

Disparities in the Education Resources Across the Different Regions in China

Sheng Chang *

College of Liberal Arts, International Christian University, Mitaka, 1810015, Japan

* Corresponding Author Email: c251708n@icu.ac.jp

Abstract. As China has developed rapidly in the new era after the Reform and Open Up, a monumental transition has occurred in various sectors of the society. However, if one analyzes the conditions more specifically by different parts, one undeniable fact is that the different regions across the vast Chinese soil appear to suffer large disparities in the education resources. and people affiliated under different “School Selection Zone” and belonging to demographic groups are entitled to different levels of resources and opportunities in almost every aspect of living. The research methodology considered and employed in this article is the mixed research method . Since the grand scale of directly giving out surveys to tremendous people dwelling in those regions is not feasible using the resources, for the qualitative part of methodology, this paper also draws on a series of existing articles and data. By looking into the paper of previous researches, the reader may perceive that they exhibit different degrees of expounding the reasons other than basic economic capabilities.

Keywords: Economic conditions, intangible factor, level of cognition, government policies , subsidization by government.

1. Introduction

The research problem that this paper would like to investigate is the fundamental reasons that why the education resources across different parts of China have such shocking discrepancy; Some of these reasons may not be immediately apparent, as they relate to intangible factors that are deeply embedded in the social and cultural fabric of the nation.

In the rural areas especially plus the factor of the distant provinces that are commonly regarded as the less developed, the people could barely acquire the fundamental level of textbooks [1]. According to the investigation and calculation of Department of Education in those provinces, of the people between age of 7 and 15 only 15% have attained the school certificate of secondary schools.

In the following sections, this paper will explore various dimensions of this issue, examining historical perspectives, cultural influences, governmental policies, and grassroots initiatives. By doing so, the exploration and discussion aim to provide a comprehensive overview of the complex educational resource disparities in Mainland China and propose strategies to bridge the gap and ensure a more equitable educational landscape.

2. Reasons for the Differences in the Education Resources

2.1. Reason 1

In a more holistic and broader point of view, there are a huge number of notable differences in many aspects of the education resources and potential opportunities. For the Reasons section of this research paper, it would include a couple of main reasons that I have come up with by deducing from the observation data, phenomenon and carefully reading academic review, appraised research papers.

To begin with, the most significant reason for the disparities of education ability is undoubtedly the economic status of different areas. It is a quite objective and obvious factor for the researchers to think when conducting the research.

In the territory of mainland China, a variety of regions do present a gigantic disparity in the education that the citizens have received. To give an example, even in the foundational education aspect, the provinces and regions in the Eastern part of China do have a superior level of education

standard and enormous number of schools that can provide the sufficient family with education. Prominent areas such as the Beijing (capital city), Jiangsu province, Zhejiang province along with Shanghai city (also known as the Yangtze Delta Economic Zone) can strongly illustrate the point. According to the National Bureau of Statistics, the demographic data in the Yangtze River Delta areas show that the over 99% of youths who were born after 2000 have attended the secondary schools and have completed education level up to Grade 9 of Middle school at least.

First reason may be analyzed more detailedly: By being the wealthiest region in the entire China, the sheer number of schools are ranked the highest in the Chinese Elementary and Secondary education sector. Then speaking of the faculty quantity, the teachers who live in the eastern area are much more available and have received better instructional courses. To be more frank, certain instructors in the underdeveloped areas may not even receive any formal instructor training.

In addition, the general standards of schools are much better in the developed areas than the western one in terms of the hardware facilities, the teachers' capability and education background, the scale of each classroom and so on. All of these factors may be attributed in large part to the material economic wealth that the developed areas hold extravagantly. Using the author's hometown Nanjing as an example to demonstrate: the city was designated to be the provincial capital of Jiangsu Province, and one of the most developed cities that focus on the education system. For the basic education, there are a number of preeminent elementary schools known as the "the top tier elementary schools in Nanjing" [2]. An integrated types of best educated faculty and material conditions are employed by these schools, along with the design and arrangement of curriculum, class schedule, extracurricular activities are of the top standard in the province, in certain fields even in the entire nation. When the students graduated from these schools, they would be very likely to score high points in the entrance exams and are easily to be admitted into the corresponding middle schools that also take up the elite class in the region. Examples are composed of Nanjing Foreign Language School, Jinling Secondary School, Nanjing Normal University Affiliated Secondary School. In this trajectory of going to said schools and receiving education, it is inevitable that the children shall have such excellent education experience that the children in other less developed areas or even the ones in poverty can never share.

To delve into the situation deeper, a sad yet realistic fact is that the number of students who are able to attend the prestigious schools are limited to the Middle-class families and ones with above conditions [3]. Based on the data and case studies collected by the Department of Education of Jiangsu Province, even When looking into the developed regions like Jiangsu, Shanghai, Zhejiang and Beijing, the actual number of families holding upperclass or medium level wealth is calculated to be less than 1% of the population in the regions. To talk about it in more integrated way, each family's material wealth is merely a part of the criteria, the Guanxi, translated as the relationship or connection is an even more critical condition in getting access to those said schools [4]. This complex yet ruthlessly conspicuous of the families with decent social status can only be beneficial to the handful of people in the corresponding part of the country.

2.2. Reason 2

Moving to the second main reason is something beyond the physical condition criterion -- the second main reason happens to be deeply connected with the first one that brings forth and explains the economic conditions. To briefly describe the 2nd reason would be as following: How the residents view the importance of education background, and the credentials of scholar abilities have tremendous influence on the willingness and expectation of the local people to have access to better education methodology.

If one were to discuss the improvement and reformation of education methodology, it is not possible to underestimate the modern western education system, especially the American and British education approach [5]. Speaking of the institutions in the developed areas to attain the criteria of elite education, the degree of contacting the international scholars, incorporating some of the advanced international education mode after the Reform and Open Up initiative began in China. In the advanced tolerant and open-up regions majority of the families hold an important notion that their

kids need to go to renowned schools and have the opportunity to gain knowledge from more prominent and recognized methods, like the American or European education systems.

One of the solid illustrations is that in those areas ordinary public schools began to incorporate famous international textbooks, hire foreign faculty members from various backgrounds (particularly from the U.S and Europe) In the frontier cities like Beijing and Shanghai etc., international schools take the advantage to be built and thrive under the current trend stating, “learning from the more diverse and dynamic international education [6].” With the promotion of these ideas about education, the government sections in charge of education would draft the policy to sufficiently fund those international models of education. At the same time, the private enterprises shall seize the opportunity to (1) set up a series of tutoring sessions, (2) offer experience of foreign, advanced learning environment, (3) launch theme related seminars; also, the enterprises provide classes taught by many groups of eminent teachers and even invest in the establishment of international schools. By and large, the reason of fundamental lies in the mindsets and level of cognition of the students’ sponsors and education providers, namingly parents, the education experts in institutions and government officials.

3. Discussion

After discussing the phenomena of the distribution of education resources and development of education standard, quality etc. the reasons that may explain the disparities and unfairness are analyzed from several angles. In this section, a series of approaches and reforms can be put forth to discuss what can be thought about and put into effect to establish a new system that ensure fairer and more abundant education can be accessed by the people in the less developed areas of China. The first reforming approach from macroscope is to rely on the administrative direction of central government and different levels of local government with the emphasis on the cooperation of the official powers between different regions in China the context of developing conditions.

Using the example of coastal provinces and specific regions to illustrate the thinking process of this suggestion [7]. inside the Jiangsu Province beside Nanjing the provincial capital, Suzhou, Wuxi and Changzhou and other southern cities are recognized as the most advanced in the availability of education resources, economic conditions and civil society. In addition, Nantong, Yancheng a particular city located in the central Jiangsu, is not ranked in top positions in the stats collected and verified. About indices like total GDP, or GDP per capital or household median income in the province, Nantong constantly ranks in the medium level; meanwhile, Nantong, Yancheng has achieved a great reputation in the College Entrance Examination (also known as Gaokao) and other significant standardized tests (like High School Entrance Exam, Zhongkao) with the staggering efforts on the preparation for the exams [8]. A somewhat negative aspect would be the widely known tough education mode they impose on lots of students in the schools constantly draw the critiques from many parents and educational experts in the country. Even though more and more delegates in the relevant bureaus, plus parents and students call for reforms of the “Factory Type” “overly intensive, pressuring” school systems, it is not totally rational to neglect the results they produce each year in the exams, and more importantly how many students who are from working-class, underclass and poorer families could genuinely obtain the chance to get into prestigious universities in the nation.

However, for the cities in the less developed province such as Guizhou, Jiangxi and Yunnan and Shaan’xi [7], even in corresponding major cities like Xi’an, Guiyang and Kunming, the economic capacity and education standard is usually not on the same scale as the cities mentioned above. of the Northern Jiangsu students Their score results of the Gaokao, Zhongkao and other exams held by the branches of education bureau, lag behind the more developed Jiangsu areas to large extent.

Now comes the illustrative example of provincial governmental regulation, policy making of the education resources and financial aid [9]. Under the guidance and supervision of Provincial Committee and other pivotal branches, the Provincial Department of Education may convene a meeting to talk about the help and support other cities can give to the northern cities. In the sessions, the officials, principals and great teachers may promote the idea and benefits of inter-city

communication of resources. allocate the faculty members and material facilities of certain schools in the leading cities, to the relatively poorer cities like Lianyungang. The arduous implementation that how the teachers, facilities and subsidizing money are transported and granted will be broken into detail by the participants.

More plentiful amount of subsidization, allocation of resources of the developed regions in the east to the western regions is something the Central government most notably, the State Council, has been carrying out for many years, along with the Ministry of Education affiliated under the national government [9]. They are at least attempting to gradually make progress to add more balance to the disparity, so that the youth in the western regions can climb up the social status with the educational they received [10].

4. Conclusion

To generally conclude the phenomena of the disparities of education resources across the vast landmass of Mainland China, the primary factor of material condition is very essential to consider surely. The eastern coastal regions, such as Shanghai, Jiangsu, Zhejiang and Beijing, have prospered economically, leading to better infrastructure, funding, and access to educational opportunities. Conversely, many western and rural areas face economic challenges, resulting in limited resources for education.

Another critical material factor is government policy. The Chinese government has implemented various policies and initiatives to bridge the education gap between urban and rural areas. Programs like the "Two Basics" (liangji) project have sought to improve conditions in rural schools, providing better facilities, trained teachers, and updated curriculum materials. Additionally, China has invested heavily in expanding access to higher education, with the construction of new universities and vocational schools across the country.

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