

ANALYSIS OF THE INFLUENCING FACTORS OF CULTIVATING RURAL EDUCATION SENTIMENTS OF COLLEGE TEACHER TRAINEES UNDER THE PERSPECTIVE OF PUSH AND PULL THEORY

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Abstract: When the country develops, education comes first; when the countryside is revitalized, teachers come first. To provide fair and quality education and strengthen the construction of rural teachers, it is necessary to cultivate a group of teacher trainees with rural education sentiment. However, due to a variety of factors, few teacher trainees go to the countryside to teach, and there is a lack of fresh blood in the rural teaching force. The push and pull theory is suitable for cultivating rural education sentiment of teacher trainees. Under the perspective of push and pull theory, the cultivation of rural education sentiment of teacher trainees is affected by the push factors such as professional treatment, social recognition, and attraction of towns and cities; the pull factors such as favorable national policies for rural education and local sentiment; and the intermediate hindering factors such as distance, cultural differences, language exchange, as well as the personal factors such as personal ability and ideal beliefs. In order to cultivate teacher trainees who are rich in rural education, it is necessary to increase the pulling force, improve their perception of national policies and awaken their native feelings. In order to reduce the push force, teacher training colleges should formulate special training programs to strengthen the education of rural understanding; eliminate intermediate obstacles and focus on cultivating teacher trainees' ideal beliefs in rural education.

Keywords: Push and Pull Theory, Teacher Trainees, Rural Education Emotions

Introduction

At present, China has achieved a great victory in comprehensive poverty eradication, standing at the starting point of the new era, is struggling towards the second hundred-year goal, and is marching forward towards achieving the great rejuvenation of the Chinese nation. Nowadays, the center of the government's development strategy is in the countryside, how to build and develop high-quality rural education is conducive to rural revitalization. The key to the development of rural education lies in the construction of a group of rural teachers who can stay in the countryside. Teacher trainees, as the reserve of the teaching force and the mainstay of future education development, are crucial to the training of a

group of teacher trainees who can "go, stay and teach well" during the teacher training stage.

Nowadays, in order to build a high-quality rural teaching force, China has formulated a series of guiding policies to accelerate the construction of rural education and realize the revitalization of the countryside. China's policies on building a rural teaching force have gone through an era of replenishing quantity and adjusting structure and are now focusing on the requirement of quality. The Opinions on Vigorously Promoting the Construction of Rural Compulsory Education Teacher Teams, issued as early as 2012, proposed that by 2020, it would be necessary to build a stable and dynamic rural teacher team with high moral character, who teach for fun (Ministry of Education 2021).

In 2015, it was further proposed to build a team of teachers with excellent quality, who are happy to root in the countryside and are willing to dedicate themselves to the countryside. In 2020, the Opinions on Strengthening the Construction of Rural Teaching Teams in the New Era issued by the Ministry of Education and six other departments clearly pointed out that it is crucial to build a group of teachers with rural education sentiment in realizing the revitalization of the countryside, running a good, fair and high-quality rural education, and that teacher education should be "promote the improvement of teacher students' professionalism and the cultivation of rural education sentiment." (Ministry of Education, 2020) The 2022 Plan for Strong Teachers in Basic Education for a New Era proposes to strengthen the main position of teacher colleges and universities in the cultivation of teachers, to focus on high quality, and to cultivate teachers with rural education sentiment in accordance with the strategy of rural revitalization (Ministry of Education, 2020). Based on this, this paper explores the dilemma of cultivating rural education sentiment of teacher trainees in teacher training colleges and how to cultivate teacher trainees full of enthusiasm for rural education based on the proposition that education comes first in rural revitalization.

At the states and of the new era, in line with the theme of the era of high-quality development, vigorously develop the economic situation in rural areas, narrow the gap between urban and rural areas, and achieve the revitalization of the countryside is imminent. At present, due to the natural environment, interaction environment, psychological environment, career planning and other factors, the loss of rural teachers is serious, there is a teacher training students in the city learning employment more and more "roll", fewer and fewer job opportunities, teacher training colleges and universities teacher training students after graduation, even if it is difficult to find a satisfactory job in the city, but also seldom consider going to the countryside to teach; Teachers who have already joined rural schools take rural schools as a "transit station" to find their next job, making it difficult for them to stay for a long period of time; the teaching force in rural schools lacks fresh blood, and there is a situation in which teaching methods are outdated and the effect of education is mediocre. Teacher education, as the main platform for teacher training, often neglects one variable in the cultivation of rural education sentiment of teacher trainees, i.e., the "real" situation. As a result, the cultivation of teacher trainees' rural education

sentiment is "put on the shelf", and teacher trainees lack real experience, making it difficult for them to adapt to the real situation and "stay" in the process of building rural education after becoming rural teachers.

Literature Review

Push and Pull Theory

1) Connotation and analytical framework of push-pull theory

Push and pull theory suggests that mobility behaviour occurs as a result of a combination of push and pull forces from both outflows and inflows. (Lai, Q. H. & Lee, D. H. 2021). Push and pull theory was initially a common theory used to explain population movement decisions, first originating in the 1880s with Revenstein's study of population mobility and migration, in which he argued that population mobility is based on predominantly economic motives, mainly in pursuit of life improvement, a statement that relates to the pull forces in push and pull theory (Duan, 1998). Later, Herbol further suggested that population movement is affected by push as well as pull, i.e., population movement is prompted by pull due to, for example, development opportunities in the inflow place, or migration occurs in response to push from the outflow place that fails to satisfy the individual's needs. However, push and pull are not the result of the action of a single factor, but the result of a combination of factors.

In the 1950s, Borg for the push and pull theory of the original seven migration factors on the basis of further development, put forward the labour force push and pull theory. Later, American scholar Everett Lee put forward a more perfect push-pull theoretical framework on the basis of summarizing the previous research, which argues that in addition to the push and pull of outflow and inflow, there are also intermediate barriers and personal factors affecting migrants to make choices (Lee, 1966), mainly including distance, physical barriers, language and cultural differences, and personal value judgement. Push and pull forces exist simultaneously in the outflow and inflow places, but the dominant role is different, the outflow place push is greater than the pull, and the inflow place pull is greater than the push. Among them, the intermediate obstacles and personal factors, although they cannot play a decisive role in population migration, can break the balance between the push and pull forces in population migration and affect population migration.

2) The Applicability of Push and Pull Theory to the Development of Rural Education Sentiments in Teacher Trainees

Teacher education sentiment, as a kind of teacher education spirit, is the emotional tone and psychological undertone that constitutes a teacher's inner being and influences his/her knowledge, behaviour and intentions at all times. According to the OECD framework, teacher education sentiment is conceptualized as part of teacher professional competence (Khokhotva & Albizuri, 2020).

The nurturing of teacher educators' educational sentiment represents the achievement of teacher educators' awareness of the duality of their subjective identity. The rural educational sentiment guides teacher educators from different urban and rural areas to choose to teach in the countryside, a demographic movement that falls under the category of population migration and is motivated by the need to reach educational aspirations and realize personal values. The framework of push and pull theory is suitable for exploring teacher trainees' decisions to develop education and teaching in rural areas. Push and pull theory suggests that people's migration from one place to another is influenced by push and pull factors. Starting from the individual teacher trainees themselves, teacher trainees' rural education sentiments are influenced by individual factors, push factors, pull factors, and intermediate hindering factors. Subjective factors such as their own feelings about the countryside, their identification with the job of a rural teacher, or their family support or lack of support have different pull and push effects on their employment choices. Intermediate hindering factors, such as the cultural gap between urban and rural areas and the distance between urban and rural areas, to a certain extent affect the teacher trainees' choice of employment in the countryside.

3) The Influence Mechanism of Teacher Trainees' Rural Education Sentiment Cultivation in the Perspective of Push and Pull Theory

At present, rural education in China is generally faced with the problem of insufficient teachers, unreasonable age structure of the teaching force, and the quality of the teaching force is not high, as well as poor treatment of teachers, teachers' work pressure, insufficient teacher training and other practical difficulties (Ma & Jiang., 2023)

Teacher training colleges, as the main training ground for teacher training students, it is crucial to cultivate a group of high-quality, emotional teachers who are full of enthusiasm for building rural education. According to the push-pull theoretical model, whether or not a teacher trainee chooses a rural area for employment is influenced by pull, push, intermediate hindering factors, and personal factors.

4) Analysis of the thrust of teacher educators' rural education sentiments

The occurrence of human behaviour is simultaneously affected by push and pull factors, because the dominant party of the pull is different, and the individual's choice is different. In the choices affecting the rural education sentiment of teacher trainees, the push force is mainly manifested in the poor treatment of rural teachers, high work pressure, insufficient professional identity, low social status, limited professional development, the pull force from urban factors, and the insufficient attraction of rural teachers.

5) Stress in life: poor pay and high work pressure

Owing to the economic constraints in rural areas, most villages invest far less in education than urban areas. This has led to the inadequacy of teaching facilities in some rural schools, or the waste of some of the teaching equipment subsidized by the government due to subjective conditions such as

limited physical conditions and lack of knowledge of how to use the equipment. Although the government has given certain employment subsidies to encourage teacher trainees to seek employment in the countryside, the effect is not very obvious, and relevant studies have found that one-third of rural teachers still believe that their salaries are only sufficient for daily life, and more than half of them have not yet enjoyed living allowances and additional subsidies. (Deng Liang, Wan Wentao, 2020) And the living environment gap, part of the countryside lacks the necessary living conditions, choose to live in the countryside of teachers living conditions are relatively simple, basic living facilities are not perfect, have to go to the town to purchase daily necessities, resulting in a certain degree of inconvenience; choose to live in the towns of the rural teachers in order to commute to the need to have to spend more time as well as the cost of transport, part of the countryside teachers are difficult to adapt to, and finally It is difficult for some rural teachers to adapt and eventually "stay". In addition, some students may find it difficult to devote themselves to their studies due to family financial needs and personal responsibilities, which also contributes to the weaker foundation of rural students. Teachers who join the profession have to devote more energy to students' learning and life guidance, and the rural teacher team is generally small, often appearing the phenomenon of teachers doing multiple jobs, take on the teaching of multiple subjects and meet the inspection, school duty and other non-teaching tasks, cannot be dedicated to teaching, professional research, bear greater pressure. As a result, the current low remuneration of rural teachers, their greater commitment to their work, and the greater pressure on them have become the driving factors for teacher trainees to enter the countryside to teach.

6) Identity crisis: insufficient professional identity and low social identity

Research has shown that teacher professional identity is related to job stress and intention to leave the profession (Sabbatical leave, 1995). A teacher's professional identity influences teachers' performance and decision-making in most areas. It is the organizing principle of teachers' lives and a lens through which they perceive their roles. In short, professional identity is at the heart of the teaching profession (Özgür & Toytok, 2023). Taken together, the low professional identity of rural teachers is mainly the result of low social status as well as low self-identity. Compared with being a teacher in an urban school, being a teacher in a rural school is often not an optimal choice. Training for in-service teachers is indispensable for their professional development, but the "marginalization" of rural education means that rural teachers do not have many opportunities to participate in educational training, and to a certain extent there is a lack of systematic pedagogical guidance. It can be seen that the lack of social acceptance and the lack of room for future professional development of rural teachers are the driving forces for teacher trainees to go to the countryside to teach.

7) Competition for development: the pull of urban factors is high and rural teachers are not attractive enough

Cities and towns, as relatively well-developed areas, are well-developed in terms of educational

resources and infrastructure, and are more convenient to live in compared to the countryside. The pull from cities makes more and more people choose to go to cities for employment. In addition, according to research, in 2020, China's urban residents are about 900 million, which is 1.8 times more than the rural residents, and the aging of the rural residents is serious, which means that more and more people from the countryside are going to the city to work (Lin, Gong & Chen, 2023), because of the large number of people in the city, working in the city is more likely to form a "familiar society". If graduates choose to go to the city for employment, and their family and friends are all in the city, they will tend to enter a more familiar social circle, and it will be easier for them to establish friendly relationships and receive support from the outside world when they encounter difficulties. If you stay in the countryside to teach, if your hometown is not in the countryside, the countryside is a relatively unfamiliar environment that requires more time and energy to adapt. Obviously, the big pull of the city and the lack of attraction of rural teachers become the driving force for teacher trainees to be employed in the countryside.

An analysis of the pull of rural education sentiments among teacher educators

Teachers are the most critical school-related factor influencing student achievement and educational sustainability. However, due to the geographical isolation of rural schools, limited opportunities to participate in professional development activities, low salaries, and a wide range of teaching subjects, vast rural areas in many countries are experiencing a decline in the number of teachers and face serious challenges in recruiting and retaining qualified teachers, which hampers the sustainable development of the society as a whole (Susanna L., Demetra K., Tara B., 2012). Fostering the willingness and sentiment of teacher trainees to teach in rural areas therefore requires increasing the pull to teach in the countryside.

1) Macro support: favourable policies for rural teachers

In order to curb the serious loss of rural teachers and prevent the situation from worsening, the State and universities have introduced relevant policies and invested large amounts of resources in training, recruiting and retaining qualified teachers, especially in rural areas; China has launched the "Rural Revitalisation Strategy", the Special Post Programme, the "Three Supports and One Support" Programme and the Western Programme, and has formulated a series of rules and regulations to ensure the implementation of these policies. China's "Rural Revitalization Strategy", special post programmes, the "Three Supports and One Support" programme, and the "Western Programme" have established a series of rules and regulations to ensure the implementation of these policies. Many teacher-training colleges and universities, in order to build a rural teaching force, regularly carry out annual "Master Teacher Programs", Tibet Aid Programs, and Ethnic Minority Backbone Programs, and offer preferential treatment in postgraduate enrolment in colleges and universities, so as to allow high-quality teachers to go to the countryside. Policies to support the construction of rural teachers have been

relatively perfect, if the college graduates have a high policy perception, will also become a teacher training students rural education sentiment cultivation of the pull. In a state of high policy perception, people gain knowledge information about policy choices that support the target behaviour and assess whether the policy system contributes to the achievement of the policy goals (Lengerke, 2004). Perceptions of the pros and cons of policies are likely to have an impact on individuals' support for or opposition to policies, helping them to make judgements. Research has shown that students who are 'very familiar with the free teacher training policy' have higher intentions to work in rural areas (Marshall, 2007). In summary, the tilt of national policy towards rural education and the high policy perception of college graduates can be the pull of rural education sentiment cultivation of teacher trainees.

2) Hometown ties: the proximity of rural-account teacher trainees

Physical distance is an important factor affecting the employment of teacher trainees in villages. It is also wise for teacher educators whose hukou is in the countryside to return to their hometowns for employment. Many rural students choose the Directed Teacher Training Policy when choosing a teacher training programme, which is enrolled in teacher training colleges and universities in the province where they are located and implements directed training and directed employment. After graduating from university, they return to their place of domicile to study and teach. To a certain extent, this has strengthened the teacher strength in rural areas. Thus, for the development of education in rural areas, starting with local students can be a breakthrough point. Compared with urban students, the advantages of proximity to home, the attachment of family and friends, and the familiar external environment bring job stability and family harmony. Therefore, the physical proximity to their hometowns becomes a pull for rural teacher trainees to choose to return to their hometowns for employment and to cultivate their rural education sentiments.

3) Cultural heritage: a motivating factor for vernacular emotions

The vernacular nature in traditional Chinese grassroots society is depicted in Fei Xiaotong's *Native China*. "In Vernacular China, people take the land as their root and the earth as their soul, interpreting their love and attachment to this land in the most rustic way"(Fei Xiaotong, 2020). The countryside has both regional and cultural connotations. The countryside is closely related to contemporary youth and is rooted in the blood and bones. Data show that since the founding of the country in 1949, the proportion of China's agricultural population is about 89.36% (Du, 2022), and most people in China live in the countryside and engage in agricultural labour. Therefore, the hometown of contemporary college graduates is in the countryside. After the hard work of the older generation, people's living standards have improved significantly, although most people have left the countryside today, but the native feelings for the countryside are constantly cut. The process of revitalizing the countryside and developing rural education is also an important way for rural teachers to realize their

self-worth and value of life. Adhering to the rural education sentiment, the attachment to the native land into the education and teaching, subtle influence on the next generation, in the construction and development of the countryside planted a sticking to. To sum up, the Chinese people's deep-rooted feelings for the countryside can be used as a pulling force in the cultivation of rural education sentiment of teacher trainees.

4) Intermediate impediments to the development of rural educational sentiments

Push and pull theory suggests that population movements are affected by intermediate impediments and individual factors, in addition to the pull of the place of entry and the push of the place of exit. The common intermediate impediments are distance, language exchange, and cultural differences, which are not determinants of the direction of movement, but in some cases indirectly affect the outcome of the movement.

5) Human space: regional cultural differences

Currently, China's social structure is in a period of transition from urban-rural dichotomy to urban-rural integrated development (Xing, 2006). The differences between the city and the countryside in terms of economic level, lifestyle, and educational concepts predetermine that teacher trainees have to go to the countryside to teach and educate, to let go of their existing habits, and to rediscover their own rhythm of life in the countryside. Most of today's teacher trainees come from the provinces and cities and lack the experience of living in the countryside. Becoming a rural teacher requires adapting to the culture of life in the countryside, and the long period of time spent adapting to it makes them slow to enter into the work state, which in turn gives rise to the idea of retreating. Because of the differences, new teachers who have just joined the profession may not be able to find a suitable way of communicating with their students in their work, which leads to thoughts of miscommunication and difficulty in lessons. In life, there is a certain sense of fragmentation as they feel unable to fully integrate into local life. This inability to adapt for a short period of time makes new teachers lack the social soil to concentrate on deepening their profession in schools. The difference between urban and rural cultures has, to a certain extent, brought teacher trainees the hidden worry of going to teach in the countryside, which has a certain impact on the cultivation of teacher trainees' rural education sentiment.

6) Geography: urban-rural proximity

In addition, the proximity of the inaugural rural school to the city will also have a certain impact on the teacher trainees' commitment to rural education. Since China's rural reform began in the 1970s, the face of the countryside has changed dramatically. Improvements in transport, infrastructure and information dissemination methods have brought opportunities for rural development. However, the difference in the degree of change in the countryside is related to its geographic distance from the city. Villages close to cities are more likely to produce urban-rural population mobility and frequent exchanges (Lu & Zhu, 2016). This also has a positive impact on rural development. However, it also

brings certain impacts for the villages that are farther away from the city. Teacher training students in the process of choosing to go to the countryside employment, more inclined to choose the development of better conditions, closer to the city of the countryside employment, which also has a negative impact on the more remote villages in the construction of teachers, the inconvenience of life, leisure and recreation is limited to a limited space, to the countryside teachers in the area of the sense of closure, and then for the rural education to join a little bit of skepticism. Therefore, the distance of the countryside from the city has an impact on the teacher trainees' idea of teaching in the countryside, and to a certain extent, it affects the cultivation of the teacher trainees' rural education sentiment.

7) Communication dilemma: language exchange barriers

The study shows that due to the differences between urban and rural students in terms of their home language environment, the educational environment they receive, and the sociolinguistic environment, urban and rural students have different attitudes towards dialects, with urban students having a greater mastery of Mandarin and rural students having the opposite (Gong, 2015). As a result, rural students are more inclined to choose dialects when choosing a social language. People choose different codes in different language situations; in formal situations, people tend to choose more formal codes, and when faced with familiar situations, they tend to choose familiar codes. For rural students, dialect is a more familiar code, they are more likely to use it to communicate with their teachers. This is a big challenge for rural teachers who are not familiar with regional dialects. Language is the medium of communication, the soil of communication. Poor language communication brings a sense of closure in life, inhibits teacher trainees' intention to teach in the countryside, and affects the cultivation of teacher trainees' rural education sentiment.

8) Individual Factors in the Development of Rural Educational Sentiments

Personal choices are intertwined with the influence of rational and irrational factors. Personal traits have an idiosyncratic influence on the cultivation of rural education sentiment of teacher trainees. Irrational factors such as emotion and rational factors such as personal ability are found in teacher trainees' career choices and educational sentiments.

9) Personal ideals and beliefs

Values, beliefs and norms theory suggests that an individual's values, beliefs and norms influence his or her environmental behavioural norms. The term "belief" is defined as "an individual's judgement of the truth or falsity of a proposition" and relates to an individual's personal theories and their interpretations of various aspects of a given phenomenon, which are based on their understandings and worldviews developed after observing and experiencing various realities of life (Latif, & Arzoo., 2022). Teachers who have ideals and feelings to go to the countryside to teach and educate people link their personal ideals with their responsibilities as citizens and aspire to achieve greater good with the lesser self. However, some teacher trainees have wavering attitudes in the actual process of teaching in

the countryside, comparing their current situation with their own careers, and then hesitate to leave. Therefore, whether or not they have strong ideals has a profound impact on whether or not they can stay in rural teaching for a long time. The cultivation of rural education sentiment of teacher trainees should pay attention to the cultivation of teacher trainees' ideal beliefs.

10) Individual ability level

Research shows that the current education in China has the problem of unbalanced development between urban and rural areas, and the data show that as of 2021, the education of rural teachers in China is generally low, of which the proportion of specialized education is about 35%, and the proportion of postgraduate qualifications is less than 0.5%; in terms of the structure of disciplines, some of the non-higher education disciplines and the disciplines of urgent need are very difficult to recruit teachers who have a professional background or a high level of education (Liu & Ren, 2023). Teacher trainees with high academic qualifications and abilities seldom choose to go to the countryside to teach but choose to go to the city to teach. The pull of the city makes it difficult to attract high-quality teachers to the countryside, and there is a contradiction between the supply and demand of teachers. Every year, many teachers' trainees graduate from teacher education and others obtain teaching jobs by obtaining teacher qualifications, but they tend to be concentrated in economically well-developed areas, leaving a shortage of teachers in remote rural areas. In summary, individual capacity influences the employment choices and mobility of teacher trainees.

Conclusions

1) Optimizing the Path of Cultivating Rural Education Sentiments in Teacher Training Students

Rural education sentiment is the internal condition for teacher trainees to devote themselves to rural education, and it is also the emotional cornerstone to achieve rural revitalization standing on the starting point of the new era. In the face of the current situation that more and more teacher trainees are devoting themselves to urban education due to the great thrust of the countryside and the strong attraction of the city, teacher education should strengthen the cultivation of teacher trainees' rural education sentiment, reduce the thrust of the countryside for the teacher trainees, increase the pulling force of the rural education, and guide the teacher trainees to overcome intermediate hindering factors and personal factors.

2) Increasing the pull: policy sensitivity and educational value leadership

The pull of rural education is the dominant factor in cultivating the rural education sentiment of teacher trainees. Based on this, teacher education colleges and universities should actively explore the possibility of cultivating the rural education sentiment of teacher trainees, further popularise the national rural education policy, enhance the teacher trainee's sense of identity towards rural education,

and at the same time, give the positive education value guidance to awaken the rural sentiment of teacher trainees.

3) *Enhancing policy sensitivity and expanding multiple career paths for teacher educators*

To enhance the policy sensitivity of teacher trainees is not only to make them understand the policies, but also to understand the logic, intention and social background behind the policies. Only when teacher trainees deeply understand the significance of the times in which the policy is implemented and the mission of the times that they need to shoulder can they understand its relevance to educational practice, apply the policy in their practical work and improve the quality of teaching. In-depth study of the rural education support policy helps teacher trainees to deeply understand the future development potential of rural education, broaden their horizons, not only towards urban employment, but also towards the grassroots in search of new paths for career development. Schools can organize lectures on policy interpretation, inviting experts and scholars in the field of education to explain the policy to teacher trainees and raise their awareness of the policy. Strengthen the guidance of career planning. Career planning is not only about choosing a career, but also about choosing a career development direction that matches one's interests, abilities and social needs. The western programme, three support one help, special teachers' policy are all teacher student's future employment direction choice. Therefore, the school from the interpretation of the policy and other external conditions, the value of teacher trainees to guide the development of career development in a variety of directions; in addition, the internal guidance is essential, from the teachers themselves, to strengthen the policy of learning, in the daily teaching and learning process to consciously implement the policy concepts and requirements.

4) *Adhering to positive educational value leadership and awakening native emotions*

"Returning geese across the autumn, tired of home", local sentiment is rooted in the blood of the Chinese people's emotions. The development of rural education requires a group of teachers who are full of native feelings, and who are able to make a big difference with their small selves. Therefore, teacher education should pay attention to positive educational values, help teacher trainees to establish correct educational concepts, and cultivate their humanistic feelings and sense of social responsibility. Native emotion is an important link between teacher trainees and grassroots education practice. Awakening the vernacular emotion of teacher trainees can make them pay more attention to the educational needs of rural and remote areas and enhance their willingness to serve grassroots education. Schools can strengthen cooperation with grassroots education units, organize teacher trainees to participate in rural education practice, cultural exchanges and other activities, so as to give them an in-depth understanding of rural culture and the current situation of education, cultivate their emotional connection with the native society and a sense of responsibility, encourage teacher trainees to combine their personal career development with the needs of the country and the society, and guide them to

choose a career direction suitable for them according to their own interests and abilities.

5) Reducing the push: developing special talent development programs to enhance education for rural understanding

"Nature needs explanation, but man needs understanding." As man changes from a natural person to a social person, he needs to use his existing knowledge and experience from the past and acquire new knowledge and skills. In order to build a high-quality rural teaching force, it is necessary to strengthen education for rural understanding. In teacher education, teacher training colleges and universities should penetrate deeply into the cultural and social background of the countryside and gain a deeper understanding of the characteristics and needs of the rural areas by carrying out research on the culture and social structure of the countryside. In actual teacher education according to the actual needs of the countryside, targeted training of teacher trainees who are interested in participating in rural education. Therefore, schools can formulate targeted training programs for rural education personnel, so that teacher trainees who wish to do so are free to choose from them, and the training programs for rural areas focus on cultivating the professional skills and knowledge needed for rural development.

6) Intermediate Impediments: Developing New Models of Internships to Enrich the Practical Teaching Experience in Rural Schools

The current educational practice in teacher training colleges and universities mainly includes three ways of educational apprenticeship, educational research, and educational internship, but there is often a split, in order to enrich the teaching experience of teacher training students, we must "three practice" integration, to achieve the role of learning, thinking, and action, in the study of practice, in the practice of learning, and the implementation of the "three practice interlocking" form of educational practice. The three studies are embedded in the form of educational practice (Li, 2023).

Therefore, teacher training colleges and universities should cultivate the rural education sentiment of teacher trainees for their educational internships, cooperate with rural schools, broaden the rural teaching experience of teacher trainees, learn advanced teaching methods in educational apprenticeships, and allow teacher trainees to really participate in rural teaching in the educational study and educational internships, apply theoretical knowledge to practice, and cultivate their teaching experience and life perception. In this way, the students will be able to experience the teaching experience and the sense of life in the future. In this way, teacher trainees who choose rural education in the future will be able to adapt to their future careers and "stay" in rural teaching because of the life experiences they have already gained from internships.

7) Personal factors: strengthening role model education and reshaping the ideals of rural education

Employment intention is the state of mind that guides people to adopt specific job-seeking behaviors. It arises from the constant stimulation of various employment motives and the constant

fulfilment of employment needs. It is related to an individual's cultural background, character, ability, life experience, occupational characteristics and social recognition. To cultivate rural education sentiment among teacher education students, we can start from setting up role models, learning advanced rural education deeds, practicing the rural education spirit of "Zhang Guimei" and "Zhang Yulan" headmasters, and being a responsible, dedicated, responsible, and unforgettable educator.

Teachers' colleges and universities should actively carry out publicity activities for advanced educational deeds and permeate the concept of rural education in campus culture construction, so as to cultivate the rural education sentiment of teachers' colleges and universities by subconsciously cultivating the rural education sentiment of teachers' colleges and universities. In addition, they should also pay attention to the awarding of rural education cases around the teacher training students and publicize the alumni who have devoted themselves to rural education and made certain achievements, so as to encourage the teacher training students to learn from them.

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