

A Study on the Drop out Problem of the Rural Junior High School Students under the Background of Rural Revitalization

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Abstract. The strategy of Rural Revitalization emphasizes the priority development of rural education. At present, the improvement of the consolidation rate of compulsory education in China has entered the critical stage, and the problem of rural junior high school students dropping out of school has become the main obstacle to the improvement of the consolidation rate of compulsory education, which urgently needs to explore the way of governance under the background of the strategy of Rural Revitalization. Based on the theoretical model of human development ecology, this paper takes the micro individual system and macro social system which interact with dropouts as the analysis framework. On this basis, it analyzes the main influence mechanism of dropout behavior of rural junior high school students under the theory of social interaction. Then combined with the actual situation of our country, it discusses the governance path of rural junior high school students dropping out of school under the background of Rural Revitalization.

Introduction

Implementing the strategy of rural revitalization, promoting the integrated development of urban and rural compulsory education, and attaching great importance to rural compulsory education are the major decisions and arrangements made by the 19th National Congress of the Communist Party of China. According to statistics of the Ministry of Education of the People's Republic of China, the consolidation rate of nine-year compulsory education was 93.8% in 2017, which was 0.4 percentage points higher than that in 2016. In 2017, the net enrollment rate of primary school-age children in China reached 99.92%, and the gross enrollment rate of junior high school reached 104.0%. The nine-year compulsory education penetration rate has exceeded the average level of high-income countries in the world. [1] However, in some areas of our country, the phenomenon of dropping out of compulsory education stage still exists, and this phenomenon is more frequent among rural junior high school students. So it is still a tough battle to further control the dropout rate. Among the social groups in rural China, the number of primary and secondary school students dropping out is larger than that in urban areas. With the improvement of social and economic conditions, rural dropout has not been fundamentally improved. [2] Although the dropout behavior of rural junior high school students is a kind of "individual behavior", it reflects an important social phenomenon that the whole society pays close attention to at the macro level. Therefore, we need to think deeply about the phenomenon of dropping out of school by combining the micro individual behavior motivation and macro social influence. This paper discusses the formation mechanism and occurrence logic of the individual decision-making of dropout, so as to rise to the system level of analysis, [3] combined with the strategy of Rural Revitalization to explore a better governance path for this problem.

Theoretical Model Construction

According to the ecological systems theory put forward by Bronfenbrenner, human individuals grow up in a "multiple nested" ecosystem composed of micro system, meso system, external system and macro system. These systems are interrelated and interact with each other. Individuals are at the core of the whole nested system. Social interaction is the interaction and participation of these

systems. Micro system is the most direct, frequent and influential system composed of family, school, peer and neighborhood, which is located in the inner circle of dropout's multi environment of ecological theory. Meso system refers to the interactive relationship in the system, such as the relationship between family and school, family and social network. In the process of development, students rely on these systems to contact the real social environment. The existence of these intermediate systems can help students develop in various micro systems. The external system refers to the social situation in which the administrative system of the school, the working position and treatment of the parents have an impact on the development of the students, but the students have no direct participation. Macro system is an integrated system which constitutes multiple factors of student dropout behavior. [4]

Based on the theoretical model of the ecology of human development, this paper analyzes the main mechanism of the drop out behavior of rural junior high school students in the framework of the model, and then combines the micro environment with the macro environment to explore the deep-seated causes of dropout behavior under the theory of social interaction, so as to put forward the governance path of this problem in the context of Rural Revitalization.

Analysis of the Reasons for the Problem of Rural Junior High School Students Dropping out of School Based on the Theory of Social Interaction

The theory of social interaction mainly refers to the interaction of society, and is an important medium in which every system plays an important role in the ecological model of human development. In this interaction process, people and people, people and groups, groups and groups have behavior and psychological interaction under a certain social relationship background. This dynamic process is called social interaction.

Theoretical hypothesis: Based on the theory of social interaction, for rural junior high school students drop out of school, it is assumed that in family, school and social situations, students have problems in the interaction with their parents, schools and society, which leads to the occurrence of dropout behavior.

Interaction between Students and Their Families.

According to American social psychologist Cooley, the primary group, including family, is the beginning of human socialization and the "training center of human nature", which plays an important role in shaping personality.[5] Family environment, family upbringing and family structure have an important impact on the transformation of children from natural person to social person. In rural areas, especially in the accelerating urbanization process, the number of migrant workers is increasing. According to the data released by the Ministry of Agriculture and Rural Affairs of the People's Republic of China, the total number of rural migrant workers reached 174 million in the first quarter of 2018, an increase of 1.1% over the same period last year. [6] As a result, in the process of rural children's growth, many parents are in a state that is not in the field of education, so there is less critical step in the process of shaping children's personality. In addition, the limited cultural capital of parents leads to the limited cognitive ability of children. The instrumental orientation of some family education focuses on short-term interests, but blinds long-term interests, which is likely to cause values such as children's useless schooling, and then drop out of school.

Interaction between Students and Schools.

Lev Vygotsky, a former Soviet psychologist, stressed the role of social interaction in children's cognitive development. He pointed out that in every social and cultural situation, students participate in formal and informal teaching exchanges, resulting in psychological functions suitable for those situations. Because the micro individual student will have interaction and communication in the school, when the student adapts to the school environment and communicates smoothly with the teachers and students in the school, going to school will promote its development, so that the students will continue to go to school; on the contrary, if the students experience the pressure outside their own range in the school, the relationship between the students and the school will be

unbalanced, students there will be feelings of isolation, helplessness and despair, which will lead to students dropping out of school.

In the process of interaction between rural students and schools, due to the unfair distribution of educational resources and the instrumental value orientation of some schools' education, rural students are at a disadvantage position in participating in teachers' classroom teaching or after-school activities. Such a teaching exchange makes students in a passive state of acceptance, and it is difficult to stimulate their interest in learning, and then because of learning difficulties and other factors, students tend to form a kind of exclusion psychology to school education. According to relevant statistics in 2016, more than 60% of the lost students dropped out of school due to weariness or learning difficulties, mainly in the second and third grades of junior high school. [7] It can be seen that the proportion of junior high school students who drop out due to learning difficulties is relatively large. For rural junior high school dropouts, first of all, there are many confrontations and conflicts between these students and school teachers. The rural teachers are relatively weak, and some classroom lack the vitality to adapt to the rural students, so that the teachers do not follow up and understand the students in time, and the students can not give good feedback to the teachers' teaching. Secondly, the interaction between students and schools increases the learning pressure of rural students because of the urban education orientation and the concept of score supremacy of rural schools, which leads to students with lower academic performance tend to bear higher risk of dropping out of school. Research shows that 38% of students choose to drop out because of their poor academic performance. [8]

Interaction between Students and Social Groups.

Lev Vygotsky pointed out that through the two-way process of social interaction, students gradually establish a systematic cognitive representation as an explanation framework, and believe in the universal value system and code of conduct advocated in their own social and cultural context. Therefore, if the macro system atmosphere of social and cultural environment is good, it will promote the development of students as a micro individual, otherwise, it will reverse. Due to the aggravation of the urbanization process at this stage, the rural civilization gradually declined and the positive socialization function in the traditional rural society is gradually losing, so in the process of interaction with rural social groups, students are vulnerable to the influence of bad customs. In addition, as an indirect interactive behavior, the bad demonstration of some rural peer groups will also lead to the distortion of students' values, which will have a bad influence on students.

Analysis on the Governance Path of Rural Junior High School Students Dropping out of School under the Background of Rural Revitalization

Rebuild Rural Self-Confidence and Show Cultural Effect.

For the problem of rural junior high school students dropping out of school, this paper explores the underlying reasons and finds that the gradual lack of cultural self-confidence in the macro social system in rural areas makes students more excluded and insecure in the process of interaction with social situations. The lack of the influence of rural traditional excellent culture makes the value of education very little. Therefore, reshaping the confidence of rural culture, giving full play to the cultural development function of rural social education, and giving the rural students the edification of rural civilization are particularly important. On the one hand, for the rural characteristic culture with unique national customs and spiritual features, we can establish the cultural coordinates of rural characteristics, highlight the cultural personality of each rural area, so as to recall people's local feelings, inherit the essence of rural culture, and enhance the rural attraction and cohesion. [9] On the other hand, the innovation of rural cultural system is needed. The state should strengthen the construction of public cultural services such as rural libraries and cultural stations; carry out flexible and rich cultural activities of grassroots mass organizations, and constantly stimulate the cultural participation consciousness of rural people. By effectively developing rural cultural resources and transforming them into cultural service industries and other forms, so as to attract outstanding rural

talents to return to the countryside and start their own business, promote the construction of rural culture and rebuild the confidence of rural culture. So as to enhance the sense of belonging of rural students, promote the positive interaction between students and rural society, and reduce the recurrence of dropout.

Improve School Running Conditions and Strengthen Rural Teachers.

Table 1. General public budget education funds for urban and rural junior high school students in China, 2013-2018

Unit: (yuan / person)

Year	2013		2014		2015	
Area	Cities and towns	Rural Area	Cities and towns	Rural Area	Cities and towns	Rural Area
Education expenses	9258.37	9195.77	10359.33	9711.82	12105.1	11348.8
Public funds	2983.75	2968.37	3120.81	2915.31	3361.11	3093.82
Year	2016		2017		2018	
Area	Cities and towns	Rural Area	Cities and towns	Rural Area	Cities and towns	Rural Area
Education expenses	13415.99	12477.4	14641.15	13447.1	15199.11	13912.37
Public funds	3562.05	3257.19	3792.53	3406.72	3907.82	3460.77

Source: The data in the table comes from the statistical announcement on the implementation of national education funds in 2013-2018, which is calculated and collated.

As can be seen from table 1, China has increased the investment in junior high school education in recent years. The per rural students' education expenses has increased from 9195.77 yuan / person in 2013 to 13912.37 yuan / person in 2018, which increased by 4716.6 yuan / person; the per rural students' public funds has increased from 2968.37 yuan / person in 2013 to 3460.77 yuan / person in 2018, which is about 1.17 times of the original. However, there is a significant difference between urban and rural compulsory education investment. No matter whether it is the per student education expenses or per student public funds, the compulsory education resources for urban junior high school students are greater than those for rural junior high school students, and the urban-rural ratio is always greater than 1. In recent years, the overall gap between urban and rural junior high school education input has slightly expanded. In addition, although the country has issued a series of policies to strengthen the level of rural teachers, the professional attraction of rural teachers is still not high. Therefore, it is urgent to coordinate the balanced allocation of urban and rural compulsory education resources and strengthen the construction of rural teachers.

First, under the strategy of rural revitalization, we should vigorously support the development of education in backward rural areas. Through the establishment of the special zone for educational development, we will encourage outstanding teachers to teach in the special zone, endow teachers with new teaching missions and improve their enthusiasm. For details, we can refer to the setting standard of "education priority zone" in France, which should ensure sufficient education funds and equip with high-quality teachers. So as to reduce students' academic failure through the common concern of schools and teachers. Second, encourage rural schools to set up school courses according to local conditions. Combined with the local rural characteristic culture, cultivate the school education culture with distinctive characteristics, so as to gradually cultivate the learning interest of the students who are tired of learning in the field of school education, and stimulate their enthusiasm for learning. In addition, rural schools should set up a flexible teaching evaluation system, which will include colorful teaching activities and extra-curricular activities in the evaluation index, encourage teachers to innovate teaching design in combination with local rural characteristics, so that students can truly integrate into the education process and turn the exclusion of school psychology into a love of school.

Attach Importance to Early Growth and Cultivate Learning Habits.

Some studies show that the dropout rate of high school students who have received pre-school education is 26.0%, while the dropout rate of high school students who have not received pre-school education is 48.4%. [10] Therefore, early education for children can reduce the dropout rate to a certain extent. Under the strategy of rural revitalization, early education for rural children should be strengthened. First, establish early development institutions for rural children. According to the theory of human development ecology, the formation of children's early education mostly comes from the micro system of the family which interacts with it frequently. Therefore, the first step for talent cultivation is to start with family education, establish the rural family education assistance system, and create good material conditions and action support for rural children's family education through the establishment of children's early development institutions. Second, give priority to the implementation of free pre-school education in poor areas, and vigorously develop rural private inclusive kindergartens. Improve the standards and supervision mechanism of inclusive kindergartens, and enable rural children to enjoy high-quality and low-cost preschool education. [11]

Respect Individual Differences and Realize Diversified Development.

There are differences in students' individual development. Education is "harmonious but different". Encouraging students' multiple development is the proper meaning of highlighting the concept of quality education. In order to let each junior high school graduate find a suitable development path and avoid dropping out of school due to academic failure, it is necessary to comprehensively consider students' abilities, interests, hobbies and other factors, and effectively provide education options to adapt to the development of different students. [12] On the one hand, improve the availability of ordinary high schools for students in rural poor and remote areas, so as to effectively prevent rural junior high school students from dropping out of school. On the other hand, for the students who want to learn skills, the government can set up vocational high schools with rural characteristics to provide their learning after graduation from junior high school. Specifically, vocational high schools can set up appropriate vocational skills courses according to the preliminary investigation of local market demand and students' interests, so as to promote students to master a practical technology, ensure students to complete their studies smoothly, and then strengthen the cultivation of rural skilled talents.

In conclusion, the implementation of Rural Revitalization Strategy is a new opportunity for the further development of rural compulsory education in China. In the face of the problem of rural junior high school students dropping out of school, which hinders the improvement of the consolidation rate of compulsory education, we need to comprehensively manage the macro system of rural social and cultural level and the micro individual system level that interacts with students, so as to effectively prevent dropout and lay a good talent foundation for the implementation of the Rural Revitalization Strategy.

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