

The present situation, problems and countermeasures of small-scale Rural School Teachers in western China

-- Taking 4 primary schools in L city as an example

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Abstract: In 2012, the State proposed to protect our rural small-scale schools. A hundred years of planning, education is the foundation; education is the foundation, teachers are the foundation. The key to the development of rural basic education is to establish a sufficient number of teachers with reasonable structure and high quality. The survey found that there are still many problems in the number, structure, economic treatment, teacher training and other aspects of the rural small-scale school teaching force in the western region. Combined with the current situation of rural areas in the western region, this study provides a comprehensive analysis of the current situation of the rural small-scale school teaching force and the causes of the problems, and discusses how to optimize the structure of the rural teaching force in the western region, improve the mechanism for allocating resources to rural teachers, increase the investment in rural education, and improve the effectiveness of teacher training, among other aspects.

Keywords: small-scale rural schools; teachers; problems; countermeasures.

1. Introduction

Since the new era, the number of students in rural areas has declined sharply as urbanization has accelerated. However, the General Secretary has pointed out that rural education cannot be completely eliminated, and that it is therefore essential to persevere with rural education and to promote urban-rural integration and balanced development, which has become the key to the promotion of comprehensive social development. Therefore, small-scale rural schools are not a transitional form, but are bound to exist and will continue for a long time. As far as the current situation is concerned, rural small-scale schools can meet the needs of remote areas, accelerating the development of rural education; in the long run, small class system is an inevitable trend in the development of school education, small class system in order to better personalized teaching, so that the education closer to life, localization. "Small class and small school" is the inevitable trend of the future development of education, the development of small-scale rural schools should be the consensus of society.

A hundred years of planning, education for this; education for this, teachers for this. Rural small-scale school teachers are the key to the development of rural small-scale schools. A high-quality rural small-scale school teacher team is the main force of rural education development, an indispensable element for cultivating rural talents, and an important part of China's primary and secondary school teacher team, who have made great contributions to the development of rural education in remote areas. They are an important force in realizing the balanced development of education. How to build a high-quality rural small-scale school teacher team is not only related to the current overall quality level of national education and the implementation of rural revitalization, but also to the bright future of sustainable rural development.

J village elementary school peak students are only one hundred and twenty-some, teachers at most only ten, is a typical rural small-scale schools, the author since childhood

in this elementary school, will be the development of this elementary school in the eyes. In addition, the author's friend through the "orientation commissioned" to the elementary school teaching, so that I am more concerned about the rural small-scale school teachers as a group. Through this teacher, I learned that the elementary school due to insufficient number of teachers, low teacher quality and other reasons, facing many development difficulties. Therefore, the author positioned the topic in the group of rural small-scale school teachers, and tried to find out the problems, analyze the reasons and put forward the corresponding countermeasures through the investigation of four small-scale schools in L city.

2. Problems with the teaching force in small rural schools in the western region

According to the survey, although the teaching force in rural small-scale schools in the western region has improved compared with the past, it can be found that there are still obvious problems in the teaching force of rural small-scale schools in comparison with the relevant policies of the State and the corresponding situation in urban elementary school.

2.1. Insufficient number of teachers

Over the past decade or so, the compulsory education teaching force has expanded and the shortage of teachers has been greatly reduced. However, the geographical distribution of teachers is uneven, with a surplus of teachers in urban areas and a severe shortage in remote rural areas. According to the national regulations on class-teacher ratios, there should be enough teachers in rural elementary school, but the actual situation is not good. Although there are fewer students, the class curriculum is not reduced, and teachers are unable to meet the demands of the curriculum at all grade levels and often have to teach part-time.

2.2. Unreasonable structure of the teaching staff

2.2.1. Unreasonable age structure

According to the survey, the aging problem of teachers in small-scale rural schools coexists with the trend of rejuvenation. Although some old teachers are relatively experienced in teaching, it is difficult to guarantee their teaching quality due to the decline of physical strength and energy. At the same time, local governments have arranged for a large number of new teachers to teach in small-scale schools as a kind of policy guarantee, requiring new arrivals to teach for a period of time in rural elementary school before they can enter urban schools. This forced teaching status quo has led to a low sense of professional identity among young teachers, thus affecting their job stability.

2.2.2. Unreasonable gender structure

The gender structure of teachers refers to the ratio of the number of male and female teachers. An irrational gender structure refers to an imbalance in the ratio of men to women, which affects the effective distribution of resources. In primary education, teachers play a pivotal role in shaping and developing students' personalities, and male and female teachers have their own characteristics, so an imbalance in the gender ratio is not conducive to student development. The survey found that there are more females than males in rural small-scale schools and the ratio of male to female teachers is unreasonable. Although the authors did not follow up on the gender imbalance of elementary school teachers, the lack of male teachers may affect students' personality development from the basic principles of developmental psychology.

2.2.3. Unreasonable professional structure

The survey shows that almost all teachers are concentrated in the main subjects, and the lack of specialized teachers for quality education courses such as phonetics, physical education and aesthetics has forced schools to let the main subject teachers work part-time. Insufficient teachers lead to a heavier burden on teachers, and the lack of specialized knowledge in secondary subjects affects the quality of teaching. The lack of teaching facilities makes it even more difficult to guarantee the quality of teaching. Due to the influence of the idea of exam-oriented education, school leaders do not pay enough attention to secondary subjects, but only must be in accordance with national regulations to provide courses, often unable to meet the requirements of quality education.

2.2.4. Unreasonable title structure

Teachers' title evaluation is the result of comprehensive assessment of teachers' morality, ability, performance, contribution and other aspects, teachers' title configuration is reasonable, reasonable title structure, can make the teacher team to form a good environment to help each other and make progress together. The survey found that the title structure of teachers in rural small-scale schools is very unreasonable, and there are even aged teachers, who are close to retirement, have no way to evaluate the senior title.

2.3. Poor working and living conditions for teachers

2.3.1. The working environment is poor, and office conditions are in urgent need of improvement.

A good working environment can not only make teachers happy and stimulate their enthusiasm and creativity, but also

mobilize their motivation and improve their work efficiency. However, due to the remoteness of small rural schools and the small number of students, the local financial allocations according to the number of students, resulting in the school's annual funding is very limited, only to meet the normal expenses, it is difficult to improve school conditions.

2.3.2. Poor living environment, spiritual life needs to be enriched.

Elementary school are located in remote mountainous areas, transportation is inconvenient, teachers boarding school, five days a week are staying in school. And the school dormitory space is small, living and office conditions are difficult. In addition, the school has limited funds, the cafeteria can not feed teachers, teachers can only solve their own diet. In addition, the school lacks recreational and leisure facilities, so the teachers' spiritual life is monotonous.

2.4. Teachers' low salaries and social status

2.4.1. Low economic remuneration and high pressure of life.

According to the survey, the monthly salary of teachers is mostly between 2,000 and 3,000 yuan, while the salary of substitute teachers is less than 1,500 yuan. Teachers are generally dissatisfied with their salaries. Meanwhile, as elementary school are located in remote mountainous areas, transportation is inconvenient, and transportation expenses will also add to the burden of teachers. Young teachers have to face the pressure of buying a house, getting married and having children, and with rising prices, teachers say they are under great financial pressure.

2.4.2. Low social status and professional satisfaction

The Teachers' Act clearly states that rural teachers are professionals who perform educational and teaching duties, and that their social status consists mainly of economic, political and cultural status. In the interviews, it was found that teachers generally believe that the social status of rural teachers at the moment is low. On the one hand, it is because of the low income of teachers; on the other hand, with the development of the Internet, the influence of public opinion has become more and more influential, and there have been a lot of negative reports about teachers on the Internet in recent years, which has led to the public's bad impression of teachers. Because of the influence of income and social status, it leads to the low satisfaction of rural small-scale school teachers with their profession.

2.5. Teacher training is not effective

Teacher training is an effective means of upgrading the quality of teachers, but in reality there are many problems. Teachers are often unable to choose the ideal training content, which affects the effectiveness of training; training methods lack relevance and flexibility, making it difficult to adapt to the characteristics of small-scale rural schools; and the content and form of training are single and out of touch with teaching practice. At the same time, rural teachers have heavy teaching duties, economic difficulties, few opportunities to go out to study, and low motivation to participate in training. Therefore, teacher training needs to be improved in order to play its proper role.

3. Analysis of the reasons affecting the teaching force in small-scale rural schools

For a long time, China's rural areas are limited by factors such as geography and transportation conditions, coupled with the urban-rural dual structure, socio-economic development and other constraints, which has led to the overall level of rural education in China is relatively low. For a long time, the development of rural education in China has faced many problems, such as insufficient investment in education and an unreasonable teacher structure. Especially in remote areas, how to ensure the stability and optimization of the teaching force has become a focus of attention for all sectors of the community, due to poor schooling conditions, low quality of education, and low levels of teacher qualifications.

3.1. Inadequate funding for rural education in the western region

Insufficient investment in rural education in the western region is the main reason affecting the development of the teaching force in small-scale rural schools. Since the reform and opening up, China's economic development has been rapid and its comprehensive national strength has been increasing. However, China is still in the primary stage of socialism, and the problems of unbalanced and insufficient development are still prominent, with obvious differences in the level of economic development between urban and rural areas. As of 2019, the average value of global education investment in GDP is 4.5%, while China is only 4%, although it is close to the international level, but the difference is still very significant. And most educational resources are invested in urban schools and higher education.

The survey found that rural schools in the western region are underfunded for education, and most of the funding goes to urban schools, especially the limited funding for small-scale rural schools, which leads to low salaries and poor treatment of teachers and high economic pressure. In addition, because of the small number of students in rural small-scale schools, the allocation of national public funds is also limited.

3.2. Rural teacher preparation in the western region is divorced from reality.

According to national regulations, county-level governments are responsible for the unified management of the employment of teachers within the county, but due to the influence of the natural economic environment and human factors, a large number of teachers have moved to urban schools, resulting in a shortage of teachers in rural schools, especially in small-sized schools. China's current teacher establishment is calculated on the basis of the teacher-student ratio, which is set by the State at 1:23 in rural schools, and it is unreasonable to have a teacher-student ratio that is either too small or too large. However, if the method of establishment only takes into account the ratio of teachers to pupils and ignores the influence of other factors, this will be very unfavorable to the development of rural elementary school, especially rural small-scale schools. Since the number of students in rural small-scale schools is small, the nationally prescribed teacher-student ratios cannot be used for the counting of teachers.

Although the number of students in rural small-scale schools is small, the curriculum and grade levels are not

reduced, resulting in an awkward situation where the teacher-student ratio is far below the national regulations while the reality is that the number of teachers is still insufficient. The limited number of teachers makes it more burdensome for teachers to wear multiple hats. Schools hire substitute teachers to make up for the shortage of teachers, but the poor treatment, lack of protection of rights and interests, and low quality of teachers affect the quality of teaching and are not conducive to the all-round development of students.

3.3. Lack of incentives in rural schools in the western region

Teacher management is an important part of school management, reasonable and perfect teacher reward and punishment management mechanism can well stimulate the enthusiasm of teachers. For the development of the school has twice the effect with half the effort. Rural small-scale schools and urban schools, compared to give a feeling of lifelessness, the main reason is the lack of incentives for the school which leads to the teacher's motivation is not high. School assessment and reward and punishment system should take into account a variety of factors, to adapt to the reality of the school, timely adjustment, in order to promote the development of teachers and schools. Teachers are contributing to the development of rural education despite the hardships and difficulties, so schools are only trying to retain teachers, and it is difficult to take into account the level of education and teaching.

3.4. Rural teacher training in the western region is a mere formality

Teacher training can improve the level of education and teaching, but its effectiveness is affected by funding, content and form. The reasons for this include: firstly, there is a shortage of funds for teacher training, and school funds are mostly used in other areas; secondly, the participation standard of higher-level training programs such as "National Training" and "Provincial Training" is high, and it is difficult for teachers of small rural schools to meet the standard; thirdly, the number of teachers is insufficient, and the training time conflicts with teaching; fourthly, the training content is theoretical and out of touch with actual teaching; fourthly, the training content is theoretical and out of touch with actual teaching; fourthly, the training content is theoretical and out of touch with actual teaching. Third, the number of teachers is insufficient, so the training time conflicts with teaching; fourth, the training content is theoretical and out of touch with actual teaching; fifth, the schools are located in remote areas, and teachers are backward in their thinking about teaching and are not active in training.

3.5. Teachers themselves

The main causes of the problem of the teaching force in small-scale rural schools are "not being able to enter" and "not being able to stay". Because of the inconvenient transportation and poor economic conditions in remote mountainous areas, highly educated and qualified young teachers are reluctant to go there; some young teachers who have already been teaching there wish to move to the cities because they are not accustomed to life in the countryside or for family reasons. This has led to a structural imbalance in the teaching force.

4. Suggestions for improving the teaching force in small-scale rural schools in the western region

Education is the mainstay of a hundred-year plan; teachers are the mainstay of a major education plan. In order to promote the development of rural education and improve the overall quality and level of education, it is necessary to strengthen the construction of teachers. Especially in remote rural areas, it has become imperative to promote the construction of rural small-scale school teachers. This paper analyzes the current problems from the current situation of the teacher team in four elementary school, and puts forward the following suggestions on how to strengthen the teacher team.

4.1. Deepening the reform of teacher establishment

The adequacy or otherwise of the number of teachers' establishment is a key factor affecting the development of schools. Adequate teacher establishment can promote the improvement of the quality of education and teaching and the balanced development of education. Teacher preparation largely determines the number of teachers, and a scientific teacher preparation system will be directly related to the rational distribution of teacher resources. According to the national teacher-student ratio in rural areas, small-scale rural schools have met the requirements, but in reality, the problem of teacher shortage is very prominent. From a practical point of view, the fact that the number of teachers on staff has reached the standard does not necessarily mean that the number of teachers will be able to meet the needs of the schools. The Circular of the General Office of the State Council Transmitting the Opinions of the Central Editorial Office, the Ministry of Education and the Ministry of Finance on the Formulation of Standards for the Establishment of Teaching Staff in Primary and Secondary Schools, promulgated by the State Council in 2001, requires that the principle of differentiation should be followed in the light of local conditions. Therefore, it is not possible to rigidly follow the regulations, but rather to take into account the specific situation of a school to ensure the number of staffing required by it. The staffing level should be determined in the light of the number of classes, the number of students and other characteristics of the school, so as to ensure that there are sufficient teachers for each class.

4.2. Optimizing the structure of the teaching force

4.2.1. Improve the teacher replenishment mechanism

The shortage of teachers greatly restricts the development of rural small-scale schools. It is necessary to broaden the channels for replenishing teachers in rural elementary school and attract more excellent talents to devote themselves to rural small-scale schools. First of all, the government should expand the scope of recruitment of teacher trainees, timely recruitment to teacher training colleges and universities, to attract outstanding graduates to teach in rural small-scale schools. Second, it should formulate preferential policies and strengthen publicity to encourage local college students to return to their hometowns to teach. Thirdly, a scientific and reasonable teacher mobility system should be established to encourage teachers to travel between urban and rural areas and between schools, improve transportation, subsidies and other supporting measures for travelling to teach, and

incorporate them into the appraisal system, as well as publicize the dedication of teachers who travel to teach.

4.2.2. Improve the system of title evaluation and recruitment

The appraisal and recruitment of titles is related to the personal interests of teachers, so the appraisal and recruitment of titles should follow the principles of fairness, science and flexibility. The evaluation and recruitment of teachers' titles should pay attention to the following points: First, follow the principle of fairness. The management should strengthen the supervision of the evaluation of titles and open the reporting channel to ensure fair competition; secondly, follow the principle of science. The evaluation and recruitment of teachers' titles should not only focus on the hard conditions, but also focus on the examination of teachers' personal ability and ideological and moral character and other soft conditions, focusing on "moral competence". Third, follow the principle of flexibility. For rural teachers' title evaluation and recruitment, can not be too rigid, strict limitations on the title of the quota, should be based on the teacher's contribution and the actual situation, tilted to the rural areas, an appropriate increase in the number of places. At the same time, rural teachers should not be rigidly required to be evaluated and recruited on the basis of published articles and honors, and the standard requirements should be appropriately relaxed.

4.2.3. Sound teacher incentive mechanism

The establishment of a sound and reasonable teacher incentive mechanism can effectively stimulate the enthusiasm of teachers and improve their work enthusiasm. It is suggested that rural small-scale schools can establish incentives from the following aspects: first, improve the assessment system. Schools at the end of each semester for teachers to carry out the assessment, the assessment includes attendance, lesson plans, duty and class activities, etc., the implementation of extra points system, the assessment scores and performance pay linked; second is to establish a system of honor. Awards are given to outstanding teachers and classroom teachers through the assessment, and honorary certificates are issued so that teachers can gain a sense of achievement through serious work. The last is to form a caring mechanism. That is, class or school activities are held during traditional festivals to enrich the life of teachers, while gifts are issued to teachers to express their condolences, so that teachers feel cared for by the school and have spiritual support.

4.3. Increase financial input

4.3.1. Raise teachers' salaries

At present, China's urban and rural economic development is unbalanced, and the gap between urban and rural areas is large. In order for teachers to "stay" in small-scale schools in rural areas of the western region, where conditions are difficult, it is necessary to prevent the loss of teachers at the root of the problem. To increase financial investment, improve the economic treatment of teachers, improve the working and living conditions of teachers, so as to mobilize the enthusiasm of teachers, stable teacher's heart, so that they feel at ease rooted in the countryside. At the same time, by improving wages and salaries to enhance the attractiveness of the teaching profession in rural small-scale schools, so that more talented people are willing to teach in rural small-scale schools. This will not only be conducive to the development of teachers and the all-round development of students, but will also improve the quality of education in small-scale rural schools, thus promoting the balanced development of

education in China.

4.3.2. Implementing the special allowance system for rural teachers

In recent years, the State has continued to increase its investment in education and has established a system of special allowances for rural teachers in order to improve their treatment and stabilize the teaching force. Hubei Province's Measures for the Implementation of the Rural Teacher Support Program provide for the inclusion of subsidies for backbone teachers in rural basic education within the scope of the township work subsidy, which ranges from 200 yuan to 500 yuan per person per month, depending on the financial situation of the county government. Although the policy is well defined, it is often not guaranteed in the course of implementation. Therefore, county governments must put higher-level policies into effect, guarantee the payment of teacher subsidies, improve teacher salaries, and prevent the loss of talent.

4.4. Enhancing the effectiveness of teacher training

4.4.1. Improve rural teacher training mechanism

Training funds are the main constraints on teacher training, in order to ensure that teacher training can be carried out smoothly, each small-scale rural schools must plan for the expenditure of funds each semester, to seriously implement the Ministry of Education, the Ministry of Finance, "in accordance with the school's annual budget of 5% of the total amount of public funds for the arrangement of teacher training funds" regulations. Set aside special training funds. Establish and improve the input and management mechanism of teacher training funds, and improve the effectiveness of the utilization of training funds. Training should be standardized and teacher training should be made an important management system. At the same time, a teacher training and assessment system should be established, with certificates issued to those who have passed the assessment and used as an important basis for the evaluation of titles and honors.

4.4.2. Scientific selection of the content and form of teacher training

In view of the current problem of the ineffectiveness of teacher training in rural small-scale schools, the content and form of training should be adjusted appropriately. First of all, the content of teacher training should be practical, to be combined with the actual situation of rural small-scale schools, and the actual teaching practice of teachers. Secondly, the content of teacher training should be targeted, and appropriate training content should be chosen according to the different subjects in different areas, while the actual needs of teachers should be understood and training should be targeted. At the same time, the form of teacher training should be more diversified. In response to the current problems of small-scale rural schools and the actual needs of teachers, a set of effective training programs has been developed, with a clear definition of its content and scope.

5. Conclusion

The construction of the teaching force is a long-term systematic project, the development of the teaching force is directly related to the development of rural small-scale schools, to promote the balanced development of education must pay attention to the construction of the teaching force.

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