

Study on the Distribution of Compulsory School Teacher's Resources in Guizhou

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Abstract

The student-teacher ratio of compulsory schools in Guizhou has declined. The student-teacher ratio of junior middle schools is higher than that of primary schools. The student-teacher ratio of urban schools is the highest of all. The teachers' educational level of compulsory schools in Guizhou is higher than before. The structure of teachers' professional titles is unreasonable in that the proportion of teachers with high professional titles is too low. The workload of teachers is too heavy to meet the demand of diversified running of schools in Guizhou. To improve the quantity and quality of teachers in rural compulsory education schools, as well as the compulsory education quality in Guizhou, it is necessary to take the following measures: optimizing the authorized size of compulsory school teachers, approving the student-teacher ratio, continuing to implement the Special Contracted Teachers' Policy, reforming the evaluating policy of the professional titles and recruiting caretakers and so on.

Key words: Guizhou; Compulsory schools; Teacher resources; Distribution

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INTRODUCTION

Guizhou Province is a place of contiguous destitute areas with 80 poverty-stricken counties. With the support of national policies and fundings, the distribution of Guizhou compulsory school teacher resources are optimized, but still unable to meet the demands of compulsory school teaching. Moreover, the gap between Guizhou and western regions or the national average level is still large. Therefore, it is necessary to keep implementing the policy of optimizing compulsory school teachers so as to promote the scientific development of Guizhou compulsory education.

1. THE CURRENT DISTRIBUTION OF COMPULSORY SCHOOL TEACHER RESOURCES IN GUIZHOU

(a) The teacher-student ratio of compulsory schools in Guizhou has declined. The student-teacher ratio of urban primary schools is too high. The student-teacher ratio of junior middle schools declines less than that of primary schools.

i) The student-teacher ratio of primary schools in Guizhou is declining. The student-teacher ratio showed a decreasing trend from urban schools to rural ones, however, the student-teacher ratio of urban schools and urban-rural schools is exceptionally high.

With school-age population declining and the teacher resources increasing, pupil-teacher ratio in Guizhou decreased from 24.29: 1 (2007) to 19.2: 1(2012), which is behind the national average level, 17.36: 1, and also far behind that of the western region, 16.89: 1, not meeting the national requirements. The situation is severer in remote areas of Guizhou. In 2012, the pupil-teacher ratio in Bijie District is as high as 24.6: 1, which exceeds 22:1, the specified urban and rural ceiling requirements in Guizhou.

a) The student-teacher ratio of full-time teachers in Guizhou urban primary schools is fairly high. And compared with 2007, it did not change significantly. In 2012 the urban student-teacher ratio is the highest, reaching 23.64: 1, fringe area 22.58: 1, township 20.27: 1. Due to the acceleration of industrialization and urbanization, the children of migrant workers are pouring into the cities, swelling urban schools, a direct result of "large class" issues in elementary and middle schools.

b) The student-teacher ratio of rural schools has been effectively controlled. In 2012, the student-teacher ratio of rural primary schools dropped to 17.86: 1, which, compared with 25: 1 in 2007, was effectively controlled.

ii) The student-teacher ratio of Guizhou junior middle schools is fairly high, but there are no significant regional differences.

a) The student-teacher ratio of Guizhou junior middle schools is fairly high. The student-teacher ratio of Guizhou Province dropped from 19.77: 1 in 2007 to 18.3: 1 in 2012, far higher than the national average level, 13.59: 1, and also higher than that of the western region 14.66: 1. The situation of teachers in remote areas remains grim in Guizhou. In 2012, the student-teacher ratio of junior middle schools in Bijie was 22.2: 1, not meeting the minimum requirements for national student-teacher ratio.

b) The student-teacher ratio of junior middle school in Guizhou Province did not show obvious geographical differences. In 2007, student-teacher ratio of towns was slightly higher than the provincial average level, which was as high as that of urban and rural areas. In 2012 the student-teacher ratio of towns and villages fringe reached 19.06: 1, while the student-teacher ratio of rural junior middle school reached 17.56: 1, lower than the provincial average level. Other areas, however, were close to the provincial average level. It can be concluded that compared to 2007, the fastest growth rate of junior middle school teacher resources are ordinary rural junior high schools.

c) The education background of compulsory education school teachers improved significantly, however, teachers with advanced education background accounted for only a small proportion.

i) Most of the primary school teachers in Guizhou Province only have specialist qualifications. From urban primary schools through urban fringe to rural ones, the education background above specialist qualification of teachers declines, and vice versa.

In 2012, the proportion of primary school teachers with College Degree in Guizhou Province rised from 56.12% in 2007 to 82.03%, an increase of 25.81%, but still below the national average of 84.91% and also lower than the average level of the western region 84.11%. Teachers in remote areas of Guizhou are less educated. Teachers with College Degree or above of primary schools in Bijie City accounted for 75.77 percent of full-time teachers. In 2012, only 18.19% of primary school teachers in Guizhou Province had 32.98% bachelor degree in urban schools, which was flat with national average level.

ii) The proportion of junior middle school teachers in undergraduate education or above increases significantly, but still below the national average level and that of the western region, which still needs adequate introduction of highly educated teachers to better junior middle school education.

In China, junior middle school teachers of undergraduate education are in the majority, of which the proportion in 2012 had reached 70.59%, while the western regions reached 69.62%. In Guizhou, the proportion in 2012 reached 58.7%, an increase of 26.09% compared with 32.61% in 2007. Guizhou proportion of junior high school teachers in undergraduate education nationwide 11.89 points behind, backward western regions which 10.92 percent. The lower undergraduate education teachers in remote areas, Bijie Prefecture in 2012 teacher education and above accounted for 55.35% the number of junior high school teachers.

In 2007, in accordance with the national average level, the ordinary middle school teachers with college education were close in number with those undergraduate education. But then teachers with undergraduate education in Guizhou accounted for only 35.32%, rural school teachers with undergraduate education accounted for only 24.12%. In 2012, 60% of rural junior middle school teachers in Guizhou received undergraduate education.

(c) The structure of teachers' professional titles is unreasonable in that the proportion of teachers with high professional titles is too low.

Professional title is one of the parameters of teachers' education capacity, and also the presentation of the soft power of the local education. In terms of education, the higher the proportion of senior titles, the better the invisible capacity of local education. Teachers' income, their vital interests, is closely related with titles. China's educational institutions implement different proportion to control the structure of titles. The overall national control target ratio of professional and technical advanced level, intermediate level and primary positions is 1: 3: 6.

i) Primary school teachers in Guizhou Province are mostly primary teachers, with a few advanced teachers and the high proportion of teachers without titles.

In 2012, the title structure of primary School Teachers in Guizhou Province of the hierarchy was irrational. In China, primary school teachers with intermediate titles played a dominant role, while in Guizhou Province, primary teachers played a leading role, accounted for 46.44%. Advanced teachers accounted for only 0.16%, a small proportion. In 2011, there were 33 advanced teachers in Guizhou Province.

ii) The proportion of junior middle school teachers with senior professional titles is too low.

The proportion of junior middle school teachers with advanced titles showed a rising trend, climbing from 5.02% in 2007 to 7.96% in 2012, an increase of only 2.94%, which is clearly less than the western regional and

national level. In 2012, the proportion of senior teachers in Guizhou is only half the national average, seriously inadequate in number.

The proportion of first-grade middle school teachers rose by 2.94% across China, and rose by 3.84% throughout the western region. In Guizhou Province, the proportion of first-grade teachers rose by 5.72% than 2007, a fairly sharp increase but still low in number, 11.21% lower than the national average level and 5.67% lower than the western regional average level.

In 2012, geographical distribution of professional titles in Guizhou is unreasonable. In 2012, advanced teachers mostly belong to urban areas, accounted for 16.89%. The proportion of senior teachers in rural schools of Guizhou is 3.42%. The proportion of first-grade teachers also show a downward trend, falling from 34.72% in urban areas to 27.89% in rural areas. On the contrary, the proportion of teachers with junior titles are showing an upward trend, from 31.39% in urban areas to 53.67% in rural areas. Teachers without titles are mainly concentrated in urban and rural junior middle schools. The proportion of teachers without titles is nearly twice the national level. The reason is that the policy of special-contracted teachers was implemented in 2006. The annual recruiting special-contracted teachers are not to get title in three years, leading to a lot of young teachers in recent years having no chance to get titles.

2. THE DISTRIBUTION OF TEACHER RESOURCES CAN NOT MEET THE NEEDS OF DIVERSE RUNNING OF COMPULSORY SCHOOL

Boarding schools, teaching spots or small sized schools are located in vast rural areas of Guizhou, where teachers are not only responsible for teaching students, but also for the daily tasks of administration and student counseling, which is a heavy workload.

2.1 The Task of Teacher in Teaching Spots Is Fairly Tough

In Guizhou Province, 95.61% of the teaching spots are distributed in rural areas, accounting for 34.33% of rural schools. In some rural schools of Guizhou, there are integrated classes. In Dafang County of Guizhou Province, there are 148 primary schools, in which 35 primary schools only have less than 10 full-time teachers. For example, five teachers need to complete the teaching task of four classes including 73 students. The student-teacher ratio is only 15: 1, however, they need to cover all the courses of the four classes. Now the authorization of teachers is still different between urban areas and rural areas. The student-teacher ratio are respectively 13:1 and 16:1 in junior middle schools, 19:1 and 22:1, which can not guarantee the quality of education.

2.2 The Boarding Schools Increased Teachers' Workload

According to *The Long-term Planning for Guizhou Education*, under practical needs of compulsory education, the plan adheres to the principle of the nearest school and the relative concentration of school. In 2015, the boarding rate of the rural primary schools has reached 30%, and the boarding rate of junior middle schools has reached 70%. There are supposed to be one million primary school students, 1.4 million junior middle school students stay in. In 2020, the accommodation of rural junior middle school students will be covered. At present, teacher resources in Guizhou can only meet the basic lesson plans, while in boarding schools, the workload is almost doubled.

2.3 The Feeding Program Has Increased the Workload of Teachers

Since spring of 2012, Guizhou Province has carried on the school cafeteria serving lunch for the basic features of students nutritious meals, benefiting the 87 counties, 3.78 million rural primary and secondary students. Noon feeding requires teachers to accompany the meals and supervise students' lunch and security management, which increased the workload of teachers in rural schools.

Insufficient number of teachers has led to excessive workload of teachers. The investigation team of the Policy Optimization of Guizhou Rural Teachers carried out a survey through 23 rural secondary schools in five cities in Guizhou. In the survey of teachers, 21% of them teach as two courses, 48% of them teach three courses, and 25% of them teach more than four courses. In addition, 36% of them teach 16 to 20 hours per week, 6% of them teach 21 to 25 hours per week and 2% of them teach more than 26 hours per week. According to the state standards, the weekly workload of primary school teachers is 12 to 14 hours. It is estimated that the workload of more than 44% of special-contracted teachers in Guizhou are above the standard, some even as high as 25 hours. The multidisciplinary teaching does not live up to the concept of quality education. The overloaded task occupied the time for further learning and teaching design, which directly affects the quality and efficiency of classroom teaching.

3. SUGGESTIONS FOR THE OPTIMIZATION OF COMPULSORY SCHOOL TEACHER RESOURCES IN GUIZHOU

3.1 In Accordance With the Development of Guizhou Compulsory Education, Establish the Authorized System for Compulsory School Teachers

Guizhou Province in 2012 introduced a new authorized system for primary and secondary school faculties, in

which towns and rural areas share the same standard. The student-teacher ratio of towns and rural elementary and junior middle schools are respectively 19:1 to 24:1, 13:1 to 19:1, which still vary in standards. The student-teacher ratio of 13 to 16:1. The establishment of the authorized system for compulsory educational schools should be based on the reality of its development. The standard of the authorized system is in accordance with the demands of education in school units, which not only consider whether the school curriculum is enough and complete but also consider the actual workload of the schools as well as teachers' workload limit.

3.2 Extend the Time for the Implementation of Special-Contracted Teacher Policy in Guizhou Province

The policy of special-contracted teachers has improved the overall level of rural teachers of poverty-stricken areas. But even in poor areas, the demand for teachers is not unlimited. In 2013, the recruitment scale of special-contracted teachers in Bijie County reached 5,200, so large scale that only in a few years and quickly occupied the teacher positions. After the rapid saturation in the preparation of teachers and the implementation of the policy, there is a sharp drop in the number of recruited teachers. In addition, good teachers can not come in and unqualified teachers are unlikely to be kicked out, which will inevitably lead to stagnant educational development. It is therefore recommended to extend the implementing time of the policy of special-contracted teachers, and reduce the amount of the annual recruitment of Guizhou compulsory education teachers.

3.3 Improve the Title Classification Policy

The establishment of the professional title system of primary and secondary teachers not only opens a window for improving teachers' salary, but also shows a further confirmation of the status of primary and secondary teachers. In *Long-term Education Reform and Development Plan (2010-2020)*, it is clearly stated to establish a unified series of professional titles for primary and secondary school teachers, setting positive senior teacher positions or titles. The purpose is to improve the professional status of primary school teachers, defend their rights and interests, and encourage more highly educated, high-quality talents to engage in primary and secondary school education. Guizhou places emphasis on junior middle school teachers to improve their titles and abolishes limiting the number of titles, making it easier for the title promotion of primary and secondary school teachers. It is suggested to increase the difficulty of assessment of senior titles so as to control and regulate the number of senior titles.

3.4 Recruit Care-Takers

In *The Long-term Education Reform and Development Program of Guizhou (2010--2020)*, under practical needs of compulsory education, adhere to the principle of "going to the nearest and centralized school", it is said to vigorously promote the construction of boarding schools in rural areas. By 2015, the boarding rate of rural primary students will reach 30% and junior middle school students will reach 70%. There will be 1-2.4 million students entering boarding schools. In 2020, the accommodation of all rural junior middle schools will be covered. There are rare administrators in Guizhou Rural schools, each has 0.40 administrator and 0.05 administrator for each rural school. The significant increase of boarding schools also highlights the unreasonable establishment of teacher and working staffs in Guizhou compulsory educational schools, especially the general lack of full-time caretakers. Due to the lack of authorized establishment for full-time caretakers and security guards, teachers in rural primary and secondary schools are not only responsible for teaching tasks, but also for students' life management and safeguarding the school. In the context of the balanced development of compulsory education, with the help of the preferential policies for compulsory education in western region by the government, it is necessary to recruit caretakers to enrich the life of Guizhou rural schools, reducing the workload of full-time teachers, which not only improves the quality of education but also guarantees students' physical and mental health and good living habits.

CONCLUSION

The student-teacher ratio of compulsory schools in Guizhou has declined. The teacher's quantity is insufficient, the teacher quality is not high, they can not meet the needs the demand of the education in Guizhou. It is necessary to take the following measures: optimizing the authorized size of compulsory school teachers, approving the student-teacher ratio, continuing to implement the Special Contracted Teachers' Policy, reforming the evaluating policy of the professional titles and recruiting caretakers and so on.

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