

# ***The Financial Expenditure in the Field of Rural Teacher Construction Under the Background of Poverty Alleviation Through Education***

## ***—Take Educational Poverty Alleviation in Poverty-stricken Counties in Shaanxi Province as an Example***

**Zhou Mo<sup>1,a,\*</sup>**

<sup>1</sup>Northwestern University 10697, China  
a. zhoumo1@stumail.nwu.edu.cn

\*corresponding author

**Abstract:** As a fundamental solution to block the intergenerational transmission of poverty, poverty alleviation through education is still the direction and focus of Chinese poverty governance in the post-poverty era. Faced with the existing problems in poverty alleviation through education concerning the young and middle-aged rural teachers could be introduced but cannot stay, as well as various psychological and living needs problems of rural teachers. In order to ensure the continuous inflow of fresh blood in the construction of rural teachers, it urgently needs strong and precise support from financial policies. This paper takes an example of education poverty alleviation in poor counties of Shanxi Province. With the help of literature review and interviewing methods, this paper demonstrates the actual internal and external problems faced by the construction of rural teachers, such as the personal promotion of rural teachers, psychological problems, and the organizational structure of teachers. From the perspective of financial solutions, this paper explores the basic ideas of the construction of rural teachers and then puts forward new ideas on the construction of rural teachers in terms of structural adjustment of fiscal policy implementation.

**Keywords:** education of poverty alleviation, financial support, young and middle-aged rural teachers, construction of rural teachers, quality of education

## **1. Introduction**

China is still in an unbalanced development level of urban and rural education. Furthermore, for this reason, the Chinese government has introduced relevant policies to emphasize further the need to ensure an education that could satisfy people, comprehensively promote high-quality development of education, deepen comprehensive reform in the field of education, and promote equity in education [1]. Taking poor areas in Shanxi Province as an example, with the continuous improvement of people's livelihood and social construction, Shaanxi Province pays more attention to poverty alleviation in poor counties. The development path of poverty alleviation through education to

promote population mobility can improve the quality of the labour force in poor areas while increasing the enrollment rate to promote regional economic development further [2].

## 2. Literature Review

Because of the problems centred on the construction of rural teachers, the existing literature focuses on the internal and external factors affecting them, which can be roughly divided into two categories. The first category discusses the positive effect of the intervention and support of external forces on the construction of rural teachers from the perspective of external factors. For example, scholar Liu Shanhuai said that to promote the construction of rural teachers, we should focus on improving the professional supply system, development system and vocational security system for rural teachers and optimize the whole-chain system supply for rural teachers. Regarding implementing specific external policies such as the "Special Post Plan" and "targeted training", Scholar Liu Shanhuai proposed exploring more accurate, flexible and high-quality supplementary and improvement paths. Furthermore, requirements for corresponding support for constructing rural teachers from the level of different primary social responsibilities [3]. The second type, aiming at the practical problems of rural teachers from the perspective of internal factors, puts forward strategies and new requirements for the self-construction of teachers, aiming to promote the professional development of rural teachers and improve the quality of teachers in rural education. After focusing on financial factors, with the construction of rural teachers and finance as the index, the number of documents has changed from 3016 to 30, and the number has plummeted. These documents uniformly emphasize and recognize the importance of the financial incentive system, and scholars all agree to improve the level of financial education expenditure. Scholar Qin Hongyu pointed out the matching of supply and demand of funds for the construction of the rural teachers and the multi-subject financial support, but it mainly explained the expenditure guarantee in the training stage of rural teachers [4]. Scholar PangLiJuan and others emphatically focused on analyzing the outstanding problems of the construction of rural teachers. They believed there is an urgent need to innovate the system and mechanism vigorously, strive to improve the rural teachers' construction policy system, and focus on strengthening teachers' comprehensive treatment, staffing, professional title, training and other policy systems. Furthermore, promote rural teachers' team stability, structural optimization and quality improvement, effectively promoting the integrated development of urban and rural compulsory education in the new era to provide strong support for fully implementing the rural revitalization strategy [5]. Correspondingly, countermeasures and suggestions are put forward from the macro level.

There is still a lack of detailed research on financial expenditure in different aspects and stages in the construction of rural young teachers. Based on exploring the current problems in the construction of rural teachers in Shaanxi Province, this paper takes how to better meet the needs of government financial subsidies and different aspects of rural teachers as a breakthrough point. This paper explores financial countermeasures to improve the enthusiasm and initiative of rural teacher construction. It is committed to improving young and middle-aged rural teachers—the quality of team building to further improve the quality of education in poor areas.

## 3. Current Problems and Their Causes

According to the interview summary, the limitation of rural teachers' development should be one of the significant factors leading to the problem of "inability to go down, unable to retain, unable to teach" young rural teachers. In the interview with young rural teachers in some poverty-stricken counties in Shaanxi Province, we learned about the relevant reality of their educational work, among which mentioned the little motivation to stay of young and middle-aged rural teachers, which also affects the stability of the construction of young teachers in poverty-stricken areas of Shaanxi

Province. It can be seen from the results of the investigation and interview that the limited development of rural teachers should mainly include two aspects: first, the promotion mechanism of rural teachers' evaluation and excellence is not perfect under the background of insufficient policy, which leads to the insufficient incentive mechanism for rural teachers; From the perspective of financial expenditure, secondly, the unreasonable financial expenditure structure causes low treatment for rural teachers. Furthermore, the training opportunities are insufficient. The lack of financial strength leads to the lack of exchange and job rotation opportunities for rural teachers, and it is not easy to further improve their education level, which makes the profession of rural teachers less attractive.

In recent years, the national policy has paid more attention to social mental health services, and the construction system of personnel mental health services organized by various social groups has been improved [6]. As a new part of the social group with special status, the relevant professional and psychological conditions and the needs of rural teachers should be adjusted and paid more attention to continually.

The lack of financial expenditure for teachers in poor and rural areas results in a significant gap in rural teachers' salary level and educational environment compared with urban areas, which causes unbalanced urban-rural development, inconvenient transportation and geographical conditions. Therefore, external environmental factors such as excessive debts in School running conditions have led to the instability of rural teachers. In fact, according to the summary of the interview content, it could be seen that in addition to the subjective factors of rural teachers' inadequate psychological adjustment ability, the gap between urban and rural educational conditions leads to low job satisfaction for rural teachers. Insufficient service systems for rural teachers' psychological needs and other objective factors are also important causes of the current psychological problems of young and middle-aged rural teachers [7]. Specifically, it is manifested as the psychological gap generated by teachers themselves.

Additionally, the lack of a sense of responsibility in rural education is one of the main psychological problems rural teachers face. The social environment has a low degree of cultivation of rural feelings for teachers in rural education, and it is difficult for them to have a higher self-professional identity and rural cultural identity. Furthermore, thus, the role of financial expenditure in cultural construction is critical. So localized training has become the best choice for constructing rural teachers [8]. The ways to realize the localization training of rural teachers include relative localization of enrollment selection, integration of the local curriculum, practical teaching in the whole process of localization and specialized in-service training. In order to achieve the localization training goal of rural teachers, policies should be guided and guaranteed by the government [9].

The intensity and structure of fiscal expenditure also affect the quality of the construction of rural teachers, which mainly involves two aspects: the supplementary path of rural teachers. Presently, relevant education policies of Shanxi Province encourage and support retired teachers from urban areas to teach in rural schools. So, the government vigorously promoted implementing the "silver age teaching plan", which committed to playing the role of outstanding retired teachers [11]. Although it can supplement the shortage of rural teachers, it also results in talent depression among young teachers in rural areas to a certain extent. The retired teachers may be backward and conservative. Moreover, it is challenging to implement the current teaching mode in the poor and backward areas to realize the modernization of education under rural revitalization, which may affect the innovation of education and teaching quality in poor rural areas. The second is the structural problem of the construction of teachers, which is embodied in the ageing of rural teachers, the low suitability of teachers' majors, and the unequal educational levels. The construction of financial subsidies for rural education has not effectively provided preferential support from different stages and levels. So, it is not quite attractive to young teachers. In terms of the educational level of rural

teachers, according to the statistics of the Ministry of Education, the educational structure of rural teachers in 2021 was mainly bachelor's degrees and junior college degrees, among which the proportion of junior college degrees is still significant (35% or so), and the proportion of rural teachers with master's degree or above is less than 0.5% [13]. Shanxi province implemented the "special post Plan" in 2006 to gradually expand the scope and scale of young and middle-aged rural teachers. By 2022, a total of 47,900 teachers have been recruited, which improve the educational structure, age structure and subject structure of the teachers effectively [14]. However, the current rural school primary education still has the reality that teachers' professional quality is not high, and the discipline structure is unreasonable [12]. It shows the lack of structural precision of fiscal expenditure based on actively responding to the relevant national policies and systems. In the future, we should not only strive to achieve practical innovation in the regional financial field of rural education. Furthermore, the structural balance of the construction of rural teachers still needs to be improved continuously.

#### 4. Countermeasures to Solve the Problems

In order to make the construction of rural teachers always full of vitality, it is urgent to support them with vigorous and accurate fiscal policies. To solve the above three problems in constructing rural teachers effectively, this paper will put forward the corresponding financial countermeasures according to their different aspects.

To effectively solve the problem of rural teachers' limited development, it is necessary to strengthen the policy to improve the promotion mechanism of rural teachers' job evaluation. In addition, the government departments should focus on improving the structure of financial expenditure and provide rural teachers with more exchange rotation and free training opportunities to improve their quality and then improve the quality of rural education and implement the effect of poverty alleviation through education. To promote the flow of excellent teachers from urban areas to rural schools, various approaches and methods should be adopted, such as regular exchanges, across-school competitions, integrated management of the school district, school alliance, counterpart support, and so all. Something matters even more to guiding the outstanding principal and backbone teachers to flow to rural schools, and effective measures should be taken to keep excellent rural teachers relatively stable [11].

In order to further alleviate and then solve the psychological problems of rural teachers effectively, fiscal expenditure should maximize the primary preferential treatment and the sense of gain of rural teachers from the internal and external aspects.

From the internal perspective, the work field of rural teachers determines their own "localism", which requires them to identify with occupation, rural culture and themselves. Therefore, the cultivation of their rural feelings should not be ignored in rural teachers' talent training [15]. The government should provide psychological counselling rooms and related psychological courses for rural teachers through financial support to strengthen the cultivation of rural teachers' sense of mission.

From the external perspective, in recent years, the relevant ideas of the basic theory of new political economy have been more or less applied in the study of finance. Its theory of "internalization of external effect", namely the external effect to be corrected, makes the resource allocation from inefficient to efficient and can also be used in the financial planning of the construction of the team of young rural teachers. The year 2022 is the year of accelerating the implementation of the transformation of education digitalization. The Key Points of the Ministry of Education in 2022 proposed the implementation strategy of education digitalization to accelerate the digital transformation and intelligent upgrading of education [16]. Through the supplementary implementation of monetary funds to strengthen the reasonable allocation of the financial budget system, extend the modern education model to poor areas with weak educational resources, and promote the joint construction and sharing of high-quality educational resources. Improve the living

treatment of rural teachers from the financial aspect, provide corresponding facilities construction, and improve the education and teaching environment in rural poor and backward areas; that is, improving the external conditions will alleviate the psychological gap and lack of motivation of rural teachers.

Rural compulsory education is a public product. From the perspective of public finance, the high-level government should provide its monetary funds. Employing fiscal policies and essential subsidies (housing, food, etc.) for rural teachers should be increased, rural education and teaching environment and conditions should be improved, and teachers' welfare benefits should be enhanced. It can effectively reduce the psychological gap and job burnout of rural teachers. Furthermore, governments at all levels should strengthen the organization and management of the performance evaluation system of financial living allowances for rural teachers. To check and fill in the gaps in the five levels of their basic life needs through actual investigation and timely analysis (Maslow's five-level theory of human needs).

To deal with the current situation that rural young and middle-aged teachers are unwilling to stay, and because of structural problems in the construction of rural teachers, it is necessary to provide appropriate fiscal policy support for teachers at different stages. For the newly hired young rural teachers, incentives and subsidies can be supplemented according to specific emerging conditions, such as providing signing bonuses and implementing fiscal policies such as loan remission.

Specific targeted rewards and subsidies can be implemented for rural teachers already in service. For the particular allowance system of in-service rural teachers in financial policy, a coefficient should be set according to rural areas' remoteness, cultural environment, and economic and financial status. The higher the special allowance for teachers who work in remote rural areas with difficult natural conditions. The difference compensation for the working environment of teacher's groups should be increased, and the inconvenience of rural teachers brought by location factors should be converted into a certain monetary value standard, which can be used to measure the subsidy compensation for rural teachers in different regions, to attract and stabilize excellent young and middle-aged teachers to teach in remote areas [16]. In addition, the government can set up exit preferential policies according to the service life of rural teachers and their in-service contribution and provide financial subsidies and institutional guarantees to teachers who have worked in rural areas to attract the inflow of young teachers.

Focusing on quasi-rural teachers, local governments should strengthen the financial subsidies and precision of specific policies of the supplementary pattern of rural teachers, such as "orientation training" and "special post plan". Governments at the county and township levels can coordinate with colleges and universities in or around the province, especially standard colleges and universities, to provide targeted financial support to train young rural teachers. In addition to direct support from financial expenditure, governments can subsidize the optimization of undergraduate courses for such students and promote the improvement of the professional quality of regular university students and the cultivation of feelings of rural education. As far as possible, the curriculum system should service poor areas of rural education and strives to build a curriculum system of "teacher ethics cultivation + teacher knowledge inheritance + teacher ability cultivation" for normal university students. The curriculum "agriculture-oriented" is organically integrated into each curriculum module to strengthen rural understanding of education, cultivate and develop teacher talents in various aspects, and help normal university students have the ability to adapt to rural education in poor areas [17].

## 5. Conclusion

Through the investigation and interview of young rural teachers in some poor areas of Shaanxi Province, we can totally know about the problems that teachers in rural education in Shaanxi Province are facing and need to be solved. This paper mainly analyzes the three problems of rural teachers'



limited development, inadequate psychological demand service system and structural imbalance in the construction of rural teachers. In the later research, a large number of data statistics and analysis are still needed. According to the conclusion and financial status quo, more precise support and solution should be given to realize the further development of the construction of rural teachers. In terms of financial expenditure, the future work should take the actual needs of the construction of rural young teachers at the present stage as a breakthrough, and find the endogenous motivation of "retaining" young teachers and give corresponding support. On this basis, the financial expenditure should be developed in time, and the modern education model should be organically combined with the rural teacher training mechanism to achieve innovative development of poverty alleviation through education. Financial solutions will be used to implement the training of young teachers in rural areas to achieve sustainable development.

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