

# On the Relationship Between Teachers' Treatment and Teaching in the Education Industry

Shuaili Wang

Hunan City University, Yiyang, 413000, China

**Abstract:** Teachers are the disseminators of knowledge. With the development of education level, people's demands on teachers are getting higher and higher. This paper discusses how to improve teachers' teaching enthusiasm by calculating the reasonable distribution of teachers' income so as to achieve teachers' work and social security.

**Keywords:** Education; Teacher's treatment; Reasonable distribution

## 1. Introduction

According to the "Education Law" and other relevant laws and regulations, the state budget for education has been included in the compulsory education stage of teachers' wages, and its funds are listed separately. According to the policy of "county-based, hierarchical management, local responsibility" required by the State Council, the county government's finance is taken as the main source of teachers' performance pay, and the policy of provincial overall planning and central subsidy is taken as the supplementary source<sup>[1-3]</sup>. Although it is the central and provincial governments that bear the major responsibility, the county-level finance should shoulder a huge sum of \$230 million in the relatively weak financial resources in the central and western regions and Eastern regions. This makes it even worse for the struggling financial sector to add this huge expenditure. Such contradictions can not be solved by the county-level Finance on the school itself, so the class selection, make-up classes, large classes, school selection, arbitrary charges and other phenomena are quietly rising interest rates. Therefore, it is imminent to increase the government's investment in education funds, which requires the central and provincial governments to further strengthen the transfer payment<sup>[4-5]</sup>. At the same time, financial departments at all levels should also vigorously carry out income increase and expenditure reduction, co-ordinate all kinds of financial resources, actively adjust the expenditure structure, strictly follow the legal procedures to ensure the financial funds. In place, to ensure the source of compulsory education school funding. At the same time, especially in less developed counties and regions, governments should actively strive for funds transferred from provincial and even central governments.

At the same time, the budget should reflect the differences between schools. In the budget, those schools with high social demands and heavy workload should take into account the number of their staff, the ratio of teachers and students, teaching effect and other factors, so that such schools can get more support from education funds. At present, the budget of school funds can reflect the differences by means of determining the coefficient of students' per capita funds according to the grade of teaching quality evaluation or raising the standard of students' per capita public funds. So that it does not waste a little bit of education security funds, the funds spent on the edge of the knife, so that outstanding schools and hard-working teachers get more returns; so that backward schools and teachers who neglect to work lose a large amount of economic benefits, so that performance pay rewards and punishment really play its incentive role.

## 2. Measures to Improve Income Distribution in the Education Sector

### 2.1. Optimize performance appraisal mechanism

First of all, we should establish a targeted performance appraisal index system. In order to evaluate teachers' performance, there must be a clear standard of performance appraisal, and the standard of performance appraisal is embodied in the performance appraisal index system. Therefore, before the performance appraisal of teachers, it is necessary to develop a perfect performance appraisal index system. In the process of formulating the performance appraisal index system, the most critical problem is to combine the actual work of teachers to determine those indicators that can truly reflect the overall picture of teachers' work to integrate the index system. Generally speaking, the performance appraisal index system of compulsory education teachers should include

the following three major indicators: the basic behavior of teachers performing routine work in schools, the professional behavior of teaching and educating people as the main work, the labor needs of teachers and the progressive behavior of constantly improving. Each school should formulate the performance appraisal index system according to its own actual situation, and avoid copying other schools' performance appraisal index system.

Second, teachers should actively participate in performance appraisal. Under normal circumstances, people are more positive and active in identifying their own activities. In the process of teachers' performance appraisal, teachers should be actively involved in the construction of performance appraisal index system and the implementation of performance appraisal. For example, the construction of performance appraisal index system should fully solicit teachers' opinions, repeatedly solicit opinions, repeatedly revise, and eventually obtain a high degree of recognition of the performance appraisal index system, with such a performance appraisal index system to assess teachers' performance, teachers' recognition of the results of performance appraisal will be similar. Should be improved. For example, in the process of performance appraisal, 360-degree performance appraisal method can be used to evaluate a teacher, not only depends on the leader's evaluation, but also depends on the students' evaluation of the teacher, as well as colleagues' evaluation of the teacher and experts' evaluation of the teacher. Finally, a more objective and comprehensive evaluation opinion is formed by integrating the opinions of all parties, which can enhance the acceptability and objectivity of the evaluation results.

Finally, in the process of performance appraisal, we should make full use of the results of teachers' performance appraisal. Performance appraisal is not an end in itself. The fundamental purpose of performance appraisal is to help teachers improve their personal performance, so as to improve the overall performance of teachers. Therefore, in the process of performance appraisal of teachers, we should timely feedback the information obtained from performance appraisal to teachers, help teachers to analyze the causes of the problems, and find solutions to solve the problems, and promote the overall performance of teachers. At the same time, we should attach great importance to the results of performance appraisal, the results of performance appraisal is spent a lot of manpower and material resources to obtain, it is not easy to come, we must not put the results of performance appraisal on the shelf, but should be the results of performance appraisal and the treatment of teachers, training, professional Title Evaluation and other fully combined to make full use of the results of performance appraisal. At the same time, teachers should pay more attention to performance appraisal.

### **3. Strengthen Supervision Over the Distribution of Income in the Education Sector.**

First of all, we should make up for the gaps in the current policy, reduce the ambiguity of the policy, and enhance the clarity and integrity of the policy. In order to overcome the one-sided orientation of the system design and promote the harmony within the school from the system level, it is necessary to study the incentive effect of the various post allowance items on the various groups of teachers and workers in compulsory education schools, comprehensively consider and clarify the functions and functions of various posts. For example, on the basis of defining the allowance and its quota for head teachers, allowances should be set up for middle-level managers in basic or rewarding parts of schools or their performance should be appropriately reflected so as to provide policy basis for the reform of primary schools.

Secondly, we should adjust the content of some existing provisions in the current policy. For example, in order to study the proportion of basic performance wages and incentive performance wages, according to the different conditions of different districts and counties in the city, we can adopt the method of suiting local conditions to determine the appropriate proportion of each district and county, such as adjusting the proportion of incentive performance wages from 30% of the national unification to 30% - 50% of the actual situation of Yiyang City. We should enhance the autonomy of grass-roots management and give full play to the incentive and guidance role of merit pay.

### **4. Increase Funds for Urban and Rural Primary Schools.**

Nowadays, with the rapid development of social economy, the gap between the rich and the poor is becoming wider and wider, especially the gap between urban and rural areas. Teachers in cities can enjoy good living conditions and material treatment, while teachers in suburban or township primary schools generally have low wages, all aspects of living conditions, teaching facilities and equipment are not complete. Teachers have a fervent desire to teach students well below, but the constraints of various factors lead to many courses difficult to implement. Only in this way can we increase the investment in rural and rural education, so as to promote the enthusiasm of teachers and improve the teaching level of teachers. Only by increasing economic input can teachers' teaching be mobilized better.

### **5. Make Reasonable Expenditures and Reduce Unnecessary Waste of Resources.**

Reasonable spending to reduce unnecessary waste of resources is a problem not only in the education sector,

but also in other industries. In the education industry, reasonable expenditure can not only save money, but also better invest in education. Reasonable expenditure on funds can be invested in some remote areas where Yiyang City is located and some places with poor educational and teaching facilities. Only by replenishing the backward areas can we achieve the goal of overall improvement, and thus can we better save money. That is, reasonable expenses, less waste, and help lag behind. Both of them have the greatest benefit. And continue to take this measure in the long run. Through the passage of time, the effect will be quite obvious.

## 6. Conclusion

Through the analysis of the teacher's income system in the education system, this paper puts forward a method to solve the problem of calculating the teacher's income distribution. On the premise of guaranteeing teachers' salaries in rural primary and secondary schools to be paid in full and on time, local governments should formulate school-based distribution methods suitable for the employment system, and link the salaries and benefits of teachers and staff with their post responsibilities, work numbers and job performance. The special allowance system for rural compulsory education in poor areas and remote areas should be implemented in good time. In

order to encourage existing teachers to work in poverty and remote areas and attract more excellent college graduates to engage in compulsory education in poverty and remote areas, it is suggested that a special subsidy system for rural compulsory education in poverty-stricken areas and remote areas should be implemented in time to provide work for teachers who have worked in this area for more than a certain number of years. Years of progressive wage allowance and medical and retirement benefits.

## References

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