

Analysis of the Differences and Balanced Strategies Between Urban and Rural Education

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Abstract. Good education can bring fresh blood to the country and society, provide excellent talents, promote the development of the country's cause. The difference between urban and rural education has always been a topic of social concern. Education holds the lifeline of the national economy, but at the same time, education is also influenced by the economy. The reason for the huge problem between urban and rural education is the unequal investment of education funds. With the passage of time, the gap between urban and rural education will even widen and become more significant. This article analyzes the investment situation of rural and overall per capita education funds in recent years, compares and analyzes the two in depth, and comprehensively explores the investment details between funds. It studies the differences and existing problems between urban and rural education funds, and provides relevant opinions and suggestions. This study found that the difference between the average education expenditure of rural students and the overall average education expenditure of students became smaller and smaller, and gradually tended to be balanced. The author has consulted relevant information and put forward the following suggestions based on actual situations: firstly, to achieve fairness in funding and uniformity in the purchase of school equipment; The second is to improve the treatment of rural teachers; Thirdly, regularly organize rural teachers to visit urban schools for exchange and learning. These suggestions can play a certain promoting role in balancing the gap between urban and rural education.

Keywords: Urban-rural, funds, education gap.

1. Introduction

With the progress and development of society, educational equity has become a topic of great concern. Educational equity is an important way to achieve the popularization and modernization of education, which is conducive to the development and progress of society. Urban and rural education is the most obvious part of education in China, and it is also the place where problems can be most reflected. The gap between urban and rural education is an undeniable part and an urgent issue that needs to be addressed.

On August 30, 2023, the Ministry of Education proposed to focus on promoting the integration of urban and rural education and accelerate the narrowing of the urban-rural education gap within the county. It is required to plan the layout of urban and rural schools reasonably and correctly, strengthen school construction, promote urban-rural cooperation, and effectively reduce the differences between urban and rural education, becoming an educational community. This also requires the attention of the country. If we people do not address this issue, it will lead to a widening gap in education between urban and rural areas, ultimately becoming an irreparable loophole, which will also lead to lagging rural development. Exploring the differences between urban and rural education from the perspective of education funding can provide a more intuitive and concrete way to identify the huge problems currently existing. From the expenditure details, it can be found that there are differences in education funds between urban and rural areas, including teaching construction, teacher salaries, and student aid.

1.1. Chinese Research Status

The issue of urban-rural education disparities has been a hot topic in academic research in recent years. Through the research of many Chinese scholars, this study also finds that there are huge differences between urban and rural education at present. Chinese scholars have explored this issue from various aspects of finance and the level of urban and rural economic development. Chen Yaowen conducted empirical analysis on two very important aspects of the imbalanced development of education between urban and rural areas in China, and concluded that firstly, the urban-rural imbalance in enrollment rates from primary school to university is the most intuitive reflection and indicator of the imbalanced development of education between urban and rural areas; The second is that as a result of the absorption and distribution of educational resources, the per capita education funding for students is unbalanced [1]. Zheng Fuming established a panel data model to empirically analyze and verify the differences and impacts in the urban-rural service gap [2]. In his empirical study on the equity of preschool education in urban and rural areas of China, Wang Shipeng mentioned that the per capita funding of rural kindergarten students is less than half of that of urban kindergarten students. In addition, there are also differences in teacher allocation. The study also proposed relevant strategies, including prioritizing the development of rural education with the government as the main driver; starting from the rural areas themselves, adapting to local conditions and making reasonable use of various resources; and to achieve interaction between urban and rural kindergartens, so that urban kindergartens can drive the development of rural kindergartens [3]. Wu Yanhong conducted a sample study on two compulsory education schools. In addition to funding, teaching staff, venues, and treatment, the educational philosophy and attitude of school managers are also important reasons for the differences in education between urban and rural areas [4]. Meng Xi studied the impact mechanism of educational differences on regional economic development from the perspective of educational differences [5]. From an empirical perspective, the impact of education on economic development can be derived, providing a reasonable basis for the formulation of policies for equitable development in education. On the basis of referring to the education statistical data released by the country, scholars also conducted large-scale field investigations, presenting a large amount of first-hand information, providing a basis for a more comprehensive understanding and grasp of the current situation of rural education. These research conclusions have made significant contributions to further research by researchers, helping them to better investigate the differences in education between urban and rural areas.

1.2. Regarding the Education Gap

Currently, there are few scholars who define educational disparities. Wang Aimin starts with the definition of gap in the Chinese Dictionary and believes that educational gap refers to the degree or distance of a certain attribute difference between two things in educational activities [6]. In the literature on educational disparities, scholars always need to use some indicators to measure and compare education in different regions. From this perspective, educational disparities actually refer to the differences in educational resources, achievements, opportunities, and levels between different regions. This gap is a reflection of imbalanced educational development and educational inequality. Educational balance and equity are goals pursued by society. What causes the current educational disparities between urban and rural areas in various regions of China? Macroscopically, it can be analyzed from the national and government levels that public education belongs to public or quasi public goods. When developing a region, the allocation of education budgets first considers the economic strength of the region and the expectations for the return on investment in education. When scholars are exploring the reasons for imbalanced educational development, Wang Shanmai starts with analyzing the gap in educational opportunities and processes. By selecting education input and output as indicators, the key reason for educational differences is the amount of education investment [7]. Zhang Haifeng analyzed the income of residents between urban and rural areas, starting with the impact of educational inequality, and learned that the fair differentiation of education between urban and rural areas has a direct impact on the widening or narrowing of income inequality [8]. For a long

period of time, the reduction of educational inequality has not improved income inequality, and the imbalance between education and income is particularly prominent. Therefore, in order to change the economic situation of urban and rural areas in China, it is necessary to increase investment and distribution in disadvantaged areas.

2. Research Ideas

The problem to be solved in this paper is "the difference between urban and rural education". The increasing differentiation of urban and rural economic development is the main problem of China's economic development at present. The deepening of people's attention to educational equity also prompts people to change the differences in educational development. Some scholars have studied the impact of urban-rural economic disparity on the differentiated development of education. This article attempts to study the impact mechanism of educational disparities on the development of urban-rural economic disparities from the perspective of educational disparities. The difference between urban and rural education is obtained from the empirical point of view, so as to provide a reasonable basis for the formulation of education fair development policy.

From the perspective of educational equity, the level of educational equity of urban residents is generally higher than that of rural residents, educational base in rural areas is inherently worse than in urban areas, development of urbanization makes rural labor force pour into urban areas, exacerbating the gap between the rich and the poor in rural areas, the education problems of left-behind children are prominent, and the problems of education equity are prominent.

In the development of education, the policy is very dominant, especially in the stage of compulsory education, and the financial allocation plays a decisive role in its education funds. From the perspective of China's current policy development on education, the current period is a period of continuous improvement. In terms of data availability, the expenditure of compulsory education in rural areas can be directly obtained from the Statistical Yearbook of Education Expenditure in China, and the dependence of compulsory education on national policies is more significant. Therefore, this paper focuses on the analysis of China's rural compulsory education stage education development and education expenditure. The data are mainly obtained from various published statistical yearbooks, including China Statistical Yearbook, China Educational Statistical Yearbook, China Educational Expenditure Statistical Yearbook, China Demographic Statistics Yearbook, China Rural Statistical Yearbook, National Bureau of Statistics, eps, and other published literature. The data analysis methods used in this study were linear regression and F test.

3. Research Results and Discussion

Table 1. Descriptive statistics of urban and rural education expenditure

Variable	Obs	Mean	Std. dev.	Min	Max
Rural education expenditure	217	20979.86	13636.1	7479.09	110131.6
Rural personal expenditure	217	20668.96	13148.05	7445.01	104745.3
Rural individual portion	217	15746.97	9694.196	5247.78	79181.71
Rural common part	217	4921.99	3796.881	2045.78	35806.63
Rural basic expenditure	186	362.7197	878.7521	.09	8555.89
educational funds expenditure	222	21218.49	11729.85	7953.45	76979.38
Personal and public expenditures	222	20567.32	10709.68	7846.05	75371.39
individual part	222	14944.44	7512.886	5372.77	53080.41
common part	222	5622.88	3497.8	2473.28	27177.35
capital construction expenditure	213	678.6828	1898.177	.24	17195.37

Table 2. The relationship between education expenditure per capita and total education expenditure in rural areas

Group	Obs	Mean	Std. err	Std. dev	[95%conf.	interval
Rural	72	19858. 71	1554. 596	13191. 19	16758. 94	22958. 49
Overall	74	20351. 43	1346. 788	11585. 51	17667. 29	23035. 58
Combined	146	20108. 45	1023. 155	12362. 83	18086. 22	22130. 67
diff		-492. 7174	2053. 186		-4550. 993	3565. /558

diff=mean(Rural)-mean(Overall) t=-0.2400

H0:diff=0 Degrees of freedom=144

Ha:diff<0 Ha:diff !=0 Ha:diff>0

Pr(T<t)=0.4053 Pr(|T|>|t|)=0.8107 Pr(T>t)=0.5947

This study compares the expenditure of rural and urban areas and finds that the expenditure of urban education funds is much more than that of rural education, so it can be seen that the country pays far less attention to rural education than urban education (see Table 1). Through this study, comparing the rural per capita education expenditure with the overall per capita education expenditure, it is found that the p-value is less than 0.05. There is no significant difference between the rural per capita education expenditure and the overall per capita education expenditure. With the passage of time, the difference between the rural per capita education expenditure and the overall per capita education expenditure becomes smaller and smaller, and gradually tends to balance. The phenomenon of educational inequity has been gradually improved, and the educational expenditure invested by urban and rural areas gradually tends to balance. (see Table 2)

4. The Balance Strategy between Urban and Rural Education

From China, people tend to go to places with higher economic level, this results in the flow of labor force, makes the regional human capital stock change correspondingly. Human capital flows also have an impact on the economy. As a citizen of a country, everyone has the right to enjoy quality education provided by the country. Many things are normally distributed in natural populations. Human talent is like this: people with extremely high intellectual potential are a minority, people with extremely low intellectual potential are also a minority, and most people live in human settlements. The absolute number of highly talented people in the rural population should be very large, but because they are not well educated, their potential is not well developed, this is a serious waste for the whole country, is not conducive to national progress, and will cause serious social injustice. This development imbalance also affects the re-integration and harmonization of society, this development imbalance also affects the re-integration and harmonization of society. [9] Chen Feng proposed the strategies to balance the gap of compulsory education include building a new management system, encouraging rural education donation, issuing education lottery, and levying education tax, reform the personnel system, establish a compulsory education teacher management system under "county management and school use", and promote the communication between urban and rural teachers; We will reform the level of government, make government management and financial management flat, increase the assessment of the balanced development of compulsory education, and establish an early warning mechanism for the balanced development of urban and rural compulsory education [10]. Liu Ningning pointed out that one of the major factors of the imbalance in urban and rural education is the huge difference in the allocation of teacher resources. She believes that the gap between urban and rural education should be reduced through the balance of financial investment, the construction of a complete urban and rural education resource allocation system, the creation of a new ecological flow of urban and rural teachers, and the construction of urban and rural teachers.

This study believes that to narrow the difference between urban and rural education, we should strengthen the construction of schools and take the city with the countryside. The government can also be fair and just in the allocation of educational funds, unified in the purchase of educational equipment, and the salary of teachers, and regularly organize rural teachers to study in urban and rural

schools, etc. All these can effectively narrow the difference between urban and rural education, so that rural education can better catch up with the pace of urban and rural education, so that urban and rural education can achieve integration.

5. Conclusion

At present, China's education has been developing rapidly, and the education gap has been reduced. Judging from the level of educational development and the degree of educational inequality in urban and rural areas, it can also be seen that the education gap has been eased, which has a great relationship with the improvement of educational policies. The development of education mainly depends on financial allocation, and the disparity in economic strength among provinces leads to the uneven development of education among provinces. The Chinese government has issued a series of education policies favoring rural areas and poor areas, which has reduced the education gap. The public attribute of education determines that the government dominates its development, and relevant policies play an important role in it, it is also concluded from the research that the implementation of relevant policies has significantly alleviated the bottleneck of investment in rural compulsory education in various provinces and the rapid development of rural human capital. This ensures the fairness of education in rural areas in all provinces.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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