

The Concrete Presentations of the “Anomie” of Teachers’ Code of Morality in Rural Junior High Schools

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Abstract: “To run education that satisfies the people”, the teacher is the most vital factor. The rural education is recognized as the short slab of education. There are eight concrete presentations of the “anomie” of the teachers’ code of morality in rural junior high schools : the shake of teachers’ ideal and the disappearance of identity; the fading of responsibility and reluctance to communication; negative and down attitudes and serious complacency; inattention to the discipline of school and ignorance to the rules; backward teaching ability and the lack of professional skills; the decline of ethic and unequal treatment to students; undisciplined work style and impertinent word and action; the tendency to personal interest. It is primary and necessary to clarify the problems above, so in this way it could make the “anomie” of teachers’ code of morality in rural junior high schools return to “standardization” and turn to “demonstration”.

1. Introduction

One hundred years’ policy is based on education; while the key to run “education that satisfies the people” lies on the teacher, because the teacher is the most vital factor. Education has always been regarded as the top concern in China. The Communist Party of China and the country attach great importance to the prominent role of education in realizing the “Two Centenary Goals”, as china is standing at the the key point of building a moderately prosperous society in all aspects. The teacher is regarded as the first resource for educational development, therefore the term “teachers’ code of morality” should be placed firstly in the construction of the teaching team in the new era. And we should create a social atmosphere that “respects teachers and value education, makes all teachers have a sense of happiness in their posts, a sense of accomplishment in their careers, and a sense of honor in society. We should let the teacher become an admirable career.” [1]

The rural education, which is recognized as a short slab of education. The teachers in rural junior high schools are the role that serves as a link between primary education and high school education, their image and professional quality have always been focused in the background of the result of educational reform. For a long time, most of rural teachers have conscientiously implemented the educational guidelines formulated by Chinese Communist Party, they stick to their position in the front line of education, and exert their utmost effort to teach and educate student, and they have

made significant contributions to social development and rural revitalization. But in fact, the situation of rural junior high schools teachers is very embarrassing: it has to undertake the dual teaching tasks of helping students check for deficiencies, filling out the gaps in the basic knowledge and building the educational foundation for students, as well as getting rid of education poverty and improving the quality of rural education. It is even more important to face the situation where their interest demands and group voices are easily marginalized.

Over time, with the sharp increase of identity pressure, the elimination of the sense of identity and the erosion of social unhealthy customs, the phenomenon that some teachers has inappropriate behavior occur frequently, negative news are always reported in the newspaper or TV, the society is in a dilemma in the construction of teacher ethics. In 2019, *China's Education Modernization 2035* shows that we should focus on main problems and weak links in education development, it is the key task to construct the teachers' code of morality in rural junior high schools. Consequently, to solve the problem of teachers' code of morality and change the anomie of code of morality of the teacher in rural junior high schools so that it can return to "standard" and make it play a exemplary role, it is primary to find out and systematically sort out the concrete presentation of the "anomie" of teachers' code of morality in rural junior high schools.

2. The Specific Analysis

2.1 The shake of teachers' ideal and the disappearance of identity

The teacher is acclaimed as the most lofty career in the world. In these recent years, this career has become more and more popular. According to some surveys, 19.3% fresh undergraduates work on primary and secondary education in 2018, the teacher as a career accounts for the highest proportion. [2] Moreover, to supplement the teacher needs in rural education, Central Committee of Communist Party of China established 105,000 special posts for teachers, and it also encourages all provinces to arrange the teachers in rural junior high schools to take part in the following policies: direct education, teacher recruitment in public, "three supports and one alleviation" and selecting and recruiting the job. Meanwhile, the government has issued a series of policies and supporting guarantees which are dedicated to letting rural teachers "settle down and take root."

However, as time flies and social environment changes, some teachers' identity and sense of gain are declining, and their initial ideals, enthusiasm will fade away gradually, even some of them want to change their jobs. The main reasons for this phenomenon are as follows, teachers' teaching costs increases, including time cost and emotion cost; teachers' career development has encountered bottlenecks; teachers' meager income is difficult to adapt to the soaring price; a few occasional cases about some teacher violating professional ethics are often generalized by the public. These increasingly heavy realistic pressures have exhausted rural junior high schools teachers physically and mentally.

2.2 The fading of responsibility and reluctance to communication

In the new era, teachers "carry the important task of spreading knowledge, imparting ideas, spreading truth, shaping souls, shaping lives, and shaping inexperienced people; they are responsible for cultivating socialist builders and successors with comprehensive development of morality, intelligence, physical force, aesthetics and labour for the Chinese Communist Party and the country." [3] In the stage of compulsory education, junior high schools period is the key period for students to develop their thinking, psychology and emotions, it is also the transitional period in course, the adolescence in character and the rebellious phase in behavior. Especially in the rural area

where there is not exit quality-oriented education, the teacher are demanded to spend more time and energy.

Contrary to expectations, some rural junior high schools teachers often neglect their responsibilities: Firstly, they regard classroom teaching as all of their work, resulting in the fact that “after class is off work”; secondly, they ignore students’ curiosity, imagination, and thirst for knowledge, and treat perfunctorily or satirize the students who are in difficulty, which leads to the students to become resistant and fearful; Thirdly, some teachers lack communication with students’ parents, which makes it difficult to form a “home-school” linkage.

2.3 Negative and inactive attitudes and serious complacency

2019 is defined as the “the year of reducing burdens on community-level” by Central Committee of Communist Party of China, the government clearly requires that “all primary and secondary schools should strictly clean up and regulate matters that are not related to education”, and “they should ensure that primary and secondary school teachers devote themselves to teaching and cultivating people.” [4] However, some teachers misunderstand this policy, and just reduce the burden blindly in daily life, they always reject to supervise and assess, refuse to social affairs, decline to fill in the form, and reject to be arranged to work in another places and so on.

In the aspect of classroom teaching, for some teachers, their concept is outdated, the thinking is stubborn, and their horizon is narrow, they can’t understand the discourse mode of the young generation. Some teachers are satisfied with their own quality and current status so that they have difficulty in grasping the forefront of the subject that they teach; In the skill training, some teachers are full of laziness and slackness, They just focus on the form and get tired of the work and turn the career exchange meeting into a “dinner party” and the seminar into a “tea party”. All in all, the lack of last elimination system makes these teachers feel complacent.

2.4 Inattention to the discipline of school and ignorance to the rules

As the old saying goes, “Nothing can be accomplished without norms or standards.” Discipline is the best guarantee for the quality and management of a school. However, in the outlying rural area, some schools and teachers are driven by money and profit, so they ignore the discipline and even some of them against the law. A few teachers turn to be gamblers at the gambling table, frequenter in vulgar places. In February 2019, “Yunnan Net” reported that the Yongsheng County Public Security Bureau arrested 6 teachers from local towns and villages because of gather-gambling and seized 28,800 yuan. Some teachers completely ignore the laws and regulations, they take advantage of their position to set up private tutoring classes for making money and force students to attend, and they also charge parents’ gift or money;even some teacher maoke a difference among students. Some teacher’s conflict with each other for promotion, even some of them do something for promotion by unofficial channels; moreover, some teacher always form cliques for private gain. All in all, these behaviors violate the basic principles and requirements of being a teacher.

2.5 Backward teaching ability and the lack of professional skills

A qualified teacher must meet three basic qualities: professional knowledge, the ability to manage students, and the skills of imparting and presenting. There are some structural differences between old and new teachers in rural schools. The new teacher are selected strictly, have received systematic and professional education and training, they can master the latest dynamics of the subject, have the novel teaching design, and have a scientific and rigorous teaching attitude.

However, new teachers are not good at applying life experience and cases to education; in dealing with emergencies, it is hard for them to keep calm; and some new teachers are not good at using traditional skills such as “three-stroke Chinese character” and blackboard-writing. In contrast, old teachers have certain advantages in these above aspects. But most of old teachers also lack the characteristics of new teacher. Nowadays, because of the deep integration of classroom and information technology, the traditional classroom teaching ways that the teacher just takes the chalk as teaching aids is not suitable. But some old teachers stick to the old ways and refuse to change themselves, and it undoubtedly sets up a “digital gap” between teachers and students.

2.6 The decline of ethic and unequal treatment to students

Keeping impartial is a basic principle of teacher ethics, and its practical implication is to treat all students equally, teach students according to their aptitudes. Unluckily, in reality, some teachers are biased and unfair, which causes distress and harm to junior high schools children who are sensitive and eager to be paid attention.

Some teacher use the economic status or social background of the students’ family as a reference to give preferential policies and benefits; some teachers have a sharp contrast attitude between “good students” and “poor students”, they always prefer the former and make fun of the latter; some teachers discriminate against special students, such as poor students, students with disabilities, students from single-parent families, and students with precocious puberty. They often treat such students from a disgusting and indifferent perspective, which makes the students feel inferior and chill.

2.7 Undisciplined work style and impertinent word and action

In 2018, in order to clarify highest and lowest requirements for “the teachers’ code of morality, the Ministry of Education issued the “Ten Guidelines for the Professional Behavior of Primary and Secondary School Teachers in the New Era”, puts forward that the teacher must keep the right words and deeds. In the rural junior high schools, the whole school’s time and energy are mainly focused on students’ scores and student management, which cause the insufficient management of teacher. Some teachers are unorganized and have some inappropriate behaviors: in terms of verbal expression, some teachers use mandarin irregularly, often derogating, mocking and insulting students, taking the opportunity to vent their personal emotions; in daily teaching, some teachers are inattentive in class, and they always arrive late and leave early, making phone calls at will, even smoking or drunk before class, openly set up tutorial classes after class and selling extracurricular references; in terms of behavior, some teachers punish students in physical form, harassing girls with provocative and pornographic words, and some teachers even molest and sexually assault students; in terms of grooming, some teachers are neglectful of their appearance, pay no attention to personal hygiene, and have a peculiar smell. What’s more, some female teachers have heavy makeup and fragrance. In summer, they wear miniskirts, suspenders and other clothing that is contrary to the status of teachers. This makes students feel disgusted and discomfort.

2.8 Incorrect views of honor and the tendency to private interest

Honor is an attribute and business card of identity. The essence of teacher’s honor is to have a glorious role title, dedicated professional characteristics, a lofty personality image and a generous reward of labor. In 2015, the “Rural Teacher Support Plan (2015-2020)” proposed to “establish an honor system for rural teachers.” In the past five years, the majority of rural teachers have generally continued to improve, but under the stimulus of extreme individualism, money worship, and

hedonism, some teachers abandoned their original intention and mission, and use the convenience of public office to seek personal interest and fall short of social expectations. One is that some teachers pursued reputation by all means. In terms of professional title assessment, excellence evaluation, supervision and examination, they practiced fraud and tried their best to engage in superficial forms and trading power for money. The second is that some teachers disregard identity for personal gain. They implied parents to “give gifts” during the festivals and they asked parents of their students to help solve private affairs. Some teachers also seek private work outside and made extra money, which put the cart before the horse. The third is that some teachers lacked a sense of community. They were indifferent to collective affairs.

3. Conclusion

The above information are eight concrete presentations of the “anomie” of teachers’ code of morality in rural junior high schools. The main reasons for this phenomena are as follows. The difficulty of matching social environmental changes and professional identity, lack of eligible school regulations and evaluation mechanisms, and the urgent need to improve self-regulation and adjustment capabilities. Faced with the above problems, the Chinese government has formulated a series of policies and regulations to provide a good guarantee for solving the problems of the teachers’ code of morality mentioned in the article. For instance, *Opinions on Vigorously Promoting the Construction of Teachers in Rural Compulsory Education* has proposed: By 2020, we will create a team of high-quality rural teachers with noble ethics, sufficient numbers, balanced allocation, integration of urban and rural areas, reasonable structure, willing and adept to teach, stable and full of vitality. Therefore, when we standing at the key point of building a moderately prosperous society in all respects and winning the fight against poverty alleviation of education, it is necessary for us to innovate teacher ethics’ education, consolidate teacher’s ideals and beliefs, improve teacher ethics’ publicity, create an atmosphere of respect for teachers, standardize teacher ethics’ assessment, stimulate teachers’ enthusiasm and strengthen the supervision of teacher ethics, implement restrictions on teachers’ words and deeds and the protection of teacher ethics , and enhance teachers’ sense of personal identification. Nowadays, in the background of advancing the modernization of the national governance system and governance capabilities, a large number of facts have proved that the measures taken by the Chinese government are effective. A long-term mechanism for the construction of rural junior high schools teachers’ ethics is being established, we are confident that the majority of rural junior high schools teachers will comfortably teach in peace with enthusiasm in the near future.

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