

# Analysis of The Objective Causes of Special Post Teachers' Difficulty in Marriage and Love from The Perspective of Urbanization

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## Abstract

**Due to the objective existence of educational differences between urban and rural areas, some special post teachers are lost for subjective and objective reasons, which is not conducive to the sustainability of rural teacher supplement. There are many reasons for the loss of special post teachers, among which love and marriage have become the outstanding problems of special post teachers. In view of this, this paper intends to explore the objective reasons for the formation of the problem of special post teachers' marriage and love from the perspective of urbanization, in order to provide an alternative choice for deepening the understanding of such problems.**

## Keywords

**Urbanization, Special post teachers, Marriage.**

## 1. Introduction

Rural revitalization can not be separated from the revitalization of rural education. The implementation of the "Special Post Teacher Program" has eased the shortage of rural teachers in the central and western regions, optimized the age and educational background structure, and improved the quality of rural education[1]. As a special group, special post teachers need to face more practical problems than ordinary rural teachers when they are in the rural environment. The solution of these problems and their degree not only relates to the development of rural education but also may have an impact on the promotion of the balance of urban and rural compulsory education.

At present, due to the objective existence of educational differences between urban and rural areas, some special post teachers are lost for subjective and objective reasons, which is not conducive to the sustainability of rural teacher supplement. There are many reasons for the loss of special post teachers, among which love and marriage have become the outstanding problems of special post teachers. When Dayong Pu investigated, he found that the problem of marriage and love ranked third among the loss factors and ranked first in the personal subjective factors[2]. The difficult problem of marriage and love has become an important factor affecting the rest of the work of special post teachers.

As to the causes of the problems of marriage and love for teachers in special positions, researchers have carried out the following three aspects: First, they are clustered in the marriage age period. Jing Feng found in the survey that the majority of teachers in special positions for marriage are between 20 and 30 years old, and nearly 60% of them are unmarried women[3], Second, rural conditions. Baojun Tian and Yan Wang believe that special duty teachers have long lived in remote rural areas, resulting in a narrow circle of life and a lack of opportunities to meet suitable members of the opposite sex[4]. During the survey, Xiaowei Wang found that it is difficult for special duty teachers to find suitable spouses due to the narrow social circle, inconvenient transportation, and limited living conditions in rural areas make[5]. Third, gender imbalance. China Education Daily reported that as of 2012, Shuangfeng

County had recruited 649 special post teachers, of which 90% were female teachers, indicating a serious imbalance in the gender ratio[6].

Most of the above studies emphasize that one of the reasons for the loss of special post teachers is the difficulty of marriage and love, and they mainly point to the difficulty of choosing a spouse, but they have not further clarified which other problems are included. In fact, the special post teachers' marriage problems not only include the common cognition of difficult mate selection (passive single) but also include active single, as well as the public opinion pressure caused by single and long-distance love, separation and so on. The previous research generally explained some causes through empirical research, such as age concentration, gender imbalance, poor rural environment and other factors, which provided a good reference for further research. However, its analysis of the causes is only a list of data, and the research is not deep and systematic enough. For example, most of the teachers in special positions are unmarried and in the period of marriage and love, and the difficulties of marriage and love are easily magnified. But this does not constitute a direct cause of difficulties in marriage and love, because if there are sufficient suitable marriage and love resources, age concentration should not form group difficulties in marriage and love. Moreover, in the context of a shortage of rural women, female teachers, who make up the majority of the entire group of special duty teachers, should not worry about marriage. As for the reason of gender imbalance, many scholars believe that it is difficult for female special post teachers to get married because there are too few male teachers and their vision is too high. In fact, under the influence of urbanization and the significant pressure on the rural marriage market caused by cities, marriage resources that comply with traditional marriage principles and are suitable for special post teachers, especially female teachers, are scarce, and the male teachers who do not meet the requirements of gradient marriage principle are also not regarded as immediate proof by female teachers. Xiang Zhang and Tingyun Deng discovered through oral history research that the criteria for choosing a spouse for Special Post Teacher Z are "to find a boyfriend in a township", which also proves their adherence to the gradient marriage model of "strong males and weak females"[7]. This shows that the imbalance of gender ratio as the reason for the difficult problem of marriage and love of special post teachers is not sufficient; as far as the poor geographical conditions in rural areas are concerned, although this has indeed become the deficiency of marriage and love of special post teachers, the inducement of urbanization behind it can not be ignored. In addition to the above reasons, the formation of special post teachers' marriage and love problems should also include the concept of marriage and love of special post teachers, the motivation to enter the city and the pressure of public opinion and so on.

In view of this, this paper intends to explore the objective reasons for the formation of the problem of special post teachers' marriage and love from the perspective of urbanization, in order to provide an alternative choice for deepening the understanding of such problems.

## **2. Urbanization Weakens The External Environment of Marriage and Love for Teachers in Special Posts**

Because most of the special post teachers are unmarried, it is inevitable to face the problem of marriage and love after entering the job. However, due to the remoteness of the school, the blocking of traffic, the narrow scope of communication among the special post teachers, coupled with the development of urbanization, a large number of cultural young people flow to the city through the form of working, studying and joining the army, resulting in the lack of marriage and love resources in the rural environment. As a result, some special post teachers want to fall in love but suffer from the lack of a suitable partner.

## 2.1. The marriage extrusion effect is amplified

Regarding the "marriage squeeze," most scholars believe that the marriage squeeze is the phenomenon that some people cannot marry due to the imbalance of gender in the marriage market. Due to the influence of the traditional concept of son, and the implementation of the planned parenthood policy, the preference for sons in rural areas is more obvious, and finally the squeeze effect of men in the marriage market. In addition, with the rise of the working economy and the acceleration of urban and rural mobility, Rural women go out of the countryside to the city, while enjoying the city civilization, their willingness to return home is greatly weakened. Many rural young women stay in the city through further studies and marriage, which leads to a further shortage of female resources in the rural marriage market. This cross-regional flow of rural marriage resources and the population structure of more men and fewer women further aggravate the structural imbalance of rural marriage resources, and it is normal for men to suffer from marriage squeeze in the marriage market. Tian Xianhong and other scholars believe that the flow of marital resources between urban and rural areas is one-way, is a vertical flow from rural to urban areas[8]. Li Zhiqiang found through research: With the rise of the tide of migrant workers in recent years, some young women in underdeveloped rural areas are increasingly working in the county or economically developed township enterprises, so that they have the opportunity to get to know the young men in the county or developed township and marry to the local[9]. This leads to a large outflow of marriage resources from underdeveloped rural areas, and exacerbates the imbalance of the sex ratio of the marriage-age population in the local marriage market.

As a member of the rural environment, special post teachers are undoubtedly also affected by the supply and demand market of marriage and love in rural areas. That is to say, on the one hand, because male special post teachers work in rural areas, their income is not high, facing the shortage of women's resources, lack of bargaining power, they become the one squeezed by marriage, marriage and love difficulties. On the other hand, because female special post teachers are in rural areas, they should have gained the advantage because of the shortage of female resources in the rural marriage and love market, but because most of the young men flow to cities and towns in the rural marriage and love market, the suitable young men's resources available in the rural areas are insufficient, so they are also squeezed in the aspect of marriage and love, while the male teachers who are special posts have low income and low status. In accordance with the "male high and female low" marriage mode is also not favored by female teachers.

## 2.2. The principle of educational qualification marriage is impacted.

With the acceleration of urbanization, the rural love and marriage market is inevitably affected by urban culture. In the marriage market, education is an important personal marriage resources, that is, in a certain sense, education is a symbol of personal knowledge and accomplishment level. Following the principle of education marriage, women often choose to marry men with the same, similar or higher education level. Female teachers in the special post received a good higher education in the city, the concept and behavior of their spouse also has the characteristics of urbanization, in the choice of spouse is more based on the identity of the same or similar cultural class, taking into account the material wealth, human capital, emotion and so on. The development of urbanization makes a large number of outstanding rural youth into the city, the lack of the same cultural class or above or similar to the special post teachers in rural areas, resulting in marriage squeeze effect. Therefore, when choosing a spouse, the rural female teachers have to expand the scope of the search for the object of marriage and love, and look to the counties and towns where the youth of the same or similar cultural class are concentrated, and choose the spouse or lover with the right identity but facing the possibility of separation between the two places. Find a boyfriend in town [7]." It has become a helpless

choice for female teachers to choose their spouses. And male special post teachers also face difficult marriage. Xiang Zhang and Tingyun Deng found through the survey that although male special post teachers in rural environments have higher culture, However, the income is not high, the work place is remote, under the double squeeze of rural and urban marriage market and the shackles of "intellectual" marriage complex, at the same time, the gradient marriage mode of "high men and low women" is restricted, which ultimately leads to the difficulty of marriage[7] .

### **2.3. The rural working environment has become a negative asset**

In the context of the large-scale migration of rural population into cities and towns, special post teachers with higher educational qualifications choose to stick to it. Undoubtedly for the development of rural education has brought hope, and its personal development has weakened the position in the marriage market, the more far away from the county seat, the more inconvenient the traffic, the less developed the information, the more negative equity in the marriage resources, which is not conducive to the special post teachers to choose a spouse. The reality is that the layout of rural schools is based on the geographical location of settlements, Many rural teaching points are located in remote areas, tens of miles away from market towns and counties, hundreds of miles, traffic is inconvenient and information is blocked, coupled with the heavy teaching tasks of special post teachers, which further aggravates the problem of marriage and love.

Weidong Li presents the mind of a 22-year-old single man living on a ridge of mountains in the form of an interview: "You don't know the situation in the mountains. Our mountain environment is very poor, transportation is not convenient, as long as it rains, you can not go out. Now living in the mountains is the biggest obstacle to our marriage[10]." The farther away from the county town, the less developed the traffic, the more closed the information, the more narrow the rural youth, such as the special post teacher marriage circle, the more difficult it is to choose a spouse.

## **3. Summary**

As the main carrier of the national "special post plan", special post teachers shoulder the historical mission of promoting the urbanization of reverse education and promoting the balance of teachers in urban and rural areas. Because some special post teachers are born in rural areas and lack of family resources support, they are in the secondary market at the time of employment and lack of competitiveness, so they finally choose to work as special post teachers and become a member of rural teachers. At present, all kinds of high-quality resources promoted by urbanization flow from the countryside to the city, the special post teachers with higher cultural resources stay in the countryside in the way of national policy teacher allocation, guard education, in the absence of social support, it is inevitable that there will be difficulties in marriage and love, and so on. In the face of the increasingly lost group of special post teachers due to the problem of marriage and love, the state and all sectors of society should make concerted efforts to strengthen social support for special post teachers in reverse urbanization, and optimize policy design, such as: while continuously improving the subsidy standard for special post teachers, we should consider organically connecting the rotation system of urban and rural teachers with the special post plan. To provide remote villages and teaching points with revolving houses that can live at home, as well as transportation subsidies or pilot school bus systems; to open green passageways in counties for separated teachers from the two places, and at the same time expand to cross-provincial and municipal mobility to solve the problem of separation between the two places. By improving the treatment of special post teachers, improving the working environment of special post teachers, enhancing the attractiveness of posts, and gradually solving the marriage and love difficulties of special post teachers.

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