

INFLUENCE OF JOB STRESS ON JOB PERFORMANCE OF UNIVERSITY TEACHERS

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Abstract

The reasonable allocation of urban and rural education resources is the primary condition for balanced development of education, and is the basic responsibility of governments and education administrative departments at all levels. How to optimize the allocation of education resources in urban and rural areas has become an important direction of current education research topics. The existence of a certain gap between urban and rural education in China is an indisputable fact of educational development. Since education is the foundation of a country's economic and social development, the gap in urban and rural education will, to a certain extent, affect the high-quality development of China's economy and society, as well as the realization of the great rejuvenation of the Chinese nation. From the perspective of education management, the imbalance between urban and rural education resources has a profound impact on the growth and development of young people.

Young people are the future of the country and the hope of the nation. Whether they can grow up healthily is a matter of great public concern and a common responsibility of the whole society. We are now in an era of rapid development, and only talents with excellent quality and good ability can meet the needs of comprehensive development of society. Therefore, the current education problem is how to improve the comprehensive quality of young people, how to enhance their moral cultivation, comprehensive ability and skills through a variety of effective forms, and so on. Secondary school is a pivotal stage in the development of young people's life. It is a time of flowering, a time of youthful excitement, a time of daring to try for dreams, a decisive role in one's life, and a golden period for life development. During this period, their world view, life view and values are being established and cultivated; during this period, completing their studies and realizing their dreams is a process that every secondary school student must go through, so the secondary school period is a critical period of growth and a very important transition period in life. According to statistics, by 2021, China's total rural population will be 498.35 million, accounting for 35.3%. At present, the entire Chinese urban resident population is 900 million and the rural population is about 500 million, and rural secondary school students also occupy the vast majority of the rural population. Therefore, strengthening the education of rural secondary school students is significant, far-reaching, and crucial to their growth and development.

Keywords: educational resources, urban-rural, imbalance, secondary school students, countermeasures

Introduction

Young people are the hope and future of our country. Their healthy growth is inseparable from both family and school, as well as the state's investment in education. Therefore, the state's investment in education resources in urban and rural areas is very important to promote the growth of young people. However, there is still a lot of imbalance between urban and rural education resources, with urban education resources being more abundant and developed, while rural education resources are relatively less invested.

Balanced allocation of educational resources means that under the principle of educational parity, the main body of resource allocation makes educational resources allocation by formulating and adjusting relevant educational policies and legal systems to provide balanced educational resources for each component or different subsystems within the educational system, so that the demand and supply of educational resources can reach a relatively fair state, and finally implement the use of educational resources by individual educated people to achieve Maximize the effectiveness of educational resources.

In order to make the investigation more extensive and the results more objective, I conducted a survey and research on the allocation and setting of urban and rural education resources in Haiyang city, and I also conducted a detailed understanding of the basic situation of the population in each township and street, mainly on the allocation of education resources in 2 of the 18 townships and 9 towns in Haiyang city. The purpose is to study and analyze the impact on the growth and development of urban and rural youth in Haiyang City, to introduce the good practices and experiences of urban education management of youth in Haiyang City into the education management of rural youth, to improve the education level and comprehensive quality of rural youth, to stimulate and enhance the learning consciousness and innovation ability of rural youth, to improve the economic, cultural and educational conditions of rural areas, to achieve the balanced development of urban and rural education resources, and to promote the We aim to achieve balanced development of urban and rural education resources, promote fair allocation of urban and rural education resources, promote the healthy growth and comprehensive development of rural youth, and realize the all-round transformation and high-quality development of education.

Research Objectives

Young people are the hope and future of our country. Their healthy growth is inseparable from both family and school, as well as the state's investment in education. Therefore, the state's investment in education resources in urban and rural areas is very important to promote the growth of young people. However, there is still a lot of imbalance between urban and rural education resources, with urban education resources being more abundant and developed, while rural education resources are relatively less invested.

Although the state has increased its investment in rural education in recent years, in

general, compared with urban education, there are still many unsatisfactory aspects of rural education. Now, rural students, especially rural secondary school students, have a reliable foundation for their study and life, and they no longer need to worry about their life or lack of schooling. However, with the satisfaction of material life, some rural students, especially those left behind in rural areas, have the problem of mental poverty, such as psychological and character deficiencies, contamination with some social bad customs, and easily infiltrated by some negative social energy, thus breeding some bad behavioral habits and even embarking on the path of delinquency. Due to the imbalance of education resources between urban and rural areas, many rural areas lack activity places suitable for the healthy growth of young students, such as the lack of sports and fitness equipment, activity halls, and healthy and beneficial forms of activities, and after the holidays, students have no place to play or study their favorite courses.

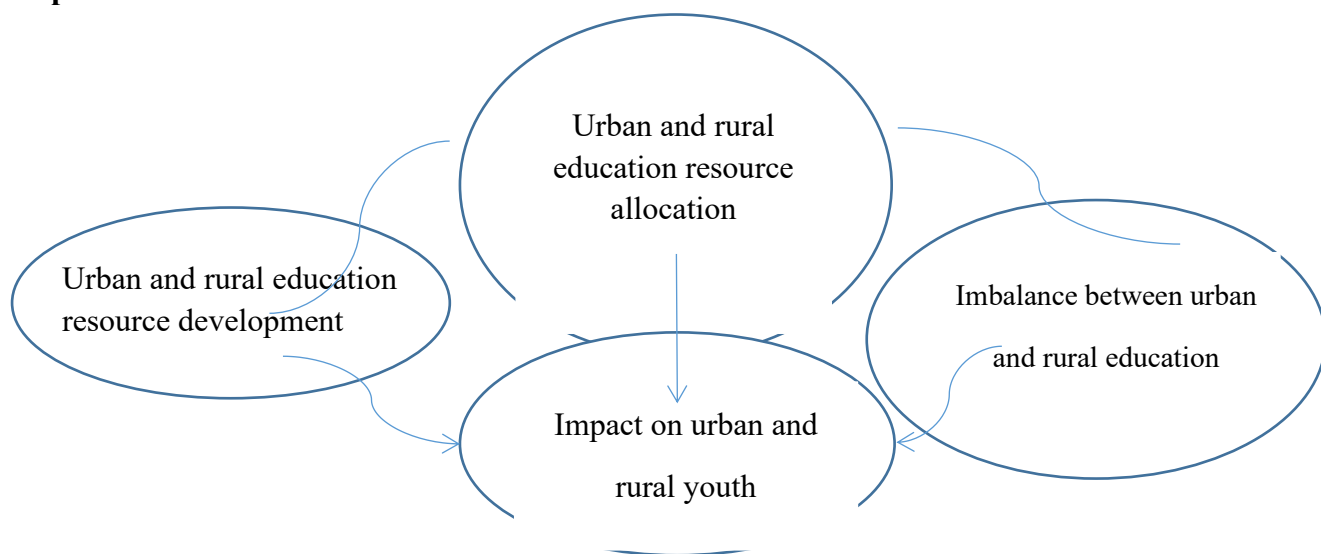
At present, China is in a critical period of reform and development, strengthening investment in rural education resources is conducive to improving the education level of rural youth, creating a good social environment in rural areas, establishing a good order of life at the grassroots level and forming harmonious interpersonal relationships at the grassroots level; improving the moral level and comprehensive quality of rural youth, stimulating the entrepreneurial consciousness and innovative ability of rural youth; improving the rural economic, cultural and educational conditions and the living conditions of young people to achieve sustainable development of education; conducive to paying attention to and supporting the survival and development of disadvantaged groups of young people to ensure social equity; conducive to cultivating a large number of young people who can adapt to the needs of modern social development, and promoting rural areas to further accelerate the pace of urbanization and urbanization.

Nowadays, the research on rural youth education in China is still in its initial stage, and there are relatively few theoretical studies and practices related to rural youth education, so there is a need for more youth educators to study, analyze the current situation and put it into practice. In the light of the actual situation in rural areas, we will analyze the imbalance between urban and rural education resources and propose actionable suggestions and countermeasures on the impact of the imbalance between urban and rural education resources on the growth and development of rural youth.

In order to make the investigation more extensive and the results more objective, I conducted a survey and research on the allocation and setting of urban and rural education resources in Haiyang city, and I also conducted a detailed understanding of the basic situation of the population in each township and street, mainly on the allocation of education resources in 2 of the 18 townships and 9 towns in Haiyang city. The purpose is to study and analyze the impact on the growth and development of urban and rural youth in Haiyang City, to introduce the good practices and experiences of urban education management of youth in Haiyang City into the education management of rural youth, to improve the education level and

comprehensive quality of rural youth, to stimulate and enhance the learning consciousness and innovation ability of rural youth, to improve the economic, cultural and educational conditions of rural areas, to achieve the balanced development of urban and rural education resources, and to promote the We aim to achieve balanced development of education resources in rural and urban areas, promote fair allocation of education resources in rural and urban areas, promote the healthy growth and comprehensive development of rural youth, and achieve all-round transformation and high-quality development of education.

Conceptual Framework



Research Hypothesis

Implementing education equity is a basic duty of modern government. Providing equal basic public services to the public has become one of the basic responsibilities of modern government. Since the Sixth Plenary Session of the 16th CPC Central Committee, the goal of equalizing basic public services in urban and rural areas was first clearly proposed, and after years of deployment and implementation, equalization of public services has become an important part of building a moderately prosperous society in all aspects. Education is an important part of social public services, and achieving equity in education is related to the overall level of China's national quality. The right to education is a basic right of Chinese citizens, and realizing equity in education is an important means to effectively protect citizens' right to education and an important cornerstone to achieve social equity.

The education gap between urban and rural areas has become the greatest resistance to achieving educational equity. In the past time, the state and government have given priority to urban education in terms of education investment in order to promote the process of regional urbanization faster, which has led to a serious imbalance in the allocation of education resources such as human, material and financial resources between urban and rural areas, especially the government's policy favoring key schools in urban areas, resulting in an increasing gap between urban and rural education resources. A large number of high-quality educational resources are distributed in urban areas, but school places in urban areas are limited,

and except for school-age children with better family conditions who can attend urban schools, other students have to stay in their places of residence to complete their education, resulting in a large gap between urban and rural education.

Rural students continue to flock to urban areas. With the development of China's economy and society, the speed of urbanization is getting faster and faster, and a large number of rural workers are flocking to urban areas to work, so that their children can receive the best quality education, a large number of school-age children enter urban areas to receive education. Moreover, as people's awareness of the family planning policy increases and their concept of life changes, the birth rate in rural areas gradually increases, but the source of students in the education resource stage in rural areas continues to decrease, and the flow of rural students to urban areas has led to difficulties in the development of rural schools, and even some teaching sites with very small student populations are unable to maintain the normal operation of their schools. High-quality schooling resources continue to concentrate in urban areas. As urban areas have high-quality social and public services, urban schools have a stronger cultural accumulation, larger school scale, more standardized school management, more advanced teaching environment and teaching facilities, generous welfare benefits and so on, a considerable part of the teaching level of teachers continue to gather in urban areas, especially the new teaching force of young teachers are mostly unwilling to teach in rural schools, the overall level of rural teachers has been declining. The overall level of rural teachers has been declining. The problem of resource allocation is a major issue in educational management research, and the regional nature of resource allocation is an issue that should be studied in educational management. This paper explores the solution to the problem of balanced allocation of educational resources between urban and rural areas from the perspective of educational management, which may help to enrich and develop the theory of educational economics. In view of the fact that education involves a large amount and is an education that is crucial to the physical and mental development of young people, more funds need to be invested, and more excellent teachers, a large number of school facilities and teaching equipment need to be put into education. In recent years, Haiyang city is actively narrowing the gap between urban and rural education resources due to its rapid economic and social development, increasing urbanization, imbalance in the allocation of urban and rural education resources, the inability of urban and rural residents to enjoy equal education, and the phenomenon of school choice for admission, layout adjustment, and large class size in the society, which has become a major concern for the general public. Therefore, this paper seeks to analyze the survey and then derive the reality of the imbalance of education resources between urban and rural areas, hoping that through the study, corresponding solutions and countermeasures will be proposed to gradually solve the problem of imbalance in the allocation of education resources between urban and rural areas, thus realizing education equity and ensuring social harmony and stability.

Scope and limitations of the study

Research scope: This paper is intended to be written from two perspectives and four levels. The first perspective is to start from the current educational situation in Haiyang City, gradually collecting information on local educational resources, conducting field surveys and scientific summaries. Then, we will analyze the existing problems and study the causes of them, including the major and minor causes. The second perspective is to explore the ways to solve

the problems and their rationale from the perspective of how to allocate education resources rationally, and finally to propose feasible suggestions.

There are four broad approaches in this paper, which are practical investigation method, experience learning method, literature research method and theory and practice method. Among them, the practical investigation method and the literature research method target the first perspective of this paper, which is to examine the educational resources in Haiyang city for a long time and accumulate certain information in the actual research. The literature research method is to review a large amount of literature on the balanced development of educational resources, analyze and critically assimilate previous studies, and make a holistic summary of the current educational problems in Haiyang city by combining the materials from the actual research. The method of learning from experience and the working method of linking theory to practice is for the second research perspective. After analyzing the current situation of domestic and foreign research on the issue of unbalanced development of educational resources, a series of feasible suggestions are put forward from the practical point of view, taking into account the realities of China and the specific situation of Haiyang's local situation. The guiding method of educational management is fully applied, making the article both practical and more theoretical.

The innovation of this paper is reflected in three different aspects.

First, the systematic study of educational resources at the county (city) level. Domestic and international research on rural and urban education has a long history, so the study of educational resources is not a new topic. However, there are few studies that have been conducted to make recommendations on rural education injustice through specialized and systematic research and analysis. Therefore, the novelty of this paper is to analyze the current situation and problems of education in Haiyang city through theoretical analysis based on systematic research on educational resources, and to critically inherit and develop them with reference to previous domestic and foreign related works.

Second, based on the theory of educational management and the nature of educational products and their resource allocation methods, the dissertation analyzes and discusses the problem of unbalanced allocation of educational resources between urban and rural areas by using both normative and empirical research methods.

Third, field research was used to conduct a typical case study, making the study more meaningful in practice. The author conducted half a month of research in various cities and villages in Haiyang City, and had in-depth communication with rural leaders, principals, teachers and students, as well as local farmers, to obtain first-hand information, which makes this study more meaningful for practical reference.

In the writing of this paper, there are also some limitations.

The problem of urban-rural education resource allocation is a comprehensive and systematic study, which should not only evaluate educational equity, but also efficiency and effectiveness. In the specific analysis, this paper only adopts the theory and method of educational management to indirectly reflect the causes of unbalanced development of urban and rural educational resources in Haiyang city through the measurement of educational resource allocation process and propose relevant countermeasures for the reference of Haiyang education department.

In conclusion, the study of the balanced allocation of urban and rural educational resources is a study with realistic and policy guidance significance, and the study of this topic requires not only a deep knowledge of educational economics, but also an accurate grasp of national politics, finance, and the history and current situation of education. I hope that I will continue to improve it in my future study and research.

Analysis of the Current Situation and Problems of the Development of Urban and Rural Education Resources in Haiyang City

Methodology of the study

The study of this paper mainly adopts a combination of literature research method, qualitative analysis and quantitative analysis.

(1) Literature research method. Taking "theories and division of urban-rural relationship", "educational resources", "educational resource allocation", "unbalanced development of educational resources" We read and analyzed the theoretical studies of domestic and foreign experts and scholars on these issues, reviewed and analyzed the national laws and regulations on education resource allocation, and consulted national authoritative statistics to understand the history and current situation about education resource allocation, which helped to obtain the general situation about education resource allocation at the present stage in China. Since this paper is a study of the imbalance between urban and rural educational resources from the perspective of educational management, etc., the author consulted a large number of articles on educational management and used these principles to explain why there is such an obvious gap between urban and rural basic education. These articles are from both domestic and foreign sources, and the voices of scholars from these different geographical areas help us to identify the real reasons for the formation of the gap.

(2) Case study method. The case study method is to analyze the allocation of urban and rural education resources by combining the market practice and taking the typical city Haiyang as the material. This paper collects data through field research and interviews, and analyzes the actual problems in the allocation of urban and rural education resources in China from practice to make up for the shortage of literature research.

(3) Combination of qualitative and quantitative analysis. Using analysis and synthesis, induction and deduction, various information obtained about the allocation of urban and rural education resources are processed so as to clarify the relationship and deepen the understanding. This paper theoretically analyzes the factors affecting the allocation of urban and rural education resources and searches for the problem of the gap in the allocation of urban and rural education resources. It is not enough to have a qualitative study on the problem of urban-rural basic education gap alone, but there should be a quantitative study as well.

Population and Sampling Methods

Haiyang City has a total area of 1909 square kilometers, a resident population of 580,000, 18 towns and streets, 719 administrative villages and 27 urban communities. By the end of 2020, Haiyang City has 148 schools of all levels. Among them, there are 2 secondary vocational schools, 2 complete middle schools, 3 high schools, 6 nine-year schools, 16 ordinary middle schools, 26 elementary school, 1 competitive sports school, 1 special education school, 1 comprehensive practice school and 1 teachers' training school each. There are 89 kindergartens,

including 29 public and public nature kindergartens and 60 private kindergartens. There are 61,600 students in the city, including 47,948 students in basic education; 13,700 children in kindergarten (including 10,412 in private kindergartens). The total number of teaching staff in the city is 6857. There are 4468 primary and secondary school teachers, including 935 in high school, 2002 in junior high school and 1531 in elementary school; 2874 teachers in urban areas and 1594 teachers in streets and towns; 151 with graduate degrees, 3890 with bachelor's degrees and 427 with specialist degrees or below. In this paper, a sample survey was conducted in the relevant towns and streets of Haiyang City, and Haizheng community in Dongcun Street and Fazheng Town were selected for field survey.

Data Collection

In order to accurately describe the gap between urban and rural education resources in total and in stock, the author spent a lot of time collecting accurate data, which mainly came from the China Haiyang Statistical Yearbook, China Haiyang Education Statistical Yearbook, China Haiyang Education Expenditure Statistical Yearbook, Haiyang Population Statistical Yearbook, etc. in the past ten years. After data collection, the author conducted empirical analysis, both in terms of quantity and in terms of educational equity and social benefits. These three-dimensional comparisons and the comprehensive use of multiple methods have given us a clear overview and understanding of the gap between urban and rural education resource allocation.

Taking Haiyang City as an example, the imbalance between urban and rural education resources is mainly reflected in the following aspects.

1. Uneven educational environment between urban and rural areas

First, the redistribution of schools is in effect the elimination and consolidation of schools, which will greatly harm the actual interests of farmers and their children.

Second, the reorganization and restructuring of schools can cause disruptions in advancing the educational process.

2. Uneven allocation of educational resources between urban and rural areas

First, rural education human resources are relatively weak.

Second, the structural shortage and low professional quality of rural teachers.

3. The graduation rate of urban and rural schools varies

4. Differentiation of education resource allocation between urban and rural areas is obvious

5. There is a gap between urban and rural information technology resource allocation

6. There is a gap in funding investment

The impact of unbalanced education resources between urban and rural areas on students

The most direct result of the imbalance of resources between urban and rural areas is a huge gap in the quality of education and a huge difference in students' knowledge, for example, in terms of infrastructure, financial investment, power of urban and rural educational resources, hardware and software facilities, etc. If this problem is not effectively solved, the chances of students in rural areas getting promoted to further education will be significantly reduced, which is not conducive to the overall development of rural students.

The lack of educational resources in urban and rural areas directly affects the knowledge and ability needed to advance to higher education. The more knowledge a person acquires and the more skills he or she has, the greater the chance of winning various exams and skill competitions, creating conditions for him or her to advance to higher education. However, the imbalance of education resources between urban and rural areas, the obstruction of students' access to knowledge and the lack of ability enhancement, coupled with the differences in the low quality of teaching and the uneven power of urban and rural education resources, will weaken the initiative and motivation of rural students compared with urban students, affecting the process of rural students' mobility to cities and their own development.

Poor hardware and software educational facilities directly affect the degree of information skills mastery of rural students. In modern society, borrowing the network for learning and working has become an irreversible trend. In the recruitment process of many enterprises and institutions, it is generally clearly marked that candidates must have strong computer skills. However, at the present stage, the lack of information technology education in rural primary and secondary schools due to the backwardness of educational hardware has, to some extent, seriously restricted the information technology skills of rural students when they advance to further studies, and it is difficult for them to gain competitive advantage in the fierce market competition and achieve upward mobility in the future.

The single resource channel between urban and rural areas causes the weak comprehensive ability of rural students to advance upward to further education. Urban public education resources are richer than rural areas, urban students have more opportunities to contact or obtain more cutting-edge scientific and technological knowledge and educational learning concepts, and update their knowledge in time to better adapt to the needs of social development. On the contrary, rural areas are obviously disadvantaged, not only the educational resources in rural areas are weak, but also the vision is narrower, coupled with the difference of family capital, parents of urban students focus more on cultivating their children's comprehensive ability, and are willing to pay more time and money to cultivate their children's growth and success, such as enrolling in various training courses, purchasing learning equipment and equipment, purchasing books and resources, which are lacking in rural children at this stage.

Analysis of the constraints to the unbalanced development of urban and rural education in Haiyang

The concept of balanced development of education in urban and rural areas is backward. The concept of "elite education", which has ruled the education sector for many years, has distorted the essence of education. Education resources are a kind of national education, universal education and developmental education, and the limited education resources are tilted to the cities and key schools, and education opportunities are tilted to scores, money and power, which enlarges the inequality of education. It is this concept of education, which tends to be elitist and neglects the common people, that has led to a widening gap between key urban schools and weak township schools.

Unbalanced regional economic development and related inputs in the province. Under the condition of limited national financial allocation, due to the difference of economic development between the east and west regions of Haiyang City itself, the existing educational

resources will be difficult to meet the requirements of equal access to school and equal educational process and results. urban areas with stronger economic capacity also have stronger educational supply capacity, and the government and families are in a position to increase the investment in educational resources to promote educational development; while in rural areas with very weak economic educational conditions and family economic conditions are also affected, and some people cannot even finish the nine-year compulsory education.

The government's education balance management system is lagging behind. The government's policy orientation to key schools has caused a large amount of funds and high-quality urban and rural educational resources to flow to these schools, making the gap between schools in backward areas, especially in rural areas, in terms of running conditions, the level of urban and rural educational resources and teaching quality compared to urban areas, widening the gap, thus making it difficult to change a large number of weak schools in this state for a long time. The imperfection of education supervision system. The construction of education supervision system is a piece of soft help in China's education management system, summarizing the reasons for both the lack of attention to the concept, as well as regional differences, the lack of effective and unified standards and other important factors.

The mechanism of building the teacher team is not perfect

First, the structural irrationality of the teaching force. In terms of age structure, there is a widespread problem of aging teachers in compulsory education in the province, especially serious in elementary school, due to the serious overstaffing of elementary school teachers, in recent years, many places simply do not replenish new teaching positions, most of the school teachers are mainly old teachers, which has caused an age fault in the elementary school teaching force. In terms of subject structure, there is a general lack of teachers for English, computer, music, physical education, and art teachers, and these subjects in rural schools are often taught part-time by teachers of other subjects, not even talking about professionalism, which directly leads to a decline in teaching quality. In terms of regional structure, the gap between the number of teachers in rural schools and urban schools is also very obvious, with significantly more teachers in urban schools than in rural schools. In some poor mountainous and remote areas, due to the difficult living conditions, poor teaching environment, and meager salaries, there are simply no teachers willing to teach on a long-term basis, and they can only hire nearby substitute teachers on a temporary basis.

Second, there is a significant urban-rural difference in the treatment of teachers. One of the main reasons why many rural teachers want to transfer into urban schools is the urban-rural difference in treatment. The quality of the teaching force varies, and the cities have gathered a large number of talented people due to the superior geographic conditions and generous treatment of teachers, while in other towns and cities, the majority of junior high and high school teachers are mainly specialized and undergraduate, and most highly educated teachers are gathered in developed cities, the more teachers are scarce, the quality of teachers is not high, and many teachers teach in dialect, and the quality of teaching is generally not high.

Suggestions for countermeasures on the allocation of urban and rural education resources in Haiyang

In order to promote the balanced allocation of urban and rural educational resources and the harmonious development of education, the core idea proposed in the thesis is to design a comprehensive supporting strategy based on system theory with the balanced allocation of urban and rural educational resources as the core. Specifically, it includes promoting the sharing of urban and rural education resources, strengthening the guarantee of urban and rural education resources, improving the connotation of urban and rural education resources, and increasing the total amount of urban and rural education resources.

Change the concept and break the restrictions

First, the government is in a leading position and should actively change its viewpoint. The government should break the boundaries between departments, regions and different enterprises and institutions, reasonably use out-of-school urban and rural education resources, establish a scientific and orderly flow system of urban and rural education resources, optimize the structure of teachers' resources, realize the sharing of urban and rural education resources, and promote the balance of urban and rural education resources between regional structures, so as to realize the effective allocation of human resources, including adjusting the establishment and reasonably determining the total amount of rural urban and rural education resources. Comprehensively implement the system of balancing urban and rural education resources, strictly control the entrance of teachers, adhere to the combination of teacher job evaluation and recruitment, and promote the construction of rural high-quality urban and rural education resources. Establish an incentive and guarantee system, set up special awards for outstanding rural teachers, stabilize the rural teaching force, and accelerate the construction of a social security system for teachers.

Second, innovate the teacher education system. The government can set up teacher exchange centers or urban and rural education resource bases in cities and counties through pilot institutional reforms, coordinate the deployment of key teachers between key schools and other schools in the same region, implement a "master teacher sharing system", and implement a system of mutual rotation according to a certain ratio and number of years.

Third, establish a system of education soft resource sharing system. For example, the "networked teaching and research system" ensures the development of interactive teaching and research activities in urban and rural areas by establishing an educational teaching resource library, a network teaching and research system, a subject teaching and research blog network, and a live video broadcasting system to break the time and space limitations of urban and rural teaching and research activities and teacher exchanges. "Teacher knowledge resource base construction system", constructing an interactive teaching and research platform for primary and secondary schools in Haiyang City, promoting the sharing of education and teaching resources in urban and rural schools, and conducting research on online interactive teaching and research mechanisms and platform optimization. The "intra-regional teacher twinning system" selects model middle schools, key middle schools and window elementary school above Yantai City level in Haiyang City as rural teachers' training schools in the city, organizes some rural backbone teachers to follow the training in the city every year, and identifies some of these backbone teachers of the city training schools as rural teachers' professional In addition,

the training team of urban teachers is mainly composed of rural teachers and urban and rural teachers who grow together. Primary and secondary schools with conditions can take educational research as a breakthrough and build local "educational research communities", whose members are composed of educational researchers, urban teachers and rural teachers, and can select outstanding teachers to take the lead, communicate through educational research activities, share various learning resources, exchange each other's life and learning emotions, teaching experience and educational philosophy, and jointly complete certain projects. They can share various learning resources, share each other's life learning emotions, teaching experiences and educational concepts, and accomplish certain teaching research tasks together.

Strengthen the investment and implement the compensation mechanism of "special allowance" for teachers

The government should take a variety of attractive measures to encourage outstanding urban teachers to teach in rural areas, such as local governments and educational institutions can set up special funds or subsidies and rewards to ensure that the income of urban teachers does not fall but rise, and give priority to participating teachers in the selection of titles and the awarding of various honors, and the time and number of visits to rural areas will be included in the title evaluation inspection. Local governments should arrange for urban and rural teachers to flow and send each other to the counterpart schools, and specify a good flow, the time of sending each other once, as well as the number of key teachers, requiring each school must be firmly and strictly enforced, and the implementation of the situation will be included in the assessment of the principal of each school. If necessary, compulsory measures such as organizational arrangements for deployment can be taken to ensure the smooth implementation of urban and rural teacher mobility and mutual assignment measures. In addition, local governments and education departments should give priority to the principle of proximity when selecting schools for mutual assignment, and when two exchange schools are within one hour's drive, flexible measures can be taken to allow teachers to teach part-time in both urban and rural schools, with the government subsidizing the transportation costs to and from the schools.

In response to the current instability of the teaching force in remote and poor areas and rural areas, the direction and trend of teacher mobility is in a completely disorderly state, and it is urgent to establish a compensation system of "special allowances" for teachers in poor and rural areas. First, the establishment of urban teachers to serve in rural areas of the living and transportation subsidies, specifically by sending units of the same level of government financial burden. Second, the establishment of a special fund, the source of which is mainly covered by the central government, to reward teachers who have made outstanding achievements and contributions in schools in poor areas, rural schools and weak schools. Thirdly, the special allowance for teachers in poor and rural areas should be paid mainly to teachers working in poor rural, mountainous, remote and ethnic areas, who are on the staff and in primary and secondary schools, and the more poor and remote the areas, the higher the amount of the special allowance should be. Therefore, Haiyang government should make balanced development of education resources an important goal, increase the investment in local education resources, and under certain circumstances, tilt to rural and remote areas.

strengthen the system of safeguarding urban and rural education resources and build a mechanism for replenishing highly qualified teachers

First of all, improve the working and living environment of rural teachers, build turnaround dormitories for teachers in schools in rural and remote areas, and provide conditions for them to stay rooted in rural areas. Appropriately raise the standard of subsidies for rural teachers' positions, and effectively guarantee their salaries and benefits in place. At the same time, we should establish and improve various social security mechanisms for rural teachers, including providing protection in medical care, pension and unemployment insurance, and housing.

Second, reasonable adjustments to staffing standards provide quantitative guarantees for the scientific deployment of rural teachers. The comprehensive implementation of urban and rural education resource expansion plans, the formation of an open teacher training system, and the broadening of ways to attract talented people to teach can help schools absorb as many qualified teachers as possible, and slow down and solve the contradiction between teacher supply and demand.

Optimize the evaluation system of educational resources and establish a teacher title evaluation system with Haiyang characteristics

It is suggested that the evaluation of senior title should require a certain number of years of teaching in rural areas or at least 5 years of teaching in rural areas as a prerequisite, and the excellent teachers who have been teaching in rural areas for a long time should be given priority in the evaluation. This will not only direct more urban quality education resources to rural areas, but also encourage primary and secondary school teachers to teach in rural areas and improve the professional status of rural primary and secondary school teachers. At the same time, it is recommended to implement the system of assessing titles in cities, counties and grassroots schools, that is, the competent department should delegate the authority of title assessment to the grassroots, and the personnel department should delegate the title index to schools according to the proportion, with the proportion of the index favoring schools in rural areas, and the schools should organize the assessment and then submit it to the competent department for approval, so that teachers with outstanding performance in schools can have more opportunities, and at the same time can better accept This will allow teachers with outstanding performance in schools to have more opportunities, and at the same time can better accept the supervision of the masses to realize the principles of fairness, justice and openness.

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