

Research Article

Agriculture Environment Influence on Urban and Rural Areas Teachers Balanced Research

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Abstract: External agricultural environment is playing an important role in the balanced development of urban and rural teachers, including comprehensive effects of multiple factors, such agricultural environment, agricultural policy, agricultural system, etc. We have conducted a random questionnaire survey on urban and rural compulsory teachers in Chongqing City, issued 2400 questionnaires and received 1700 effective questionnaires. We employed SPSS statistical software to analyze the influence of external agricultural environment on dualized social security system, training system, personnel system reform and management system, etc, investigate the cause of an unbalanced allocation of urban and rural teachers from the perspective of external agricultural environment. Establish dualized social security system form the external agricultural environment, in order to solve the problem of the balanced development of urban and rural teachers and guarantee a balanced development of school education in urban and rural areas.

Keywords: Agriculture environment, agricultural system, agricultural policy

INTRODUCTION

The key of truly implement of China's rural basic education balanced development and education equity lies in the balanced development of teachers in the rural compulsory area. The balanced development of rural teachers is the necessary conditions of promoting the basic education balanced development (Yang, 2004). The balanced configuration system of rural teachers relies on the mutual condition and mutual coordination between formal institution and informal institution (Zhu, 2013a). Formal institution relates to country power or certain organization (Robinson and Yi, 2008). Many aspects including political factor and system factor and so on were carried out by compelling force under certain specific form (Chyi and Zhou, 2014). It affects the behavioral norms and action selection of human social activities (Zhu, 2013c). Formal system has mandatory, individual behavior constraints is more from the informal institution. Informal institution is not explicit exist (Smith and Higley, 2012). It is the education system which not is expressed (Nishimura and Yamano, 2013). But it is indeed one kind of standard everyone followed consciously, mainly includes consciously social customs, habits, ethics, ideological belief and ideology, etc.

MATERIALS AND METHODS

In order to analyze the current situation of Chinese rural basic education development, to explore how

formal institution and informal institution affects the imbalance of rural teachers system, to discuss the reason of its exist, to find out the resolution of affecting compulsory education qualified teachers' balanced configuration, we take Chongqing for example, random drawing compulsory education teachers in rural area as our research subjects (Zhu, 2013b). We random gave out 2400 Chongqing urban and rural compulsory education teachers balanced configuration questionnaire. A total of 1732 effective questionnaires were taken back, the effective rate of 72.17%. In order to get more realistic feedback about gap between the rural basic education of China and the basic education, the investigation random gave out questionnaires to rural teachers and urban teachers with 2:1 ratio. Eventually 1191 valid questionnaires of teachers in rural area and 541 effective questionnaires in urban area were included in 1732 valid questionnaires. We use the statistical software spss11.5 to summarize and analyze the test result.

RESULTS

We analyze the factors which affect the equilibrium configuration of teachers in view of dualistic social security system, teachers training system, the personnel system reform and teachers' management system.

The dual structure in urban and rural area: It is easy for dualistic social security system to hinder the teacher resources equilibrium configuration. The dual structure

Table 1: Feeling about the current living conditions

Satisfaction degree:	Very satisfied	Satisfied	So	Not very satisfied	Dissatisfied
Urban	6.1	28.1	44.5	18.2	3.1
Rural	4.5	31.4	44.5	16.4	3.7

Table 2: Family housing condition

Housing condition:	Rent house	Self-purchase commercial residence	Teacher collective house	Self-building house	Other
Urban	27.4	50.1	15.9	6.1	0.50
Rural	24.5	32.4	30.1	130	13.0

Table 3: Effects of merit pay on teachers' working enthusiasm

Effect	Very good	Good	So	Not good	Other
Urban	6.8	20.3	37.7	28.9	7.3
Rural	7.6	27.1	34.0	28.5	3.8

Table 4: Effects of teacher merit pay on balanced configuration of teachers in urban and rural compulsory education

Effect	Very effective	Effective	A bit effective	Not good	Other
Urban	8.3	31.8	41.6	17.9	0.4
Rural	9.1	37.4	37.0	16.5	0.0

Table 5: Problems in teacher performance assessment index

Problem	Teaching inferior to research	Quality inferior to quantity	Insufficient operability	Unreasonable assessment system	Other
Urban	9.6	30.3	32.0	27.5	0.6
Rural	10.9	33.5	31.6	23.5	0.5

in urban and rural area leads to obvious difference between the education in urban and rural area, which also leads to big difference in housing, health care and welfare benefits among teachers (Elena and Adela, 2010). As the government's emphasis on teachers' treatment, the teacher welfare has some improvements. But the social benefits satisfactory rate in city is 6.1% while 4.5% in rural area according to our questionnaire feedbacks. Partly satisfactory rate is 28.1% in city while 31.4% in rural area. The teachers' satisfaction rate in rural area and urban area is not high as Table 1 shows, feeling about the current living conditions (Table 1). The housing problem is being partly solved, however there is still big gap between the reality and expectation about local governments helps to solve teachers' living problems. The teachers in rural area are non-agricultural registered permanent residence, most of them live in rural area but they couldn't enjoy the house site which belongs to farmer. Some school is far away from cities or towns meanwhile the means of transportation is fall behind. The commercial housing price is very high in towns and cities, the affordable housing and low-rising housing is only works for urban employees. The housing security problem of rural area teachers is in a dilemma. Some rural area teachers were forced to lend loan to buy old commercial housing while considering family needs, family housing condition (Table 2).

From teachers merit pay situation in rural and urban area, 43.6% urban teachers think its arousal effect works, 43.7% teachers in rural area agree with it. We can see merit pay works at first sight, the gap between rural area and urban area is getting smaller (Table 3). 6.8% urban teachers think the merit pay policy is highly promoting the teachers' salary while 7.6% rural area teachers think in the same way. 20.3% urban teachers think the merit pay policy is promoting teachers' salary while 27.1% rural area teachers think in the same way. From Table 4, we can tell that 40.1% urban teachers think the merit pay policy benefit and works in

promoting the balanced configuration in urban and rural compulsory education area, while 46.5% rural teachers think in the same way, effects of teacher merit pay on balanced configuration of teachers in urban and rural compulsory education (Table 4). But about the teachers' performance evaluation system, 30.3% urban teachers think performance evaluation pays more attention on quantity not quality, while 33.5% rural teachers think in the same way. As Table 5 shows, 32% urban teachers think it's lacking of operability while 31.6% rural teachers think in the same way, problems in teacher performance assessment index (Table 5). All above data shows there are incomplete evaluation standard, unreasonable performance evaluation, not enough promotion numbers problems and etc exist in teachers' performance evaluation system.

Teacher training system: Teachers' training system is key process of promoting teachers' professional quality (Chari and Maertens, 2014). The training investment is not enough according to current compulsory education situation of teachers. The administrative department for education is not able to bear all the training cost because of the imperfection of financial system (Goodburn, 2009). Therefore school needs to pay for most of training cost for teachers. Rural school couldn't support for training for each teachers because of the shortage of funds, most of rural teachers need to pay by themselves (Buckler, 2011). Only 16.3% rural teachers often have chance to share go-out training while most of rural teachers random have chance to do this. The situation among urban teachers is much better than rural teachers, external training opportunities of teachers (Table 6). As Table 6 shows, there is still gap between the training in urban area and rural area, it total training funds needs to be increased.

Teachers and personnel system reform: Chinese teachers and personnel system reform gradually shows

Table 6: External training opportunities of teachers

Training opportunity	Frequent	Sometimes	Never	Other
Urban	20.1	58.8	19.0	2.1
Rural	16.3	61.3	22.2	0.2

Table 7: Configuration modes of teachers

Configuration mode	School recruits and appoints teachers independently	Superior departments recruit teachers	Transfer of relative units	Other
Urban	16.3	64.3	14.6	4.8
Rural	16.3	63.4	17.6	2.7

Table 8: Reasons for teacher mobility

Reason	Interpersonal relation	Social benefits	Professional-title evaluation	Enrollment of children	Employment environment
Urban	8.3	52.1	10.9	18.8	9.9
Rural	9.7	61.6	9.8	13.2	5.7

Table 9: The gap between rural and urban teachers

Gap	Faculty structure	Supplement flow mechanism of teachers	Aging degrees of teachers	Difficulty in layout adjustment of school	Other
Urban	15.3	27.9	33.5	19.4	3.9
Rural	26.9	28.6	25.0	18.6	0.9

the teachers employment system as featured as prominent positions and strict appraisal, employment according to the performance. Owing to the teachers' resource difference in urban and rural area, if we adopt same education background for urban and rural area teachers in recruitment, the teachers with better education background would go to urban area while the teachers with lower education background go to rural area (Mohammed, 2012). It easily leads to structure disequilibrium in urban area and rural area (Wallace, 2007). During recruitment, 16.3% schools decide the recruitment standards. 64.3% schools report their recruitment needs to superior department who responsible for recruiting and selecting. As Table 7 shows, most teachers think the recruit process is fair, but there are still many uncertain factors such as social relations affect the teachers' recruitment, configuration modes of teachers (Table 7).

About teacher preparation standards, it implements different teachers' quota in urban and rural area. The student-teacher ratio is 1:13.5 in urban primary schools while student-teacher ratio is 1:18 in rural primary schools. The student-teacher ratio is 1:19 in urban junior high schools while student-teacher ratio is 1:23 in rural junior high schools. The cities and towns have more teacher staff than rural areas which is with larger population. The serious imbalance of teachers' situation limits the normal flowing direction of rural teacher resources.

In the aspect of teacher mobility, the main factors are material treatment, school management level and personal factors (Quintana and Zambrano, 2014). Although personal desires, self-realization, home conditions and other factors may affect the teacher mobility between urban and rural areas, material treatment is still a major consideration factor, which accounted for 52.1% of urban teachers and 61.6% of rural teachers. In addition, interpersonal pressures, difficulties in professional-title evaluation, poor education or working environment of children, work

pressures and other factors also contribute to teacher mobility, reasons for teacher mobility (Table 8). Excellent teachers in rural areas tend to move to cities and rural schools become the talent base for urban schools, resulting in uneven development between urban and rural education (Saigal, 2012). Rural-urban migration of teachers has resulted in problems in faculty structure of rural teachers, such as supplement flow mechanism for rural teachers, the aging of rural teachers, hard layout adjustment of schools and other problems. The gap in construction of teacher staff is becoming more and more obvious between urban and rural areas, the gap between rural and urban teachers (Table 9).

DISCUSSION

Teacher management system: Teacher Management System is both a method and a tool and effective teacher management system may contribute to development among school, teacher and student. According to surveys: 37.3% of urban teachers and 32.3% of rural teachers believe that formulate and implement teacher management system will prepare a platform for teachers' development; 29.9% of urban teachers and 29.1% of rural teachers believes that teacher management system will ensure normal teaching orders; and 26.3% of urban teachers and 24.9% of rural teachers believes that teacher management system is able to motivate the development of teachers. Both urban and rural teachers have a clear positioning for teacher management system, the purposes of formulating and implementing teacher management system (Table 10).

About the execution of teachers' management system, the research shows 56.7% urban teachers think the system is very fair or fair while 57% teachers in rural area think so. 43.3% urban teachers think the system is not very fair or no fair while 44% teachers in rural area think so, teacher management system and its

Table 10: The purposes of formulating and implementing teacher management system

Purpose	Regulate the behavior of teachers	Develop a platform for teachers	Ensure normal teaching orders	Encourage teacher to develop themselves
Urban	6.5	37.3	29.9	26.3
Rural	13.7	32.3	29.1	24.9

Table 11: Teacher management system and its performance

Performance	Very fair	Fair	Not fair	Not fair at all
Urban	6.8	49.9	36.5	6.80
Rural	9.7	46.3	33.8	10.2

Table 12: Evidences for teacher assessment

Main evidences	Teacher's morality	Teacher's teaching level	Student's test scores	Student's comprehensive quality	Other
Urban	7.9	29.9	37.7	14.2	10.3
Rural	9.9	28.7	44.7	13.0	3.70

performance (Table 11). It means most of teachers think the teachers' management system is not fair. From the effect of reform in practical education, it did not give full play to the momentum of reform and its impacts. The research shows most of teachers think the current teachers' management system has many problems such as old-fashioned management idea, unsound system, opacity system, lack of effective incentive measures and so on.

Consider how to perfect teachers' management system, the research shows the teachers' level of expertise, test scores of students and mixed-ability of students needs to be the main evaluation standards during evaluation of teachers' performance (Wells and Zunz, 2009). As Table 12 shows, teachers' level of expertise index takes nearly 30% while the test scores of students takes more than 35%, the mixed-ability of students' index takes more than 13%. It seems the test scores of students still play a big role during performance evaluation although the quality-oriented education is popular in China for many years, evidences for teacher assessment (Table 12). It becomes the real problem we need to face up during the process of balanced configuration of teachers in urban and rural area.

CONCLUSION

The long-term urban and rural dual economic structure in China derives the city center oriented value orientation. The idea of City better than rural area is embodied in material level and cultural dimension level including school teaching equipment, economic benefits, social security, child development and the external environment and etc aspects. It is easier for urban teachers to obtain performance satisfaction and sense of pride of being staff, which leads to those teachers in rural area or economically undeveloped area constantly think of choosing better job in better school by working on current position. If things continue this way, the high quality education resource is collected in city, which leads to unbalanced development of teachers in urban area and rural area schools. As the object and

subject of teachers' equilibrium configuration, teachers still belongs to social individuals although it has important social responsibilities and moral obligations on its shoulders. The nature of being human being leads to the teacher is as the same as other individuals in group. They have strong desire and motivation to purchase self-benefit maximizations. When they choose schools, the urban schools with better economy, enough teaching facilities and wilder development space are more attractive than rural schools. Therefore, the development process of China rural area basic education needs to take the factors of unbalanced configuration in urban and rural area. The problems of teachers' balanced configuration in urban teachers and rural teachers would be solved until we build the independent value orientation among urban teachers and rural teachers, build dualistic social security system, promote the reform of teachers personnel system, enhance the teachers' management system, perfect the teachers' training system.

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