

Research on Strategies to Strengthen the Stability of English Teachers in Rural Primary Schools in Guangxi—Based on Maslow's hierarchy of needs theory

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Abstract: To promote rural revitalization, it is necessary to start with education, especially to strengthen the development of English rural area. Based on Maslow's hierarchy of needs theory and using literature research methods, this article proposes corresponding strategies for the stability of English teachers in rural primary schools in Guangxi: improving teachers' salary and living standards, and ensuring welfare benefits; Implementing humanized management for teachers, improving the social recognition of English teachers, providing a broad platform for their development, and thus enhancing their sense of happiness and professional quality. Only by strengthening the stability of English teachers in rural primary schools can we promote the development of English in rural primary schools in Guangxi and promote educational equity.

Keywords: English teachers; Rural primary schools; Hierarchy of Needs Theory

Rural education is the weakness of education in China. With the proposal of the rural revitalization strategy, rural development is receiving more and more attention, and education is the basic engineering of rural development. The stability of the teaching staff, the quality of teaching, the configuration of teaching equipment, and the quality of the teaching environment will all affect the education situation of rural primary school students. In recent years, the development of English in rural primary schools in Guangxi has been improved to a certain extent, but compared to urban areas, it is still relatively backward. One important reason is that there is a serious loss of English teachers in rural primary schools in Guangxi, especially some outstanding backbone teachers. Therefore, strengthening the stability of English teachers in rural primary schools in Guangxi is of profound significance.

1. Analysis of the Reasons for the Loss of English Teachers in Rural Primary Schools in Guangxi Based on the Hierarchy of Needs Theory

In 1943, Abraham Harold Maslow proposed a five level hierarchy of needs theory, which includes five models of human needs, usually described as a hierarchical structure within a pyramid. From the bottom of the lowest level up, human needs are divided into five levels: physiological, safety, social, respect, and self needs. In general, people will pursue higher level needs on the basis of meeting lower level needs, and these needs also become the power to motivate and guide everyone's behavior.

1.1 Physiological Needs

Physiological needs are the most basic and important of the five needs, and they directly affect the daily life of teachers. Because Guangxi belongs to the underdeveloped western region, the government invests relatively less financial funds in education. Compared with urban primary school teachers, rural primary school teachers have lower wages and poor welfare benefits, especially for some substitute teachers, whose wages are difficult to guarantee basic living needs and lead a relatively poor life^[1]. Salary is the basic guarantee for teachers' livelihood. If salary cannot guarantee their basic livelihood, it will exacerbate the phenomenon of teacher turnover.

1.2 The Need for Safety

Although the housing problem in rural primary schools in Guangxi has been further improved with the construction and development of affordable housing and revolving housing for rural teachers, there are still many rural primary school teachers whose housing conditions are relatively backward^[2]. Some teachers still live in collective accommodation converted from classrooms, which is not convenient and lacks privacy and security. At the same time, in terms of subsidies and benefits, the medical insurance and pension insurance of rural primary school teachers in Guangxi are relatively backward, especially in the face of major diseases, which may not be

able to ensure their stability in life, which will also exacerbate their anxiety and lead to implicit loss of work.

1.3 Social Needs

In order for their children to receive better education, many parents send their children to urban primary schools. Rural primary schools are gradually becoming hollow, and the number of new rural primary school English teachers introduced each year is very small, resulting in many teachers needing to take on other courses, such as sports and art, which increases the teaching pressure on teachers, making them lack leisure time to socialize^[3]. At the same time, rural teachers have a small circle of life, making it difficult to find like-minded friends, especially some teachers from other places, which exacerbates their sense of loneliness.

1.4 The Need for Respect

Compared with urban teachers and rural middle school teachers, rural primary school English teachers have lower social recognition. The English subject is in a dispensable position, and various training opportunities, awards and professional title evaluations may not prioritize English teachers. The organization of subject competitions is also mainly focused on Chinese and mathematics, and the education and development of English teachers in rural primary schools are limited. In addition, guardians of rural primary school students often have lower quality because they do not understand English well and lack understanding and attention to students' English grades and English teachers, thereby reducing teachers' sense of professional identity and pride.

1.5 The Need for Self Actualization

There are great difficulties in achieving the professional development of English teachers in rural primary schools. Firstly, the government and education departments provide fewer opportunities for outdoor training and further education for rural primary schools^[4]. Secondly, most rural primary school English teachers in Guangxi do not receive systematic and professional training before taking up their positions, which limits their professional development. The third issue is that the training system for rural primary school teachers is not perfect enough, and the training opportunities provided to teachers are generally low level and short-term, with weak targeting and poor training effectiveness^[5].

2. Solutions Proposed based on Maslow's Hierarchy of Needs Theory

Based on the above analysis, there are many factors that affect the stability of the English teacher team in rural primary schools in Guangxi. If corresponding measures are not proposed and implemented to address the existing problems, it will not be conducive to the sustainable development of rural primary schools in Guangxi, nor will it be conducive to achieving educational equity and rural revitalization. Therefore, this article proposes the following suggestions:

2.1 Raise the Salary Level of Teachers and Improve their Living Standards

Physiological needs, as the most basic human needs, are also the fundamental conditions for rural teachers to pursue other needs. Therefore, the government should increase investment in education funds for rural primary schools, increase education transfer payments for rural and underdeveloped areas, and increase living subsidies for rural teachers, fundamentally ensuring and improving the quality of life of rural English teachers, and meeting the most basic living needs. In addition, it is necessary to improve the staffing system for rural primary school teachers. By appropriately relaxing the staffing standards in rural areas and providing more staffing quotas, more young English teachers can be attracted to participate in the construction of rural education, improving the stability of the teaching staff, and promoting educational equity.

2.2 Improve Teacher Welfare and Housing Conditions

Rural primary school teachers are mainly divided into two categories: one is old teachers who have been teaching for decades, and the other is young teachers who have graduated for a few years. To make young teachers rooted in rural areas and make long-term contributions to the cause of rural teachers, it is fundamentally necessary to develop rural areas, enhance economic construction in rural areas, and improve the living environment in rural areas, but this is difficult to achieve in the short term. Therefore, it is necessary to start with the living environment of teachers and improve the problems of difficult housing, medical care, and elderly care for rural teachers. According to the level of poverty and hardship, more subsidies will be given to rural primary school teachers, retirement benefits will be increased, and policies such as affordable housing, low-cost housing, and revolving housing for teachers will be further improved. Teachers with housing difficulties will be included in the policy guarantee scope, and the construction of teacher housing will be included in the overall plan for urban housing construction^[6].

2.3 Implement Humanized Management for Teachers and Appropriately Reduce Their Burden

There are a small number of primary school teachers in rural areas of Guangxi, with heavy teaching tasks and the need to work in different disciplines. The pressure is high, which requires managers to implement humanized management of teachers, respect and care for every teacher^[7], create a harmonious humanistic environment and good interpersonal atmosphere, actively communicate with teachers, listen to and reasonably adopt their opinions and suggestions, and timely understand their psychological state and difficulties encountered, Give them all the help they can. In addition, we need to attract more outstanding teachers to teach in rural primary schools^[8], providing fresh blood for rural primary schools. This can not only promote innovation in teaching methods and concepts, but also reduce teachers' teaching pressure.

2.4 Establishing a Fair and Scientific Teacher Evaluation Mechanism to Enhance the Social Recognition of English Teachers

For the training opportunities, awards and professional title evaluation of rural primary school teachers, comprehensive selection and evaluation should be conducted from multiple aspects. Firstly, the diversification of evaluation subjects requires that in addition to school leaders, teachers themselves, colleagues, students, and parents should all participate in teacher evaluation, taking into account the evaluation opinions of various evaluation subjects; Secondly, the evaluation content should not only be based on teaching ability, but also comprehensively consider non teaching factors, such as home visit work, teacher ethics and literacy, teacher workload, and teacher administrative work. At the same time, it is necessary to actively promote and guide, improve the respect and understanding of rural primary school English teachers by the social group^[9], and thereby enhance the professional happiness and pride of English teachers.

2.5 Help Teachers Establish a Correct Self-awareness Perspective and Provide a Platform for Their Development

Firstly, schools and other departments should increase their cultural propaganda efforts, help teachers establish clear career plans, high standards of career cognition and self-awareness, enhance their sense of social responsibility and dedication to rural education, actively carry out necessary self-adjustment, and thus take root in rural education, making contributions to the development of English education in rural primary schools. Secondly, the education administrative department should invest more training funds for rural teachers, provide more opportunities for further education at different levels^[10], enhance their understanding of professional knowledge and the teaching profession, and broaden their teaching horizons. Finally, it is necessary to continuously conduct school-based training to improve the quality of training and make it targeted and innovative.

3. Conclusion

In summary, there are many factors that affect the stability of English teachers in rural primary schools in Guangxi, ranging from their physiological needs to their needs for self realization. Therefore, it is necessary to meet the needs of teachers at different levels through various channels, reduce their worries, and enable them to better invest time and energy in rural teachers, promoting the development of rural education.

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