

Research on the influencing factors and Countermeasures of new graduate normal students to rural employment

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Abstract

This research is based on Liaoning Province, 19116 newly graduated students from northeast, northwest and coastal some areas are selected as research objects, the self-compiled questionnaire "Living Conditions of Newly Graduated Normal School Students in Rural Employment" is adopted as a survey tool, investigates the teaching status and living conditions of new teachers with different educational background and disciplines in rural primary and secondary schools and kindergartens for teaching one to six years, it is found that the educational background, discipline, teaching ability, salary and housing conditions of normal school students are important factors influencing their employment, living and development, and teaching stability.

Keywords

Normal school student; rural employment; living condition.

1. Proposal of Question

As a new force in rural areas, the newly graduated normal school students go to rural areas to teach, they are not only the cultural direction of resource flow reorganization in the urban-rural dual structure change, but also the strategic decision which the party and government incline rural education, solve the shortage of teachers and supplement high-quality resources. However, the regional and cultural differences of urban and rural education in China, the differences of teaching and living conditions of new teachers in town and country, the confrontation between traditional culture and real interests, the conflict between the self-value of normal school students and the predicament of employment, which have made newly graduated normal school students to settle in rural areas, face the difficulties how to cope with work stability, self-survival and development, and even face the potential crisis of falling into the new "poverty generation." Therefore, paying attention to the living conditions and career development of newly graduated teachers this special group to work in rural area, which should be a new problem not to be neglected for governmental decision-making, social support, financial input, resource allocation, and humanistic care.

This research uses the method which integrate questionnaire, on-the-spot investigation and in-depth interviews, through educational and administrative coordination, extensive sampling and follow-up return visit, obtains more than 20,000 normal school student covering all regions of Liaoning, some areas of northeast, northwest and coastland, these graduates are engaged in primary and middle schools and kindergartens and as the research objects, conducts large-sample, multi-dimensional, full-scale empirical research which newly graduated normal school students go to rural area for working, on the basis of analyzing the factors influencing the employment and living of teachers in rural areas, explore ways to improve living conditions and enhance professional identity, countermeasures and suggestions to get rid of the living troubles and helpless mentality, and provides empirical data and decision reference for the government to solve the confusion and difficulties of the internal structure imbalance and external support loss of new teachers in rural areas.

2. Research Methods

2.1 Research Samples

This research samples 19,116 new teachers who work in primary and secondary schools and kindergartens in the northeastern region, northwestern region, and coastal areas, their teaching age is one to six years. These students' educational background, discipline, salary and housing and other living conditions are investigated; the research objects have regional nature, academic level nature and discipline coverage nature, the distribution condition of the research objects is shown in Table.1.

Table.1 Distribution summary sheet of the overall situation of the research objects (N=19116)

	Gender male female	marital status married single	Age below 20 20-25 25-30 over 30	education background middle college graduate vocational senior master or over school to university graduate												
N	3876 15240	9825 8706	82 3816 13169 2218	2924 1255 846 2545 10968 901												
%	19.8 77.7	44.4 50.1	0.4 19.5 67.2 11.3	14.9 6.4 4.3 13.0 55.9 4.6												
		Teaching grade high middle primary kindergarten school school school	Teaching time 1-2 year 3-4 year 5-6 year over 6 year	Is it a class teacher? yes no												
N		3214 6221 9059 712	6585 6265 4280 2165	7930 11226												
%		16.4 31.7 46.2 3.6	33.6 32 21.8 11	40.4 57.3												
	teaching discipline															
	language and maths biology	language chemistry	maths physics	foreign language history	science geography	morality politics	music information technology	art psychology	sports							
N	2660 3278 2270 3356 280 461 780 538 1604 543 598 920 351 318 154 461 74															
%	13.6 16.7 11.6 17.1 1.4 2.4 4.0 2.7 8.2 2.8 3.1 4.7 1.8 1.6 0.8 2.4 0.4															
	salary(RMB)								housing area(m ²)							
	500以下	500-1000	1000-1500	1500-2000	2000-2500	2500-3000	3000-4000	4000以上	below50	50-60	60-80	over 80				
N	424 285 462 2454 8084 6413 1080 131								3452 7039 6634 1910							
%	2.2 1.5 2.4 12.5 41.2 32.7 5.5 0.7								17.6 35.9 33.8 9.7							

2.2 Research methods

This research uses the self-compiled "Living Conditions of Newly Graduated Normal School Students in Rural Employment" questionnaire as a tool. This research make on-the-spot investigation for normal school students in rural primary and secondary schools and kindergartens in different regions, old teachers who have graduated from one to six years, school principals and related managers as interviewee, and the basic structure and content of the questionnaire are designed, the questionnaire is used for project, exploratory and confirmatory factor analysis, samples are predicted by stratified random cluster sampling method, experts put forward suggestions for revision, finally form a formal questionnaire. Data statistics and analysis are conducted by using SPSS13.0 for windows and Amos 17.0 software.

3. Results and Analysis

3.1 Overall analysis of the living conditions of newly graduated normal school students to rural employment

In order to investigate the overall situation which newly graduated normal school students from different regions of the country go to the countryside for working, 19,116 teacher graduates participated in the survey, this research counts average number and standard deviation of five factors in questionnaires. The results show (Table 2): from the data sort, the teacher's professional quality is the best (1.7809 points), the next is master of knowledge and skills, and the third is the teaching ability. The higher interpersonal coordination score shows that the newly graduated normal school students have inadaptability in the interpersonal relationship. The overall score of living conditions is 2.7715, the value is in the first place, ranking is at the bottom, close to the theoretical median 3, and it shows that the overall living conditions of newly graduated normal school students to rural employment are at a low level.

Table 2 Descriptive statistics of the total score and factors of newly graduated normal school students teaching in rural areas

variable	Mean	SD	sort
professional quality	1.7809	0.64778	1
knowledge and skill	1.9226	0.75510	2
teaching ability	2.2158	0.49985	3
interpersonal coordination	2.7678	0.74885	4
living condition	2.7715	0.69468	5

3.2 Analysis of the living conditions of newly graduated normal school students to rural employment

1. Analysis of academic condition

The survey shows that in academic distribution which newly graduated normal school student work in rural primary and secondary schools, the percentage of normal school students in the northeastern and northwestern regions is quite consistent in educational background at all levels (as shown in Fig.1), teachers with master's degree account for about 10%, undergraduate educational background (including special promotion) teachers is about 65%, undergraduate education (upgrade from junior college student to university student) teachers is about 65%, the teachers with master's degree in the coastal areas is about 5%, the teachers from high school to undergraduate is about 50%, the teachers who upgrade from junior college student to university student is about 25%. It shows that the overall academic level of each region is still based on the high school to undergraduate degree. Figure 2 shows that in the northeastern region, the employment status of teachers with undergraduate degree is better, the next is teachers who start from high school to undergraduate; the northwest is just the opposite, High school starting point undergraduate and starting point college degree teachers who start from high school to undergraduate or start from high school to junior college are better employed, the teaching status of teachers who from three to undergraduate is poor, there is no significant difference among teachers with different academic levels in coastal areas. Combined with the above analysis, it can be found that teachers who start from high school to undergraduate adapt relatively better in teaching, and more popular with rural schools.

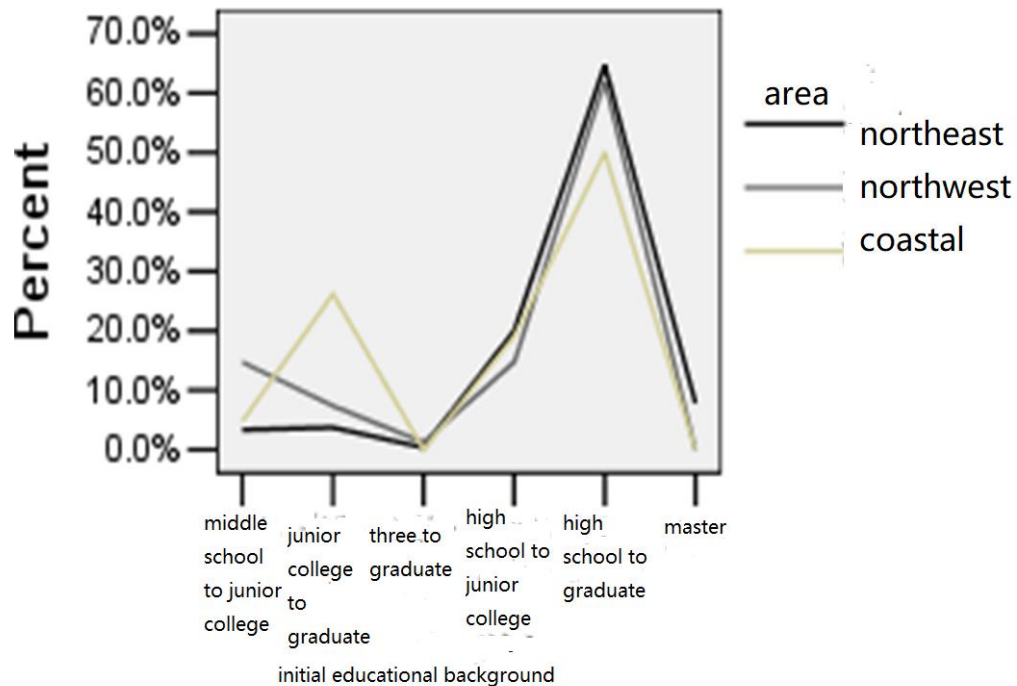


Fig.1 percentage of normal school students in different regions in educational background

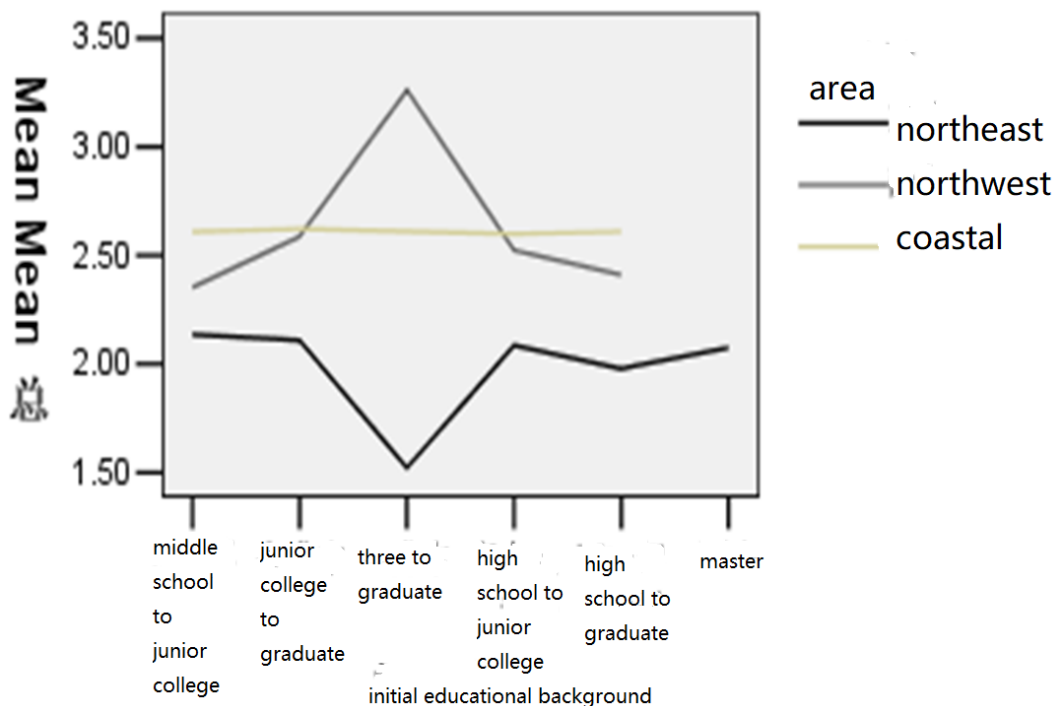


Fig. 2 employment status of normal school students with different educational backgrounds in different regions

2. Analysis of discipline condition

Because the discipline division of new teachers in primary schools and kindergartens is not obvious, the discrimination degree is not high, therefore, this research selects 3,214 newly graduated normal school students who teach in high schools as samples, investigate the teaching condition of their discipline in high school, the ratio of teaching of normal school students in different disciplines is in order: language (15.2%), foreign language (14.7%), mathematics (14.1%), biology (11.5%), physics (10%), chemistry (9.16%), sports (5.59%), geography (4.4%), history (3.86%), politics (3.22%), information technology (1.93%), music (1.67%), fine arts (1.44%), and mental health education (0.74%). From the perspective of discipline distribution, the proportion of Chinese, foreign language

and mathematics teachers far exceeds the proportion of other disciplines, it shows that the high school has a high demand for Chinese, mathematics and foreign language normal school students; in addition, the proportion of normal students with biology, physics, chemistry, sports, geography, history and politics is also high; in contrast, the proportion of normal school students who teach information technology, music, fine arts and mental health education is very low, and there are serious academic imbalances and mismatches, these disciplines are crucial to the training of the comprehensive quality of primary and secondary school students, at the same time, the perfection and balance of these discipline will also promote the students' comprehensive quality, learning ability and relieve of physical and mental stress.

3. Analysis of salary income condition

From the perspective of the percentage of salary income in different regions, in the northeast region, teachers whose salary are 2,500-3,000 account for about 40%, teachers whose salary are 2000-2500 account for about 35%, and teachers whose salary are 3000-4000 account for about 10%, the rest of teachers' salary is below 2000; in the northwest region, about 40% of teachers' salary income are 2500-3000, the next is 2000-2500, about account 20%, about 10% teachers' salary income are 3000-4000, and the rest of teachers salary is below 1500; in the coastal areas, the teachers whose salary income is 2500-3000 are about 65%, the teachers whose salary income is 3000-4000 are about 20%, the teachers whose salary income is 2000-2500 are about 10%, and the rest of teachers are above 4000, there are basically no teachers with salary below 2000. The above data show that the vast majority of teachers in Northeast China and Northwest China do not have high salary, the salary of teachers in coastal areas are relatively high but consumer spending is also high, therefore, the overall salary income of new teachers is at a low level.

4. Analysis of housing situation

This research investigates the living conditions of newly graduated normal school students in different regions, and conduct data analysis on their living property rights and living area, the results show that in the northeast region, the proportion of teachers with self-owned property rights is 45%, parent's property right is about 35%, about 10% teachers rent a house; in the northwest region, parents' property rights teachers is about 34%, teachers with own property right is about 30%, and teachers with school property rights is about 25%; in coastal areas, teachers with own property rights are about 80%, the teachers who rent a house is about 15%, and the rest are parent property teachers, in northeast China, the housing area of teachers is about 30% above 80m², about 30% is 60-80m², below 50m² are less than 10%; about 50% of teachers' housing area in the northwest China is above 80m², 60-80m² are about 30%, about 15% is below 50m², about 38% of the teachers in the coastal areas are above 80m², and about 45% is 60-80m². From the perspective of housing area, housing area of the vast majority of teachers is about 60-80 m². The above data show that in the northeast and northwest regions, the proportion of self-owned property rights and parental property teachers is the same, and the school property rights are next, in the coastal areas, the proportion of self-owned property teachers is slightly higher, the next self-rent, the teachers with school property rights are basically not. The reason for this gap is because, compared with the coastal areas, primary and secondary schools in the northeast and northwest regions try to make teachers live in school dormitory as much as possible to temporarily solve the housing problem; while the coastal areas have relatively high housing prices, and there are more self-owned property teachers, it shows that there are differences in the salary income levels of teachers in coastal areas and the Mainland. The housing situation of the newly graduated normal school students belongs to the basic life needs, which directly determines their living conditions, the housing conditions are the basic factors for the new graduated normal school students can keep mind on teaching, and are the important pressure for new teachers in rural areas.

4. Discussion and Suggestions

4.1 Factors affecting the employment and living conditions of new graduated normal school students in rural areas

Based on comprehensive combing and objective data analysis, this research finds that the basic factors affecting the employment and living development of new graduated normal school students in the countryside are: academic level, discipline structure, teaching status, living conditions and salary, these are the internal and external factor that affects the employment and living development of new graduated normal school students, and they are also important factors that persecute the newly graduated normal school students to settle in the countryside and develop.

1. The effect of academic level on the employment and living of newly graduated normal school students

The hard index for promoting the balanced development of urban and rural education and improving the quality of rural education and teaching are the improvement of the academic level of teachers'. The research found whether Northeast, Northwest or coastal areas, 70% of graduates from are from undergraduate and over undergraduate degrees, especially those with low teaching age. The people with high educational background and master's degree have great advantages in high school in rural counties, it shows that China's regional differences and urban-rural differences are gradually shrinking in the academic level of normal school graduates, the demand for undergraduate and bachelor degree in rural primary and secondary schools has increased, The demand for higher academic levels in rural areas with developed economies and higher education levels are prominent.

2. The effect of discipline structure on the employment and living of newly graduated normal school students

The allocation of discipline resources in primary and secondary schools is the key to the resource allocation of rural education. This research shows that due to the structural deficiencies of rural teachers, only teaching one class, interdisciplinary teaching exists in considerable primary and secondary schools. The discipline structure of the newly graduated normal students has collective and sparse phenomenon, the distribution of Chinese and mathematics disciplines are collective, the disciplines of music, art, information technology and mental health education are scarce, and there are considerable gaps in the discipline of physical education. This research shows that the proportion of the music, art and information technology discipline in newly graduated normal school students in are less than 2%, and the proportion of teachers in mental health education is only 0.7%. The unreasonable status of the newly graduated normal school students' discipline structure has affected the development of the new teacher discipline team and the improvement of education and teaching quality, at the same time, it has led to the loss of talents in the deficient disciplines and the limitation of living and development, this vicious circle has led rural primary and secondary schools, especially primary schools, more than 50% of newly graduated normal students are subject to teaching tasks more than two subjects or more, it can be seen that the reasonable layout of disciplines is an important task for retaining and stabilizing talents.

3. The effect of teaching ability on the employment and living of newly graduated normal school students

This research investigates the status of newly graduated normal school students to rural primary and secondary schools, it shows that when newly graduated normal school students work for 1-6 years, the knowledge and skills, teachers' professional quality and teaching ability are basically adapted to the needs of the post work, but the score in the factor of interpersonal relationship is low, it shows that adaptability is not enough. Through on-the-spot exchanges and interviews, we understand that the new teachers have experienced three major stages in the seven years before working, namely, 1-2 years of initial adaptive period, 3-4 years of post-familiarity period, 5-6 years of adaptation transition period, in the three development stages of teachings, If the new teacher enjoys good job training and professional teaching and research guidance, it has important promotion and improvement effects on their professional growth, teaching ability and interpersonal coordination ability. Therefore,

strengthen the post training and professional guidance of newly graduated normal school students after arrival; it can guide them to complete the critical period of arrival adaptation and the rapid transition of career growth as soon as possible, and become excellent backbone teachers in the countryside.

4. The effect of salary on the living conditions of newly graduated normal school students

The living conditions of normal school students are the living reality conditions such as salary and housing conditions the place where normal school students work. As the most basic condition for the living of newly graduated normal school students, the salary is the necessary guarantee for their living and development. This research finds that both urban and rural areas, the salary of new teachers in primary and secondary schools and kindergartens are generally lower, and the work pressure is far greater than other industry groups. This research divides the salary income of normal students into 6 grades, namely over 4000 Yuan; 3000-4000 Yuan; 2500-3000 Yuan; 2000-2500 Yuan; 1500-2000 Yuan; there are differences in different regions, the coastal areas are slightly higher than the northeastern regions, especially the proportion of income above 4,000 Yuan is higher than that in the northeast and northwest regions; the northeast region is higher than the northwest region. The income of new graduates in underdeveloped and remote areas is superior to that of private teachers, but they often cannot meet the needs of modern living consumption, because of the low salary income, and initiate the potential crisis of the temporary, outflow and job-hopping of the new generation of teachers.

5. The effect of housing conditions on the living conditions of newly graduated normal school students

In the interviews, we understand that the proportion of male teachers in rural employment is significantly lower than female teachers; male teachers' housing pressure is much higher than female teachers, especially for young teachers under 30 years old. More than half of the research objects are unmarried at the appropriate age, and those who are not married are not minority. Among the influencing factors of the living conditions of new teachers in rural areas, living condition is important factor that affect their work stability, the quality of life, age-appropriate marriage and peacefully teach. This research analyzes the two indexes of housing property rights and housing area in housing conditions, the data shows that the proportion of teachers' own property rights: the northeast is higher than the northwest, and the coastal areas are higher than two places; the proportion of parental property rights, the northeast is higher, the next is northwest and the coastal areas are lower, this is related to the difference in the salary income level of new teachers, and also related to the local housing prices; the proportion of housing area; the living area of new teachers in northwest region is slightly higher than that in northeast region and coastal areas, but basically about 60-80m². For new teachers who have just graduated for 1-2 years, their residential buildings are cheaper self-renting houses and dorms provided by the school. The living conditions do not only affect the newly graduated normal students to take root in rural education, but also affect the stability of their families, the future children's learning and support of parents and so on. As a result, the living conditions of the newly graduated normal students have become a worrying situation; it should be highly concerned by the government and the society, and it is necessary to introduce solutions timely.

4.2 Countermeasures for improving the living conditions of newly graduated normal students to rural employment

To improve the living conditions of new teachers in the countryside, we need to provide solutions from national policy orientation, government decision support, social assistance, fiscal input, establishment of compensation mechanisms, revitalization of effective resources, construction of development platforms, improvement of living conditions, and improvement of humanistic care and so on.

1. Adjust the layout of normal students to rural employment and improve the entry mechanism

The predictive and analytical mechanism for the rural education and employment market is established, through the analysis of employment data of graduates from different educational

background and specialties, and the needs of rural primary and secondary schools and kindergartens, accurately grasp the matching of supply and demand, adjust the discipline layout in time, and improve the interdisciplinary teaching status of rural teachers. Master the living conditions and burden of new teachers. Adjust the teaching gaps in rural music, art, information technology, and mental health. The government adopts macro-control and micro-adjustment methods to timely forecast and increase urgently needed discipline indexes. In order to ensure that rural areas receive high-quality teachers, provincial, municipal, county and other educational administrative departments formulate corresponding preferential policies to provide flexible authorized strength for new teachers in remote areas, solve the problem of having post and no authorized strength. Encourage highly educated, urgently needed new teachers to take root in rural education and provide job opportunities for their spouses. Establish “new rural teachers' funds” and provide social assistance and “fund” support for new teachers who are in distress, and encourage them to teach at ease.

2. Build a research and training platform to promote the localized training of new teachers in rural areas

This research shows that professional and localized training for newly graduated normal students are deficient after arrival, especially the single and closed training are not conducive to the growth of new teachers. Therefore colleges, teaching and research, school ally, using collaborative and mutual assistance training methods is conducive to the development of new teachers' arrival for one-six years, and development needs during the critical period of career growth. The university implements the method “send the teacher to the countryside”; the teaching and research adopts the integration of research and training, discipline setting, backbone traction, superior resource sharing, and inter-school linkage mode; the school implements, county, township, and town establish discipline alliance, the county leading school lead, followed by famous teachers, WeChat QQ group, novice, veteran interact, experience sharing, and participate in small research and case study. Cooperatively compile school textbooks, absorb superior resources from each other, revitalize school resources, and achieve inclusion, reciprocity and symbiosis. This kind of localized training mechanism use the layered cooperation of new and old; the course training as the main line, the experts as the auxiliary, the network research and studies and school linkage as the carrier, in arrival adaptation period, post familiarization period, adaptation transition period, matching application, operational and exemplary training content of newly graduated normal school students, follow and guide in the start, plan, advance and close stages, can comprehensively improve the overall level and professional quality of rural teachers, and solve the difficulties of rural teachers' professional development due to their narrow research and training paths and poor results.

3. Implement new teachers' regular rotation exchanges to improve the professional growth soft environment

The regular rotation of new teachers is to revitalize existing rural resources, supplement fresh blood, narrow the gap between urban and rural areas, make up for the imbalance of inter-school development, and achieve deep integration, sharing, diffusion and radiation of high-quality resources and weak resources. Therefore, it is possible to promote the “Implementation Methods for New Teachers' Rotation Exchanges in Compulsory Education Areas”, strengthen the awareness of teachers' normal mobility, and the “subsidy system” for new teachers' exchange years, goals, assessment tasks, and exchange periods, promotion, duties and titles should be clearly defined. Teachers who have taught for six years are encouraged to carry out rotation exchanges for teachers with same discipline in the region; the exchange period is limited to two years, during the exchange period, the “subsidy system” is implemented according to the working, environment and teaching conditions of the school location, give transportation, housing, training and corresponding subsidies. The new teachers take the initiative to participate in the rotation exchange to the remote areas to carry out support, jointly build the discipline interactive partners, “hand in hand”, jointly promote the continuous growth of the discipline team, and improve the teaching quality and professional level of rural education and teaching, school administrators give priority to promotion and reuse, conversion

through blood transfusion and blood selection, improve the soft environment for the growth of new teachers, and achieve a balanced development of regional education.

4. Establish a new teacher post subsidy system in remote areas to improve the living development of the hard environment

This research shows that the hard index of the employment orientation of normal students is the living situation, which is the basis for attracting talents, retaining talents and teaching. Due to geographical differences, the performance salary in rural new teachers is quite different, and the remote areas are more obvious, therefore, newly graduated normal school students quit or abandon due to geographical differences, inconvenient transportation, and welfare and housing conditions. In order to prevent the loss of new resources for rural education, it is recommended that the government increase the investment in rural education of remote areas, implement the post subsidy for new teachers in rural areas, and increase the allowance for class teachers. Implement housing subsidies for new teachers in rural areas in remote areas, give priority to the use of affordable housing for new teachers, increase the amount of housing subsidy, and provide appropriate subsidies for rural backbone new teachers off job training. Establish and improve the implementation and supervision mechanism to legalize and standardize the teacher subsidy system in remote rural counties, so as to ensure the new teachers to teach and improve their overall quality in rural areas.

5. Strengthen the training of vocational skills of normal school students and improve their teaching adaptability

In order to improve the professional competence of normal school students, higher normal colleges should reform the teacher education curriculum system and training mechanism. The curriculum as the carrier, the education that adapts to the knowledge, skills and professional accomplishment of primary and secondary education runs through the whole process of teachers' pre-employment training, namely, the teacher professional preparation course is offered in the freshman stage, and the teacher development course is included in the general curriculum system; in the sophomore stage, the combination course of professional orientation and vocational education are conducted to determine the career goals of teachers, master the professional knowledge and skills of teachers, through educational practice such as apprenticeship and study in primary and secondary schools, train teachers' professional interests and professionalism, and carry out professional internships and "job training" in primary and secondary schools in junior stage, through clinical observation, simulation classroom, dialogue with first-line teachers, interaction, simulation teaching, participation in teaching and research activities, internship teacher work, etc., improve teachers' teaching and management skills; in senior stage, carry out employment guidance education for normal students, colleges and universities hire excellent primary and secondary school teachers and research personnel as the "professional instructors" of normal students, and instruct the career selection and professional experience of "dedication, happiness, and diligence", enhance professional cultivation and professional quality. Through the establishment of alliance with primary and secondary schools, the school integrates the teacher professional learning, the teacher vocational skills training and the practice of education and teaching of normal school students, and runs through the whole stage of teachers' pre-employment training, and makes normal students to reserve good teaching ability and professional competence in the arrival career education stage.

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