

# *The Meaning and Deconstruction Path of the "Guest Residence" Mentality of the Shift Exchange Teachers*

Jifu Yang

*School of Education and Science, Qiannan Normal University for Nationalities, Duyun, Guizhou, 558000, China*

**Keywords:** Rotating teachers; Guest attitude; Teacher management

**Abstract:** The original meaning of "guest residence" is to stay, often referring to a way and state of living outside. In the face of the impact of different cultures, the "guest" will inevitably have negative emotions and psychology such as anxiety, depression, depression, complaints, and finally cannot fully integrate themselves into a state of local life and work, and always present a sense of anxiety, helplessness, drift, loneliness, loss and other negative psychological states. The specific behaviors reflected in the "guest" mentality of the shift teachers are: lack of sense of belonging to the shift unit, low enthusiasm and initiative in work, insufficient love and care for students, exclusion and alienation from colleagues, etc. Shift units can establish deconstruction paths: The management department establish the cooperation mechanism between news and public opinion and regulatory authorities, internalize the policy of job rotation and exchange, establish and improve the incentive and guarantee mechanism, and strengthen the willingness of job rotation and exchange; The management department also protect the interests of teachers' family members, and eliminate the worries of teachers' communication, Increase the tension and reduce the thrust.

## 1. Introduction

The specific behaviors reflected in the "guest" mentality of the shift teachers are: lack of sense of belonging to the shift unit, low enthusiasm and initiative in work, exclusion and alienation from colleagues, etc. Specific deconstruction path: The management department establish the cooperation mechanism between news and public opinion and regulatory authorities, internalize the policy of job rotation and exchange; The management department establish and improve the incentive and guarantee mechanism, and strengthen the willingness of job rotation and exchange; The management department protect the interests of teachers' family members, and eliminate the worries of teachers' communication; Increase the tension and reduce the thrust.

## 2. Introduction to 'guest residence'

The original meaning of 'guest residence' is to reside, often referring to a way and state of living outside. Xiaotong Fei once referred to guests as "Ke Bian", "Xin Ke", or "outsiders" in his book "Rural China".<sup>[1]</sup> Yun Wang referred to the wandering or dwelling literati in history as "guests".

Some scholars have also used the term "guest residence" to describe foreign teachers and conducted research on their work status and turnover behavior.<sup>[2]</sup> For example, Jiali Min regards "guest living" teachers as foreign rural young teachers assigned to teach in rural areas through recruitment exams.<sup>[3]</sup> As they integrate and adapt to the new social and cultural environment, local knowledge factors will have a significant impact on their daily teaching work and life development. Yang Canjun and Xiaoxing He describe "guest living" teachers as migrant workers' children, such as migrant teachers from schools.<sup>[4]</sup> Although they physically live in the city and psychologically yearn for it, they cannot truly integrate into the city or take root in it. They are spiritual wanderers full of "worry, drift, and helplessness". This unique life experience and experience fills their living world with homogeneity, fluidity, and closeness. In practice, teaching presents characteristics such as short and fast educational models, interrupted and fragmented teaching, and monetization of work.

The "guest living" mentality refers to the psychological state of being an outsider working and living in a place of residence. Some scholars refer to the mentality of "living as a guest" as having the mentality of "treating oneself as an exotic rare species, treating oneself as a honoured guest, treating oneself as a grassroots tourist attraction, treating work as a 'day trip', turning a phone into a 'remote control', and constantly flying to a warm and pleasant place".<sup>[5]</sup> As a "stranger", a "guest" is a spatial mover who, from a familiar hometown to an unfamiliar environment, constantly faces the impact of spatial and regional cultures due to various factors, and experiences a cross-cultural adaptation process of "being at a loss - adjusting oneself - accepting different cultures - integrating into different cultures". When the process of cross-cultural adaptation becomes difficult or obstructed, when faced with the impact of different cultures, "guests" are bound to experience negative emotions and psychology such as anxiety, depression, distress, and complaints, ultimately unable to fully integrate themselves into local life and work. At all times, they present a sense of worry, helplessness, drift, loneliness, loss, and other negative psychological states.

As a rotating exchange teacher, it is a group of educational administrative departments at or above the county level that carry out regular or irregular exchange and teaching activities for public primary and secondary school teachers within their jurisdiction in a planned and organized manner, in order to achieve teacher balance between schools within the region and promote educational fairness and justice. Compared to exchange schools, it can be considered as an outsider. In line with the identity characteristics of space movers, it can be distinguished from the identities of "strangers" and "guests". Therefore, due to various factors during the process of space displacement, this activity group will have a certain "guest" mentality to some extent, lacking a sense of belonging, happiness, satisfaction, and responsibility towards the exchange school. During the exchange process, they will treat themselves as "guests", be a submissive person, and be constrained in their work, Lack of initiative, self-awareness, and creativity in communication work. The specific behaviors reflected in their "guest living" mentality are mainly manifested in the following aspects.

## **2.1 Firstly, there is a lack of sense of belonging to the rotating unit**

The sense of belonging is not only the stable emotions and attitudes formed by teachers through teaching practice, but also the sublimation, cohesion, and precipitation of teachers' work initiative, as well as the attitude experience of teachers' pursuit of their own value and the integration of school development. Teachers often build an emotional dependence of 'shame on the school, pride on the school' during their contact with colleagues and students on campus, thereby forming a significant sense of belonging. Some rotating exchange teachers, due to entering unfamiliar school fields, have significant differences in interests, teaching styles, knowledge richness, self-expectations, thinking patterns, and other fields with the exchange school teachers. They also lack harmony in the campus culture and interpersonal relationships of the exchange school, which

can easily lead to corresponding feelings of outsider, loneliness, and alienation, ultimately leading to a lack of a certain sense of belonging to the exchange school.

## **2.2 Secondly, work enthusiasm and initiative are not high**

How to unleash teachers' work enthusiasm has become the touchstone for measuring education management and the key to the success or failure of education and teaching quality. Due to the fact that 'being rotated' and 'being communicated' have become common perceptions among rotating communication teachers. This means that teachers lack a sense of identification with this system itself, and there is resistance in their hearts. For example, some teachers believe that their rotation communication is punished because they do not have a backstage or have not found leaders to take the back door, which leads to being punished and becoming rotation communicators; Some teachers believe that being rotated is actually a way for leaders to eliminate dissent and kick away disobedient teachers. As a result, many teachers are unwilling to engage in job rotation communication, and ultimately, those who are being rotated for communication inevitably experience low motivation and initiative in their work.

## **2.3 There is insufficient love and care for students**

Love not only helps students open the door to knowledge, but also inspires their minds and nourishes the flowers that bloom their beautiful hearts. Teachers should cultivate, spread, and stimulate love through love in education, effectively shorten the psychological distance between teachers and students through sincerity, sincerity, and genuine affection, pour love on students, convey teachers' emotions and warmth to every child, enhance their confidence through appreciation for children, and enhance their self-esteem through trust in children, so that every child can thrive, Let every child achieve the joy of success. Due to the short communication time of rotation exchange teachers, some rotation exchange teachers are unwilling to pour all their emotions into the students of the exchange school, because they believe that if they love and have emotions, it will not be beneficial for themselves and students after leaving. It is better to do their own job well (teaching their own courses). In addition, due to the fact that most rotating teachers are far away from home, they spend most of their time wandering between school and family, inevitably paying less attention to students' learning, daily life, and communication with them.

## **2.4 There is rejection and alienation towards colleagues**

There are two ways of job rotation communication, one is from top to bottom, that is, from central or urban schools with relatively high teaching levels to weak or rural schools for job rotation communication; In addition, there is a rotation exchange from weak schools or rural schools to central schools or urban schools with relatively high teaching levels. Some rotation exchange teachers from central schools or urban schools with relatively high teaching standards believe that weak schools or rural schools have relatively poor teaching conditions, low teaching standards, and weak student foundations, which inevitably leads to a mentality of being superior. Some rotation exchange teachers from weak or rural schools often feel inferior to others, resulting in significant inferiority complex and significant psychological pressure. Therefore, whether it is exchange rotation teachers from central schools or urban schools with higher teaching standards, or exchange rotation teachers from weak schools or rural schools, due to the influence of various factors mentioned above, they always isolate themselves from exchange schools in teaching or life, resulting in exclusion and alienation from their peers.

Rotational communication teachers who hold a "guest oriented" mentality, because they consider

themselves as "guests", inevitably emphasize the importance of "guests following the host" and cannot "compete with the host". As a person, they tend to be submissive and have no sense of belonging to the rotating unit, and lack a sense of social responsibility. This not only seriously affects the initiative, consciousness, and creativity of rotational communication teachers, but also their professional development. It is more detrimental to the realization of the value goals of the teacher rotation exchange policy. The emergence of the "guest living" mentality is not a natural occurrence without a source of water, and there is a certain mechanism for its formation based on objective conditions. For example, the distortion of policies has planted a fertile soil of "guest living" mentality, injected the blood of "guest living" mentality into schools, provided nutrients for "guest living" mentality into schools, and teachers themselves have absorbed nutrients from "guest living" mentality. This has had a significant negative impact on the work initiative of rotating exchange teachers, resulting in a lack of sense of responsibility, happiness, and belonging. The improvement of teaching quality in schools and the construction of a good educational ecology in schools are not conducive to the influx. How to deconstruct the "guest living" mentality of rotating teachers? Here are a few suggestions.

### **3. Establish a coordination mechanism between regulatory authorities and news public opinion**

Firstly, the management department relies on public opinion to promote, actively promote and popularize the policy of job rotation and communication among the teacher community, effectively enhance the sense of mission and responsibility of teachers, and avoid schools and higher-level subjective departments using a mandatory implementation mode for this policy. At the time of implementing this policy, it is necessary to establish a teacher assistance group for the incoming school, and regularly hold exchange activities such as reflection meetings and symposiums with rotating teachers. Not only does it actively strengthen the emotions between incoming teachers, but it also enhances the identification psychology of rotating teachers through strengthened communication. At the same time, it is necessary to promptly investigate and guide the psychological problems of rotating teachers to avoid negative impacts on normal teaching. Shift units can establish specialized regulatory departments to conduct regular inspections on the appointment of rotating teachers on campus, and identify any issues such as improper evaluation mechanisms, unreasonable appointments, and abnormal welfare benefits. Once identified, immediate improvements are needed and criticism is given through the media. Moreover, regulatory authorities also need to scientifically regulate the role of rotating teachers to prevent them from being perfunctory and slack off. After implementing the policy, it is necessary to vigorously promote the outstanding rotating communication teachers and schools through the media, establish models, and not only summarize successful experiences and management models through publicity, but also enhance the scientific understanding of the policy among rotating teachers, thereby internalizing the policy.

### **4. Improve the incentive and guarantee system, and enhance the willingness of teachers to rotate and communicate**

Firstly, corresponding compensation should be given to rotating teachers economically. This form of compensation is explicit, direct, and measurable, which can significantly enhance teachers' willingness to actively rotate. On the one hand, corresponding compensation should be provided for measurable economic losses, such as additional living and transportation costs. Basic protection should be provided for these losses, and only a little more should be achieved. On the other hand, compensation is also needed for unmeasurable costs, such as having more work pressure after job

rotation, more complex student management, longer commuting time between home and school, and decreased quality of life for teachers. These costs have immeasurable characteristics. Therefore, a comprehensive consideration can be made based on factors such as the hardship and remoteness of the exchange school, and a hierarchical compensation standard can be constructed. Secondly, policy preferences should be given to teachers who participate in job rotation in terms of future professional development, professional title evaluation, etc., to ensure that teachers are more proactive in participating in job rotation communication. Of course, the selection of teachers for rotational communication cannot be random, nor can they be "excluded". Instead, they need to pass a specialized assessment. Only after meeting the standards can they be allowed to participate in rotational communication. This not only helps to improve the initiative of teachers and the quality of teachers, but also reduces the stereotype of "low abilities" of rotational teachers in society and effectively eliminates it.

### **5. Protecting the interests of rotating teachers and their families**

Firstly, it is necessary to maximize the protection of teachers' normal family life. Family is an important living space for teachers to 'love and be loved', and plays a significant role in ensuring the mental health of rotating teachers. Secondly, high attention should be paid to the education of the children of rotating teachers. For example, for outstanding rotating teachers, their children can be arranged to flow with the teacher; Allow children to choose high-quality schools for admission during the basic education stage. Finally, it is necessary to address the issue of elderly care for teachers and parents. For example, from an economic perspective, we need to appropriately increasing the pension, subsistence allowance, and retirement benefits of teachers and parents; At the level of medical security, it is necessary to appropriately expand the scope of medical insurance available to teachers and parents, and provide corresponding subsidies in areas such as commonly used drugs and hospitalization; At the housing level, it is necessary to improve the housing conditions of rotating teachers and ensure that their parents truly enjoy the benefits of "living happily, receiving medical treatment for illness, and receiving care for the elderly".

### **6. Combination of selection and policy**

Usually, young teachers have a certain willingness to rotate, so they can actively lean towards young male teachers. For experienced women and middle-aged teachers, schools need to better address their concerns and help eliminate the obstacles to their rotation. Entering schools requires corresponding support for teachers, including professional and emotional support. Because teachers may experience adaptability issues after going to unfamiliar places, and changes in their family and work environment can also have a negative impact on their teaching quality. For this reason, it is necessary to provide corresponding solutions to these problems for incoming teachers, provide additional rewards according to different types of teachers, and provide more professional teaching guidance and training opportunities for teachers who participate in job rotation exchanges for the first time, in order to promote their professional development. For teachers who have participated in multiple job rotations, especially those who have performed well, promotion and appointment are necessary. Full attention should be paid to the interests and demands of these teachers in order to maximize the effectiveness of job rotations.

### **7. Conclusion**

The policy of teacher rotation and exchange is an educational policy that benefits the country and the people. It has important practical value for the balanced development of regional education, the

improvement of educational quality, and the realization of educational equity. It is also an important path to achieve high-quality development of education in China. During the process of job rotation and exchange, some teachers in ethnic minority areas in Guizhou need to work together from the government, local governments, schools, and individuals to truly eliminate the "guest living" mentality caused by various factors. This can enhance the sense of responsibility, happiness, and honor of job rotation and exchange teachers, and achieve their "guest living" status without "guest living" in their hearts, benefiting every student of the exchange school with their talents.

## Acknowledgements

Guizhou Provincial Education Planning Project titled "Research on the Sociology of Guest Living Mentality of Rotational Teachers in Guizhou Province". (The 2021B200)

## References

- [1] Xiaotong Fei. *Rural China* [M]. Beijing: People's Publishing House, 1948
- [2] Honggang Pan. *From Hakka to Indigenous Peoples: A Study on the Ethnic Relations of the Eight Banners Garrison in the Qing Dynasty* [J]. *Heilongjiang Ethnic Series*, 2006, (01):74-80.
- [3] Jiali Min. *A Study on the Current Situation of Local Knowledge Development of a Young Teacher Living in a Rural Area* [D]. Zhejiang Normal University, 2015
- [4] Canjun Yang, Xiaoxing He. *The Life World and Educational Practice of Foreign Teachers in Schools for Migrant Workers' Children* [J]. *Journal of Nanjing Normal University: Social Science Edition*, 2009, 000 (005): 69-75
- [5] Long Bai. *We need to change our "guest oriented mindset" when checking out "day school cadres"* *People's Daily*, October 14, 2014, Edition 005: 1