

The Influence of Teacher's Attitude in Resource Allocation

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ABSTRACT

With the guidance of the state to the main body in the planned economy era, the allocation policy has been changed, and the teaching team has been well implemented. According to the market demand, many regions have adopted emergency policies such as the use of teaching industry, recruitment of teaching and special posts in underdeveloped areas to realize the allocation of teacher resources. The mode of teacher resource allocation in China is not mature and is still in the exploratory stage. In the allocation of resources, teachers play a leading role. Many factors of teachers themselves will affect the development of students. This study first analyzes the current situation of teacher resource allocation in compulsory education stage in China, and finds out the main problems of teacher resource allocation. By changing the work security of teachers and then changing the working attitude of teachers, this paper compares and summarizes the influence of the reform of teachers' attitude on the allocation of teachers' resources, so as to fully improve the theoretical basis for the allocation of compulsory teachers' resources in China and optimize the allocation of teachers' resources. The results show that teachers' positive support, emotional support, material support and strategy support have a direct impact on the efficiency of exploring behavior and activities. It is found that only by improving the work security of teachers can the teaching level of rural primary and secondary schools be improved.

Keywords: Teacher attitude, Recruiting teachers, Special posts, Resource allocation

1. INTRODUCTION

Recruitment and Teaching [1-3], commonly known as teacher recruitment examination, is a school recruitment examination for teachers. Special post teachers [4] are a special policy implemented by the central government for rural compulsory education in the central and western regions. Through the open employment of college graduates to the "two basic" key counties in the central and Western China and the rural schools below the county level to guide and encourage university graduates to participate in rural compulsory education, the problems of insufficient teachers and structure in rural schools have been innovated, and the problems of insufficient total number of rural teachers and lack of ideal structure have been gradually solved, and the overall quality of rural education team has been promoted. The development prospects are as follows, 6] They are: concentrated contiguous poverty-stricken areas, key counties of poverty alleviation and development in central and Western China, key counties in poverty alleviation and development at provincial level, key counties in poverty alleviation and development in central and Western China, key counties in poverty alleviation and development at provincial level, counties in the former "two bases" in Western China, minority autonomous prefectures included in the western development plan, counties with great difficulties in some border areas in the west, and

autonomous counties of ethnic minorities and counties with small ethnic groups.

The Ministry of education has made great efforts to promote the exchange system between principals and teachers in the following five aspects [7,8]: the first aspect is to speed up the establishment of the exchange mechanism between principals and teachers. Second, expand the scope of communication between principals and teachers. The third aspect is to innovate the way of communication between principals and teachers. Fourth, strengthen the communication and incentive mechanism between principals and teachers. The fifth aspect is to establish the "county school" compulsory education teacher management system. The Ministry of education promotes the reform of collective exchange and rotation of teachers, which is conducive to promoting balanced education and improving disadvantaged schools. The implementation of the principal rotation system not only achieves the goal of promoting balanced education, but also promotes the development of disadvantaged schools. To a certain extent, it is conducive to the growth of teachers and students.

The main purpose of this study is to use the method of quantitative and qualitative research to further explore the attitude of teachers in the campus environment and its impact on teacher efficacy. The effectiveness of resource allocation not only needs to increase or reduce resources, but also needs to pay attention to education expenditure at all levels. This

paper studies how teachers' attitudes directly affect resource allocation and whether this relationship is moderated by teachers' attitudes towards professional development activities.

1.1. Related Work

The research on the allocation of teacher resources in China is mainly focused on after the reform and opening up, especially in the past 30 years. According to [9], before this, the national policy paid little attention to this field, and paid less attention to the allocation of teacher resources.

1.1.1 Current Situation of Teacher Resources

In the period of planned economy, the resource allocation of basic educators in China is mainly realized through administrative power and management subject, and according to the size of responsibility and scope of power [10], mainly relying on closed supply, forced planning, personnel file management and other means, its operation has a profound impact on the situation during the planned economy. Strictly follow the principles of teachers at all levels and local (or departmental) teachers. With the transformation from planned economy to socialist market economy and from planned economy to socialist system, in market economy society, all economic activities are carried out on the basis of market, and market regulation is the most basic driving force for the development of market economy. Therefore, it is necessary to change the allocation of teacher resources under the planned economic system, that is, the government is no longer the only resource and interest subject, but more rely on the market to reasonably allocate teacher resources. Otherwise, primary and secondary schools will not be able to meet the needs of social and economic development under the market economy, which will easily lead to low quality of teachers, imbalance of teacher structure, low efficiency, imbalance of urban and rural distribution and conflicts between regions and schools.

1.1.2. Current Situation of Educational Resource Allocation

1.1.2.1 The Distribution of Teacher Resources is Uneven in Quantity and Quality

The quantity of teacher resources in our country is lack of relativity, and the distribution is uneven in quality. Although there are a large number of graduates from normal universities to teach every year, under the premise that the total amount of teacher resources in China is basically sufficient, the teacher resources in some regions, schools and disciplines are still in short supply, which leads to the relative shortage of teacher resources and the lack of relativity in the number of teachers, which cannot meet the needs of education

development. The quality of teachers is unevenly distributed. High quality teacher resources are mostly concentrated in key schools in economically developed areas or large and medium-sized cities, and the qualifications of rural teachers are generally not high. First of all, the imbalance of Teacher Allocation among regions: inter regional teacher allocation includes the allocation of inter provincial teacher resources and the allocation of teacher resources between different regions of provinces. The number of teachers in economically developed provinces such as the southeast coastal areas is far greater than that in the economically underdeveloped northwest inland areas. Secondly, the imbalance of the allocation of teachers between urban and rural areas.

1.1.2.2 There are large Regional Differences in Teachers' Salaries

Under the promotion of China's regional economic differential development strategy, the eastern region, with its convenient development conditions and the promotion of the reform and opening-up policy, has developed rapidly, which makes the original unbalanced regional economic pattern of the eastern, central and western regions further expand in the common development gap. The development of education needs a certain material foundation. Under the influence of regional economic development, the gap of teachers' salary is also increasing. The salary of teachers in the eastern region is higher than that in the central and western regions. The main current situation of the differences in Teachers' salaries is that teachers' salaries are not uniform among regions, teachers' pay for the same work is different between urban and rural areas, and teachers' salaries are quite different between schools.

1.1.2.3 The Allocation of Excellent Teachers in Rural Areas is Unbalanced, and The Construction of Teacher's Team is Facing Difficulties

The outstanding backbone teachers are the backbone of the compulsory education development team, and the outstanding backbone teachers are the backbone of the compulsory education development team, and the proportion in each school is different. However, in terms of the total amount, the outstanding backbone teachers in the economically developed areas are higher than those in the weak areas, and the proportion of excellent teachers in urban schools is significantly higher than that in rural areas. The long-term existence of urban-rural dual economic structure in China, the disorderly flow of teachers is the fundamental reason for the lack of excellent teachers in rural schools. Rural education should be the priority of basic development in China, but at the same time, the city is the center of regional economic development and growth. Under the effect of polarization effect, more and more economic and cultural development, such as education finance,

advanced education and high-quality talents, will flow to the city, so that a large number of excellent skills and high-quality talents will be gathered in schools, and a large number of excellent backbone teachers will be gathered in schools. Due to the poor financial situation in the rural areas of economically backward areas, the development of compulsory education is affected by backbone teachers. Due to the poor financial situation in the rural areas of economically backward areas, the development of education is limited by the investment funds; the high-quality teachers resources in rural areas generally flow out, which is basically limited by the total investment in China; the outflow of high-quality teachers resources in rural areas is generally out of flow, and the quality teachers resources in rural areas obviously lag behind the cities under the condition that the total number of teachers in China is basically constant.

1.2. Our Contribution

This research mainly uses the incentive theory, the competition theory and the supply and demand theory to elaborate the influence of teachers' attitude scheme on the allocation of teachers' resources. In the performance pay scheme of various types of schools in various regions, incentive theory is a widely used mechanism, which is the main way to improve teachers' job performance; the competition mechanism effectively promotes the competition among teachers and the improvement of teachers themselves; the supply and demand mechanism is one of the key factors to alleviate the poor allocation of teachers and solve the problem of teachers' mobility.

1.3. Paper Structure

The rest of the paper is arranged as follows. The second part introduces the preparatory work used in this paper, analyzes the current situation of teacher resources and the current situation of uneven distribution of resources. Then, it proposes a framework for the influence of educational attitude on resource allocation, mainly from four aspects: Teachers' positive support, emotional support, material support and strategic support. Finally, from the four aspects of the questionnaire survey and analysis. The third part summarizes the experiment and puts forward the method of teacher resource allocation in the future.

2. BACKGROUND

2.1. Teacher Resource Adjustment

After nearly ten years of layout adjustment, the layout structure of rural primary and secondary schools in China has been continuously optimized, and the quality of education and school running efficiency have been constantly improved. First of all, promote the

rational allocation of educational resources and improve the utilization efficiency of educational resources. After the adjustment, the distribution of rural primary and secondary schools, some smaller schools and teaching places were merged, and the limited educational resources were concentrated in different places. Therefore, it is necessary to optimize the allocation of teaching resources, avoid the problem of low teaching efficiency, and use the existing teaching resources to disperse classroom time.

Secondly, increasing teachers' salary is conducive to reducing the flow of teachers, which is conducive to teachers' more enthusiasm in their work, and then doing a good job in educating students is the most effective way to retain excellent teachers. With the increase of teachers' salary, their attitude towards work will be different.

Thirdly, educators need emotional support. Teachers are the main channel to educate students and the grass-roots level of educational activities. If teachers cannot get emotional support from people nearby, then, when teachers educate students, they will also affect students. Secondly, teachers' lack of emotional support is also the main reason for the flow of teachers' resources.

Finally, the state should support teachers strategically. With the implementation of family planning policy has achieved initial results, as well as the level of urbanization continues to improve. In this context, adjusting the layout of rural compulsory education schools according to local conditions has become an important strategic task for the development of basic education in China. Since the second half of 2001, local governments have formulated plans for the adjustment of the distribution of rural primary and secondary schools in their respective regions, and began to merge and transform schools with poor conditions, small scale and low teaching quality. The quality of rural primary and secondary school teachers has been further improved.

2.2. Experimental Design

In the design, this paper adopts two forms: questionnaire survey and field interview. 50 rural middle school students and 50 rural primary school students were selected as the survey samples. The purpose of this study is to explore the influence of teachers' attitude on resource allocation. At the same time, we divided 100 primary and secondary school students into two groups. The experimental group consisted of 50 students, including 25 middle school students and 25 primary school students. The control group of 50 people, including 25 middle school students and 25 primary school students, was taught by traditional teachers. After a semester of teaching, we investigated and analyzed the two groups of students' willingness to attend class. The results are shown in the figure below.

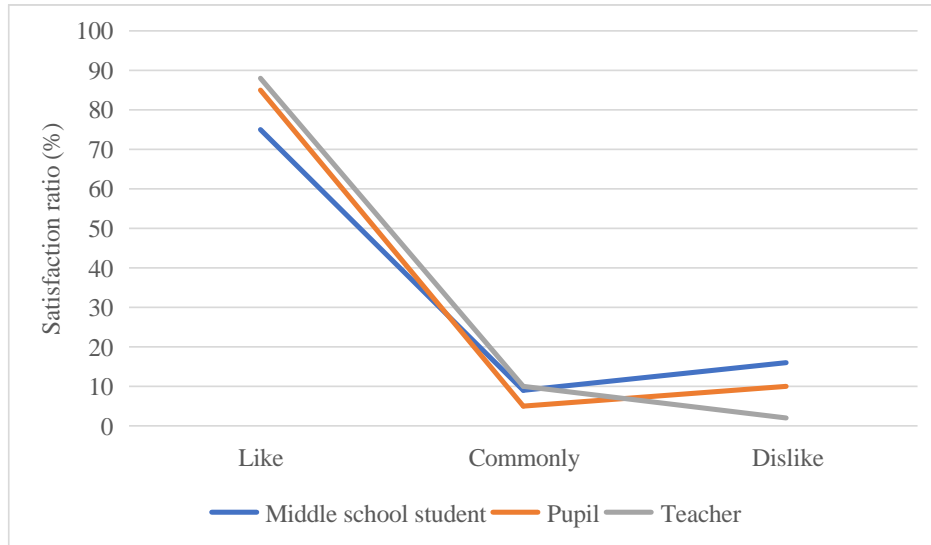


Figure 1 A survey of students' and teachers' satisfaction with teachers' Reform

From the data in Figure 1, we can see that both students and teachers have the highest satisfaction with the teaching reform. Among them, the satisfaction of teachers is higher than that of students. The main research of this paper is to improve the teaching treatment of teachers, so as to reduce the mobility of teachers. It can be seen from the data in Figure 1 that 88% of the teachers are satisfied, and only 2% do not like them. Through improving the satisfaction of teachers' work treatment, educational resources can be better distributed, which has a very big advantage for students. The satisfaction of primary school students is higher than that of middle school students. Pupils can obtain more knowledge through interesting classroom created

by teachers. The learning content of middle school students is mainly based on theory, and the satisfaction has reached 75%. The allocation of teacher resources plays a major role in students' interest in learning.

In this experiment, we selected 50 primary and secondary school students as the experimental group, and carried out the teacher reform teaching, and the control group of 50 people, conducted the traditional teacher teaching. We analyzed the students in the experimental group and the control group in terms of teachers' liking, knowledge expansion, final examination results and class discipline. The results are shown in the figure below.

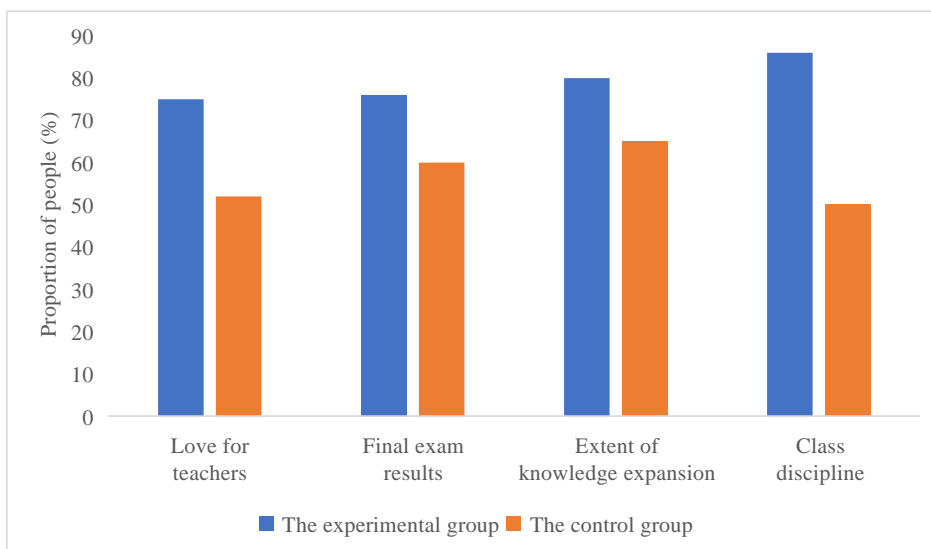


Figure 2 Study situation of middle school students in experimental group and control group

From the data in Figure 2, we can see that in the love degree of teachers, the data of the experimental group is significantly higher than that of the control group. In the experimental group, 75% of the students like teachers, while only 52% of the control group likes teachers. The main reason is that most of the students in

rural primary and secondary schools don't love learning. In addition, the students in the experimental group were significantly higher than those in the control group, which was 15% higher than that in the control group. Improving teachers' working attitude and carrying out teaching can improve teachers' working enthusiasm,

help students broaden their knowledge, and help students in their life and employment. In class discipline, the experimental group is much higher than the control group; the experimental group is 36% higher than the control group. Students' discipline has been significantly improved. In the final examination, the ratio of students in the experimental group is still higher than that in the

control group, and the experimental group is 16% higher than the control group.

Finally, in terms of teachers' positive support, emotional support, material support and strategy support, we have carried out the satisfaction of teachers' attitude and whether they want to change jobs after the reform.

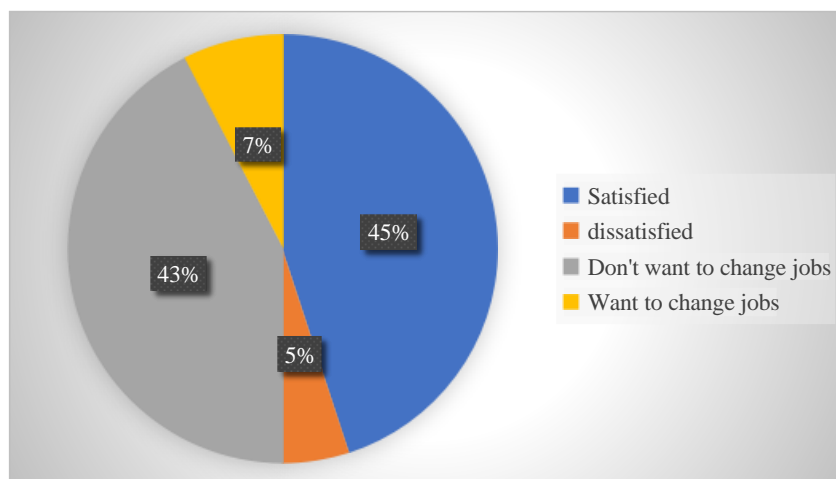


Figure 3 Satisfaction of teachers' attitude

In Figure 3, the data on the right is the satisfaction of teachers' attitude, and the left is whether teachers want to change jobs. From the data in Figure 3, we can see that 90% of the teachers are satisfied with the current salary and strategy support, and 10% of the teachers are not satisfied. At the same time, 90% of the satisfied teachers do not want to change jobs; only 16% want to change jobs. The experiment shows that teachers' mobility can be reduced by increasing teachers' salary

and government policy support. The allocation of resources for rural primary and secondary school teachers will also be greatly improved.

At the same time, we conducted a survey of students in class. It analyzes the ease of learning new knowledge, the stability of learning knowledge, the happiness of learning knowledge and the interest of learning knowledge.

Table 1 Investigation and analysis of students' tendency to attend class

Investigation factors	The experimental group (%)	The control group (%)
Ease of learning new knowledge	90	74
Stability of learning knowledge	86	62
Happiness of learning knowledge	81	73
Interest in learning knowledge	86	50

Table 1 shows that after improving teachers' salaries and the support of government policies, students can learn more stably, improve their learning ability and expand their knowledge.

Finally, under the assumption of increasing the

Table 2 Investigation on whether they want to teach in rural primary and secondary schools

Respondents	The experimental group (%)	The control group (%)
Want to go to rural primary and secondary schools	22	11
Don't want to go to rural primary and secondary schools	78	89

Table 2 shows that after increasing teachers' salaries and government policy support, 22% of normal students want to teach in rural primary and secondary schools, which is 11% higher than before.

From the above analysis, it can be seen that the improvement of teachers' positive support, emotional support, material support and strategic support is of

great help to teachers' mobility. Through the establishment of the system of special funds, special accounts and special purposes, the situation that the county-level government misappropriates and defaults on the teachers' wages in primary and secondary schools can be avoided. This method can effectively guarantee the salary funds of teachers in poor areas or rural areas.

If the wages are guaranteed, it is the basis for the stability of rural primary and secondary education. On this basis, the improvement of teachers' quality and teaching quality is discussed.

3. CONCLUSION

At present, China's 900 million people are farmers. Education is the foundation project to improve the national quality and build a powerful country with human resources. Improving the education of farmers is the guarantee of improving the education of the whole country, so improving the education level of rural primary and secondary schools is the most important thing in the development of education. Reasonable allocation of teacher resources and the construction of high-quality teachers are of great strategic significance for promoting the balanced development of rural primary and secondary education and improving the quality of education and teaching. This paper mainly discusses four aspects of teachers' active support, emotional support, material support and strategic support. It is found that only by improving the work security of teachers can the teaching quality of rural primary and secondary schools be improved.

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