

Research on Resource Allocation of Urban and Rural Basic Education

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ABSTRACT

Basic education, also known as nine-year compulsory education, aims to provide equal opportunities for every eligible child to enjoy education. However, high-quality educational resources are not infinite. Especially in recent years, with the rapid development of the economy and the acceleration of urbanization, there has been an increasing tilt of high-quality educational resources towards urban areas, leading to a polarization of urban and rural basic education. For example, there are a series of problems such as uneven financial expenditure, unstable teaching staff, and inadequate school infrastructure among different regions and schools. On the basis of drawing on previous research results, this article uses the favorable conditions of summer public welfare activities to investigate and study the allocation of basic education resources in urban and rural areas. It analyzes the problems existing in urban and rural basic education from three aspects: financial resources, teacher resources, and material resources, dissects the reasons for the gap in educational resources, and proposes countermeasures for balanced allocation of educational resources.

KEYWORDS

basic education; resource allocation; balanced development

1 Introduction

The reform of basic education is a "national plan" related to national rejuvenation and also a "livelihood" that involves the vital interests of thousands of households. The balanced allocation of educational resources between urban and rural schools can minimize the gap in urban and rural education, which is of strategic significance for maintaining social equity and achieving a harmonious society.

Firstly, balanced allocation of educational resources between urban and rural schools is conducive to achieving educational equity. Everyone is born equal, and we need to shift from the concept of elite education to a focus on universal education, providing children with a favorable learning environment. The balanced allocation of educational resources can reduce the waste of school resources in urban areas, allow high-quality education to flow into rural learning, and achieve resource sharing.

Secondly, balanced allocation of educational resources between urban and rural schools is beneficial for the coordinated development of urban and rural areas. The balanced allocation of educational resources can break through the single mode dominated by urban schools, and make rural schools gradually move from the edge to the center, becoming the backbone of basic education.

2 Current research status at home and abroad

2.1 Research Status Abroad

Western countries also face the problem of imbalanced basic education resources in their development. Their approach also provides experience for the balanced allocation of educational resources in our country. In European and American countries, most education funds are jointly borne by the federal government, states, and school districts, but the measures taken vary slightly depending on the national conditions of each country. In order to balance educational resources, the United States has implemented a series of reforms such as issuing education vouchers and establishing charter schools; France establishes priority development zones in disadvantaged urban areas and widely implements centralized education policies in rural areas.

2.2 Current Research Status in China

Domestic scholars often start from the theory of educational equity conditions, with representative figures such as Li Hui and Wang Chen. They view education as a holistic system and consider the internal and external factors that influence educational activities as branches. Some scholars have also started from the field of education, believing that the key to balancing educational resources lies in building modern educational technologies and paying attention to the development of schools at all levels and types, such as whether primary and secondary schools are diversified and whether secondary vocational schools are developing steadily.

2.3 Educational equity

Educational equity refers to the rational norms or principles based on which the state allocates educational resources. As the starting point of education at all levels and types, the balanced allocation of basic education resources plays a key role in achieving educational equity. Educational equity is also a prerequisite for ensuring social equity, so in a sense, educational equity is also conducive to the harmonious development of society.

2.4 Educational Resources

Educational resources refer to various available conditions provided for the effective implementation of teaching. According to functional classification, educational resources can be divided into explicit resources and implicit resources. Explicit resources include school buildings, campus environment, educational infrastructure resources, etc; Implicit resources include internal resources such as teacher resources, student resources, and teaching software.

3 Current Problems in the Allocation of Basic Education Resources

Through investigation, there is a significant difference in the allocation of basic education resources between urban and rural areas in city S, mainly manifested in financial resources, teacher resources, material resources, and other aspects.

3.1 Gap in Financial Resources

The gap in financial resources is manifested in the unreasonable investment in education funds, and the significant gap between the per capita operating funds and per capita public funds for basic

education in urban and rural areas. In 2012, the average cost per student for primary and junior high schools in the urban area of city S was 8673.56 yuan and 13949.45 yuan respectively, which were 3744.34 yuan and 5061.85 yuan higher than those in the suburbs. Even the average cost per student in remote suburbs has not yet reached the average level of the entire suburban area. In the same year, although the city S government invested up to 71 billion yuan in education funds, the basic education funds in remote areas were borne by the already insufficient grassroots government finances, resulting in a serious shortage of funds for rural basic education.

3.2 Gap in Teacher Resources

The differences in basic education between urban and rural areas are also reflected in the instability of the teaching staff, the high mobility of rural teachers, and the generally low quantity and quality of rural teachers, which directly leads to weak competitiveness of rural students compared to urban students.

3.3 There is a significant gap in the number of rural teachers

There are over 40000 rural teachers in city S , responsible for the education of 630000 rural primary and secondary school students in the city. According to the Statistical Yearbook of city S , as of 2016, the teacher-student ratio in 375 primary schools in urban areas was 1:12.37; In 389 primary schools in the suburbs, the teacher-student ratio is only 17.9. In 388 middle schools in the urban area, the teacher-student ratio is 1:10.6; In 402 middle schools in the suburbs, the teacher-student ratio is 1:13.5. It can be seen that there is a larger shortage of rural teachers and a heavier burden in the allocation of teaching staff.

Table 1 Basic situation of ordinary primary and secondary schools in city S(2016)

region	Number of primary schools	On campus students	Full time teacher	Number of secondary schools	On campus students	Full time teacher
urban	375	309384	24996	388	268985	25382
sub - urbs	389	489302	27325	402	357969	26475

(Data source: City S Statistical Yearbook 2016)

On the other hand, the widening gap in economic and income levels between urban and rural areas has led to low salaries for rural teachers and an unreasonable salary structure, resulting in the phenomenon of rural teachers being unable to retain and difficult to retain. A large number of rural backbone teachers have been lost, and the gradual upward mobility has become an inevitable result. The lack of guaranteed treatment for rural teachers has led to instability in the teaching staff.

Analysis of the Reasons for the Gap in the Allocation of Basic Education Resources between Urban and Rural Areas in 4city S.

The urbanization process brings opportunities for the balanced development of urban and rural basic education in city S , but also poses challenges to the allocation of urban and rural basic education. Objectively speaking, under the dual economic structure of urban and rural areas, there is a differentiation in educational resources between urban and rural areas, with differences in financial resources, teacher resources, and material resources.

4 The dual economic structure between urban and rural areas gives rise to a dual education structure between urban and rural areas

4.1 Financial resources

One is that the dominant ideology of China's current basic education investment policy is local government education, which means that the main source of funding for basic education in city S is to ensure the implementation of funds by local finance according to the proportion stipulated by national policies (not less than 15% of local finance expenditure). But the economic level of each district is different, and the fiscal base varies, resulting in even greater differences in actual education funding. F District belongs to the suburban districts and counties of city S, and its consumption level and financial capacity have always been at the downstream level of city S. Therefore, the local government needs to allocate more financial proportion to expenditure on basic education. It can be seen that the fiscal gap is a major hidden danger to the stable development of rural basic education, which directly affects the sustainability of funding investment in rural basic education.

The second is that the government's educational philosophy is elite education. In order to cultivate outstanding talents, the government often invests a large amount of limited education funds in key schools. This way, urban schools that are already in an advantageous position are even more powerful, especially those with good hardware facilities, which have the ability to attract teachers and students. It is obvious that the massive investment in education funds has led to urban prestigious schools almost monopolizing all implicit educational resources in society, and the gap between urban and rural educational resources has become even more prominent.

4.2 In terms of teacher resources

From a material perspective, the living environment and conditions in rural schools are poor, with most schools having outdated hardware facilities, and the educational conditions cannot meet the needs of teachers and students for classes; Due to the low fiscal revenue in rural areas, teachers' salaries are low, and their basic social welfare such as pension insurance and medical insurance cannot be guaranteed. Without a stable material foundation, rural teachers find it difficult to teach with peace of mind.

On the spiritual level, on the one hand, rural teachers have a poor learning environment and their professional development is limited. In some remote rural schools, teachers lack learning materials; Due to the tight budget for school education, teachers lack opportunities for external learning and research activities; Without the imparting and learning of advanced educational experience, the proportion of rural teachers being evaluated for excellence and advanced professional titles has also decreased. On the other hand, most rural teachers are facing difficulties in evaluation and appointment due to the tight financial situation at the county level. Therefore, the lack of improvement in the professional skills of rural teachers is an important factor leading to the turnover rate of rural teachers.

4.3 In terms of material resources

The change in the dual economic structure between urban and rural areas has led to a shift in school construction and infrastructure towards economically developed urban schools. This provides the possibility for the extension of resources. Urban schools can make full use of multimedia such as computers and whiteboards, introduce modern educational technology resources for teaching, broaden the scope of knowledge, and meet the diverse needs of primary

and secondary school students. However, the knowledge density and updating speed of rural students who mainly use traditional teaching methods are far inferior to those of urban students. The shortcoming of material resources makes the difference between rural students and urban students more obvious.

4.4 Misunderstandings of using key schools as educational value orientation

High quality educational resources are limited, and city S is no exception. Nowadays, most students born in the 2000s and 2010s are only children, and parents' expectations are placed on this only child. The idea of "not letting children lose at the starting line" has led to a "school choice fever", and most parents regard attending key schools as their educational pursuit. They are determined to fight for high-quality education resources for their children by means of money, registered residence relocation and other means. Although the market economy has cooled down school district housing in recent years, this has precisely limited the opportunities for disadvantaged groups to choose high-quality educational resources. Although multi school zoning is computerized and avoids the possibility of human operation, parents still try their best to send their children to high-quality schools in the competition for high-quality education. Therefore, expanding high-quality educational resources and promoting balanced and high-quality development of schools within each school district is the fundamental strategy.

Countermeasures for Balanced Allocation of Urban and Rural Basic Education Resources in 5 cities.

In order to address the reasons for the gap in the allocation of basic education between urban and rural areas mentioned above, we must check from the three individuals of the government, teachers, and schools, mobilize government enthusiasm, stimulate teachers' work enthusiasm, and improve school infrastructure construction. Therefore, effective and feasible balanced allocation measures must be taken to overcome the shortcomings of the existing basic education allocation.

5 Clarify government responsibilities and enhance the level of educational resource allocation

Firstly, establish and improve the system of integrated urban-rural education allocation. Equal and reasonable expenditure on education funds is the responsibility of the government. On the one hand, the responsibilities at all levels must be clear, and each level should fulfill its own duties. On the other hand, the performance of responsibilities at all levels should be included in the scope of performance evaluation, with rewards for excellence and punishments for inferiority.

Secondly, the city S government should incorporate education investment planning into the legal framework. Set quantitative targets for the growth of government basic education funding in the plan, and establish a stable growth mechanism that maintains comparability between the growth of compulsory education financial investment and the growth of financial investment. On the basis of maintaining basic fairness, establish a resource efficiency evaluation mechanism to promote schools to transform external support into internal motivation.

5.1 Increase education funding compensation and allocate financial resources reasonably

Expanding the sources of funding can be achieved by combining government financial appropriations with the mobilization of social forces for fundraising. Firstly, the government's fiscal expenditure should balance efficiency while ensuring fairness. Firstly, while ensuring equal investment in education funds, the government pays attention to the actual disparities in education

among various districts in city S , and uses mechanisms such as municipal transfer payments and special appropriations to increase investment in suburban and rural areas, promoting balanced development of education. Secondly, prioritize investing more funds in schools with high teaching quality in rural areas to ensure more effective allocation of funds. The city S government has allocated a total of 2 billion yuan in special funds over the past five years. At present, the per capita funding for primary and junior high school students in financially disadvantaged districts and counties has exceeded the city's average funding level. Secondly, the government can mobilize social forces and use practical actions to influence the education loving groups in society, such as providing preferential policies to entrepreneurs, encouraging them to actively invest in the education industry and make more contributions to education.

5.2 Implement compensation for high-quality teacher resources and optimize the allocation of urban and rural human resources

5.2.1 Urban rural group education system

Taking F District of city S as an example, in order to promote the balanced and high-quality development of urban and rural schools, the Education Bureau of F District established five major education groups in 2015, with mature and high-quality schools serving as the chairman schools, playing a leading and exemplary role, and driving effective work among member schools. Each school promotes integration in four aspects: school management, teacher resources, education and teaching, and evaluation and assessment. The specific content includes resource sharing among key teachers in various schools, sharing of high-quality curriculum resources, and synchronous promotion of education and teaching management. Group based education is conducive to unleashing teachers' subjectivity in enhancing their professional level; For rural schools, strengthening close ties with urban schools is conducive to achieving a mutually beneficial and win-win situation.

5.2.2 Targeted Appointment System

According to the demand for the number of teachers in rural primary and secondary schools, targeted training of "free teacher trainees" will be carried out in normal universities. 'Free normal students' refers to the state waiving the tuition fees for these normal students for four years of university, and providing them with high-quality educational resources according to the talent training plan. After graduation, these teacher trainees were hired to teach at targeted rural schools according to their pre enrollment contracts. This move is conducive to encouraging newly graduated normal university students to teach in rural areas, injecting fresh blood into rural education, effectively solving the two major problems of difficult employment for college students and aging of the teaching staff, and having a positive impact on cultivating a sufficient number of professional teachers and solving the shortage and shortage of rural teachers.

5.2.3 Strengthening the incentive system

The incentive system for teachers should include both material rewards and spiritual incentives. The performance-based salary system should be fully implemented materially, and transportation subsidies for rural teachers should be increased; Improve social security systems such as medical insurance and pension insurance for rural teachers, and increase their sense of security. Moderately relax the proportion of rural teachers' professional title evaluation in terms of spirit, and stimulate teachers' work enthusiasm; Rural teachers should be given more consideration for honors such as

excellence and excellence, in order to give them a sense of achievement. Since 2016, S has implemented a teacher performance-based salary system, and after the city unified the teacher salary standards, the income of teachers in different regions, levels, and types of schools has been basically balanced. For example, in F district, the number of middle-level cadres in each school is limited, and the salary distribution is more inclined towards backbone teachers, in order to attract excellent teachers to settle in suburban education and stabilize the teaching staff.

conclusion

The above are some simple opinions on how to balance the allocation of urban and rural basic education resources in city S . The education quality in city S is at a leading level nationwide. However, looking at the education quality in various regions of city S , the teaching quality of rural schools lags far behind that of urban schools. We still have a long way to go to achieve the ideal of 'getting every child into a good school'. To balance the educational resources of various regions and schools, it is necessary to leverage the mechanism of the "trinity" of local governments, schools, and teachers in collaborative education. Firstly, the government should play its role by increasing education funding compensation and allocating funds reasonably. Secondly, schools should improve the quality of teaching and perfect educational infrastructure. Finally, teachers should actively participate in training activities to improve their professional level and teacher literacy, so that parents can trust their children to be in the hands of the school. Only when these three parties join hands and work together for a better tomorrow of education can every child realize their beautiful wish of attending a "good school".

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