their status quo, unwilling to make efforts, and lack motivation for development on the one hand, and makes the teachers fail to apply for assessment early decrease their enthusiasm at work as they find themselves hopeless in promotion and unable to move upwards. The lack of Stamina of rural teachers will seriously affect the quality of education in rural schools.

C. Due to Human Capital Depreciation, Teachers Have Low Sense of Achievement

Depreciation of human capital refers to the reduction of human capital profitability in this paper. From the perspective of rural teachers, it means disproportional pay and salary of rural teachers. First of all, rural teachers often pay more than urban teachers, but do not enjoy the relevant treatment of urban teachers. Principal Li of the Yacheng Middle School said, the educational poverty alleviation of

III. THE DILEMMA OF RURAL TEACHERS

A. With a Statured Teacher-student Ratio Due to Reduced Students, Rural Schools Are Unable to Increase Teacher Staffing

With the development of China's urbanization process, the large-scale flow of rural population to cities has become irreversible. In addition, with the transformation of rural economic development, a lot of rural housing and planting land has been expropriated, and the villagers have received a large amount of compensation, which improves their economic conditions much better. As a result, some villagers choose to move to cities, while others can afford to send their children to good schools in cities. In addition, some potential excellent students get admission from good schools in the city. These reality factors have led to a rapid decline in enrollment in rural schools. According to the survey, the number of students at Tengqiao Middle School is only a third of what it was before. The decrease of students leads to

rural education is actually the problem of "promoting wisdom", which is based on facts. According to Meishan Middle School, many students they enrolled get a score less than 100 points with three subjects of Chinese, Math and English combined, from which the enrollment quality can be seen. Therefore, it is challenging for rural teachers to improve the quality of their students. In addition, the parents of students in rural areas are backward in concept and do not pay attention to education, leaving everything to the teacher. Teachers are responsible for taking care of every aspect of children's study and life, and even instruct students to do homework after school. What is even more laborious is the difficulty of communicating with parents (quite a few parents spend a lot of time playing mahjong, drinking, gossiping over the teacups, hanging out and playing mobile phones. They cannot set an example and do not respect teachers. Local residents often have more children, so parents do not value children and it is common for them to beat and scold children. There are language barriers between teachers and parents, etc.), which virtually increases the workload of teachers. With large workload, rural teachers can not enjoy the relevant treatment of urban teachers, resulting in low economic and social status of teachers. For example, they cannot enjoy the privilege of economically affordable housing. It is found through the investigation that only primary and secondary school teachers in Sanya City have affordable housing purchase qualifications. On the contrary, rural teachers can only live in the room provided by schools for work. 6 schools in the 7 investigated provide 30-40m² rooms for the work of teachers and Nanbin Primary School even don't offer such rooms. And for all the rooms provided by Meishan Middle School, they are for long years out of repair and became uninhabitable. Additional, the room for teacher's work is too small to accommodate teachers with family. What is even less humane is that teachers have to return the house before retiring. Having been devoted to remote mountain area all their life, rural teachers cannot even get a place to live, which makes them bitterly disappointed. In addition, the children's education of rural teachers is also a thorny issue. Children of rural teachers can only receive education in local rural schools, and their development prospects are affected. According to the survey, 55.32 percent of teachers believe that their children's education conditions in rural areas are not as good as those in urban areas. These factors lead to low sense of achievement of teachers in their job. Therefore, for the sake of houses and children's education, rural teachers will jump to urban jobs without mercy the moment they get the chance. And these teachers who have the opportunity to change jobs are often young backbone teachers who are highly motivated, capable and skilled. The loss of them undoubtedly makes rural education worse.

Secondly, different levels of teachers in the same school are not in direct proportion to their pay. For example, some teacher act negatively and don't complete their work or just part of it after they get the title of a senior professional post, yet can be paid with generous salary. But the teachers with low title often undertook the massive teaching work and the class teacher work, who actually cannot obtains the corresponding wage according to work distribution. When

these low-qualified teachers think that their efforts are not in direct proportion to their income and there is no hope of promotion to their professional titles, they will feel frustrated and have doubts about their work. They get the same pay whether they work more or less anyway, so they will reduce their workload to match the salary level. This will greatly reduce the professional sense of achievement and work enthusiasm of teachers, and then affect the quality of school teaching. The reduction of teaching quality further reduces the sense of achievement of teachers, creating a vicious circle, which is extremely unfavorable to the development of teachers.

D. Temporary Teachers Cannot Be Turned into Full-time Teachers, Nor Can They Enjoy Equal Pay for Equal Work

The survey found that the temporary teachers are basically young teachers who have just graduated from universities. They are motivated and capable, and can well make up for the shortage of English and music teachers in rural schools. But without the policy guarantee, they cannot turn to formal teachers, nor can they really enjoy "equal pay for equal work" and the case is often arrears of wage. What's more, they cannot enjoy other allowances for teachers on the establishment such as lunch allowance, transportation allowance and workshop allowance, not even mention to have the professional title appraisal. It leads to serious loss of temporary teachers, frequent replacement of teachers, so the teaching quality of rural schools cannot be guaranteed.

IV. COUNTERMEASURES FOR THE DEVELOPMENT OF RURAL TEACHERS

A. Solving the Housing Problems of Rural Teachers Through Multiple Channels and Ways

54.26% of rural teachers said that if the school can provide help in housing, living and other aspects for in-service teachers, it will greatly mobilize their work enthusiasm. The municipal government needs to consider giving rural teachers the same housing treatment as urban teachers are given, and economically affordable housing can be arranged according to age and seniority. If the location of the house cannot be arranged in the city, it should at least be arranged in the countryside around the school, so as to allow rural teachers to work nearby and give them a place to live in when they get old. In addition, what the US has done is worth learning from. Teachers who teach in underserved areas in Mississippi can apply for employer-assisted teacher house-purchasing funds, and Florida has set up a housing program that offers apartment rental discounts and assistance to new teachers. [1] If there are difficulties for rural areas in solving the problem of affordable housing, it is feasible to provide rural teachers a certain purchase policy. For example, those who buy commercial houses by themselves can reduce the down payment to 20% for their first house, or business loans can enjoy lower interest rates, etc. In this way, relevant support policies can be provided for rural teachers to buy their houses.

B. *Implementing a Policy of Preferential for Income Distribution of Rural Teachers with Special Subsidies*

62.77% of rural teachers believe that better school salaries will increase their enthusiasm to work for rural schools. Considering the certain gap in the average wage and benefits between teachers in rural and urban areas, Zhou Xianbin, member of the Hunan Committee of the Ministry of Civil Progress, proposed, "the preferential policy of rural teachers' income distribution is needed, according to which the subsidy level should be higher in more grassroots areas with harsher conditions, so as to make the wage income of rural teachers obviously higher than that of urban teachers of the same rank". Such proposals apply to all rural schools. The township government can improve the remuneration of rural teachers by increasing their post subsidies, transportation subsidies, accommodation subsidies and other special subsidies. In addition, the length of service allowance for rural teaching should be set up, and additional incentive allowances should be paid according to the length of time teachers serve in rural areas. [2] According to Maslow's hierarchy of needs development theory, the improvement of rural teachers' working remuneration not only satisfies their physiological needs, safety needs, love and belonging needs, and respect needs, but also improves their work sense of achievement and improves their self-realization conditions, which will greatly reduce the serious loss of rural teachers.

C. *Implementing the Policy of Providing School Attendance and Care for the Children of Rural Teachers*

First, children's academic scholarship can be set up, that is, to provide scholarship for the children who are receiving education of rural teachers. This can not only reduce the economic burden of rural teachers' families, but also stimulate their pride and sense of achievement of teaching in rural areas, and to a certain extent stimulate the yearning of rural teachers' family members for their hometown. Secondly, consideration can be given to providing education support for children of teachers who work in rural areas for a long time. For example, the policy of additional score for college entrance examination or preferential admission for colleges and universities in the province can be implemented, so as to solve the worries of rural teachers at home and provide them with sunshine and rain for taking root in rural schools.

D. *Actively Reforming the Professional Title Assessment System*

53.19% of rural teachers said better methods should be used to evaluate and hire rural teachers. In terms of professional title assessment, attention should not only be paid to the generality of teacher policies, but also to the particularity and moderate flexibility of rural teachers, so as to better plan the construction of teachers in different areas according to local conditions [3].

First of all, the number of senior titles in rural areas can be appropriately increased, and it should be slightly higher than the proportion of the city.

Secondly, it is necessary to formulate preferential policies for teachers' assessment of "minor subjects". There

is no advantage for music, sports and arts teachers in the professional title assessment of rural middle and primary school. Schools often give priority to the professional title assessment of teachers of main courses (Chinese, math, and English, etc.), so these "minor subjects" are not valued and the sense of achievement of these teachers is not high. If the quota of the professional title assessment of teachers for teachers teaching "minor subjects" can be additionally set up, the initiative of these teachers can be lifted to a large degree and the current situation of the teacher shortage in music, sports and art courses in rural primary and secondary schools can be improved

Third, turnover system of Job title can be implemented. In view of the current situation that senior teachers' working enthusiasm decreases, they are unwilling to undertake work tasks, and there is no hope for junior teachers to be promoted, the employment mechanism should be implemented that senior teachers who have been employed should quit or be degraded and system of exception promotion for junior teachers and junior teachers can be promoted breaking the conventions. If the senior teachers do not complete their corresponding workload and scientific research tasks, the school is entitled to ask him or her to withdraw from the senior post, so that more energetic qualified teachers in junior posts can compete for the post. The school can also reduce the salaries of teachers at all levels who do not complete the workload and whose work quality is poor, and allocate the reduced salaries to teachers who work hard to realize the principle of distribution according to work and arouse the enthusiasm of teachers. Such a professional title flow system activates teachers at all levels so that they can really "in his place, seek his business".

E. *Supplementing the Ranks of Rural Teachers Through Multiple Channels*

First, it is necessary to implement the system of rehiring retired teachers. In the US state of Kentucky, retired teachers are allowed to teach in areas short of teachers without losing their retirement benefits. Rural schools in China can adopt this practice to rehire retired teachers and offer them certain benefits when running short of teachers.

Second, it is important to implement the related document policy launched by the central Party and government authorities. In 2009, the State Commission Office of Public Sectors Reform, etc. issued the Circular on Further Implementation of Related Issues of the 'Circular of the State Commission Office of Public Sectors Reform, the Ministry of Education and the Ministry of Finance on the Formulation of Staffing Standards for Primary and Secondary School Staff Forwarded by the General Office of the State Council', regulating that the staff size of rural primary and secondary schools shall be verified by referring to the standards of counties and towns, and the staff size of rural primary and secondary school teachers with insufficient staff shall be appropriately increased. The implementation of this policy, to a certain extent, can alleviate the contradiction of the teacher shortage in some subjects in rural primary and secondary schools, and also bring light to the temporary teachers. According to the survey, the positions of temporary

teachers, such as English, music, biology and chemistry, are often in short supply in rural schools. Mr. Mai, principal of the Meishan Middle School, mentioned such a problem that, a good temporary teacher qualified for biology teaching was finally cultivated with much efforts, but the school could only see the teacher leave because it didn't have the decision-making power to recruit teachers and the teacher was not on the establishment. In view of this situation, the education bureau can relax the policy and implement the flexible system. One position can be added appropriately to allow the temporary teacher to a full member and be fully devoted to the rural education work, which is a win-win measure.

Finally, it is necessary to broaden the channels to recruit rural teachers. Capable high school students can be actively recruited from the local area, and local villagers who are interested in the teaching profession and have a certain degree should also be welcome. For one thing, these local residents have strong local feelings and high job stability; for another, this can partly solve the problem of employment for unemployed Zhuang people; what's more, this can improve the quality of villagers. The qualified pre-service teachers recruited should in first place accept free high school education, and then receive normal education in formal university with tuition standards lower than other students. Of course, it is also feasible to recruit talents from various industries who are willing to join the rural teachers from the provinces or even the whole country and do a good job in pre-service training. This requires close cooperation between rural primary and secondary schools and universities. For example, the Sanya municipal government may consider establishing cooperative relations between rural schools in Yacheng District, Haitang District, Jiyang District and Yizhou District, and Hainan Tropical Ocean University and University of Sanya. The two universities can receive pre-service teachers who are determined to serve in rural primary and secondary schools and provide them with good normal education. The courses provided by the universities can include three parts: theory, practice and professional identity. The purpose is to cultivate pre-service teachers' interest in teaching, their identification with rural life, their skills in rural life and teaching, and their willingness to teach in rural schools, so as to help pre-service teachers prepare for life and teaching in rural and remote areas. [5] In addition, the local government can continue to implement the free education policy for normal university students, and provide free policies for college students who volunteer to return to rural areas to teach, so as to encourage local college students to do so. At the same time, the Ministry of Education can also implement the "master teacher program" to encourage college graduates to teach in rural schools by recommending them to study for master's degree without examination and other preferential policies.

In addition, as for the special group of temporary teachers, it is necessary to seriously implement equal pay for equal work, or reduce the pay gap between temporary teachers and temporary teachers, and pay salaries on time, and provide lunch, transportation and housing subsidies, so as to improve their work enthusiasm.

V. CONCLUSION

It can be seen from the above study that rural areas in Sanya City, Hainan Province are facing common problems in rural areas in China and abroad, namely, problems such as aging of teachers, heavy teaching work and serious loss of teachers. At the same time, there are some serious problems, such as stagnant promotion of professional title, depreciation of human capital, low sense of achievement of teachers, low social and economic status of teachers, etc. Therefore, to improve the living environment of rural teachers, improve the remuneration of rural teachers, reform the professional title promotion system of rural teachers, and improve the supplementary mechanism of rural teachers are the dynamic mechanism to promote the individual development of rural teachers. These will help rural teachers to strengthen the concept of rural education work and teacher identity, which will be more conducive to improved quality of rural education, the realization of "targeted poverty alleviation" in rural areas. Therefore, this research has universality to some extent.

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