

Study on Student Management Strategy of Northwest Rural Boarding Schools

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ABSTRACT

In recent years, relevant governments in the Northwest region have issued strong policies and measures to address the management of rural boarding schools. Many gratifying changes have also taken place in the student management of local rural boarding schools. However, there are still some problems in student accommodation, safety, and psychological management. This article analyzes the underlying reasons and proposes corresponding solutions.

Keywords: Rural areas in northwest China, Boarding schools, Student management.

1. INTRODUCTION

At present, setting up boarding schools in rural areas and implementing unified management is one of the effective ways to alleviate the difficulty of schooling for students in remote areas, and it is also one of the practical means to achieve the balanced development of compulsory education. Many local governments have merged multiple rural teaching sites and small-scale schools into a large-scale boarding school, which has caused a series of problems in the management of students in local schools.

2. NORTHWEST RURAL BOARDING SCHOOL MANAGEMENT SITUATION

2.1 Accommodation Environment

With the support of the state's financial policy, the overall management of the students' accommodation in rural boarding schools in the northwest has improved, and the accommodation hardware facilities have been greatly improved. However, compared with the developed regions, the overall conditions still need to be improved. First of all, students' accommodation space is limited. Secondly, dormitory facilities are incomplete. Because northwest China is located in the plateau region, the water quality is poor and

there is no habit of frequent bathing. In winter, there is no hot water tap for washing and no washing machine for students to wash clothes. Most students only wear one uniform at school. Boarders can't take a bath in these ten days on campus, and most of their activities are in closed classrooms and dormitories, which can easily cause bacterial growth and physical illness. Finally, the number of teachers is small. Most boarding schools have only a small number of life teachers, only two to three life teachers are responsible for the student management of the entire dormitory building, and most of the life teachers are temporary hires who have not received professional education and training. They lack effective care for students [1].

2.2 Security

A boarding school is a place where learning and life are combined into one. Therefore, the school is not only responsible for students' learning, but also for their safety. Most rural boarding schools in northwest China have a comprehensive and meticulous safety management system, but the implementation is not strong enough and often becomes a mere formality. First, the intensity of safety education is relatively small. Students receive less safety education, and their sense of self-protection is not strong. It is difficult to respond quickly and correctly in emergencies such as fires and earthquakes, and it is also difficult to get effective help when incidents such as campus

bullying occur. Secondly, safety supervision needs to be strengthened. Northwest rural area students are lively and active, the school's safety inspector often can only pay attention to the students in the playground or teaching buildings, but ignore some blind spots in the school. They cannot stop some playful students from climbing trees and poles in time. Finally, the school infirmary has fewer staff. Most boarding schools have specialized infirmaries and medical staff, but there are usually only one to two people, so the school cannot guarantee that medical staff will be on duty around the clock. When students have a sudden illness, they may not be able to get effective treatment in the first time.

2.3 Psychological Development

Boarding life has changed the life style and living environment of students, so the mental health of students in boarding schools deserves the attention of managers. First of all, there is very little contact between school students and their families. Most boarding schools are whole closed management, so students cannot see their parents for more than ten days. There are no public phone booths in the school, and the school stipulates that students are prohibited from carrying mobile phones at school. Therefore, students can only communicate with their parents through the teacher during the school. The long-term inability to feel the care of family members makes the students prone to emotional loss, which in turn triggers psychology problem[2]. Second, the school does not pay enough attention to younger students. Many students have started boarding life from the first grade, but the younger students have poor self-care ability and high dependence on their parents, so they cannot find the correct solution independently when they are injured. If things go on like this, it will cause a series of psychological obstacles and problems in younger children, such as fear and timidity. In the end, the students who live on campus repeat the same life every day, and everything is carried out according to the schedule, which is very boring. Taking into account the safety of students living on campus, the school reduced the time that should have been free activities and conducted classroom learning, which suppressed the playful nature of students.

3. ANALYSIS OF THE CAUSES OF PROBLEMS IN THE MANAGEMENT OF STUDENT LIFE IN RURAL BOARDING SCHOOLS IN NORTHWESTERN CHINA

3.1 Backward Education Concept

Affected by the traditional concept of exam-oriented education, the outdated ideas still exist in the rural areas of the northwest. People only pay attention to the student's learning score, and the score represents everything about the student. From the perspective of school leadership, the level of scores affects the rate of enrollment, and the rate of enrollment directly affects the popularity of the school, representing the quality of the school. Therefore, it is difficult to get rid of the influence of the concept of "study is only for examination" in the cultivation of students, while ignoring other considerations of students. From the perspective of teachers, the quality of students' academic performance will not only affect students' progress to higher education, but also have a certain impact on the development of teachers. The pass rate and excellent rate of students will have certain influence on the evaluation of teachers' professional titles and year-end performance, so the teacher puts the improvement of students' performance in the first place. Therefore, even if the class schedule arranges courses required for compulsory education such as music, art, science, etc., it is occupied by subjects related to further studies, such as Chinese and mathematics, just because the final exam is not required. This is not conducive to the overall development of students. From the perspective of parents, a small number of rural parents do not value education, believing that compulsory education is only an obligation that their children have to complete. They don't care about their children's development, and even think that children's education is a waste of time; another small group of rural parents fail to treat their children as a fully developed individual. They believe that only high test scores are equal to strong learning ability. They think that scores are a kind of "capital" worth showing off to others. These parents believe that students spend more time studying in boarding schools, they have a blind trust in the school and shirk all educational responsibilities to the teachers. Parents' wrong attitude towards their children has caused a low degree of home-school

cooperation, and there are many difficulties in the actual management of students.

3.2 Teacher Team Is Not Reasonable

The construction of teachers is an important part of whether a school can carry out efficient management. However, the unreasonable distribution of educational and teaching resources in northwest rural areas has caused many obstacles in school management. First of all, teachers in rural boarding schools are busier than those in non-boarding schools. Teachers in rural boarding schools have long been in front-line and teaching work, at the same time, they have to take care of students' daily life. However, the current salary system fails to provide support for the subsidy policy corresponding to the working hours of teachers, which results in teachers' low enthusiasm for work and a sense of resistance to work. Secondly, the comprehensive quality of the teachers is not high. At present, most of the teachers in the rural boarding system are older with low academic qualifications, and lack of specialized education and teaching skills training. Even though teachers' teaching training lectures and volunteer teachers' on-the-job teaching are offered regularly, they often lack long-term effectiveness and pertinence due to factors such as differences in regional students and short teaching time. Rural teachers who lack advanced educational management knowledge often adopt simple and rude military management to students to establish an image of absolute authority as a teacher. Therefore, students are unwilling to communicate with teachers when they encounter problems, resulting in indifferent teacher-student relationship and severely suppressing the natural growth of students. Finally, the number of teachers in rural areas is relatively small. Due to the influence of factors such as the climate environment, promotion space, and wage levels in the rural areas of Northwest China, more and more local college graduates are reluctant to return to their hometowns for employment, and choose first- and second-tier cities with more job opportunities. Most rural boarding schools have no or only one or two professional teachers of music, sports, art, etc. These courses are usually taught by teachers of Chinese and mathematics. The disparity between supply and demand of the number of teachers has increased burden of work of the number of teachers invisibly, which makes teachers miserable. In addition, part-time teachers in some rural schools have a lower sense of responsibility

for education than formal teachers and are less willing to care for students.

3.3 Insufficient Funding

For a long time, the state has stepped up its efforts in poverty alleviation in the western region and has continuously increased its funding for compulsory education in the western region. However, most of the investment in education funds in the northwestern region is focused on urban primary schools, while investment in rural primary schools is relatively small. Among rural schools, boarding schools have more funding than non-boarding schools. The current compulsory education funding standard is based on the actual number of students in the school and does not take into account the additional costs of boarding schools [3]. First of all, in terms of faculty and staff salaries, the school's funding is in short supply, and it is impossible to make contract teachers, administrators and teachers on staff pay the same for the same work, resulting in greater staff mobility, and some classes have to change teachers several times a semester. The frequent replacement of teachers forces teachers and students to spend time adapting to each other again. The difference in management methods between new teachers and old teachers leads to a decrease in the effectiveness of management. In addition, the school has to hire temporary staff because there is no living teacher, which will inevitably increase the management cost of the school. Secondly, in terms of the construction of hardware facilities, the northwest is located in an alpine region, so the requirements for logistical support are higher, but the actual situation is not good. Most of the buildings in rural boarding schools have been built for a long time, and some have even become dilapidated buildings that cannot be used; the necessary hardware equipment in the buildings such as heating and hot water is in urgent need of reconstruction. However, the amount of funds consumed for the renovation and repair of infrastructure is very large, but the local finances, especially the local governments in poor areas, are limited in capacity and cannot afford the high amount of construction costs. Therefore, some schools still rely on social donations or bank loans in the face of lack of funds. Finally, there is powerlessness in the construction of school software facilities. Due to funding problems, the school's funds for teachers' out-of-town training fees, travel expenses, and scientific research expenses have been repeatedly reduced. Teachers' teaching ability, management ability and other

important conditions that represent the school's software facilities are difficult to achieve long-term development due to objective economic conditions, and it is difficult to improve their overall quality.

3.4 Ignoring Students' Mental Health

Education is an organic whole that is completed by multiple parties. The age of boarding school students is generally in a critical period of personal character formation and character shaping. During this period, it is inseparable from the three aspects of school, family and society. However, boarding students have little time to connect with the society and family, and the school does not pay attention to the physical and mental changes of the students, which has caused many problems. First, family education is inappropriate. Parents of boarding schools in the northwestern rural areas generally have low cultural qualities and lack the sense of responsibility for their children's education. Their attitudes towards children tend to be extremes of autocracy and doting. Children who grow up in this family environment tend to lack sense of security and happiness. Some parents lack psychology-related knowledge, neglect to care for their children, cannot understand their children's changes in time, and neglect their children's emotional appeals and personality development. In addition, some boarding students have some psychological defects because their parents are absent for a long time and lack parental care. Secondly, home-school cooperation is not in place. Home-school cooperation is an important condition for students to better adapt to society, integrate into the school, and promote all-round development. The boarding school teachers devote most of their energy to the heavy daily teaching and management tasks. There is not much free time left, and most of the students' home addresses are in remote mountain villages. Therefore, it is difficult for the teachers to conduct home visits to all the students. The content of some teachers' home visits is relatively simple, only to check the completion of the students' homework and communicate with the school's learning attitudes and examinations, and fail to effectively communicate the students' psychological changes and ideological dynamics at school. Finally, the supporting facilities are insufficient. Most boarding schools do not have special counseling rooms or professionally qualified counseling teachers. Mental health education courses can only be taught by Chinese teachers who do not have professional psychological knowledge. The extreme scarcity of psychological education and related resources

makes schools unable to alleviate some of the problems encountered by students in their lives. It is difficult for students to obtain convenient and efficient mental health services. Non-professional teachers cannot effectively smooth out students' hearts, which will easily cause problems in the long run.

4. EXPLORING THE MANAGEMENT STRATEGIES OF RURAL BOARDING SCHOOLS IN NORTHWEST CHINA

4.1 Strengthening Publicity and Changing Ideas

Education is inseparable from the influence of the family, school and social environment. However, boarding schools restrict students in a narrow space, which inevitably weakens the role of family and society. Under the current situation, boarding schools should undertake part of the tasks of society and parents, so that students' learning ability, social ability, emotional development, etc. meet the requirements of social integration. On the one hand, local government departments and schools should change the original idea of exam-oriented education, establish a people-oriented education concept, put students' all-round development in the first place, and formulate assessment standards and scientific evaluation systems for students' physical and mental health development. The development of students is dynamic and continuous, and the result of an exam does not represent the real situation of the students. Therefore, teachers should adopt multiple comprehensive evaluation methods, pay attention to the role of formative evaluation and process evaluation, and allocate the proportions of the two reasonably, such as integrating students' personal activity records and final exams to measure students' learning growth. Schools can appropriately increase the spare time, carry out a variety of extracurricular activities to cultivate students' interests and hobbies; enrich the curriculum, explore school-based courses and local materials that fit students' actual lives[4], and lead students out of school to participate in all kinds of society practical activities. This measure can enable students to gain corresponding social experience. At the same time, the local education department should formulate corresponding education policies, strengthen the supervision and assessment of school management, and ensure the reasonable

arrangement and smooth development of quality education courses. On the other hand, in response to the phenomenon that many parents neglect their own educational methods and educational concepts to bring negative effects on their children, local governments and communities can adopt diversified methods to promote advanced family education concepts and methods to parents. The school organizes seminars and regularly organizes training courses for parents to change the original backward concepts of parents, so that they understand the current educational development trend, establish a sense of responsibility and mission of parents in educating their children, and improve the comprehensive quality of parents. Only when parents truly participate in the education of their children can they effectively form educational synergy and create objective conditions suitable for the healthy development of students[5].

4.2 Improving the Teaching Staff

Teachers play a leading role in educational activities, so the construction of high-quality teaching staff is particularly important. However, in the actual teaching management of rural boarding schools in the northwest, problems such as the small number of teachers, aging, and low overall quality are more prominent. Therefore, it is necessary to improve the quantity and quality of teachers in rural boarding schools in the northwest. In terms of the replenishment of teachers, a reasonable establishment of teacher staff has an important teaching effect on improving the quality of school life and promoting the overall development of students [6]. The government should adjust the corresponding staffing structure on the basis of fully understanding the current situation of rural boarding school teachers and the students, rationally allocate the proportion of urban and rural teachers, and especially increase the number of living teachers. Northwest rural boarding schools have fewer young foreign teachers who can quickly adapt to local life due to their geographical environment and social customs. Therefore, it is necessary for the local government to formulate a series of preferential policies to attract graduates to find employment. The increase in the number of teachers can effectively disperse the work of the original teachers and reduce the burden. The government can sign targeted training and employment agreements with teachers majoring in students, and jointly train teachers with local teachers' colleges, increase the training of teachers in scarce subjects, encourage them to return to their

hometowns for employment, and create a younger, professionally matched team of high-quality teachers. At the same time, the local education department can establish counterpart assistance relationships with the developed regions in the central and eastern regions, and absorb advanced teaching concepts and high-quality volunteer teachers to promote teaching reforms and supplement educational resources. In addition, it is necessary to introduce corresponding incentive policies to increase the enthusiasm of frontline teachers in education management. In terms of improving the quality of teachers, schools can cooperate with urban schools to improve the interaction mechanism between urban and rural teachers and learn from the teaching experience of outstanding teachers in urban schools. Schools can also strengthen on-the-job training for teachers, and improve their educational ability and management level by offering expert lectures and attending advanced classes. For some young teachers with strong learning ability, combined with the scale of the school and the teacher's professional gap, a variety of professional training can be carried out for them to cultivate "one specialization, multiple abilities" teachers who can teach in multiple subjects[7]. At the same time, the school should make good use of the latest network technology to improve the comprehensive quality of teachers by observing high-quality online courses and exchanging experiences with high-quality teachers in real time, thereby enhancing the soft power of the school.

4.3 Increasing Funding

In recent years, although the state has continuously increased education financial subsidies in poor areas, the problems of insufficient funds and unclear funding paths have not been well resolved in rural boarding schools. In addition to the teaching activities carried out by ordinary schools, northwest rural boarding schools also need to guarantee the conditions for students' diet, accommodation, and extracurricular learning. Therefore, compared with non-boarding schools, boarding schools have higher school costs. Therefore, the local financial department cannot simply allocate financial allocations based on the number of students in the school, but should reasonably set corresponding standards to ensure that the school has sufficient funds and professional teachers to train good students, and to maximize the balanced development of educational resources. The local government can set up a special fund to

improve school conditions. The funds are used to renovate teaching buildings, canteens, dormitory buildings, and increase heating equipment, hot water systems, bathhouses and other necessary living facilities to increase the happiness and comfort of students at school. In terms of teaching resources, modern teaching equipment should be equipped, and libraries, art rooms, etc. should be added. In view of the practical problem of the unequal income and payment of rural teachers, part of the funds can be allocated to the teacher team and equipped with sufficient logistics staff. On the one hand, there is a must to increase the salary of ordinary teachers to attract talents, and effectively improve the subsidy policy for high-quality teachers such as academic leaders and key teachers, reduce the loss of outstanding teachers, and stimulate work enthusiasm. On the other hand, it is necessary to increase the allocation of expenditures for teacher training and further education. In terms of the efficiency of fund utilization, local finance should strengthen the supervision and management of fund destinations while increasing the intensity of financial appropriations. The types of public expenditures can be refined according to the school's own needs, budgets can be set, and irregular inspections should be added to ensure that the use of public funds is open, transparent, reasonable and efficient. It is very important to effectively avoid the blind and arbitrary use of funds, ensure that the funds are used to improve the infrastructure construction of students' lives and learning at school, and prevent the occurrence of unknown fund destinations and repeated investment and construction of projects. In addition, a corresponding appraisal system for the use of funds should also be established. For some schools that do not meet the standards, the local government can order them to rectify accordingly.

4.4 Paying Attention to Students' Emotional Changes

Northwest rural boarding schools have realized the necessity and importance of mental health education, but due to the limitations of human and material resources, the schools cannot effectively carry out related activities. Therefore, it is necessary to start from the perspective of teachers and parents to explore effective ways to promote the physical and mental health of students. The school can cooperate with local medical institutions to provide specialized mental health teachers and counseling rooms to provide professional assistance to students in need. Teachers should avoid using

"discipline" methods in the daily management of students, and should use persuasion and diversion methods to help students solve problems, which is conducive to the development of students' healthy personality. Emotional education should be permeated in daily teaching activities, and students should be guided to feel the care of their parents and teachers through various forms. Outside the classroom, teachers need to show love and understand students' emotional attitudes and psychological changes through group discussions and individual conversations. Teachers should give extra care to students who cannot take care of themselves completely. At the same time, teachers should help students establish a sense of ownership and change their status from "passive management" to "active management". Teachers can carry out a variety of group activities to cultivate students' good study and living habits, inspire students to love the school, love the collective, love their classmates, so that students, especially younger students, can adapt to boarding life and grow up healthy and happily, so that the school can truly become the student's second home. In addition, schools should attach importance to the effectiveness of home-school cooperation. School teachers regularly hold parent meetings or home visits to strengthen contact with parents. The content of home visits should not be limited to learning. Emotional state, thought dynamics and other factors that affect the physical and mental health of students should become factors that need to be paid attention to between home and school. Home and school form an educational synergy to jointly promote the development of children's psychology. Continuous and high-quality home visits or parent associations can establish a high degree of responsibility for parents, improve parental education methods, and actively cooperate with school education to indirectly affect children's psychological development, and may also directly affect children's attitudes towards school or family. This has a direct impact on children.

5. CONCLUSION

A series of problems existing in northwest rural boarding schools restrict students' physical and mental development to a certain extent. Therefore, the school management should pay full attention to the status of students and meet the material and spiritual conditions of students' study and life, which has a far-reaching impact on promoting the healthy growth of rural students.

AUTHORS' CONTRIBUTIONS

Ze Zhong Ren wrote the manuscript, and Wenxin Wu contributed to revising.

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