ISSN: 3008-1769

# Exploring the interactive mechanism between psychological resilience and career sustainability of rural special-post English teachers in China

Yuheng Pi[1,*]

[1]School of Foreign Languages, Guizhou Normal University, Dongqing road, Guiyang 550025, China

[*] Corresponding Author

## Abstract

**Rural special-post English teachers in China work under challenging conditions, including limited resources, professional isolation, and restricted career advancement, making sustained teaching careers difficult to maintain. This study develops a conceptual model to examine how psychological resilience interacts with career sustainability in this group. Drawing on Mansfield ' s four-dimensional resilience framework and contemporary career sustainability theory, the model identifies three core pathways — adaptive functioning, resource accumulation, and career identity development—through which resilience supports long-term professional engagement. It also emphasizes the reciprocal nature of this relationship: sustainable career conditions further strengthen teachers ' resilience, forming a cyclical mechanism that promotes stable and meaningful retention. Although conceptual in design, the study provides a theoretical foundation for future empirical work and offers practical implications for supporting rural teachers through resilience-informed professional development and policy interventions. The conceptual analysis contribute to a deeper understanding of how special-post English teachers navigate adversity and sustain their careers in rural educational contexts.**

## Keywords

**Psychological resilience; Career sustainability; Special-post teachers; Rural English education; Teacher retention; Conceptual model**

## 1. Introduction

Extensive research indicate that rural teachers encounter significantly greater challenges than their urban counterparts, including low income, heavy workloads, limited resources and career advancement opportunities (Li et al., 2020; Redford et al., 2025; Tao & Duan, 2021; Wang & Chang, 2025). These conditions have resulted in high attrition rates and severe teacher shortages in rural schools (Kaden et al., 2016; Tao & Duan, 2021; Wu & Song, 2023). In China, to alleviate the shortage of rural teachers, the central government implemented the Special-Post Teacher Recruitment Program[i] (abbreviated as SPTRP) in 2006. This initiative aims to recruit college graduates to teach in rural primary and middle schools for 3 to 5 years contractually, strengthening the rural teaching force and promoting educational equity between urban and rural areas. The SPTRP has supplemented a significant number of teachers to rural areas, particularly in subjects like music, physical education, art and English (Sun et al., 2022; Zheng & Yang, 2015). However, the issue of teacher turnover persists in rural schools. The study by Wang et al. (2018) found that after completing their three-year term, the turnover rate for special-post teachers remains at 31%.

ISSN: 3008-1769

Compared to those teachers who leave the profession in rural areas, the majority of special-post teachers choose to remain in their positions. Studies on special-post teachers have largely focused on the challenges of implementing the SPTRP (Lin et al., 2020; Xu & Li, 2020; Zhang et al., 2023) and the reasons behind the high turnover rate of special-post teachers (Fu & Cheng, 2025; Li & Zhu, 2023; Wang & Zhang, 2023; Sun & Du, 2023), with little exploration of the factors that contribute to the retention of special-post teachers. While existing studies have focused on economic incentives and working conditions as key factors influencing the retention of special-post teachers (Xu & Li, 2020; Shi et al., 2022; Zeng, 2012), less attention has been paid to the psychological and emotional dimensions that impact their decisions to stay. The special-post teachers often face numerous challenges, such as limited professional development, insufficient organizational support, and low social status (Tian & Zhang, 2019; Zhong & Zhang, 2020). Simultaneously, they experience identity crisis, diminished self-efficacy, and a weak sense of belonging (Wu et al., 2021). Addressing these challenges requires not only external institutional support but also internal psychological resilience (Sun & Li, 2021; Zhang & Cheng, 2025), which is defined as "a personality characteristic that moderates the negative effects of stress and promotes adaptation" (Wagnild & Young, 1993, p. 165). Researchers have emphasized that teacher resilience can influence their commitment to teaching (Wang & Pan, 2023; Xie, 2021). However, the relationship between psychological resilience and long-term career sustainability on special-post teachers remains largely unexplored. Based on Mansfield's (2012) framework, teacher resilience is conceptualized in four dimensions, namely, emotional, motivational, professional, and social. Drawing on this model, this study examines the interaction between resilience and career sustainability among rural special-post English teachers in China.

## 2. Literature review

Career sustainability involves both stable employment and ongoing opportunities for professional and personal development to maintain employability (Richardson & Kelliher, 2015). When applied to educational context, teacher career sustainability refers to teachers' long-term commitment and dedication to the teaching profession, characterized by their continued retention in the field and persistent engagement in teaching. Teacher attrition has become a serious challenge for education systems in many countries (Dolton, 2020), particularly in rural areas (OECD, 2018), where high attrition exacerbates teacher shortages. Research on special-post teachers mostly focuses on the causes of special-post teacher' attrition (Fu & Cheng, 2025; Li & Zhu, 2023; Wang & Zhang, 2023; Sun & Du, 2023). From an external environmental perspective, factors such as salary (Fu & Cheng, 2025), social status (Tian & Zhang, 2019), living conditions (Wang et al., 2017), and school culture (Sun & Du, 2023) all influence teacher attrition. Notably, Shi et al. (2022) found that compensation is the primary driver of such attrition. Additionally, differences in urban-rural educational culture, stress from professional relationships, heavy teaching workloads, and insufficient support for realizing educational ideals collectively exacerbate the occupational stress of rural special-post teachers (Tang & Wang, 2019; Zhong & Zhang, 2020). Although teacher attrition is severe in rural areas, more than 85% of special-post teachers are still willing to remain after completing their three-year service term (Sun & Li, 2021). However, studies have paid limited attention to special-post teachers who remain in their positions. From the perspective of teacher professional development, exploring the underlying mechanisms that sustain their professional commitment and engagement can provide both theoretical foundations and practical approaches for strengthening the teaching workforce (Plauborg & Petersen, 2025).

Retention is not merely about keeping teachers in position physically; it also requires sustaining high-quality retention driven by motivation and commitment, enabling teachers to

ISSN: 3008-1769

remain professionally engaged rather than staying passively due to job stability or policy constraints (Beltman et al., 2011). To promote the stable and high-quality retention of rural teachers, it is essential to establish an external system of supportive policies and resource guarantees, while placing greater emphasis on cultivating their intrinsic motivation (Zhao et al., 2023), namely, the self-driven capacity for professional development grounded in a commitment to rural education, a sense of responsibility, and deep ties to the local community (Jiang & Liu, 2021). The study of Liu and Li (2025) demonstrated that teacher resilience is a critical factor in reducing attrition rates and sustaining high-quality retention in a complex and constantly changing professional environment. Teacher resilience is the quality or capacity to recover swiftly from adversity and maintain a positive mindset while coping with negative emotions and teaching-related challenges (Gu & Day, 2007; Liu & Chu, 2022). It is a process in which teachers use personal and contextual resources to achieve positive outcomes like commitment, job satisfaction, and engagement (Beltman, 2021; Mansfield et al., 2016). Teachers with psychological resilience can navigate challenges effectively in high-pressure educational environments while maintaining their passion and motivation for teaching (Wang et al., 2013). Liu and Li (2025) revealed that teacher resilience, by mobilizing micro-level personal attributes (e.g. sense of mission, sense of responsibility) and macro-level policy resources (e.g. welfare benefits), directly fosters sustained teaching passion, which in turn enhances the proactivity and stability of teacher retention. Sun and Li (2021) showed that in the high-pressure, high-challenge rural context, special-post teachers need to draw on resilience to withstand risk factors (e.g., harsh conditions, insufficient support) and maintain both their willingness to stay and their engagement in teaching. In resource-constrained rural educational settings, the key factor enabling special-post teachers to remain long term is psychological resilience, which plays a vital role in sustaining their stable commitment to rural education.

While previous studies suggest that the psychological resilience of special-post teachers shape their willingness to engage in rural teaching and to remain in the profession, little is known about the mechanisms that underpin the relationship, particularly in the case of special-post English teachers. As the primary agents of cross-cultural instruction, English teachers are often expected to act as "cultural mediators", a role that renders them more vulnerable than other subject teachers to both linguistic and cultural conflicts and shortages of teaching resources. Studying the psychological and career sustainability of special-post English teachers is not only relevant in individual career choices but also critical to overcoming the bottlenecks in revitalizing rural English education. By uncovering the psychological mechanisms that explain why some teachers persist while others leave, such research provides a scientific basis for building a rural English teaching workforce that both remains in place and delivers quality instruction. To further conceptualize how resilience shapes and is shaped by teachers' long-term career development, this study draws on Mansfield's (2012) multidimensional framework of teacher resilience.

## 3. Theoretical framework

Teacher resilience has been examined through four complementary lenses. The person-focused perspective regards resilience as an individual trait, capacity, or psychological resource that enables teachers to "bounce back" from stress and challenges while maintain their professional well-being (Pretsch et al., 2012, Sammons et al., 2007). From the process-focused perspective, resilience is viewed as a dynamic process in which teachers continually draw on strategies to cope with everyday challenges through their interactions with the environment (Mansfield et al., 2014, Castro et al., 2010). The context-focused perspective emphasizes teacher resilience as a dynamic process embedded in and dependent on multi-level social-ecological

ISSN: 3008-1769

systems (Gu & Day, 2007). It involves teachers adapting to shifting circumstances in the face of adversity while continually strengthening their professional capacities (Bobek, 2002). The system-focused perspective characterizes teacher resilience as a dynamic, multi-level, and multi-system process (Gu, 2014, 2018). It relies not only on individual capacities and strategies but also on the combined influence of family, school, community, and broader social systems (Masten, 2014, Mansfield et al., 2016), making this perspective the most widely endorsed approach in resilience research (Yang et al., 2022).

From the system-focused perspective, scholars have developed a range of comprehensive models to conceptualize teacher resilience. Among these, the framework proposed by Mansfield et al. (2012), which comprise professional-related, emotional, social, and motivational dimensions of teacher resilience, has exerted a significant influence on subsequent research (Liu & Chu, 2024). Within this framework, the professional-related dimension encompasses teachers' professional skills, self-efficacy, problem-solving abilities, and capacity for instructional adaptability; the emotional dimension highlights teachers' capacity for emotion regulation and coping strategies in the face of stress and challenges; the motivational dimension concerns the intrinsic drive that sustain teachers' effort and underpins their professional commitment; the social dimension emphasizes the network of relationships teachers build with colleagues, students, families, and the wider community. This is highly applicable to the present study. Teacher resilience is understood more in terms of "what sustains teachers and enables them to thrive rather than just survive in the profession" (Beltman et al., 2011). Mansfield's four-dimensional teacher resilience framework encompasses individual psychological resources, namely the emotional and motivational dimensions, while also capturing the interaction between teachers and their environment through the professional and social dimensions, thereby offering a comprehensive explanation of the key factors underpinning the career sustainability of special-post teachers. Specifically, the professional-related dimension enhances their teaching skills and adaptability; the emotional dimension helps special-post teachers manage stress and sustain their professional enthusiasm; the motivational dimension supports their ongoing professional commitment; the social dimension, in turn, mitigates environmental stress by fostering supportive network. Moreover, this framework facilitates the exploration of how the different dimensions of teacher resilience interact to influence special-post teachers' ability to sustain long-term commitment in challenging educational environments. Its multidimensional structure also has practical implications, providing clear guidance for interventions aimed at enhancing teacher resilience and promoting career sustainability.

## 4. Conceptual Model Development

The conceptual model is grounded in Mansfield's (2012) four-dimensional framework of teacher resilience and the notion of career sustainability. It aims to elucidate the mechanisms through which psychological resilience supports rural special-post English teachers' long-term professional engagement and retention. By integrating individual psychological resources with environmental influences, the model offers a systematic understanding of how resilience interacts with career sustainability in challenging rural contexts.

Teacher resilience is conceptualized as a multidimensional construct, comprising professional, emotional, motivational, and social dimensions. The professional dimension encompasses instructional skills, problem-solving abilities, adaptability, and self-efficacy. These attributes enable teachers to navigate classroom challenges and limited resources effectively, thereby supporting long-term career engagement. The emotional dimension focuses on stress management, emotion regulation, and coping strategies, which allow teachers to maintain well-

ISSN: 3008-1769

being and prevent burnout despite the high demands of rural teaching. The motivational dimension represents intrinsic drive, goal orientation, and commitment to rural education. Motivated teachers are more likely to sustain engagement, pursue professional growth, and remain committed to their teaching mission. The social dimension highlights the importance of interpersonal networks with colleagues, students, families, and the wider community. Strong social support buffers environmental stress and reinforces teachers ' persistence in the profession.

The model proposes several pathways linking resilience to career sustainability. First, emotional and motivational resilience directly enhance teachers ' work engagement by sustaining enthusiasm, commitment, and proactive participation in teaching activities. Second, professional and social resilience indirectly contribute to career sustainability by facilitating adaptation to contextual challenges, such as resource limitations, multi-grade classrooms, and integration into rural communities. These dimensions enable teachers to effectively utilize available resources and develop coping strategies, which strengthens their capacity to persist in the profession. Third, the model incorporates moderating contextual factors, including institutional support, school leadership, policy incentives, community engagement, and professional development opportunities. These external supports amplify the positive effects of resilience on career sustainability and highlight the dynamic interplay between individual capacities and systemic resources.

A distinctive feature of the proposed model is its interactive and reciprocal nature. Career sustainability is both an outcome of resilience and a factor that further reinforces it. For example, a teacher who remains engaged in rural teaching may enhance professional skills, expand social networks, and strengthen intrinsic motivation, creating a positive feedback loop that further consolidates resilience. This recursive mechanism underscores the dynamic and bidirectional relationship between psychological resources and sustained career engagement, emphasizing that resilience and career sustainability mutually reinforce each other over time.

In summary, the conceptual model provides a comprehensive framework illustrating how multidimensional resilience contributes to career sustainability among rural special-post English teachers. It identifies direct and indirect pathways, highlights the role of external moderating factors, and emphasizes the reciprocal interactions that sustain teachers ' long-term engagement. This theoretically grounded framework not only clarifies the mechanisms linking resilience to career outcomes but also offers practical guidance for interventions aimed at enhancing teacher retention and professional growth in rural educational contexts.

## 5. Implications

Building upon the conceptual model proposed in the previous section, this section outlines the theoretical, practical, and policy implications of understanding the interactive mechanism between psychological resilience and career sustainability among rural special-post English teachers in China. These implications highlight how the model can inform future research, enrich teacher development practices, and support the construction of more equitable and sustainable rural education systems.

From a theoretical perspective, the conceptualization of resilience as a dynamic, context-dependent capacity offers a more nuanced lens for examining the long-term development of rural teachers' careers. Existing research often treats resilience as either an individual trait or a protective buffer, without fully capturing its developmental nature. The proposed model contributes to the literature by positioning resilience as a reciprocal partner to career sustainability, emphasizing the cyclical interplay between adaptive functioning, resource accumulation, and career identity development. This theoretical framing encourages researchers to move beyond linear cause–effect models and to adopt more systemic, process-

ISSN: 3008-1769

oriented approaches when investigating how teachers navigate complex professional environments. It also opens new avenues for longitudinal and mixed-methods studies that trace how resilience evolves across key career stages of special-post teachers.

Practically, the model provides actionable insights for enhancing teachers' everyday professional experiences. First, teacher education and in-service training can incorporate systematic resilience development modules, focusing on cognitive reframing, emotional regulation, and reflective practice. Such training helps teachers cultivate adaptive capacities that sustain motivation and instructional quality during demanding periods. Second, school-level practices, such as professional mentoring, collaborative learning communities, and supportive feedback cultures, can strengthen the resource accumulation pathway by providing teachers with relational and institutional support. These practices not only enhance resilience but also create the environmental conditions necessary for long-term career sustainability. Third, recognizing the role of career identity development suggests that teachers benefit from structured opportunities to articulate their values, clarify career goals, and align their personal aspirations with the mission of rural education. These opportunities help educators maintain a coherent sense of professional purpose, anchoring their commitment to teaching even during moments of uncertainty.

At the policy level, the findings imply that building a sustainable rural teaching workforce requires multi-layered structural support rather than short-term, incentive-driven measures. Policies should therefore prioritize stabilizing working conditions—such as reducing non-instructional burdens, ensuring reasonable class sizes, and improving access to teaching resources. In addition, long-term career development pathways need to be established for special-post teachers, including transparent promotion systems, access to rural–urban mobility options, and sustained professional development funding. Creating such structural opportunities reinforces the cyclical mechanism proposed in the model: improved career environments foster resilience, and heightened resilience enables teachers to make fuller use of policy support. Finally, policies that strengthen rural school ecosystems—community engagement programs, inter-school collaboration networks, and targeted support for novice teachers—can enhance both individual resilience and collective professional capacity.

In sum, the implications of this conceptual model extend beyond individual psychological processes to encompass school practices and systemic policy design. By recognizing resilience and career sustainability as intertwined developmental constructs, stakeholders at all levels can better understand what enables rural special-post English teachers not only to remain in their posts but also to thrive professionally. The model thus provides a strategic foundation for future empirical research, for professional development initiatives tailored to rural contexts, and for the long-term strengthening of China's rural English education workforce.

## 6. Conclusion

This study set out to explore the interactive mechanism between psychological resilience and career sustainability among rural special-post English teachers in China. Against the backdrop of persistent structural challenges—such as limited resources, heavy workloads, and restricted professional pathways—the sustainable development of rural teachers' careers has become an essential prerequisite for improving educational equity. By synthesizing existing theoretical perspectives and empirical findings, the study constructed a conceptual model that captures the dynamic and reciprocal relationship between psychological resilience and long-term career sustainability. This model provides a comprehensive theoretical lens for understanding how rural teachers navigate adversity, maintain professional vitality, and construct meaningful, enduring teaching careers.

ISSN: 3008-1769

The analysis highlights that psychological resilience is not merely a fixed personal quality but a developmental, context-sensitive capacity that evolves through cycles of challenge, adaptation, and resource mobilization. For special-post English teachers working in rural environments, resilience enables effective emotional regulation, instructional stability, and continuous engagement with professional tasks. At the same time, resilience is shaped by contextual affordances: supportive leadership, collaborative school cultures, community relationships, and opportunities for professional learning all contribute to its gradual strengthening. In this sense, resilience and career sustainability are intertwined, mutually reinforcing constructs.

The conceptual model developed in this study further elucidates three pathways through which resilience and sustainability interact: adaptive functioning, resource accumulation, and career identity development. These pathways demonstrate how moment-to-moment psychological experiences translate into long-term career trajectories and how sustained professional environments cultivate deeper forms of resilience. By integrating these mechanisms into a coherent framework, the study offers a more systemic understanding of the factors that allow rural teachers not only to persist but also to experience meaningful and sustainable professional growth.

While the present study adopts a conceptual and theoretical approach due to the absence of empirical data, its contributions remain substantive. The model offers a foundation for future empirical inquiry, particularly studies employing longitudinal, qualitative, or mixed-methods designs to trace how resilience develops across critical phases of special-post teachers' careers. It also provides a framework for designing targeted interventions aimed at strengthening rural teachers' psychological and professional capacities. At a broader level, the study underscores the need for structural, organizational, and policy-level support to create conditions in which resilience can flourish and sustainable careers can be realized.

In conclusion, understanding the interactive mechanism between psychological resilience and career sustainability is crucial for addressing the enduring challenges faced by rural special-post English teachers in China. By framing these constructs as dynamic, interdependent, and contextually embedded, the study provides a conceptual roadmap for strengthening rural teacher development. Ultimately, fostering resilient and sustainable teaching careers is essential not only for individual educators but also for the long-term advancement of rural education and the pursuit of educational equity on a national scale.

## References

[1] Beltman, S. (2021). Understanding and Examining Teacher Resilience from Multiple Perspectives. In C. F. Mansfield (Eds.), Cultivating teacher resilience: International approaches, applications and impact (pp. 11–26). Springer.

[2] Beltman, S., Mansfield, C., & Price A. (2011). Thriving not just surviving: A review of research on teacher resilience. Educational Research Review, 6, 185–207.

[3] Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. Clearing House, 75(4), 202–205.

[4] Castro, A. J., Kelly, J., & Shih, M. (2010). Resilience strategies for new teachers in high-needs areas. Teaching and Teacher Education, 26(3), 622–629.

[5] Dolton, P. (2020). Teacher supply. In S. Bradley & C. Green (Eds.), The economics of education (Second Edition) (pp. 391–402). Academic Press.

[6] Fu, D., & Cheng, H. (2025). Influencing factors and relief paths of 'unable to retain' teachers on special assignment———Analysis based on Smith's ITEI model. Journal of Educational Studies, 21(3), 195–208.

[7] Gu, Q. (2014). The role of relational resilience in teachers' career-long commitment and effectiveness. Teachers and Teaching: Theory and Practice, 20(5), 502–529.

[8] Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. Teaching and Teacher Education, 23(8), 1302–1316.

[9] Jiang, L., & Lu, Y. (2021). Cultivating the endogenous power of rural teachers' professional development. Educational Research and Experiment, (5), 79–83.

[10] Kaden, U., Patterson, P. P., Healy, J., & Adams, B. L. (2016). Stemming the revolving door: Teacher retention and attrition in Arctic Alaska schools. Global Education Review, 3(1), 129–147

[11] Li, C., & Zhu, Z. (2023). The suspended ones between urban and rural areas: A study on the life orientation and mobility trends of the new generation of special-post teachers. Teacher Education Research, 35(3), 107–114.

[12] Li, J., Shi, Z., & Xue, E. (2020). The problems, needs and strategies of rural teacher development at deep poverty areas in China: Rural schooling stakeholder perspectives. International Journal of Educational Research, 99, 101496.

[13] Lin, H., Fu, T., & Song, L. (2020). Implementation and improvement of "Special Post Plan" in rural schools. Teaching & Administration, (10), 9–12.

[14] Liu, H., & Chu, W. (2022). Foreign language teacher resilience: Retrospect and prospect. Foreign Languages in China, 19(6), 91–97.

[15] Liu, S., & Li, Q. (2025). Stick to the "barley land": Teacher resilience in nomadic regions in Xizang. Journal of Educational Studies, 21(3), 179–194.

[16] Mansfield, C. F., Beltman, S., & Price, A. (2014). 'I'm coming back again!' The resilience process of early career teachers. Teachers and Teaching: Theory and Practice, 20(5), 547–567.

[17] Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). "Don't sweat the small stuff:" Understanding teacher resilience at the chalkface. Teaching and Teacher Education 28(3). 357–367.

[18] Mansfield, C. F., Beltman, S., Weatherby-Fell, N., & Broadley, T. (2016). Classroom ready?: Building resilience in teacher education (pp. 211–229). In R. Brandenburg, S. McDonough, J. Burke, & S. White (Eds.). Teacher education: Innovation, interventions and impact. Singapore: Springer.

[19] Masten, A. S. (2014). Ordinary magic: Resilience in development. New York: The Guilford Press.

[20] OECD. (2018). Effective Teacher Policies: Insights from PISA. OECD.

[21] Plaiborg, H., & Petersen, K. B. (2025). Employing posthuman theory to explore why long-serving teachers stay in the profession, thereby calling into question the concept of retention. A literature review. Teaching and Teacher Education, 165, 105137.

[22] Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience predicts well-being in teachers, but not in non-teaching employees. Social Psychology of Education, 15(3), 321–336.

[23] Redford, M., Coker, H., & Paterson, A. (2025). A professional journey: Capturing the complicated relationship between rural teacher agency, multigrade classes and local communities. International Journal of Educational Research, 131, 102599.

[24] Richardson, J., & Kelliher, Clare. (2015). Managing visibility for career sustainability: A study of remote workers. In A. De Vos & B. I. J. M. van der Heijden (Eds.), Handbook of research on sustainable careers (pp. 116–130). Edward Elgar Publishing.

[25] Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. British Educational Research Journal, 33(5), 681–701.

[26] Shi, F., Yang, Z., He, P., & Huang, B. (2022). An analysis of the influencing factors of professional development and retention of special post teachers in the midwest: Based on baseline survey data of six provinces and cities. Research in Educational Development, 42(24), 36–43.

[27] Sun, R., & Du, P. (2023). Job characteristics and the turnover intentions of novice teachers in high poverty rural areas: An analysis of special-contracted teachers in China. Educational Science Research, 3, 46–54.

[28] Sun, R., Du, P., & Yang, J. (2022). Will special post teachers promote the development of rural students———Based on the perspective of new human capital theory. Journal of Educational Science of Hunan Normal University, 21(1), 105–115.

[29] Sun, X., & Li, Q. (2021). How to "stay and teach well": A research on the resilience development of excellent special-post teachers. Journal of Educational Science of Human Normal University, 20(3), 98–106.

[30] Tang, Y., & Wang, H. (2019). How to retain rural teacher? ———An empirical study based on a survey of special-post teachers in G province. Educational Research, 4, 134–143.

[31] Tao, X., & Duan, W. (2021). The reasons for the "would not stay" of rural teachers———on the basis of a narrative study of a rural primary school teacher. Educational Research Monthly, (8), 65–71.

[32] Tian, Y., & Zhang, D. (2019). A narrative research of the resignation of rural special-post teachers in ethnic areas. Journal of Research on Education for Ethnic Minorities, 1(20), 76–82.

[33] Tian, Y., & Zhang, D. (2019). A narrative research of the resignation of rural special-post teachers in ethnic areas. Journal of Research on Education for Ethnic Minorities, 30(1), 76–82.

[34] Wagnild, G., & Young, H. M. (1993). Development and psychometric evaluation of the resilience scale. Journal of Nursing Measurement, 1(2), 165–178.

[35] Wang, C., & Zhang, P. (2023). The sociological investigation on the "transition" mentality of rural young teachers in special posts. Education Research Monthly, 2, 83–90

[36] Wang, J., & Chang, B. (2025). More marginalization, less career development? Linking marginalization profiles to decent work among rural teachers. Acta Psychologica, 252, 104668.

[37] Wang, M., Wang, Y., & Wang, S. (2013). Analysis on the contents and characteristics of the external quality evaluation of vocational schools in German——Taking Schleswig-Holstein as an example. Comparative Education Review, (12), 23–27, 39.

[38] Wang, Y., & Pan, Z. (2023). Modeling the effect of Chinese EFL teachers' self-efficacy and resilience on their work engagement: A structural equation modeling analysis. SAGE Open, 13(4), 1–15.

[39] Wang, Y., Su, P., & Gou, S. (2017). An empirical study on the special-post teachers' will of the mobility and attrition and its influencing factors: Based on the survey in Yunnan province. Teacher Education Research, 19(5), 7–13.

[40] Wu, J., & Song, H. (2023). "Learn to conserve your passion and care": Exploring the emotional labor of special-post teachers in rural China. Sustainability, 15, 1991.

[41] Wu, K., Mao, J., & Zhang, S. (2021). School, rural and daily life: identity crisis and relief of the new generation of urban teachers working in rural areas. Contemporary Education Sciences, (9), 42–50.

[42] Xie, F. (2021). A study on Chinese EFL teachers' work engagement: The predictability power of emotion regulation and teacher resilience. Frontiers in Psychology, 12, 735969.

[43] Xu, W., & Li, C. (2020). Actual dilemma and optimization suggestions of the "Special Post Plan". Modern Education Management, 5, 87–92.

[44] Yang, J., Du, P., Sun, R., & Sang, G. (2022). Study on the influence mechanism of teacher resilience in ethnic areas from the perspective of relationship resilience: Mediation analysis of cross-cultural adaptation. Journal of Research on Education for Ethnic Minorities, 33(5), 110–118.

[45] Zeng, B. (2012). Constructing progressive-induced mechanism to complement rural teacher staff. Journal of Northeast Normal University (Philosophy and Social Sciences), 2, 158–161.

[46] Zhang, J., Xie, D., & Xie, Z. (2023). Effectiveness, difficulties and path optimization of the implementation of the "Special-Post Teachers Plan" policy in ethnic areas: Perspective based on policy networks theory. Journal of Research on Education for Ethnic Minorities, 2(34), 113–120.

[47] Zhao, Z., Yao, L., & Zhang, W. (2023). Rural teachers' retention intention under the JD-R model framework——The role of psychological resilience. Journal of Shenyang Normal University (Educational Science Edition), 2(5), 82–105

[48] Zheng, X., & Yang, Y. (2015). Ad Hoc teaching post plan: Exploration of teacher supplement mechanism in remote areas. Journal of Research on Education for Ethnic Minorities, 26(126), 58–64.

[49] Zhong, Y., & Zhang, W. (2020). A narrative analysis of the sources of occupational stress for new special post teachers in ethnic rural areas. Teacher Education Research, 32(1), 103–108.

ISSN: 3008-1769

[i] The Special-Post Teacher Recruitment Program retrieved from http://en.moe.gov.cn/features/2021TeachersDay/Educators/202109/t20210922_565559.html