

Analysis of Cultivation Strategies for Young Teachers in County High Schools in the New Era

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Abstract: The development of young teachers is a core issue of county high schools at present. These three factors have important impacts on the development of young teachers. First, the salaries of young teachers are generally low. Second, young teachers have fewer opportunities for promotion. In addition, young teachers need to overcome multiple difficulties in work and family formation. This paper took young teachers at different ages in Dangyang No. 1 High School as the research object, aims to explore the impact of school strategies and administration supports, and propose feasible methods to make county schools pay attention to the problems faced by young teachers. We used Multivariate Analysis of Variance (MANOVA) and Regression Analysis to explore methods that enable young teachers to have sustainable methods so that problems will be solved through interviews and questionnaire surveys. Our results found that the problems faced by young teachers are diverse, the most important of which is the low salary level, and the severity of the salary is related to the family background of young teachers. Our research shows that only by raising the salary level of young teachers and giving more respect can county school improve the living conditions of young teachers. Our results are of great importance for mechanism exploration of influencing factor on young teachers of county high schools, and provide theoretical support for the better study quality in county high school.

Keywords: Young Teacher; County High School; Salary Level; Fair Treatment

1. Introduction

Young teachers are very important for high school education system, which is reflected the quality of education largely depends on the

commitment and capability of young teachers. In county high schools, young teachers often face significant challenges that hinder their effectiveness and impact on students, such as low salaries, limited career opportunities, and family background challenges[1-2], the problem of young teachers' resource allocation is becoming more and more prominent under the background of economic decline in recent years.

One of the most pressing issues that young teachers in county high schools face is their relatively low salary[3]. Compared to other professions requiring similar levels of education, teaching tends to offer less competitive compensation. This disparity not only discourages talented individuals from pursuing a career in education but also contributes to high turnover rates among existing young teachers. Low salaries often lead to stress and dissatisfaction, causing young teachers to become disengaged from their work, ultimately affecting their performance and the quality of education they can provide[4].

Another significant challenge is the lack of career advancement opportunities[5]. Young teachers often find themselves in a stagnant position with unclear pathways for professional growth. This limitation can result in job dissatisfaction and reduced motivation to innovate in their teaching practices[6]. In contrast, educators in urban or more developed areas often have access to more extensive professional development programs, networking opportunities, and mentorship, making it difficult for young teachers in county high schools to thrive.

The third challenge relates to the family backgrounds of these young teachers[7]. Many of them come from normal economic backgrounds themselves, which can lead to feelings of dissatisfaction when faced with socio-economic challenges in their daily life. Family background, including parental education

levels, cultural values, and socio-economic status, profoundly influences teachers' educational approaches and career motivations. Young teachers from low-income or less-educated families may lack access to professional networks or mentorship opportunities, limiting their growth. Conversely, those from academically affluent backgrounds might face pressure to meet high expectations, leading to burnout. Their personal experiences may prevent them from fully engaging with their students, especially those who come from similar surroundings[8]. This disconnection can diminish their effectiveness as role models and limit their ability to relate to students' issues, thereby adversely affecting the learning environment.

Dangyang No.1 High School, located in Dangyang City, Hubei Province, is a prestigious educational institution with a rich history and a commitment to excellence. In terms of its educational philosophy, Dangyang No.1 High School emphasizes holistic development, focusing not only on academic achievement but also on cultivating moral integrity, critical thinking, and a sense of social responsibility. The school believes in fostering a supportive and inclusive learning environment where students can thrive intellectually, emotionally, and socially. Through a diverse range of extracurricular activities, clubs, and community service programs, students are encouraged to explore their interests, develop leadership skills, and contribute to society.

In recent years, Dangyang No.1 High School has faced the problem of succession of the new to the old teachers. With the retirement of many old teachers, more and more young teachers have begun to undertake teaching tasks, which makes the policy of young teachers contradict with the environment faced by young teachers at the initial stage. According to statistics, Dangyang No.1 High School has recruited more than 50 young teachers over the past five years. These young teachers are currently undertaking various teaching responsibilities at the school and making significant contributions. To improve the teaching quality of young teachers, Dangyang No.1 High School has established the "Better than Blue" project and appointed experienced old teachers as mentors for young teachers. It is worth noting that the school has also established "standard courses" for young teachers to supervise their classroom behavior.

Unfortunately, despite the school having implemented a series of measures to address the pressing issues faced by young teachers—such as providing timely free housing, organizing diverse symposiums for young teachers, and arranging recreational activities for them, the fundamental psychological problems that young teachers urgently need to resolve have not been effectively tackled. This has led to some young teachers becoming demotivated, failing to work diligently, and even resigning.

2. Materials and Methods

2.1 Experimental Design

Through questionnaires and daily interviews, we randomly asked a total of 20 young teachers who had worked for nearly five years in Dangyang No. 1 high school as the research object. The experiment established from August to October 2025. Young teachers are 25-35 years old, and their teaching subjects are distributed in nine subjects of the college entrance examination. At the same time, to improve the accuracy of the experiment, we also investigated the family background of young teachers participating in this experiment.

2.2 Measurements

The question design of the questionnaire has three aspects: First, what is the biggest confusion we are facing at present. Secondly, what kind of assistance measures can schools give to alleviate or solve difficulties. Finally, whether the school has a personalized care plan for young teachers. Upon acquiring the survey data, we conducted outlier detection and removed any anomalous data. The criteria for identifying anomalous data were the completeness and reliability of the responses. In addition, we will make significance analysis and prediction for the influencing factors of different groups.

2.3 Data Analysis

Principal Component Analysis (PCA) was used to explore the most significant influencing factors affecting the work effectiveness of young teachers, and Non-metric Multidimensional Scaling (NMDS) was used to explore the similarity of influencing factors. NMDS was analyzed by Bray-Curtis dissimilarity matrix using 'metaMDS' function from 'vegan' package in R. Sampling data were standardized through "Hellinger" transformation to reduce extreme

bias of the most significant influencing factor to whole data.

We use the Random Forest model (RF) to predict the possible changes of teachers. We used Multivariate Analysis of Variance (MANOVA) and Regression Analysis to explore methods that school and government provided enable young teachers to have positive changes through interviews and questionnaire surveys. All data were using R software, ver. 4.4.3.

3. Results

The findings indicate that for young teachers, salary level constitutes the most significant influencing factor, with the school's welfare system ranking second. Moreover, the family background of young teachers notably shapes their perceptions of salary levels. Those from affluent backgrounds, particularly those whose parents hold stable jobs, tend to have a positive attitude towards salary levels, whereas those from less privileged backgrounds with siblings exhibit greater sensitivity to salary variations.

The findings from RF simulation suggest that a salary increase of at least 20% will significantly enhance the job enthusiasm of young teachers. In addition, the teaching quality of young teachers who are encouraged after making teaching mistakes will significantly improve after at least one year, while young teachers who receive less care or face frequent criticism are more likely to develop severe psychological disorders.

4. Discussion

Our comparative study shows that the most different point between young teachers and old teachers in the new era is their view of salary. Compared with old teachers, young teachers are more objective and authentic, and dare to express their own needs directly, which will also lead to some conflicts.

For governments and schools, they should evaluate and increase the salaries of teachers in county high schools to align them more closely with the market[9]. Providing competitive salaries can attract and retain talented individuals in the educational sector. Additionally, offering benefits such as housing allowances, transportation subsidies, and student loan forgiveness programs can significantly improve the financial conditions for young teachers.

Enhancing career advancement opportunities is

crucial for retaining young teachers[10]. Schools should implement structured mentorship programs, professional development workshops, and clear pathways for promotions. Government funding could be allocated to develop these programs, making it easier for young teachers to pursue additional qualifications and certifications. By facilitating professional growth, schools can foster a culture of innovation and improvement.

What's more, Schools and local governments can collaborate to provide support initiatives that address the socio-economic issues faced by both teachers and their families. Programs such as parenting workshops, counseling services, and financial literacy classes can equip young teachers with the tools they need to navigate their family challenges more effectively. Moreover, fostering a supportive community environment can help teachers feel valued and connected, enhancing their overall job satisfaction and professional engagement. To support young teachers from diverse familial backgrounds, schools and government departments should focus on creating inclusive and supportive environments. Initiatives such as providing financial assistance for continuing education, establishing robust mentorship programs, and fostering community engagement can empower young teachers to overcome their personal challenges. Pairing young teachers with experienced teaching mentors who provide guidance on classroom management, curriculum design, and work-life balance.

In the context of county high schools aiming to enhance the development of young teachers, implementing a structured mentorship program stands out as a highly effective strategy. This involves pairing newly recruited or less experienced teachers with seasoned teaching mentors, as highlighted in the original statement. The mentors, who possess a wealth of classroom management skills, curriculum design expertise, and insights into maintaining a healthy work-life balance, can provide invaluable guidance to their younger counterparts. The mentorship program should be designed with clear objectives and expectations. Mentors should be tasked with observing their mentees' classes regularly, offering constructive feedback, and sharing best practices in classroom management. This hands-on approach allows young teachers to learn from real-life scenarios and adapt their teaching styles accordingly. Additionally,

mentors can assist in curriculum design, helping young teachers to create engaging and effective lesson plans that align with educational standards and student needs.

Moreover, the mentorship program should extend beyond the classroom to address the broader aspects of a teacher's professional life. Mentors can share strategies for managing workload, setting boundaries, and achieving a harmonious work-life balance. This holistic support system not only enhances the professional growth of young teachers but also contributes to their overall well-being, reducing burnout and increasing job satisfaction.

To ensure the success of the mentorship program, county high schools should provide regular training for mentors, equipping them with the necessary skills to guide and support their mentees effectively. Additionally, establishing a system for monitoring and evaluating the program's impact can help identify areas for improvement and ensure that it continues to meet the evolving needs of young teachers.

5. Conclusion

Young teachers in county high schools face multiple challenges that hinder their ability to deliver quality education to their students. Low salaries, limited career opportunities, and personal background issues contribute to a difficult working environment, which can adversely affect their performance and the overall educational experience. However, through targeted support measures from schools and government bodies, such as increased compensation, enhanced career development programs, and community support initiatives, these challenges can be mitigated.

Financial incentives play a significant role in boosting motivation. A salary increase of at least 20% can significantly improve young teachers' job satisfaction and work motivation. Offering support and encouragement to young teachers when they make mistakes can help them improve their teaching quality over time. Positive reinforcement fosters a growth mindset and encourages continuous development. Minimizing criticism and providing more emotional care can prevent young teachers from developing serious psychological issues. A supportive work environment is essential for their mental well-being and job satisfaction. Providing young teachers with opportunities for growth, such as workshops, training programs,

or mentorship, can enhance their skills and confidence in the classroom. Ensuring that young teachers feel valued and recognized for their efforts through a fair evaluation system can strengthen their quality of teaching.

By investing in the well-being and professional growth of young teachers, schools can ultimately improve the educational landscape in county high schools, benefiting both educators and students.

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