



The Development Dilemma and Breakthrough of Chinese Rural Teachers from the Perspective of Rural Revitalization

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Abstract. Far from imparting knowledge and educating people, rural teachers play an increasingly important role in rural social, political and cultural governance. However, existing literature reveals that teachers have encountered many difficulties in performing their functions. Poor teaching environment and heavy teaching responsibilities lead to the high rate of rural teachers' resignation, recruitment, and retention problem. Problems such as low social recognition and unsatisfactory salaries have exacerbated the difficult situation for rural teachers. All of these unfavorable factors hinder the realization of the grand goal of rural revitalization. To solve the above problems, China can refer to the advanced experience of other countries in rural education governance, adjusting and absorbing it regarding the local situation. It is relatively feasible to increase the welfare of rural teachers by means of material and spiritual compensation, improve their social status, and provide rural teachers with career development opportunities.

Keywords: Rural teachers · Development dilemma · Breakthrough

1 Introduction

Since the 14th Five-Year Plan Period, the rural teacher team construction has focused on promoting the high-quality development of rural teachers under educational modernization and rural revitalization. A handful of previous studies have emphasized the significant roles that teachers working in rural areas are playing to meet higher requirements for rural teachers and to promote the development of education under rural revitalization. In addition, several papers have respectively analyzed a few main obstacles limiting rural teachers' development in the current situation, such as the poor teaching environment and so on. What's more, many articles have introduced actions taken by foreign countries from various aspects to alleviate similar problems in rural teachers' development. The previous studies mentioned before all have thought-provoking arguments and profound values. Nevertheless, each one of them respectively focuses on only one of the development dilemmas of rural teachers. Additionally, the analysis perspectives are incomplete

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and some of the relevant suggestions are too ideal to practice. Considering there is a lack of systematic review on this topic, this study analyzes the main development dilemmas of teachers working in rural areas more comprehensively, and it emphasizes some aspects of rural teacher development that haven't received sufficient attention before like rural teachers' status on the school level. Furthermore, it puts forward countermeasures based on not only the effectiveness and feasibility of foreign experiences but also the established policies and existing measures in China. The object of this study is to cast light on the current development dilemmas of teachers working in rural areas and seek for some countermeasures to promote the high-quality development of rural teachers under rural revitalization. This study will discuss the important and various roles that rural teachers are playing in rural revitalization before listing the main rural teacher development issues and proposing some effective and feasible countermeasures based on foreign countries' solutions and current ones in China.

2 The Role of Teachers in Rural Revitalization

At the 19th National Congress of the Communist Party of China, Xi Jinping proposed the rural revitalization strategy, which is of great significance to solving the major social problems in China, accelerating the modernization of rural areas, and achieving the "two centenary goals." The report also pointed out that education must be given priority to achieve rural revitalization. Rural teachers undertake the functions of spreading knowledge, shaping civilized local customs, and assisting rural governance. They are knowledgeable, innovative, capable, and full of potential. Therefore, rural teachers can act as guides in the process of rural revitalization and assist the rural government in achieving the goal of rural revitalization [1].

2.1 Teachers are the Core Force in Improving Rural Education Quality

2.1.1 Dissemination of Knowledge and Culture

At present, China is in the process of changing from exam-oriented education to quality-oriented education, in which rural teachers play an active role. Rural teachers include native teachers and foreign teachers. Although they have different growing environments and educational experiences, they have sufficient knowledge accumulation and abroad perspective, together promoting the improvement of schools' instruction quality. Also, they are responsible for teaching students scientific and cultural knowledge, improving their moral quality, broadening their horizons, and carrying forward the traditional national culture.

With the steady progress of rural revitalization, the construction of teaching faculty in China has shown some results. The quality and professional level of the teaching force have been improved. Such a well-qualified team of teachers has a rich reserve of cultural knowledge, which brings students with up-to-date cultural knowledge and helps them better understand the classroom content. Also, teachers help students to plan their learning progress rationally and make up for the disparities caused by the uneven distribution of educational resources between urban and rural areas. In addition, teachers devote themselves to developing moral character and good behavior in their students. It is

far from enough for talent cultivation to just having the academic ability and professional quality, moral cultivation must be planned simultaneously [2]. Teachers from foreign cities could bring renewed knowledge to students and broaden their horizons so as to help them define their goals and future values. Local teachers, on the other hand, have an especially deep understanding of local cultural traditions, which could help students inherit local culture by integrating it into the classroom.

2.1.2 Innovative Teaching Model and Method

Rural teachers gain valuable experience in training and interacting with teachers from other schools. Therefore, they can not only introduce the advanced experience they have learned into the classroom, but also make more and deeper innovations in teaching modes and methods. This is conducive to helping students fully mobilize their interest and stimulating their willingness to learn. Additionally, scientific teaching models and strategies will urge schools to provide high-quality instruction continuously.

2.2 Teachers Play an Essential Role in Student Development and the Cultivation of Potential Talents

2.2.1 Teacher's Expectations Influence Students' Outcomes

Teachers are charged with the great mission of nurturing talents. However, rural teachers need to take on more important responsibilities. According to the current situation in our country, Parents of rural children generally have a low level of education, who lack scientific methods and experience in educating their children. In addition, rural parents have a high rate of migrant work, which leads to a large proportion of left-behind children in rural areas. Hence, children are likely to have a strong sense of dependence on teachers, and the influence of teachers' expectations increases. Relevant studies show that teachers' expectations of students affect students' academic performance, future achievements, and parents' expectations of their children [3]. Student enrollment rate, dropout rate, and graduation rate are also indirectly affected.

2.2.2 The Influence on Students' Minds

On the other hand, teachers guide students to complete ideological changes, including improving cognitive ability, planning life goals, and so on. Many rural students believe they are at a disadvantage compared to urban students in the education process. Then, they may have low self-evaluations, fail to develop their potential, and even have negative attitudes about learning and their future. At this time, it is very important for teachers to give students correct guidance, which would help students set up values, urge students to learn scientific knowledge, and improve their competencies. Finally, it encourages students to become the pillars of the country and contribute to rural construction in the future.

2.3 Promote Rural Modernization Governance

2.3.1 Teachers' Knowledge is the Capital of Rural Social Governance

Social governance in rural areas requires a combination of enormous talents, especially those with local consciousness, and can be rooted in rural areas [4]. Rural teachers have rich knowledge reserves, which provide a foundation for their participation in social governance. Teachers are constantly learning updated knowledge and keep abreast of the latest national developments. Therefore, they are able to come up with innovative ideas and give advice to village officials. In addition, in terms of teachers' participation in rural governance, the state has added relevant provisions to the Education Law, effectively guaranteeing teachers' right to participate in rural governance and enhancing teachers' sense of ownership to take rural governance as their own responsibility [4].

2.3.2 Teachers' Impact on Cultural Governance

In recent years, the rural fine traditional custom has gradually faded, unhealthy practices that are contrary to moral civilizations such as not supporting parents, gambling addiction, feudal superstition, and village bullying emerged one after another [2]. To eliminate the unhealthy tendencies, it is necessary to conduct cultural governance in rural areas. The cultural governance function of rural teachers can be reflected by organizing various cultural activities, actively promoting the connotation of traditional rural culture, guiding villagers to "remain true to their original aspiration", rediscovering and understanding the local traditional culture, and doing a good job in the protection and inheritance process [2].

3 The Development Dilemmas of Rural Teachers

3.1 Poor Teaching Environment

With regard to rural teachers, living conditions are improving, but there is still a large gap between urban and rural teachers on salary and allowances. The mechanism for replenishing rural teachers is improving, but the policy of exchanging teachers between urban and rural areas has not yet been fully implemented. The educational level of rural teachers has improved to some extent and development opportunities have increased, but there is still a large gap between rural and urban teachers.

Zhang Xiaowen and Zhang Xu conducted a survey on the living conditions of 2888 teachers in the context of the Rural Teacher Support Program. In their survey, they clearly demonstrate that the welfare of rural teachers is poor and needs to be improved in all aspects, mainly in terms of the living environment, salary, social security and living allowance [5]. Wang Jintao conducted a field survey on the same issue, in the same policy context, in County D, Guangxi. It is clear that the income of rural teachers has increased, but there is still room for improvement, especially in three areas: transport allowance, information and communication allowance, and classroom teacher allowance. It is also clear that the professional development of rural teachers is guaranteed by the policy, but their social status still needs to be improved [6].

Because of the whole unsatisfied teaching environment, on the one hand, many rural teachers lack aspiration and passion to continue to service in rural areas. On the other hand, some of them are unqualified and lack knowledge and management methods even if they hold some formal qualifications. Most teachers displayed a poor variety of classroom teaching strategies and they did not use effective strategies to introduce lessons, manage various interactions in the main part of the lesson or bring lessons to suitable conclusions. Undoubtedly, this kind of teaching quality has brought much of negative influence on learning outcomes of students.

3.2 Over-Burdened Teaching Responsibility

The small size of rural schools and the high number of special groups of rural students determine the difficulty and complexity of rural teachers' work. The nature of teachers' work burden is the allocation of teachers' time, which is embodied in two aspects: quantitative regulation and qualitative regulation [7]. The regulation of quantity reflects the quantitative characteristics of teachers' work, while the regulation of quality depends on the content and structure of time distribution in various work affairs.

In terms of quantitative characteristic, teachers' heavy burden shows on the total amount of work and long working hours. As for quality characteristics, it is manifested in two aspects: unreasonable distribution structure of working time leads to shift the focus of work and the low degree of working integration leads to excessive workload. According to a survey, teachers in rural areas work an average of 8.91 h a day, 29.26% of them work more than 10 h per day and even cost them 2 h more for working affairs after work. The average number of weekly class for rural teachers is 17.35 lessons and 24.20% of them have more than 20 lessons a week. The average number of teaching subjects per rural teacher is 2.65 courses and there are 44.72% of them teach 3 or more subjects at the same time [8].

As for time distribution, the working content and structure of rural students are complicated. As the survey indicates, among the teachers' working hours per day, there are as high as 33.49% of the working time is spent on non-educational tasks [8]. To be more specific, a wide range of rural students determines teachers' heavy teaching obligations and pressure – leftover children, migrant children, children with single parents, and orphans. Some schools also have many special students with physical and mental retardation. These students lack family education, many departments can only transfer more family responsibilities to rural teachers, teachers become students' "school parents".

3.3 High Rate of Resignation

The problem of teachers frequently transferring from schools in remote and poverty-stricken areas to urban schools has become a major practical problem in the development of rural education. Generally speaking, teacher turnover refers to teachers leaving the school where they work. But according to the direction of flow, it can be specifically divided into two categories: one is teachers who transfer to the same school district or another school district continue to teach, which is regarded as movers; The other is that teachers leave the teaching profession, which is seen as leavers.

According to a survey from Yunnan Provincial Education Science Research Institute, from September 2012 to February 2016, a total of 9,941 teachers in elementary education schools in Yunnan province resigned to be admitted to administrative departments or other institutions and the vast majority of which are rural teachers. Moreover, the number of teachers transferred was even larger, with 2,390 teachers in Zhaotong city alone during this period [9]. Most of them are from rural schools to urban schools.

It is obvious from these investigations that the willingness of rural teachers to stay in rural schools is relatively low and it has gradually become a trend that many of them may choose to leave rural schools, especially in some impoverished areas. Thus, it becomes difficult for rural schools to retain them, which will impose a negative influence on rural teaching quality. So many children will be deprived of the chance to receive the high-quality education as children living in cities. If things go on like this, the gap between the rich and the poor would be widened unavoidably.

4 The Breakthroughs in the Development of Rural Teachers

Targeting the development dilemmas of rural teachers mentioned before, three main categories of countermeasures can be adopted to alleviate this situation, namely improving rural teachers' treatment, elevating rural teachers' social status, and promoting rural teachers' professional development. More specific actions and feasibility are analyzed as follows.

4.1 Improving Rural Teachers' Treatment

In recent years, the Ministry of Education (MOE) has been looking for original and advanced measures to improve the treatment of teachers. In addition, it will continue to perfect the mechanism for safeguarding the teachers' treatment, ensure the effective implementation of relevant policies, and strengthen the construction of the ranks of rural teachers, especially in rural and remote areas.

4.1.1 Offering Various Financial Incentives

Financial incentives can be provided to rural teachers in various ways, such as increasing salaries, repaying loans, and offering allowances. To recruit and retain rural teachers, in America, mountainous states like Montana, Utah, and Colorado have greatly increased their salaries, and many states have mandated improved minimum teacher salary scales [10]. There is a load of rural-targeting programs in Missouri, including forgivable college tuition loans for teachers in poor rural areas [11], which is similar to university loan repayments in Australia that are particularly for teachers working in rural areas [12]. Australian governments offer all kinds of allowances to rural teachers, such as housing allowances and seniority subsidies [13], and similarly, some states in the United States provide rural teachers with transportation allowances, housing subsidies, and moving expenses [10].

China has made progress in supporting and improving rural teachers' treatment by providing financial incentives. According to a recent report on improving teachers'

performance and enforcing the Teachers Law, cost-of-living subsidies have been given to rural ones, benefiting around 1.3 million people [14]. Lyu Yugang, a senior official with the Ministry of Education, also noted that more benefits would be offered to teachers working in rural and remote areas [15]. Central Document No. 1 issued by the Chinese government in 2013 called for the establishment of a special fund to provide living allowances to teachers working in rural schools or teaching centers [16]. Even if subsidies have been offered by local governments and the relevant fund has been set up, the huge gap between income levels in rural and urban areas still exists, so more efforts should be made. Firstly, just as the American government does, the pay packages of teachers in rural areas should be enhanced. This is because in China, generally speaking, salaries are dependent on the funds available to the local authorities or provincial level and distributed by local governments, which resembles that in the United States. Second, considering the formal fund that is especially for rural teachers, China can spend this money more flexibly in various aspects like what Western Australia and America do, including increasing financial input in medical and endowment insurance, setting up different allowances like housing allowances and seniority subsidies, and so on. Third, based on the established policies about providing financial incentives, China is supposed to perfect relevant systems and continue to implement the allowance policy for rural teachers. To be more specific, China should improve the national allowance system, raise the standards of teaching allowances, and carry out policies on social security. In addition, it must be strictly implemented that the average salary of rural teachers shall not be lower than that of public servants working in the same locality [16]. In a word, financial incentives can alleviate rural teachers' economic pressure, and teachers will show a stronger willingness to go to rural schools.

4.1.2 Decreasing Rural Teachers' Psychological Pressure

The working environment of the school, especially the leadership level of the school administration, significantly influences teachers' working pressure, as well as their willingness to stay on. Because of this, many states in America have launched some training programs for principals. North Carolina, for instance, offers principals two-year courses and annual scholarships [17]. In addition, the key task of the Cultivating and Supporting Effective Rural School Leaders Community of Practice (COP) contains improving rural principals' capacity and supporting them [18].

China's Ministry of Education and the United Nations Children's Fund (UNICEF) has been jointly promoting the Whole School Environment Improvement project on a nationwide scale, which has not only improved rural teachers' working environment but also made students who are far away from parents feel less lonely [19]. Obviously, China can do more in this aspect. Firstly, more programs on training rural school principals should be carried out, where they can learn to list working schedules, define the responsibility of the boundary more clearly, and assign work tasks more appropriately. Second, because both living and working conditions can affect rural teachers' emotional status and further cause psychological pressure, more funds are encouraged to be earmarked from the central government budgetary investment in order to improve dormitories for teachers working in rural areas, and local authorities are expected to provide stable housing for them.

4.2 Elevating Rural Teachers' Social Status

China always has the invaluable tradition of respecting teachers and revering education, so it is important for the whole society to show full respect for rural teachers. Chen Baosheng, Minister of Education, once mentioned that the central government attached great importance to upgrading the social standing of teachers [20]. On China's 37th Teachers' Day, Sun Chunlan, the Vice-Premier of China, called for more efforts to foster an atmosphere of respecting teachers and supporting education and to constantly reinforce teachers' sense of gain and honor [21]. Various measures should be carried out to improve rural teachers' social status and shape the image of teaching into an honorable occupation.

4.2.1 Raising Rural Teachers' Status on the School Level

When it comes to improving rural teachers' status, the American RESPECT Project focuses on educational success, professional excellence, and collaborative teaching. The modes of teaching management and collaborative governance are innovated, where rural teachers can make important decisions along with their principals [22]. From a micro-political perspective, rural teachers can help create and shape the political atmosphere of their educational environments, and turn schools into sites where power is not owned but exercised [23]. When rural teachers can exercise authority more freely and their relationships with principals and colleagues are improved, they can finish teaching tasks more efficiently.

In some Chinese schools, rural teachers' relationships with their principals and colleagues are comparatively harmonious. A study, however, reveals that rural teachers generally value their cooperation with co-workers, while many problems exist in the interaction between superior and subordinate [24]. Unfortunately, China hasn't done much in this aspect. America's experience is helpful to empower rural teachers and relieve the tense superior-subordinate relationship mainly caused by the lack of communication and unequal status in schools. Firstly, from the conceptual level, the school leadership should enhance the consciousness of empowerment and reflect on the long-formed linear relationship. Second, from the level of implementation, for one thing, schools should change the rigid and direct instruction-obedience relation and assignment-accomplishment connection, adjust the entitlement management, and allow teachers to design curricula and make plans more freely. For another, local governments are suggested to set up more communication platforms for rural teachers to exchange ideas and have constructive discussions, and effective organizational and monitoring mechanisms need to be built to ensure the full and equal exercise of rights for all school members. When the rural teachers' status at the school level is improved, their working efficiency and enthusiasm will gradually improve as well.

4.2.2 Perfecting the Rewarding and Promotion System

The American RESPECT Project mentioned before has taken action to compensate for the lack of rewarding mechanisms and promotion opportunities and to further reshape the professional status of teachers [10]. In addition, to acknowledge outstanding teachers, the United States has established many honorary titles for rural teachers, along with

different kinds of spiritual and material awards. In France and Japan, teachers have the same social status, treatment, and lifetime tenure as civil servants, so they enjoy both respectable social status and the stability of their profession [25].

Promoting teachers as a profession that is respected by all members of society needs much more effort. A guideline issued by the Ministry of Education and five other departments required local authorities to formulate more favorable policies and award more senior professional titles to rural teachers [26]. In the Support Program for Teachers in Rural Areas (2015–2020), the major measures include the evaluation and appointment of professional titles (positions) tilting towards rural schools and the establishment of an honor system for rural teachers [27]. Nevertheless, in China, many rural schools still have neither a perfect rewarding system for excellent teachers nor thorough professional title evaluation mechanisms, which will lead to insufficient enthusiasm for teaching and an inadequate sense of self-identity and achievement. Therefore, perfecting rewarding mechanisms and promotion systems is extremely significant in China. Due to the existing gap between rural and urban schools, a majority of rural teachers still find it difficult to do an excellent job in education. Unified standards often put them at a disadvantage when evaluating rewards, professional titles, or other titles of honor. As a result, the financial reward system, honorary title mechanisms, and promotion channels are supposed to take the unique characteristics of rural schools and set different standards into account. Specifically speaking, it is recommended to relax the academic requirements for granting professional titles for rural teachers, establish a certain quota of honorary titles which are especially for them, and provide them with transparent and complete promotion channels. Easier access to different kinds of teaching rewards helps improve rural teachers' social status, and they can enjoy self-satisfaction and self-accomplishment.

4.3 Promoting Rural Teachers' Professional Development

Mesosystem and exosystem are parts of American psychologist Urie Bronfenbrenner's most-known ecological systems theory. According to the Mesosystem and Exosystem of education, the professional competencies, teaching strategies, and expertise of rural teachers are significant elements influencing the learning outcomes of students in China, which is especially obvious in rural and remote areas. As a result, promoting rural teachers' professional development does matter.

4.3.1 Raising Requirements for Teaching Qualifications

In Scotland, schools and teachers are managed by the local and central governments. According to its requirements, all teachers, including ones in rural schools, having passed a recognized initial teaching qualification, either undergraduate or postgraduate, can then register with the General Teaching Council for Scotland [28]. In Northern Australia, a one-year evaluation strategy is adopted to assess rural teachers' capability, and the unqualified ones will be dismissed, so the overall quality of rural teachers will be improved [29].

China has attached importance to rural teachers' teaching qualifications. Similar to Scotland, all Chinese students must gain their diplomas before sitting the Teacher Certificate Examination, which is designed to make sure that applicants' skills and knowledge

can satisfy the profession requirements. Although organizing the Teacher Certificate Examination can ensure teachers' quality to a large extent, there is still much room for promotion. In China, students are not required to take part in pre-service teacher education before applying for the Teacher Certificate Examination. When it comes to recruiting teachers, harder-to-staff schools in rural areas are not as picky as high-ranking schools. In other words, rural teachers with the National Teacher Certifications are not necessarily pre-service teacher education degree holders, and even many of them have no relevant certifications, which are vital to measuring rural teachers' quality. As a result, firstly, China is suggested to partially learn from Northern Australia and set regular evaluation examinations to assess rural teachers' competencies and professional basic knowledge. Given the shortage of teachers in rural areas, the employed unqualified teachers should not be fired but be arranged to participate in teacher training to improve their capabilities. Second, it is recommended to raise the criteria for employing rural teachers and consider relevant teaching certifications or degrees mandatory, which can ensure their quality directly. Nonetheless, one of the possible consequences is that teachers with enough teaching qualifications are reluctant to go to rural schools, and then teacher education will play a more significant role in improving rural teachers' quality and professional development, which is discussed in the following.

4.3.2 Launching More and Varied Teacher Training Programs

As mentioned before, rural teacher education deserves more emphasis. The Teacher Quality Partnership (TQP) program launched by the U.S. Department of Education aims at improving the quality of new teachers by strengthening professional development activities for new teachers and enhancing the preparation of prospective ones [30]. To support rural teachers' professional development and effective coaching, the Coaching Science Inquiry in Rural Schools (CSI), a project funded by American federal governments, has utilized both mature and emerging technological measures, for that recent advances in technology can make expertise and specialized resources more available to rural teachers [31].

Teacher professional development is inseparable from high-quality teacher training. In view of the uneven national development and unequal distribution of learning resources, training opportunities, and expert guidance for rural teachers, the National Training Program for Primary and Secondary School Teachers launched by China has created a high-quality professional development platform for them, providing rich study materials and high-level professional instructions [32]. Nonetheless, compared with America, the established teacher training programs in China are much fewer and teaching methods are less varied. The existing success of the National Training Program for Primary and Secondary School Teachers reflects that teacher training programs can make a difference in rural teachers' professional development and rural education, so it is advisable to continue this program, enlarge its training range, establish more teacher training programs across the whole country, and develop rural teachers' quality and competencies in an all-around way.

Except for training rural teachers in the traditional face-to-face manner, technological solutions can be applied to teacher education to diversify teaching methods. The

Education Informatization 2.0 Action Plan in China focuses on building cloud classrooms, installing teaching equipment based on information technology, and developing high-quality digital education with shared resources and related educational information services [12]. With these technological means, remote teaching is more achievable. Because remote teaching plans targeting students are being promoted in China, teacher training programs are suggested to be implemented with the help of established technological measures, which can provide rural teachers with expertise and professional guidance without the obstacle of time and space.

It is also necessary for universities to cooperate with rural areas and launch more teacher training programs. Rural schools in the United States and Australia are actively strengthening their relationship with local universities, organizing rural teacher training in universities, and conducting joint research to improve the professional quality of teachers [33]. With the rising demand for improving rural teachers' professional expertise, there are an increasing number of rural INSET programs in China. For example, in early 2008, the English department of a national normal university located in Central China and the local District Education Bureau on the outskirts of the provincial capital launched a joint program, with the mission of offering all teachers in that area professional developments [34]. The successful implementation of INSET programs for Chinese rural teachers reflects its feasibility and advantages, such as satisfying participants' aspirations for professional advancement and higher qualifications and helping them integrate theory with practice to gain a better understanding. Conductors of these programs also list several drawbacks to be overcome, including the limited course length, the highly-theoretical and strongly-academic orientation, the failure to address the realities in the classrooms, and the relatively high cost of the program [31]. Targeting these problems, Chinese project providers should try to provide sufficient resources, meet a balance between rural teachers' needs and their willingness to engage in professional development, strive to gain more support from universities and cooperate with them, enhance rural teachers' participation in different ways, and seek for the help of technological solutions. In this way, rural teachers' professional development will be enhanced.

5 Conclusion

The rural revitalization strategy has achieved initial results with the joint efforts of all sectors of society. However, there are many areas that deserve the more tremendous effort. Education is a significant part of the rural revitalization strategy. As the core force of rural education revitalization, teachers must be widely concerned by the whole society and supported by national policies. When the demands of rural teachers are answered and their difficulties are resolved, they will be able to better play their roles in cultural dissemination, talent training, and social governance. Now, as the dilemmas faced by teachers in their functions and personal development have been seen, the state must make some efforts to solve the practical difficulties of rural teachers. This study explores the potential and obstacles of rural teachers from the perspective of rural revitalization, which has high reference value for policymakers to understand the basic needs of rural teachers and improve the quality of rural education. In future studies, we could focus on comparing the actual roles played by rural teachers in different regions during the

period of rural revitalization, to find advanced experiences and more feasible educational development strategies that are closer to the national conditions.

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