

*Original Paper*

# What Makes Rural Kindergarten Teachers Stick around—Narrative Study Based on Five Teachers with more than Ten Years of Teaching Experience

Fupeng Li<sup>1</sup>

<sup>1</sup> KaiLi University School of Educational Sciences, Kaili, Guizhou, China

Received: September 17, 2024      Accepted: October 11, 2024      Online Published: October 31, 2024  
doi:10.22158/wjeh.v6n5p208      URL: <http://dx.doi.org/10.22158/wjeh.v6n5p208>

## ***Abstract***

*This study utilizes literature method, observation method, interview method, and narrative research method to conduct a narrative study of five ten-year old early childhood teachers in the countryside. There are teachers in the countryside of our country who quietly stick to their positions, who devote themselves to their profession, try to build our countryside education, and actively respond to the policy of rural revitalization. Most teachers stick to their positions because their workplace is close to their homes, A&Y two teachers, employment in the countryside, more because of the proximity to their homes, in the day and night work, love their profession, adhere to rural education, R teachers because of their love of education, close to the employment, and there are a few teachers because of the sense of responsibility for the mission of education to stick to the countryside education, M&V teachers give up the good opportunity to develop to the city, and resolutely to go to the countryside to teach,. They all have a strong sense of mission in education and attach great importance to rural education. They believe that through education, they can promote the development of the countryside and contribute to the revitalization of the countryside. They believe that through education, they can promote rural development and contribute to the revitalization of the countryside. These teachers will improve the level of education in the countryside and make great contributions to rural education in the country.*

## ***Keywords***

*rural teachers, kindergarten, narrative research*

## 1. Preamble

### *1.1 Reasons for Choosing the Topic*

During the two sessions of the National People's Congress, the state proposed to implement the strategy of rural revitalization, and rural revitalization is first of all to improve rural education, and the root of rural education lies in the basic education of young children, the state attaches great importance to education in the countryside, and in order to improve the education of young children, and to implement the strategy of rural revitalization, it is necessary to have a deep understanding of the countryside, and to be based on the reality of the needs of rural education. Through teachers' narratives, we can deeply understand the psychological pressure and challenges faced by rural kindergarten teachers in the process of education and teaching, and by analyzing these narratives, researchers can better understand the current situation of rural education and promote rural revitalization. In the new social situation, social forces are encouraged to run kindergartens to maximize the requirements for children to enter kindergartens (Guo, 2015). For a long time, there is no state or government subsidies to run kindergartens, and the financial investment in running kindergartens is often practiced by running kindergartens at their own expense, including educational resources need to find their own, and weak funds can barely run a rural kindergarten, and its conditions are not conducive to improving the overall quality of early childhood education, such a status quo, which affects the most are young children in the critical period of physical and mental development, and teachers with low income. The most affected by such a situation are young children at a critical stage of their physical and mental development, as well as teachers whose income is on the low side. General Secretary put forward the strategic measure of "rural revitalization" in the 19th National Congress, which focuses on the development of rural areas, and the development of rural areas should be driven by the development of rural education, and the development of education is fundamentally about the development of early childhood education, therefore, the attention to the professional development of rural early childhood teachers has a close relationship with the enhancement of the quality of the overall rural pre-school education. One of the priorities of the State is the development of rural pre-school education and the professional development of rural early childhood teachers (Editorial Office of the Journal, 2022) The development of rural preschool education and the professional development of rural early childhood teachers is one of the national priorities. Zhang Chao and Yu Zongfu found that rural early childhood education is not valued, and rural early childhood teachers are marginalized. To improve the situation, priority should be given to the development of rural preschool education, and financial investment should be increased to improve the treatment of early childhood teachers.<sup>[3]</sup> The rise of educational narrative research in foreign countries. The rise of foreign educational narrative research, the first point of view that educational narrative originated from the reflection on the pursuit of scientific methods of educational research, the second point of view emphasizes that educational narrative is the result of the development of humanities and social sciences in the infiltration of disciplines and methodological borrowing (Liu, 2005). Paul Copley (Paul RoYIMy) said in his book Narrative, "Humans have the

impulse to narrate ..... Humans consistently tell stories, describe events, and compress aspects of the world into narrative form." Humans grasp their complex relationship with time and space through narrative, attempting to intentionally reorganize spatial and temporal relations through different narrative devices, and organizing experience into stories is precisely the basic way humans think about and record the world (Cao, 2020) The organization of experience into stories is the fundamental way in which humans think about and record the world. Narrative, as a basic mode of human thought and a way of organizing knowledge, has a holistic quality, which enables it to be widely used outside of literature in disciplines such as psychology, anthropology, linguistics, philosophy, etc. (Peng, 2021). The third view sees educational narratives as a necessary methodological shift brought about by the professional development of teachers (Song, 2011) The third view is that educational narrative is an inevitable methodological shift brought about by the professional development of teachers. Connelly argues that "true communication and research begins with 'storytelling' and that the best way for teachers to engage in practical research is to tell and keep telling a 'true story'" , and thus, he made educational narratives a teacher training program designed to improve teachers' education and promote their development through educational narratives (Xu, 2007).

The narratives of rural kindergarten teachers can provide rich material for sociological studies of education. Understanding the impact of rural culture, traditions and lifestyles on education can lead to a better understanding of the psychological pressures and challenges faced by rural kindergarten teachers in the process of teaching and learning.

## 2. Research Methodology and Data Sources

Taking ten-year kindergarten teachers of Qiandongnan Miao and Dong Autonomous Prefecture in Guizhou Province as the research object, and collecting information by oral interview, from the collected information, we can better understand the status quo of rural education, the problems and their causes, and get the reasons for the early childhood teachers' adherence to teaching in the countryside, and from the collation and analysis of the teachers' narratives, we can find out the gaps between rural and urban education, which is conducive to the proposal of other researchers to put forward the targeted education reform measures to promote educational equity, it is of great significance to study the rural early childhood teachers' adherence to rural teaching in Taijiang County, Guizhou Province.

The interview method is mainly used to conduct in-depth interviews and visits to the research subjects to understand their ideas about joining the profession and their reasons for sticking to the rural kindergartens, in order to obtain information materials related to this study and to understand the growth process of the ECE teachers from the side, so as to obtain the latest and reliable information. The interviewer did four dimensions of interviews with ten-year old teachers in the countryside based on the time line, from the basic situation of the teachers (1-4), the difficulties or unforgettable things they encountered in their work (5-8), the stages of growth in their work (9-11), and the teachers' current

changes in their thoughts (12-14), and the "Outline of Interviews with Early Childhood Teachers " was searched and the relevant interview outline was used as a reference to prepare the "Early Childhood Teachers' Sticking to Rural Areas Interview Outline". During the interviews, the interviewees may be subject to social expectations and provide answers that cater to society, resulting in distorted information.

This study collects and analyzes information about the life and educational experiences, beliefs, values, and behaviors of individual ten-year old early childhood teachers in the countryside, and through information collation and analysis, mines the stories told by individuals to understand the behaviors and reasons why early childhood teachers stick to the countryside.

### **3. What Makes Rural Teachers Persevere**

#### *3.1 "Empowerment" Story of Mr. Y's tenure*

Ms. Y is a kindergarten teacher in the town of X. Introduced by a friend, I contacted Ms. Y through my cell phone and initially learned that Ms. Y lives in the village of X. She is 34 years old, graduated from a college majoring in pre-school education, and has obtained a first-class caregiver certificate and a qualification certificate for early childhood teachers, and has first been employed in a kindergarten run by the city of X for four years, and is now employed in a kindergarten in the town of X, with a staffing system, and has won many awards, including the Outstanding Teacher Award. Outstanding Teacher" award and many other awards, now has eleven years of work experience.

##### **3.1.1 Pre-employment Story: Not to be Degraded, to Fight for the Opportunity to Learn**

Teacher Y lives in the remote village of X. It is more than an hour's drive from X to the town. When she was small, transportation was not easy, and Y walked from her home to the town to study, and was a permanent resident student. She lived in an unappreciated family and was deeply influenced by the feudal thinking of her elders, but instead of being confined, she studied hard to make a difference.

High school my academic performance is not ideal, the examination can not be college, my family is ready to let me go out to work, temporary self-sufficiency on the line, they think that the girls will be married to myself anyway, will not help the family, it is this kind of thinking, so want to persuade me to go out to work, or go home to help with the farm work. Like this, many girls will be confused on the part-time work, but I insisted on studying, softly, they agreed to provide me with further study, I chose to go to vocational school, then the family did not have a few dollars, so I was a part-time while studying, the face of those professions, in fact, I do not understand, I feel that I can not be competent, at that time, I was surrounded by adults want to find a girl to look for jobs like doctors, nurses, teachers, more stable, more stable. At that time, adults around me wanted girls to find jobs like doctors, nurses, teachers, and so on, which is more stable, and I personally feel that my own strength does not allow me to choose other, according to my own conditions, more lively, like to sing and dance, so I chose the kindergarten teacher as a specialty. At the beginning of the college or study hard, the second year of the past, the third year began to internship, into the urban kindergarten internship, only to find that their

theoretical knowledge is insufficient, in their spare time, and pick up the books related to the education profession to try to draw knowledge, eager to make up for the school didn't learn the knowledge. College graduation I took a nursery school nurse certificate and kindergarten teaching qualification certificate, after graduation, there is no better way out, I chose to stay in the local downtown internship kindergarten work, to the hands of the wage is extremely low, at that time quite regrettable, not very much want to be employed, but I do not have a good way to employment, so I want to first familiarize myself with the kindergarten activities here, I can first learn, when there is a good way out of the industry I will then change jobs.

Unwilling to be degraded, Ms. Y fought for the opportunity to go to school by virtue of a force to study hard. She was willing to work as a kindergarten teacher with a very small salary, so as to learn more educational skills from her. In her work, Ms. Y thinks that the salary of early childhood education is too low, and does not intend to teach early childhood education. Forced by the reality that there is no better way out, she had to submit to this place first, but she did not therefore have no hard work to run, but rather, with a long-term vision, so that she can make more benefits from the position, or give herself more time to choose a career. It can be seen from this that the pay for new early childhood teachers is relatively low, and Ms. Y has no choice but to stay here, but for most people, such a salary may not be able to keep the teacher, which will lead to the teacher's lack of love for employment, and the young children not getting timely education.

### 3.1.2 Entry Level Change: Moving Workplace for the Sake of Family

If a kindergarten teacher does not have an establishment, his or her income is relatively low. In the past, prices were low, but still can barely supply self-sufficiency, with the development of society, prices rise, no insurance establishment of kindergarten wages, not enough for daily expenses. teacher Y and his lover in city Y rent a room to work, married for two years with a child, the man's parents old, inconvenient to take care of young children, forced to live Y decided to return to the teacher's home countryside kindergarten employment, and take care of the children.

I met my current lover, my lover's parents are older, I was after giving birth to a child, no one to take care of the child, reconsideration, I do not want to give up my job, I went back to not far from home X town kindergarten, so that my parents can help me take care of young children, I can go back to see my child, and will not interfere with my normal work. The salary is not much, but it is still good to have some money to spend, something is better than nothing, so I choose to be employed in a rural kindergarten.

Teacher Y's salary remained unsatisfactory during the pre-employment period. In order to subsidize her family and to facilitate the care of her children, she insisted on teaching and shifted her place of work to be employed at the kindergarten in X town.

### 3.1.3 Teaching and Learning Journey: Enhancement of One's Own Teaching Ability to Improve the Quality of Rural Education

There is a difference between urban and rural education. In the city, education is given priority and

conditions are better, so teachers with ability will move to good urban areas, while in the countryside, education is implemented late, and the environment, transportation and treatment are not as good as in the city, so it is rare that teachers with rich teaching experience and ability can be retained.<sup>[10]</sup> Teacher Y recognizes the differences between herself and others, and strives to learn from the best and improve her teaching ability.

I just came to that I feel very uncomfortable, the campus as a whole looks very simple, the teacher's room is only a wooden bed, the school does not even have a fence, into the early childhood classroom, old wooden tables, chairs, old toys, the city has a lot of play and teaching ah teaching materials, countryside kindergartens are not equipped with a variety of toys and equipment in the area of the corner, a semester a change of the environment, and look at the kindergartens here. The kindergartens here are heartbreaking. Although I am also from the countryside, but this environment compared with the city kindergarten, I feel that the children here are too poor, if my child learns in such an environment, I simply can't imagine how boring his life here. I was determined to stay here and make a difference, so that the children could receive more play aids and teaching resources. I will work with the teachers here to conduct in-depth teaching and research, identify teaching differences, improve my own teaching ability, adjust kindergarten management policies, etc., and encourage parents to utilize their waste products and participate in making kindergarten environments, so that we can work together to build a better kindergarten.

Born in the countryside, Mr. Y understands the needs of young children better because she has deeply experienced the grief brought about by educational disparities. Mr. Y has a strong belief in education and a sense of mission, who feels that every child deserves the same education and is worthy of the best education. This belief and sense of mission supports him to keep moving forward in his career in early childhood education and to contribute to the realization of educational equity.

#### 3.1.4 Teaching and Learning Maturity: Providing Good Education for Young Children by Remembering the Countryside

The country is increasingly strengthening rural education, introducing many rural revitalization policies, optimizing rural education and treatment of rural teachers, constantly improving the rural appraisal system, increasing the number of rural teachers, increasing the income of rural teachers, want to retain high-quality teacher resources, but according to a survey, the salary of rural teachers has not met the relevant requirements, rural teachers' treatment still needs to be improved.<sup>[11]</sup> The countryside teachers are not easy, but they still have the courage to work in the countryside. It's not easy for rural teachers, but they still go forward.

My child in elementary school, I want to transfer, the salary is simply not enough to raise children, when this side of the young children are also more, there are a few teachers, but into the hands of the fact is not enough, this side can not be recruited, I was ready to study for a while, and then go to the city kindergarten exams, the treatment of that side than the countryside to be a little bit better, did not wait for me to finish, the director of the school called me back, the kindergarten is now on the rise! The

kindergarten is now on the rise and said they all need me very much. It was as if I was back to the time when I first came here, the scenes of those classrooms and equipments were switching freely in my mind, and the changes that our teachers had made to the kindergarten were still fresh in my mind. The director finally said that she respected my choice, and I decided to stay after a deep thought. Because I feel that the folks are very warm, they send the teachers food for every festival, they respect the teachers, they leave the young children to the teachers with confidence, and they listen to the advice of the teachers. Here, I feel that home and family connection is a happy and pleasant thing. That is, I grew up in this village, my hometown cultivated me, I should feed my hometown when I have the ability, I don't want to go back again in the future when the education of the children in our village can't keep up with other people's children. I discussed with the director of the kindergarten to learn from the urban kindergarten, took us time and again to study, establish contacts, and come back to work extra hours to study, and finally ushered in an opportunity, 2023 our kindergarten became a public kindergarten.

"Career is my own choice, to go all the way", Ms. Y clear and firm, will always be the countryside children's teachers, to be a good people's teachers, to serve the people. Y teacher in the countryside, feel that they can not get better development, and want to leave, to go to a better place to develop. Thinking back to the beginning of her heart, her hometown raised her, at the moment, she just want to stick to the hometown education, as a way to return home, but they are strong, so they lead us together, to learn from good kindergartens, to bring the children a better education, she is like a flower in the cracks, in the cracks of the growth of the tenacity, and finally boiled out of the head.

Unwilling to be arranged by her family, Ms. Y is self-reliant and strives to study hard to complete her education. At work, she is unwilling to do nothing in the countryside and aspires to the city, but when she hears that the kindergarten in her village is to be renovated, she finds her own direction of endeavor and actively participates in the educational construction of her hometown, eventually gaining a foothold in the village kindergarten.

### *3.2 The Story of Mr. R's Tenure as a Teacher in "The Undisputed"*

Ms. R is 30 years old, about 156cm tall, with short hair, often tied in a ponytail, and a round, slightly red face that is as cute as can be. Vocational school graduated from pre-school education, has obtained the qualification certificate of early childhood teacher, no preparation, now employed in X village kindergarten. Introduced by her relatives, she met with Ms. R for the first time. Ms. R was very gentle and friendly, and we started the interview after we got to know each other initially.

#### *3.2.1 Choice of Major: "I Like Being a Teacher, I like Being around Kids"*

Ms. R wanted to be a teacher, she chose her ambition without any hesitation and fought hard for it and enjoyed it.

When I was small, I wanted to be a teacher. I like singing and dancing, and I have a lively personality, and I like to get along with children, so I think the profession of kindergarten teacher is quite suitable for me. When I entered the vocational school to choose a major, I chose the kindergarten teacher profession without hesitation. At that time, our family was very poor, my parents relied on farming to

support the family life, and my brothers and sisters went out to work so that they could pay for my education. I think I was very lucky and happy because my family supported me and gave me a lot of support and help, and I am very grateful to my family.

Ms. R's family is not well off, her parents are migrant workers, and her older siblings work outside the home, insisting on paying for Ms. R's education and studies. She likes to be a teacher, and she learns from her teachers and moves closer to the teaching profession, wanting to become a kindergarten teacher, while not forgetting to thank her family for their silent support and dedication.

### 3.2.2 Entry Level Feelings: "Tired, but I want to stick with it"

Ms. R loves education and still keeps her heart in the process of education. she did not find a suitable job after graduation and was introduced by a friend to join R Kindergarten, although she is in early childhood education, she did not have any contact with related early childhood education for half a year and was still in a fumble when she carried out the practical operation.

When I first entered the kindergarten, I didn't quite understand the philosophy of this kindergarten and the flow of activities, and I listened to other teachers' command when I entered the teaching, and some teachers would not like to be asked by others all the time, and I felt helpless, I didn't have enough experience, and there was no pre-service standardized training when I entered the teaching, but it didn't affect my love for this profession. There are many things in teaching that are not in the books, so I just observed silently in my daily life the way other teachers dealt with problems, and also queried the books, I found that there were many ways to cope with the problems in the books, and I liked to read the books to solve the problems, but there were some problems that I didn't see, so I would still be overwhelmed and at a loss for what to do. I studied for half a year, after which I already had a solid knowledge base and mastered many problem-solving methods, and this period of study also honed my language skills, teaching organization and implementation skills, before I officially began to carry out teaching activities with young children.

Early childhood teachers focus on educational practice, no teaching experience and pre-service training teacher R, back to teaching slightly rusty, she is a positive and optimistic person, she is not afraid of difficulties and obstacles, adhere to the teaching, in the practice of education and hard to learn, through continuous learning, to master the knowledge of education and teaching, fill in time to fill the gaps in their own knowledge, and strive to adapt to the work of education.

### 3.2.3 Education from the Heart: "Preventing Violence from Being Used to Counter Violence"

Educating children requires heart and love, young children love to imitate, teachers are the guides for young children to develop good habits, and play an important role for young children, teachers need to use patience and love to sensitize young children, so that young children can grow up surrounded by love, and enhance the quality of their personality and spiritual realm.

Last time you did not say that you saw a child in the fist hit another child (hit the child did not get his favorite toys, to grab someone else's, to others fists), you want to let the children to fight back to stop, I do not agree with, because of this treatment, in the future, young children encountered this kind of

thing will not be able to communicate, it will develop young children to solve problems with the use of force habit, if you encounter this kind of thing, do not go to communication. If you encounter such things, do not communicate, but hands to solve the problem, the children will see the imitation, which is not conducive to the growth of young children, we should minimize the use of force to solve the problem of the method, to persuade the children to solve the problem in a gentle way, they are small, but also less likely to develop a good habit of communication, so we need to be guided, once young children form the habit of solving the problem of violence, the future will be difficult to correct.

Ms. R's heart for young children can be seen in small things. She loves and cares for young children, and through her studies, she has adapted to the changing times, learned about the needs and personality traits of young children at all stages, and set an example for young children at the right time to teach them in a positive way and to benefit from them. Problem solving focuses on details and methods, her love for young children is obvious, she cares about the whole body and mind of young children, avoids harm, teaches seriously, gives young children warm and loving teaching, and lets them develop good habits.

#### 3.2.4 Persistence in Teaching: "I'm just Doing What I love to do"

The motivation to stick to something comes from liking and loving it, and even if the process is unfortunate or difficult and dangerous along the way, it will be full of enthusiasm and enjoyment.

The first is because of the love of ECE, the voices of the little children, I feel pleasure in listening to them, their lovely behavior heals my heart all the time, seeing them makes me feel full of energy. The second is here close to home, easy to go home, I'm too homesick, can not leave home, as you asked, why not go to the county or the city, the development of space, but these are not what I look for, I like young children, like close to home, there is no establishment I am not very important, because I love everything here, so I enjoy the moment. Maybe I'm a more swinging person, haha ..... we have teachers to go to the preparation to go, they feel that the treatment here is not good, and then study hard to take the test, but also to come to work for a few years, not satisfied with the current wage to go out to work, anyway, most of the development of the urban areas, but I don't envy, everyone has their own want to live a life.

Ms. R stays in the countryside to teach because she loves and enjoys it. When she devotes herself to the career she loves, she enjoys the happiness brought by the teaching process, she is positive and optimistic, loves the land and the children, and is quiet and unobtrusive in her teaching career, with no competition from the world, and only wants to teach the young children well.

Ms. R is "uncontested" because she is satisfied with her present life and loves her profession. She doesn't want to fight for the evaluation of titles, doesn't aspire to develop in the city, but only wants to stay in the countryside to teach, treats the young children seriously and responsibly, and lives her own ordinary life.

### 3.3 *Storytelling of Mr. V's tenure as a teacher of "ecumenism"*

Ms. V, majoring in preschool education, graduated from X University, 40 years old, has a qualification certificate for early childhood teachers, piano over Grade 6, has a preparation, now employed in X village kindergarten, won the honorary title of outstanding teacher, educator, teaching master, excellent dedication award, teamwork award.

#### 3.3.1 Choosing a Career Stage: Spend Less, Learn More Skills

Preschool is required to learn some specialized knowledge theory, dance piano music foundation as well as crafts, these things are difficult and challenging for those who do not have the talent of interest, but Mr. V does not think so:

I am more of a music and dance lover, and when I learned that I could learn music and dance in the preschool program and also play the piano, I can't tell you how happy I was, I couldn't wait to start school and then go experience the piano. I also learned before that learning these need to spend a lot of money, but my family does not have so much money, can not send me to learn, so I chose the preschool education major, to experience the piano. At that time, I thought that early childhood education is to be a teacher of children, and children should be quite good to get along with, and I have a gentle character, when the music or dance teacher feel that the family can not pay so much for my future development, simply as a teacher of young children is also quite good, and later you can go to the big city to develop, there is a stable job, can support their own on the line.

Ms. V entered the preschool education program because of her love of music and dance, and her interests led her toward early childhood teaching. At this time, she had unlimited visions of music and piano, as well as a desire to develop a stable job in a big city, and did not have an in-depth understanding of early childhood education.

#### 3.3.2 Onboarding Stage: Finding Appropriate Home Communication Methods

The kindergarten where Ms. V has just joined is X Kindergarten in the urban area. Kindergarten is a place where home and kindergarten work together to develop children's good habits and to integrate education and care. (Wang, 2012) The kindergarten is a place where home and kindergarten work together to cultivate good habits and develop children in all aspects of their lives. However, the reality is not as easy as imagined. In reality, it is only when the theory is combined with practice that we can understand the difficulties of practice, and Ms. V said that she encountered some parents who made her very puzzled:

Some parents do not allow their children to learn how to put on and take off their clothes, saying that they are not in a hurry because they are not yet old enough for the teacher to help them put them on first. There are also children who make it more difficult. Once, when a toddler left the school without being first in line, he tried to take the place of the child who was first in line, and the teacher saw him and stopped him and reasoned with the toddler. After that, the toddler lined up in an orderly manner, and when the toddler's parents received the toddler, the toddler cried and falsely claimed that he was unhappy because his parents were late in picking him up. Toddler's grandmother is a teacher, father is a

doctor, mother works in the enterprise unit, the family especially spoiled him, what he said family members believe, sometimes family members also messed up his analysis, the toddler in the home one way, in kindergarten is another way, if the parents and parents communicate directly, and afraid of parents spoiled children, do not trust the teacher, resulting in the parents of the teacher's trust in this disintegration, so we are still in the observation stage. So we are still in the observation stage, looking for a suitable opportunity to communicate with parents. There are many other things that are simply incomprehensible, some teachers turn a blind eye to them and pass them by, but I feel that as a people's teacher, I have to be responsible for the children, so I often agonize over this.

Ms. V thought that home and family cooperation and communication should be a very easy thing, but in the eyes of parents, teachers are not family members after all, and they can't all be trusted, which increases the difficulty of communication between teachers and parents. However, she doesn't give up her profession because of this, and she tries to seek help from many parties. With the passage of time and the accumulation of experience, Ms. V has found the suitable opportunities to communicate with parents, establish home and family cooperation, and negotiate together to develop appropriate teaching strategies to guide the healthy development of young children.

### 3.3.3 Stage of Change: Business Trips to the Countryside

V teacher in the city kindergarten teaching six and a half years, won a number of awards, a chance, she came to the village kindergarten conversation to learn, and communication with rural early childhood teachers learned that this side of the relatively poor, the lack of toys and quality teachers, she described: Those teachers in the village, most of those who have the opportunity to transfer away, the day-to-day activities of young children here are not strictly in accordance with the process, the countryside is not very good conditions, there are only a few homemade toys, desks and chairs and a blackboard are relatively simple. The first time I looked at the group of countryside children, I felt a vague pain in the chest, back from a business trip, I often think, can we call for teachers with teaching ability to stay, excellent teachers to lead them to build a kindergarten, there is a wealth of teaching resources, so that it will not be bitter to this group of children. I think I first took the initiative to travel to rural education, can stay in the countryside to teach every child, to give them a good habit, into elementary school will be easier to adapt to, integrate into primary education, thus changing a child's life. In order to better carry out the construction of rural kindergartens, I often query the information "how to build a good rural kindergarten", stored enough knowledge, I took the initiative to talk to the urban side of the kindergarten director of their own ideas, to get the director of the support of the kindergarten, the kindergarten has decided to establish a close with the rural kindergartens to help docking, but also with the rural kindergarten directors! Mutual contact, I transferred from the city, the director here is very touched, since then, I often take the rural teachers to the city kindergartens to visit, learn from each other, and come back to do kindergarten comparative summaries, teaching methods to share and so on. I also do their own ability, will use their own learned professional knowledge of other teachers for teacher skills guidance, now the kindergarten is much better than before.

The environment and equipment of rural kindergartens is far less than that of kindergartens in the city, and most people feel sad when they see it. Most people feel that they have limited ability and cannot reverse the situation, and they will not devote themselves to teaching young children in the countryside, while Mr. V, who has a great love for the countryside, takes the initiative to set an example, contributes to the countryside kindergarten education and makes effective communication with kindergartens to make every effort to change the status quo of the rural kindergartens and to improve the teaching skills of teachers. Mr. V has been working hard to improve the situation of rural kindergartens, improve the teaching skills of teachers, and strive to improve the remuneration of teachers, so as to retain good teachers for the villages and improve the education level of young children.

### 3.3.4 Clear Beliefs: Contributing to Rural Education

After the city kindergarten's oppositional help, the village kindergarten gradually draws closer to the urban kindergarten, X village kindergarten has become more and more better, Mr. V has been insisting on the village kindergarten education, cultivating generation after generation of young children, and watching them grow up to adulthood, Mr. V said:

A young child is like a blank sheet of paper, what you give him to educate is what he is. The conditions of education in the countryside are hard, if I don't insist, and others don't insist, then there is no one to insist on education in the countryside. I am needed here, the education in the city is no less than one less than me, I stay here and work hard with the teachers to teach, I think it is very meaningful. I am willing to stay here, conform to the national policy, stick to rural education and participate in rural revitalization.

Rural education is an important task in China and even globally. Due to the lack of resources, outdated facilities and insufficient teachers, rural education is often faced with many challenges. At this moment, Ms. V, who has clearly defined her beliefs and feels that staying in rural education is more meaningful than staying in the big city to enjoy her life, resolutely chooses to stick to rural education and is willing to nourish children in the countryside to give them a better education and to recognize more things.

Mr. V's "selflessness" is reflected in the fact that he gave up his job in the city to teach in the countryside, sticking to rural education and promoting the development of early childhood education in the countryside.

### 3.4 "Carrying the Weight" - The Story of Mr. M.'s Teaching

Ms. M is 33 years old, has a college degree, majoring in preschool education, has received her early childhood teacher's license, was previously employed at County M Kindergarten for several years, and is now employed at Village X Kindergarten, with an establishment.

#### 3.4.1 Employment Concept: Love Kids and Play well with Them

The concept of career choice and employment is the concrete expression of life ideals in career choice, which is a person's pursuit and aspiration for career goals.<sup>[13]</sup> When choosing a career, Ms. M will set up a correct outlook on choosing a career according to her own conditions and the needs of the society, so as to lay a solid foundation for improving her work performance in the future. Ms. M loves young

children, and whenever she goes to a place where there are young children, she attracts the young children to take the initiative to have friendly relationships with her.

When I was in junior high school, I have a kind of attraction to young children's superpowers, I went to the place, the children will take the initiative to come and talk to me, the face of lovely children I also love to communicate with him, for naughty children, I say good words, and then persuade him not to be naughty, he will listen to it, from that time onwards, the more I like the children, the back of the study of the numbness of the examination is not good on the choice of vocational school of the kindergarten education profession, I I personally feel that this work is relatively easy compared to other to be a little bit, the site of the wind and sun, there is no vacation in the factory, the kindergarten teaching profession can be with the children's activities, looking at a cute little children, can alleviate most of the unhappy, depressing emotions, as if their own mothers look at their own children, their lovely behavior often bring me a lot of joy. Later, I joined a kindergarten in X county, because most people are moving to the city, I know my ability is limited, so I chose to accumulate experience in the kindergarten in X county first.

M teacher according to their own hobby situation, combined with their own actual conditions, chose the preschool education major, he likes young children, themselves do not know what attracts young children, not employed with a number of young children in contact, in the friendly contact, a clear choice of Mr. M's professional, combined with the results of Mr. M. Her high school grades are not good, the college entrance examination failed, renewed to vocational school, studied the pre-school education major, after graduation, without sufficient teaching experience, she was willing to stay in the kindergarten work in X County to lay a solid foundation for better career development in the future.

#### 3.4.2 Work status: Do a Good Job as a Kindergarten Teacher and Actively Understand Rural Revitalization

As a kindergarten teacher, not only do we need to bring up young children well, so that they have the basic self-care ability, according to the children's own situation, to stimulate the development of their language body movement in all aspects, but also real-time learning teacher professional knowledge and skills, understanding of the national education system. The work of early childhood teachers is complex and heavy workload, which requires a high level of professional ethics and professionalism, to be disciplined, responsible for their own work, always maintain a positive and optimistic mindset, remain caring and patient, so that young children's physical and mental development is appropriate.

I feel that I am very fulfilled every day, I get up at 7:00 am to enter the school and then eat breakfast, do a good job of classroom ventilation, desktop clean work, and then start to pick up the children to enter the school, they will say hello to the teacher, and I will respond to them, the small class needs to be embraced, every time they hugged the teacher, they will secretly be happy for a long time, and every now and then will be hugged with the teacher, the middle and large classes to greet the teacher, and some of the children will pull the teacher to share with them what they think is interesting in the course of their home! Some children will pull the teacher to share what they think is interesting at home. The

closer the children are to you and the more they rely on you, it means that the children like you, but we are not always glued to the children, the teachers themselves have a set of classroom management system, when it is time to teach will be good teaching, when you have a break you can play with the teacher, and I do not know what the reason is, I feel that I am working quite well. Later, the country introduced the "rural revitalization strategy", I also made the corresponding understanding, the revitalization of the countryside should start from a young age, starting from education, starting from early childhood education, the results of early childhood education is not easy to show, most of the teachers will not go to the mountains, I was born in the mountains, it's easier for me to adapt to the countryside environment, I feel that I can overcome any simple countryside, I will be a good teacher. I can overcome any rural humble environment. The country emphasizes rural education, and I felt that this was an opportunity for me to perform, and I began to respond to the country's policies.

Teacher M's work is relatively full and busy, he loves children, love work, in the work, slowly explore the appropriate teaching management methods, improve their teaching ability, and young children for many years together, very good understanding of young children, for better cultivation of young children's physical and mental development to lay a solid foundation. As a teacher, she is constantly learning about the rural revitalization strategy, began to shake whether to change the workplace, respond to the national policy.

#### 3.4.3 Shifting Routes: Going to Rural Education, Urban-rural Education Disparities

Everyone's thoughts will shift, experience different things, feel different, will react differently to what happens, life planning is not necessarily as planned, set in stone. In 2018, Ms. M's location near the countryside to recruit early childhood teachers, a few struggles, Ms. M decided to go to the countryside to teach.

I wavered when the idea, there is no post, I have not yet reserve a good enough knowledge, before it is planned to develop in the big city, so more attention to urban education, just into the countryside kindergarten, I think the environment is not as simple as the elementary school when I was a child, some understanding of kindergarten I began my work, although I did a good job of preparation, the reality is still hit me by surprise, countryside young children to see the vegetable More, they are more inclined to see the physical, have a sense of touch, one day I led the children to recognize the carrots, take the mold, they are very smart, said I took the fake, uproar, in my slow guidance, and finally I promised to take them together to plant the carrots, they are satisfied with the obediently sit down, they are curious about all things in the world, like the physical, I began to take them to plant flowers, vegetables, and they soon I began to take them to plant flowers, plants and vegetables, and soon became a team with them.

Teacher M at first he used the county kindergarten's normal teaching methods to the countryside children to carry out normal activities, the children feel that it is not a physical object, do not listen to the teacher's teaching, the teacher decided to take the children to experience the planting in person, the children are quiet and listen to the lecture. teacher M felt that young children in the countryside is

particularly smart, should be given the right guidance in a timely manner, ten years of trees, a hundred years of trees, young children to be educated by the opportunity is short and irreversible, after a long period of contact with each other, they have established a deep relationship. After a long time of contact, they have built up a deep relationship.

#### 3.4.4 Working Difficulties: Rural Revitalization Cannot be Achieved Overnight

With the country's rural revitalization strategy, the conditions of rural education have been greatly improved, but the quality of rural education has not yet met the demand for a quality level of education (Rong, 2010) However, the quality of rural education has not yet met the demand for quality education. There is still a need to improve the teaching level of teachers, to improve the treatment of teachers, and to retain more excellent teachers. Mr. M's teaching life has gradually become more skillful, and this time he has learned from the lessons of the last time, no longer rigid, but also try to go to the Internet to search for information through multiple channels, look for teaching methods from books, and take the initiative to ask for advice from experienced veteran teachers in the countryside when he encounters difficult problems.

Teaching in the countryside for several years, the state to enhance the quality of teachers and professional development, to adapt to rural education and teaching methods, rural assessment of excellence may not be in accordance with the rules and regulations of the city, so that I was able to have the opportunity to assess the excellent teachers, step by step under the recommendation of the selection of the state to give me the teacher's staffing, and now everyone's life is a little bit better than before, but the countryside of the education is still not a very significant improvement, which is a long process, I also need to work together, which I understand the hardship. It is a long process that requires everyone's joint efforts. I am also from the countryside, and I understand the hardships involved, and I hope that my children will still be able to return home even when they go to faraway places. The revitalization of the countryside needs someone to stick to it, I chose my own path, how I have to stick to it.

The work of rural revitalization can not be achieved overnight, and education is a long process!<sup>[15]</sup> M teacher did not regret her choice, because her dedication is visible to some people, her assessment is the best proof, she was born in the countryside, to understand the hardship of getting out of the mountains, she is willing to stick to rural education, to provide a good platform for young children, so that young children will have more choices in the future, his teaching life is still going on .....

"Carrying a heavy load" Teacher M shoulders the policy of revitalizing the countryside, giving up the city life she aspires to, responding to the national policy, and actively contributing to rural early childhood education.

#### 4. An Analysis of the Reasons for Teachers' Adherence to Rural Education

Teachers stick to rural education for a variety of reasons, which reflect not only their personal choices and pursuits, but also their deep feelings and sense of responsibility for the cause of education. The following is a detailed discussion of some of the reasons you have given: r the cause of education. The

##### 4.1.1 Career Unclear but Looking for a New Direction

Ms. A may have faced a bottleneck or uncertainty in her career development because of her physical condition. In this case, she chose to switch to the field of early childhood education, which is both an adaptation to her physical condition and another way of expressing her love for education. Rural education provided a new stage for Ms. A to continue to utilize her educational talents in a relatively relaxed environment. This transition not only helped Ms. A find a new career path, but also allowed her to find new value and meaning in rural education.

##### 4.1.2 The intertwining of family factors and rustic sensibilities

Ms. Y's story exemplifies women's fight for educational opportunities and family responsibilities. Unwilling to be bound by the backward thinking of women, she studied hard to obtain an entry-level job in education and chose to stay as a rural kindergarten teacher for the sake of her family. For the sake of her family, she shifted her workplace, but with her love for the countryside in mind, she chose to stay on as a rural kindergarten teacher. Ms. Y's decision is not only a commitment to her family's responsibilities, but also a contribution to rural education. She hopes that through her efforts, she can provide better educational opportunities for children in the countryside and help them get out of the mountains and realize their dreams.

##### 4.1.3 Passion for education and self-realization

Since she was a child, Ms. R loved being a teacher and was friendly with children. This love for education makes her stick to what she loves to do and strive to be a good people's teacher. Teacher V, after coming into contact with rural education, realizes that the knowledge and skills she has learned can be better applied here. She loves this job and is willing to put in her efforts and wisdom for the children in the countryside. Teacher M, on the other hand, responds to the national policy and is willing to contribute to rural education because she loves children, education and the motherland. All these teachers take the education career as an important way to realize their own self-worth, and their perseverance and dedication have injected new vitality and hope into rural education.

Teachers stick to rural education for a variety of reasons, but none of them can be separated from the love of education and care for the children. These teachers have interpreted what a true educator is with their own actions, and their spirit is worth learning and passing on. At the same time, we should also pay attention to the current situation and development needs of rural education, to provide support and protection for more excellent teachers, and jointly promote the progress and development of rural education.

## 5. Conclusions

From a strategic point of view, rural schools are the ultimate guarantee of compulsory education for the children of the most vulnerable groups in rural areas, and their survival and development will accompany the entire process of urbanization in China. The analysis of teachers' willingness to stay in rural schools and the factors influencing them not only contributes to the development of rural schools, but also provides a unique perspective on teachers' professional identity and local educational sentiments in the face of adversity. In the course of the study, it was found that teachers' personality traits are important factors influencing teachers' willingness to stay in small rural schools, and that rural teachers who are dutiful, emotionally stable, introverted, and calm are more willing to stay. Rural teacher selection should not only strengthen the matching of teachers' qualifications and specialties, but also pay more attention to the suitability of teachers' personality traits and job requirements. To guarantee the stability of rural elementary school teachers. The first step in revitalizing rural education is to strengthen teachers, and the key to revitalizing rural education is teacher training. Over the past 20 years, China has introduced a number of policies to strengthen the construction of rural teachers, including the "Three Supports and One Support" "Special Post Program" "The "Master Teacher Program", "Silver Teacher Program", "Rural Teacher Support Program", "Excellence Program", "Strong Teacher Program" and so on. " and so on. The implementation of these policies has greatly improved the structure and quality of rural teachers and fundamentally changed the face of rural teachers. Outstanding teachers have been attracted and encouraged to take root in the countryside. On the whole, the existing incentive mechanism for rural teachers mainly involves the two paths of "treatment to retain" and "development to retain": "treatment to retain" emphasizes the impact of salary improvements and living subsidies on the willingness of teachers to stay in the countryside. "Retaining people through treatment" emphasizes the impact of salary improvements and living subsidies on teachers' willingness to stay in their jobs; "retaining people through development" emphasizes the creation of a suitable development environment for rural teachers to ensure that they feel at ease in their jobs.

## Acknowledgements

Project source: Guizhou Province casting Chinese national community consciousness research base special topic: kindergarten casting Chinese national community consciousness cultivation status quo and path analysis (2023ZL30) stage research results.

The Phase Results of the Construction Project of the "Golden Course" First Class Course (Online Course) "Pre-school Education" in Guizhou Province (2022JKXS0113).

## References

- Cao, Y. Z. (2020). Identity Construction Inside and Outside of Narrative—An Appreciation of Paul Copley's Narrative. *Exploration and Criticism*, 2020(02), 220-227.

- Guo, L. (2015). *Research on the Evolution of China's Socialized Gardening Policy since Reform and Opening Up*. Southwest University.
- Liu, K. Q. (2024). Analysis on the Integration of Rural Revitalization Strategy into Civic and Political Education of College Students. *Secondary School Politics Teaching Reference*, 2024(07), 113-114.
- Liu, W. H. (2005). A retrospective of domestic and international educational narrative research in the last two decades. *Chinese Journal of Education*, (3), 13-16+18.
- Liu, X. N. (2023). Practical Effectiveness and Reform Progress of Rural Education in China in the New Era. *Education Theory and Practice*, 43(19), 20-25.
- Peng, J. (2021). Educational narrative research--a new path for teachers' professional development. *Teacher Education Research*, 33(03), 7-11+30.
- Rong, Z. K. (2010). The Root Problems of Rural Education Development in Contemporary China and Its Solution Ideas. *Educational Research and Experimentation*, 2010(06), 36-39.
- Song, S. C. (2011). Educational Narrative Research and Teachers' Professional Development. *Global Education Perspectives*, 40(10), 61-65+78.
- Song, Y. H. (2022). Editorial Office of the Journal, Facing the future, building a new ecology of rural education. *Educator*, 2022(37), 49.
- Wang, G. Q. (2012). Research Report on the Development of Rural Preschool Education in Harbin. *Education Exploration*, 2012(08), 96-98.
- Wang, H., & Liu, R. (2023). Changes, Practical Dilemmas and Optimization Strategies of Rural Teacher Policies in New China. *Journal of Hebei Normal University (Education Science Edition)*, 25(05), 35-45.
- Xu, Q. L. (2007). *Rational Reflection on Educational Narrative Research* (Vol. 10). Shandong Normal University.
- Zhang, C., & Yu, Z. F. (2009). "The Dilemma of Rural Pre-school Education and the Way Out". *Educational Development Research*, 29(24), 32-36.
- Zhang, W. P., & Zhang, Y. (2023). The construction of long-term mechanism of education "helping the wisdom and aspirations" in the context of rural revitalization. *Journal of Soochow University (Education Science Edition)*, 11(01), 36-46.
- Zhao, Z. X. (2016). Analysis of the occurrence and causes of preschool children's lying behavior. *Research on Preschool Education*, 2016(02), 46-53.

#### Author Information

Fupeng Li, male, Dong nationality, 1990-, master's degree in preschool education, lecturer in the KaiLi University, researcher of Guizhou Provincial Research Base for Casting a Firm Consciousness of Chinese National Community, mainly engaged in the theoretical research on preschool education and ethnic education.