

Strategies for Human Resources Development for Young Teachers in Compulsory Education Schools in Rural Areas of Guangxi

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Abstract: The objectives of this research were 1) to study the current situation of human resources development of young teachers in compulsory education schools in rural areas of Guangxi. 2) to provide strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi. 3) to evaluate the adaptability and feasibility of human resource development strategies for young teachers in compulsory education schools in rural areas of Guangxi. The sample group of this research were 201 teachers in compulsory education schools in rural areas of Guangxi. They were selected by systematic random sampling and sample random sampling. The interview group consisted of 15 administrators of compulsory education schools in rural areas of Guangxi. The experts for evaluated the adaptability and feasibility of strategies for promoting the development of human resources for young teachers consisted of high-level administrators from each private university, totaling 7 people. The research instruments were document analysis, questionnaire, structured interview and evaluation form. The statistic to analyze the data were percentage, average value and standard deviation.

The results were found that the current situation of human resources management of young teachers in three aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was social environment factors, followed by school management factors, and individual development factors was the lowest level. The strategies for promoting the development of human resources for young teachers are to promote the development of social environment, enhance school management, support the individual development of young teachers, so as to improve the professional ability of young teachers. The results about evaluation of the adaptability and feasibility of strategies for promoting the development of human resources for young teachers was at highest level.

Keywords- Young teacher, compulsory education schools in rural areas, human resource development, strategies for promoting

1. Introduction

The policy background for the balanced development of education in China. In February 2019, the Central Committee of China and the State Council released "China Education Modernization 2035". The document puts forward the guiding ideology, overall concept and basic goals for China to promote the modernization of education, emphasizing the need to build a team of high-quality professional and innovative teachers. By sorting out policy documents, it reflects a two-layer relationship. One is that many problems in China's rural education need to be resolved through governance reforms; the other is that human resource management in compulsory education schools in rural areas is an important part of education modernization, which illustrates the necessity of this study. (Li Sen,2016)

Lastly, the realistic predicament background of the development of human resources management of young teachers in compulsory education schools in rural areas of China. The allocation of high-quality human resources in rural compulsory education schools is obviously insufficient, the loss of young teachers in rural compulsory education schools is widespread, and the structure of human resources is still in an unreasonable and unscientific state, which is not attractive. The optimization of the human resources management mode of young teachers in rural compulsory education schools is based on the innovation of management concepts, the coordination of interest management as the core, and the reconstruction of organizational structure as the basis. (Ma Luting,2014)

In conclusion, the researcher interests to study title“Strategies for Human Resources Development for Young Teachers in Compulsory Education Schools in Rural Areas of Guangxi”.Due to its necessity,Based on relevant theories, this study will explore strategies for the human resourcesdevelopmentfor young teachers in rural areas, so as to effectively reduce the loss rate of young teachers and promote the sustainable development of rural compulsory education schools.

2. Research Questions

1. What is the current situation of human resources management of young teachers in compulsory education schools in rural areas of Guangxi?
- 2.What are the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi?
- 3.Are the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi adaptability and feasibility?

3. Literature Review

3.1 Concept and theory of human resources development

Wang Jing (2012) pointed out that attention should be paid to the school management system in human resource development, especially the performance evaluation system, which plays an important role in the career development of young teachers. Clear evaluation indicators and a scientific evaluation system are helpful to promote the individual development of teachers.

Xie Jun (2015) pointed out that it is necessary to improve the social environment education atmosphere, pay attention to school management, establish a competitive salary system, design a fair income distribution system, establish flexible performance evaluation standards, and stimulate the vitality of schools.

Tan Xin (2015) pointed out that human resources development is to promote the comprehensive and stable development of people in the context of social environment. The research on the social environment of human resources development has comprehensive characteristics, which helps us restore and innovate the important functions of people in the social system.

Guo Shanhui (2018) pointed out that for the development of schools, talents are the core competitiveness, creators and disseminators of teaching productivity

3.2 Concept and theory of development strategies for teachers

Wang Gongli (2020) pointed out that a fair employment system social environment should be created to provide students with more opportunities for educational choices, strengthen regulatory efforts, strengthen institutional construction, and improve the quality of education.

Dai Ruihua and Guo Zhimin (2020) pointed out that the serious loss of rural teachers is due to the small number of schools, difficult student management, difficult communication with parents, low social status, and poor educational atmosphere.

Li Dexian (2021) pointed out that in order to break through the "low efficiency" dilemma of rural teachers' policy incentives, it can be achieved by improving the formulation of relevant incentive policies, strengthening the understanding of policies, increasing implementation and strengthening evaluation and supervision.

3.3 Concept and theory of young teachers in rural areas

Wang Xiaosheng (2019) pointed out that "fixing stability by complementing", "maintaining stability by controlling", "promoting stability by government", and "seeking stability by teaching" are four traditional mechanisms for stabilizing rural teachers, but they have limitations in implementation.

Xu Huaixue (2019) pointed out that the shortage of teachers has become a constraint factor in the development of rural education. China has promulgated a series of supplementary policies to promote the effective supply of rural teachers.

Liu Yiwei (2020) pointed out that in the process of implementing the rural teachers' policy, due to the difficulties such as the exogenous restriction of the policy effect, the decentralized slow-release of the function, the directional deviation of the adjustment means, and the confidence block of the executive body, the rural teachers' treatment guarantee is poor.

3.4 Context of compulsory education school in rural areas

Yu Mingchao (2002) pointed out that in the course of more than 2000 years of history in China, the county system in China is the junction and political hub of the relationship between the state power and the rural society, which has long assumed the function of the rural grass-roots power, and the county and city should also belong to the rural area.

Du Yuhong (2013) pointed out that rural education is usually defined as "education at and below the county level, including education at the county, township (town) and village level", which is a typical regional concept, while rural education is a concept rooted in the urban-rural dual society.

3.5 Related research

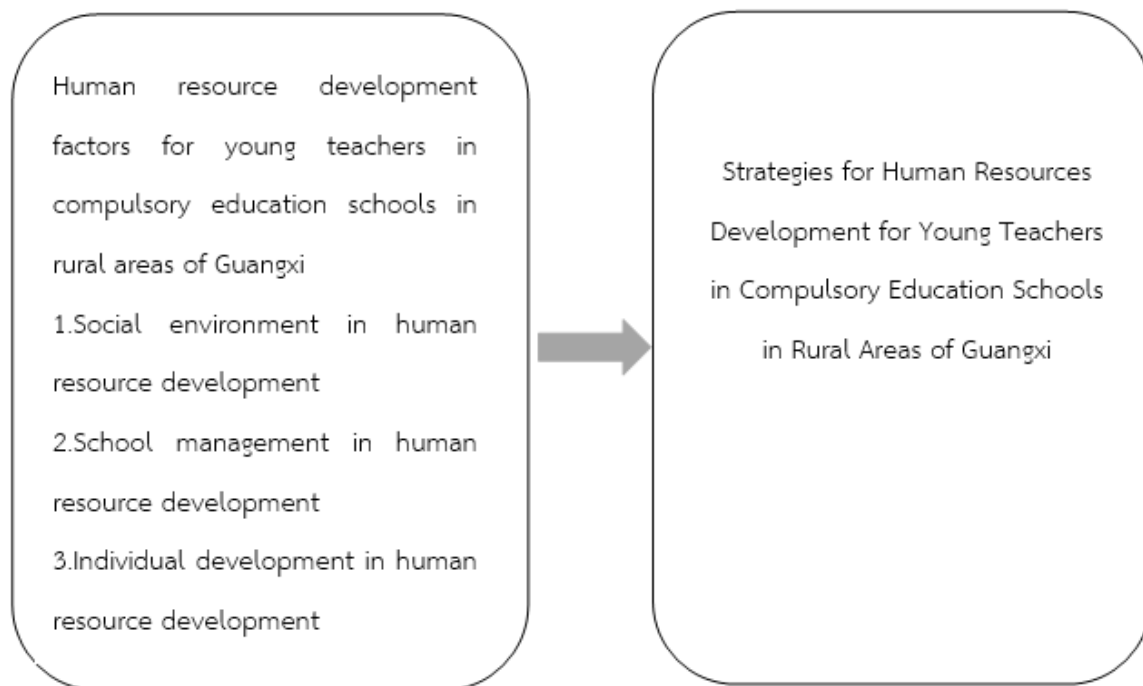
Liu Huajin (2019) pointed out that in field research, it was found that the cultural development of rural teachers has fallen into a dilemma of loss of publicity, cultural deficiency, and confusion in social role cognition.

Wang Zhonghua (2019) pointed out that young teachers face cultural conflicts between urban and rural areas, between modern and traditional cultures, and between realistic and ideal role cultures.

Wang Ping (2021) pointed out that the causes of the cultural dilemma of rural young teachers are complex, and spiritual factors are even more crucial, such as the lack of educational beliefs and the weakening of reform beliefs.

4. Research Conceptual Framework

Figure 1 Research Framework



5. Objectives Of The Research

- 1.To study the current situation of human resources development of young teachers in compulsory education schools in rural areas of Guangxi.
2. To provide strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi.
3. To evaluate the adaptability and feasibility of human resource development strategies for young teachers in compulsory education schools in rural areas of Guangxi.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

The population of this research was 420 teachers from 5 compulsory education schools in rural areas of Guangxi.

6.1.2 Sample

The sample of questionnaire group

According to Krejcie and Morgan sampling table, the sample group of this research was 201 teachers from 5 compulsory education schools in rural areas of Guangxi. By using systematic random sampling and sample random sampling was also used by drawing from compulsory education schools.

The interviewees in this research was 15 high-level administrators in compulsory education schools in rural areas of Guangxi. The qualifications of interviewees are as follows: 1) at least 7 years of work experience in high-level administrator in rural compulsory education schools, 2) have extensive experience in human resource development, 3) graduated with master's degree or above.

Research Instruments

The instrument to collect the data for objective one, to study the current situation of human resource development of young teachers in compulsory education schools in rural areas of Guangxi was questionnaire. The questionnaire designed based on human resource development in three following aspects: 1) social environmental in human resource development, 2) school management in human resource development, 3) individual development in human resource development.

7. Research Results

Table 1 The average value and standard deviation of the current situation human resources development for young teachers in three aspects

(n = 201)

	Factors of human resources development for young teachers in compulsory education schools in rural areas of Guangxi	$\bar{x}$	S.D.	Level	rank
1	Social environment in human resource development	4.17	0.92	High	1
2	School management in human resource development	4.11	0.91	High	2
3	Individual development in human resource development	4.10	0.93	High	3
Total		4.13	0.92	High	

According to table1, found that the current situation of human resources development of young teachers in three aspects was at high level ($\bar{x} = 4.13$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was social environment factors ($\bar{x} = 4.17$), followed by school management factors ($\bar{x} = 4.11$), and individual development factors was the lowest level ($\bar{x} = 4.10$).

Table 2 Strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi.

Strategies for promoting the development of human resources for young teachers	How to
Promoting social environmental development in human resource development	1.Improve the system of laws and regulations to safeguard the legal rights and obligations of young teachers. 2.Increase the input of educational resources to ensure the professional development of young teachers in rural compulsory education schools. 3.Strengthen the atmosphere of respecting teachers and valuing education to improve the social status of young teachers. 4.Accelerate the reform of the education system to promote the construction of compulsory education

	schools in rural areas. 5.Reduce the task of targeted poverty alleviation and reasonably arrange the work content of young teachers. 6.Reduce non teaching work to enhance the work happiness of young teachers. 7.Popularize modern educational technology and improve the educational and teaching abilities of young teachers. 8.Promote social and economic development to attract outstanding young teachers to teach in rural areas of Guangxi. 9.Establish special funds to support the development of human resources for young teachers. 10.Promulgate relevant guarantee policies to ensure the job stability of young teachers.
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8. Conclusion And Discussion

8.1 Conclusion

The research in the strategies for human resources development for young teachers in compulsory education schools in rural areas of Guangxi.The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1:the current situation of human resources development for young teachers in compulsory education schools in rural areas of Guangxi

Part 2:the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi

Part 3:the adaptability and feasibility of strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi

Part 1:the current situation of human resources development for youngteachers

The current situation of human resources development for young teachers in three aspects was at high level.Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was social environment factors, followed by school management factors, and individual development factors was the lowest level.

Social environment factors in human resource development was at high level.Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was the social atmosphere of respecting teachers and valuing education affects human resource development, followed by the input of educational resources affects human resource development, and modern educational technology affects human resource development was the lowest level.

School management factors in human resource development was at high level.Considering the results of this research aspects ranged from the highest to lowest level were as follow:the highest level was the training system affects human resource development, followed by the incentive system affects human resource development, and the right to participate in decision-making affects human resource development was the lowest level.

Individual development factors in human resource development was at high level.Considering the results of this research aspects ranged from the highest to lowest level were as follow:the highest level was the idea of

education affects human resource development, followed by Career planning affects human resource development, and the conflict between work and family affects human resource development was the lowest level.

Part 2: the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi

The strategies for promoting the development of human resources for young teachers in three aspects, which contain 30 measures. There are 10 measures for promoting social environmental development, 10 measures for enhancing school management, 10 measures for supporting individual development.

Promoting social environment development consisted of 10 measures were 1) Improve the system of laws and regulations to safeguard the legal rights and obligations of young teachers. 2) Increase the input of educational resources to ensure the professional development of young teachers in rural compulsory education schools. 3) Strengthen the atmosphere of respecting teachers and valuing education to improve the social status of young teachers. 4) Accelerate the reform of the education system to promote the construction of compulsory education schools in rural areas. 5) Reduce the task of targeted poverty alleviation and reasonably arrange the work content of young teachers. 6) Reduce non teaching work to enhance the work happiness of young teachers. 7) Popularize modern educational technology and improve the educational and teaching abilities of young teachers. 8) Promote social and economic development to attract outstanding young teachers to teach in rural areas of Guangxi. 9) Establish special funds to support the development of human resources for young teachers. 10) Promulgate relevant guarantee policies to ensure the job stability of young teachers.

Enhancing school management consisted of 10 measures were 1) Optimize the training system to promote the professional development of teachers. 2) Implement incentive measures to stimulate the work enthusiasm of young teachers. 3) Improve the salary and welfare level of teachers to ensure the quality of life for young teachers. 4) Improve school organizational leadership to ensure the development and management of human resources. 5) Establish a fair and impartial evaluation and employment system to provide young teachers with career development paths. 6) Establish a teacher development organization to strengthen teacher cooperation and experience exchange. 7) Improve the hardware conditions of the school to improve the work efficiency of young teachers. 8) Support young teachers to participate in decision-making to improve the level of teacher education management. 9) Provide a career development platform and space to promote the professional development of young teachers. 10) Create a campus atmosphere of mutual help and assistance to create a harmonious career development environment.

Supporting individual development consisted of 10 measures were 1) Improve teacher education ideas to enhance the professional development awareness of young teachers. 2) Increase training efforts to help young teachers formulate career plans. 3) Regularly invite experts for guidance to improve the professional knowledge level of young teachers. 4) Regularly conduct exchanges to solve difficult problems for young teachers and enhance their sense of professional identity. 5) Strengthen the promotion of the importance of professional ethics to improve the professional ethics of young teachers. 6) Establish psychological counselors and conduct regular physical examinations to ensure the physical and mental health of young teachers. 7) Arrange working hours reasonably to ensure that young teachers have more time to improve their professional abilities. 8) Strengthen the learning of humanities and social knowledge to improve the comprehensive quality level of young teachers. 9) Improve the welfare of teachers to provide guarantees for the lives of young teachers. 10) Establish a feedback mechanism to keep abreast of the current situation of management and solve problems in the career development of young teachers.

Part 3: the adaptability and feasibility of strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi

The adaptability and feasibility of strategies for promoting the development of human resources for young teachers in three aspects were at highest level with the values between 4.00 and 5.00, which means the strategies for promoting the development of human resources for young teachers are adaptability and feasibility.

The adaptability and feasibility of promoting social environmental development was at highest level. The value for adaptability is $\bar{x}=4.59$ and the value for feasibility is $\bar{x}=4.54$. The values between 4.00 and 5.00, which means the strategies for promoting the development of human resources for young teachers in social environmental factors are adaptability and feasibility.

The adaptability and feasibility of enhancing school management was at highest level. The value for adaptability is $\bar{x}=4.66$ and the value for feasibility is $\bar{x}=4.53$. The values between 4.00 and 5.00, which means the strategies for promoting the development of human resources for young teachers in school management factors are adaptability and feasibility.

The adaptability and feasibility of supporting individual development was at highest level. The value for adaptability is $\bar{x}=4.59$ and the value for feasibility is $\bar{x}=4.54$. The values between 4.00 and 5.00, which means the strategies for promoting the development of human resources for young teachers in individual development factors are adaptability and feasibility.

8.2 Discussion

The research in the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi.

The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of human resources development for young teachers

Part 2: the guidelines for the strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi.

Part 3: the adaptability and feasibility of strategies for promoting the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi.

Part 1: the current situation of human resources development for young teachers

The current situation of human resources development for young teachers in three aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was social environmental in human resource development, followed by school management in human resource development, and individual development in human resource development was the lowest level. The related to the research of Tan Xin (2015, p.52), it pointed out that the comprehensive, stable, and coordinated development of human beings is advancing with the development of the social environment, and no discipline can simply achieve its own convective exchange. Human resource development takes the social environment as the background, develops human potential through training and learning in multiple dimensions, so as to promote social development and maximize benefits. Therefore, social environmental factors have an important impact on human resource development, followed by school management and individual development factors.

Social environmental factors in human resource development was at high level. This is because a harmonious social environment is the prerequisite for the development of human resources, and the development of human resources for young teachers in compulsory education schools in rural areas of Guangxi can only be implemented smoothly under the guarantee of the social environment. The reasons are as follows: 1) the government's policies and laws play a guiding and normative role in the development of human resources. The government can encourage organizations to carry out human resource development activities by formulating relevant policies and laws, and provide corresponding support and incentive measures to promote the development and utilization of human resources. 2) the government's emphasis on education and investment in education funds directly affect the supply of educational resources and the provision of training opportunities, thereby affecting the professional development and ability improvement of young teachers. 3) the educational system and mechanism play a guiding and regulating role in the human resources development of young teachers. A sound education system and mechanism can provide good training and development opportunities,

and provide young teachers with more room for growth and development platforms. 4) social recognition and support play a role in promoting the development of human resources for young teachers. If the society fully recognizes and supports the value and contribution of teachers, there will be more resources and opportunities for the training and development of young teachers. Related to the concept of Wangkun (2014, p.129), it points out that social environmental factors are important factors affecting human resource development, including micro, meso, and macro systems. The three systems form an organic composite system with the characteristics of integrity, dynamism, and contextuality. Among them, the macro system includes educational administrative agencies, educational systems, educational customs and culture, etc., which play a guiding and normative role in the development of human resources and provide sufficient guarantee for the development of human resources.

School management factors in human resource development was at high level. This is because school management affects the professional development of young teachers. The reasons are as follows: 1) school management determines the selection and introduction of teachers. By establishing a scientific recruitment mechanism and selection criteria, school management can attract and select young teachers with professional knowledge and teaching ability, laying the foundation for the development of human resources in schools. 2) the school management system helps young teachers improve their professional level and teaching ability by providing training and development opportunities. And by organizing teaching and research activities and participating in training courses, it helps young teachers grow and develop continuously. 3) school management provides good career development opportunities for young teachers. This includes advancement opportunities, job rotations and professional development paths, among other things. By establishing a fair promotion system and providing diverse development opportunities to motivate young teachers to work actively, so as to improve their career satisfaction. 4) the school management evaluates the work performance of young teachers by establishing an incentive mechanism, and gives corresponding incentives and rewards to stimulate teachers' work motivation and promote their individual growth and development. 5) school management provides support and assistance to young teachers by creating a good working environment. Including providing teaching resources and facilities, paying attention to the physical and mental health of teachers, and establishing a harmonious teacher-student relationship. A good working environment can improve the work enthusiasm and satisfaction of young teachers, thereby promoting the development of human resources. Related to the concept of Shi Xiuzhu (2015, p.81), it points out that the development of human resources for young teachers cannot be separated from the support of schools. In the process of school management, the special characteristics of young teachers should be taken into account, and a development platform should be established for young teachers. Resource support should be provided to stimulate their enthusiasm and creativity through humanized management, enhance their educational management abilities, and provide guarantees for their career development.

Individual development factors in human resource development was at high level. This is because the development of human resources promotes individual development, and the professional development of young teachers improves the level of human resource development. The reasons are as follows: 1) individual development can stimulate young teachers' awareness of self-motivation and career planning. They can do so by setting personal development goals, developing a career plan, and being proactive in pursuing their career growth. The motivation and planning of individual development can promote the continuous growth and progress of young teachers, thereby improving the development level of their human resources. 2) individual development can cultivate young teachers' ability to innovate and improve. Through research and exploration, reflection on practice, and participation in educational reform, young teachers can actively explore new teaching methods, carry out educational innovation, and continuously improve their teaching effects in practice. Individual development of innovation and improvement capabilities has a positive impact on human resource development. 3) individual development can cultivate young teachers' self-management and self-reflection abilities. Through the evaluation and reflection of their own teaching work, they can discover their own deficiencies and problems, and take the initiative to take measures to improve and enhance. And the self-management and self-reflection ability of individual development can promote the growth and development of young teachers. Related to the concept of Zoe (2016, p.74), it points out that the innovation and improvement abilities of individual development have a positive impact on human resource development. Young teachers

recognize the complexity of their behavior through training, update educational ideas, change educational behavior, improve educational management skills, and promote their career development.

9. Recommendations

Implications

The research results showed that the recommendations about strategies for human resources development for young teachers in compulsory education schools in rural areas of Guangxi are as follows:

Social environment in human resource development administrators should promulgate relevant policies to increase investment in rural education, improve the teaching conditions of rural compulsory schools, and provide guarantees for the development of human resources for young teachers. The suggestions are as follows: 1) administrators should establish a sound training mechanism to provide systematic and diverse training courses for young teachers in rural areas, including teaching methods, educational technology, course design, and other aspects, to improve their teaching level and professional literacy. 2) administrators should establish a sound career development mechanism for young teachers in rural areas, provide them with opportunities for promotion and career development, and encourage them to continue to grow and progress in education. 3) administrators should increase social support for young teachers in rural areas, improve their social status and treatment, increase their sense of honor and belonging, and stimulate their work enthusiasm and sense of responsibility. In short, through the implementation of the above measures, the government can effectively promote the development of human resources of young teachers in rural areas, improve their professional ability and teaching level, and further promote the development of rural compulsory education in Guangxi.

School management in human resource development administrators should formulate a scientific and reasonable management system to provide a platform and space for the career development of young teachers. The suggestions are as follows: 1) administrators should encourage and support young teachers to carry out educational research and innovative practice, and provide corresponding resources and platforms so that they can continuously improve teaching methods and teaching content. 2) administrators should establish a sound incentive system to ensure that the work of young teachers is fairly evaluated through rewards and promotions, thereby stimulating teachers' enthusiasm for work. 3) administrators should provide a good working environment and benefits, including reasonable wages, housing conditions, health insurance, etc., to attract and retain outstanding young teachers. 4) administrators should establish a mentor system to guide and help young teachers with experienced teachers, share their own experience and teaching skills, and promote their professional growth. In short, the above measures can promote the development of human resources of young teachers in rural areas, improve their professional ability and job satisfaction, and then improve the quality of education and the development level of rural education.

Individual development in human resource development administrators should establish correct career development ideas, improve their professional abilities through continuous learning, so as to be better qualified for education and teaching, and realize their own career development. The suggestions are as follows: 1) administrators should organize teacher exchange and cooperation activities to promote mutual learning and exchange of experience among teachers, and improve the professional knowledge of teachers. 2) administrators should organize career development guidance activities to provide career planning guidance and assistance for young teachers, including personal career counseling, career planning training, and sharing of career development resources. 3) administrators should organize various professional development opportunities, such as participation in academic seminars, teaching training courses, educational projects and research projects. These opportunities can help young teachers improve their professional capabilities and expand their educational horizons. 4) administrators should regularly conduct teaching evaluation and feedback, and provide young teachers with suggestions and support for personal growth. At the same time, schools should provide the necessary resources and support to help them achieve their career goals. In short, the above measures can help young teachers improve their professional development level and achieve the common development of individuals and schools.

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