

Exploring the Influencing Factors of Educational Equity - Based on Macro and Micro Perspectives

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Abstract. The issue of educational equity has always been one of the hot topics of academic concern, and it occupies an important position in the development of China's educational endeavors, which is both a goal to be pursued and a major challenge to be faced at present. The connotation of educational equity is diversified: from the perspective of pedagogy, it emphasizes that everyone should enjoy equal opportunities and rights to education; from the perspective of economics, it focuses on how to achieve a fair and reasonable distribution of educational resources; and in the field of sociology, educational equity is generally regarded as a key factor that influences and even determines the mobility of social classes. It can be seen that differences in research perspectives on educational equity directly led to the diversity of its connotations. Accordingly, the factors affecting educational equity are also characterized by diversity. This paper aims to explore the influencing factors of educational equity from both macro and micro levels, summarize the current research results in the field of educational equity, and put forward future research prospects.

Keywords: Educational equity; Influencing factors; Macro; Micro.

1. Introduction

Educational equity is the foundation and core of social equity. The history of social development proves that education is an indispensable way for human society to move toward peace, freedom, social equity, and justice [1]. From the national strategic level, educational equity is included in the national strategic objectives. As an important part of promoting social harmony and realizing common prosperity, the introduction of laws and regulations such as the Compulsory Education Law also reflects the state's attention and commitment to educational equity. In particular, the government has proposed a policy of "balanced development of compulsory education" and a policy of "poverty alleviation in education" for impoverished areas and families, aiming to provide students with scholarships, bursaries, and tuition fee exemptions through financial transfers, resource allocation, and policy support, and to reduce the financial burden of families on education. The aim is to reduce the impact of family finances on education by providing scholarships, bursaries and tuition fee exemptions to students through financial transfers, resource allocation and policy support. Effective results have been achieved in addressing the issue of educational equity. However, there are still obvious regional differences in China's economic development: the eastern coastal regions are economically developed and relatively rich in educational resources, while the central and western regions are economically relatively backward and have insufficient educational resources. Such regional differences have led to an unequal distribution of educational resources. At the same time, although China has realized a moderately prosperous society, the gap between the rich and the poor in society is still large, contributing to the economic gap between urban and rural areas, including the gap in educational resources. This shows that the problem of equity in education still exists and will continue to exist for a long time and that it must be solved through the joint efforts of all sectors of society.

Educational equity is the important foundation of social equity, the most basic and important equity, and the "greatest tool" for realizing social equity [2]. The issue of educational equity has been emphasized by the whole society. In recent years, the issue of educational equity has attracted the attention of domestic scholars. The author learned through the search in CNKI system that there are 35,300 articles with the theme of "educational equity" in the total library, including 19,200 articles in

academic journals (6,410 articles in the core of Peking University, 4,598 articles in CSSCI), 6,568 articles in academic papers (601 articles in doctoral programs, 5,967 articles in master's programs), 629 articles in conferences (629 articles in domestic conferences), and 6,668 articles in the academic journals (6,610 articles in domestic conferences, 5,967 articles in master's programs). articles totaled 629 (468 in domestic conferences and 86 in international conferences), and 2,068 articles appeared in newspapers. The large number of articles related to the above issues of educational equity shows that educational equity has been a hot issue of research in the field of education in recent years.

In the field of educational equity issues, articles have been written to summarize the research related to educational equity issues. Xie Tao has reviewed the articles on education equity in the past ten years, and Yuan Tongkai and Guo Shurong have reviewed, commented and reflected on the research on education equity in the past ten years. However, given the following reasons and considerations, it is especially necessary to review, reflect on, and look into the future of current research on educational equity. First, the above review articles were published more than a decade ago, while in recent years the academic community has focused more attention on related issues, with a surge in published articles and new progress in research. Second, the rapid social development and great changes in the past decade have promoted the development of the education field in various regions, and the problem of educational inequality has been somewhat improved. On September 10, 2018, General Secretary Xi Jinping emphasized at the National Education Conference that it is necessary to insist on educational fairness, and he hoped to promote the transformation of education from growth in scale to improvement in quality through reforms and innovations, to promote the balanced development of education in regions, urban and rural areas, and at all levels, and to take the education modernization to support the modernization of the country, and explicitly proposed to combine the concept and practice of educational equity to promote the development of educational equity in the new era [3]. Therefore, the solution to the problem of educational equity is still arduous and urgent, and academics should conduct more in-depth research on the issue of educational equity. Therefore, this paper aims to systematically summarize and analyze the key factors affecting educational equity, and on this basis, to provide a comprehensive summary and future outlook of the current academic research on educational equity.

2. Study on Factors Affecting Equity in Education

2.1. Macro Factors

2.1.1 Economic disparity

The economic base is a key factor in determining the investment in education, and regions with a high level of economic development can invest more resources in education and improve the quality of education. According to Duncan Black and Vernon Henderson, there is a benign interaction between urbanization and education [4]. Differences in geographic culture, economic levels, and living environments have led to an imbalance in educational resources between eastern and western regions and between urban and rural areas, with economically more backward regions often struggling to provide adequate educational resources, affecting educational efficiency and equity. Some studies have shown that there is a significant isotropic interaction between the increase in regional per capita GDP and the increase in the college entrance examination acceptance rate, for every 1,000 yuan increase in per capita GDP of the county (city and district), the college entrance examination acceptance rate in the region increases by 0.2 percentage points; for every 1,000 yuan increase in per capita public financial expenditure, it can lead to an increase in the college entrance examination acceptance rate of the county (city and district) by nearly 0.5 percentage points [5]. Economic differences have a huge impact on educational equity.

2.1.2 Institutions and policies

This double dual structure of rural dualism and focus and non-focus dualism is the most basic institutional structure that affects the equity of education in China [6]. At the same time, the education

policies formulated by the government have a decisive impact on resource allocation, and the fairness, foresight and implementation of the policies are the prerequisites for guaranteeing the rational allocation of resources. Educational policy in the "key school" system, education funding allocation mechanism, such as research analysis shows that: education funding, teachers and other educational resources investment on the college entrance examination acceptance rate change has a significant positive effect, the more resources invested in education, the more it helps to increase the county (cities, districts) candidates to receive higher education opportunities [7]. Inequity in education is also exacerbated by unfair policies within schools, such as the system of "fast classes" and "slow classes" and the allocation of seats based on grades [8].

2.1.3 Social capital

Research has shown that social capital exacerbates inequities in higher education, including inequities in higher education opportunities, processes, and outcomes. The role of social capital is that it enables people to gain unequal benefits from equivalent economic and cultural capital, which causes individuals with more social capital to use the social capital at their disposal for their purposes, thus contributing to inequity in education [9].

2.2. Micro Factors

2.2.1 Teacher-student relationship

The relationship and cooperation between teachers and students as educators and recipients of education directly determine the quality of education. The improper factors in the teacher-student relationship constrain and affect the realization of educational equity. The improper interest factor refers to the students and their social relations members seeking improper interests to take power and money transactions and other illegal means to interfere in the pure teacher-student relationship is enough to affect the teacher in the process of education, teaching, and management of fair treatment of each student's collection of various factors [10]. Some scholars have pointed out that the abuse of power by the education sector in failing to allocate limited educational resources in a compliant manner and the tradition of "self-centeredness" in traditional Chinese society have contributed to the formation and entrenchment of improper relationships of interest between teachers and students, thus exacerbating the status quo of educational inequity.

2.2.2 Family factors

It is recognized that the social status of the family is directly linked to the level and degree of education of the children. According to statistics, the children of cadres, intellectuals and high-income families who attend key secondary schools account for more than 70% of the total number of students; at the higher education level, according to a survey involving 37 colleges and universities and 70,000 students, the proportion of farmers' children enrolled in these schools decreases as the level of the institution rises [11]. In addition, economic conditions influence the degree of realization of educational equity. The better the economic conditions of a family, the more quality educational resources will be available to its children, and money can be a "knocking brick" for students with mediocre qualifications to enter top institutions; while students from poor families do not even can compete with children from rich families, and economically poor families may not be able to provide sufficient educational support for their children, such as purchasing learning materials and attending extracurricular tutorials. Poor families may not be able to provide adequate support for their children's education, such as purchasing learning materials and attending extracurricular tutorials.

2.2.3 Individual differences

Differences between individuals also affect the extent to which educational equity is realized. First, is the gender factor. The traditional concept of "giving preference to boys over girls" restricts women's access to education. Although gender discrimination has improved in recent years, it has not yet been eliminated, and the inequitable treatment of women in education remains a problem that needs to be addressed. Second, the education of ethnic minorities. There is a big difference in the

level of education among different ethnic groups, with the Hui having a higher level of education, and the Miao having a lower level than the average [12]. Third, the differences in education among different groups. Taking the education of children with disabilities as an example, problems such as incomplete laws and regulations to guarantee the education of persons with disabilities, insufficient funding, inadequate management systems, and traditional cultural prejudice against children with disabilities have always plagued and constrained the realization of educational equity [13].

3. Conclusions, Limitations Analysis, and Future Perspectives

3.1. Conclusion

To summarize, academic research on the issue of educational equity is mainly characterized by the following features.

First, the research has kept up with current affairs, and the position has been constantly improved. On September 25, 2013, General Secretary Xi Jinping delivered a video message on the first anniversary of the United Nations Global Initiative on Education First, pointing out that efforts should be made to enable the 1.3 billion people to enjoy better and more equitable education. Educational equity is an intrinsic requirement for realizing the Chinese dream, which shows the importance and necessity of realizing educational equity. Therefore, scholars have actively analyzed the problem from an academic point of view and provided solutions to the problem, and there are as many as 35,300 articles related to the theme of "educational equity" on ZhiWang.com, which shows that academics have paid great attention to the issue of educational equity and studied it in depth. Secondly, disciplines are intersecting, and perspectives are diversified. Academics have studied the issue of educational equity from multiple disciplines and perspectives, involving a variety of fields such as pedagogy, economics, sociology, ethics and jurisprudence, providing diversified perspectives of thinking and ways of solving the problem. Thirdly, the content of research is getting richer and broader. As society pays increasing attention to the issue of educational equity, the content of academic research on the issue has gradually diversified, including the connotation, characteristics, influencing factors and paths to the realization of educational equity, involving specific groups of people of different genders, groups and ethnicities, and encompassing the entire range of pre-school education, compulsory education, higher education and vocational education. First, fourth, empirical research, targeted and persuasive. Many studies in specific regions for specific objects, for example, for the northwest region of higher education enrollment in the county gap analysis of educational equity, relying on a large number of empirical cases and data, the study is more targeted and persuasive, deeply reflecting the academic rigor.

3.2. Limitations Analysis

Of course, despite the positive results of the current academic research on the issue of educational equity, there are still some deficiencies that need to be further explored and studied by the academic community.

Firstly, there is confusion over the relevant concepts. "Fairness" and 'justice' are close synonyms, but have different semantics; 'equality' is not the same as 'parity,' and there is no guarantee of absolute fairness in distribution. The term "equality" is not the same as "parity", and there is no guarantee of absolute fairness in distribution. Some articles confuse the relevant concepts, which not only lacks academic rigor but also easily misleads the research orientation of the academic community. Secondly, the research content is repetitive and lacks innovation. Some studies draw heavily on previous articles and do a lot of repetitive research, lacking innovative research perspectives, leading to the stagnation of the pace of research in this field. Thirdly, there are more studies from a macro perspective and fewer from a micro perspective. Academics mostly summarize the general common problems from a macro perspective, and less research on a specific level of problems, thus failing to solve the real problem of educational injustice from the root. Fourth, weak theoretical support. Most of the theoretical evidence for educational equity in academia comes from Western scholars, and foreign

theories or the degree of adaptation to domestic practical problem solving is low, so it is not possible to solve the real problems more directly to the point.

3.3. Future Perspectives

For the academic community, to continuously improve and deepen the research system of educational equity issues, whether for theory or practice, more researchers need to focus on this, build on their strengths and complement their weaknesses, and carry out more in-depth exploration to achieve more comprehensive research results.

Firstly, the distinction between related theoretical concepts in each study has become clearer, and problems such as conceptual confusion and overlapping research content have been solved. Secondly, more research areas are explored from more perspectives, from macro to micro, realizing an "all-round, multidisciplinary" research system, and being brave enough to innovate, to achieve more original research results by "excelling in the blue but being better than the blue". Thirdly, people should strengthen the actual investigation and research and build a local theoretical system while borrowing from Western theories.

In short, the realization of educational equity is the people's desire, the direction of the times, and the new era of educational equity to summarize the past, based on the present, create the future, the idea into reality. The road is long, I will go up and down to seek. The realization of educational equity will never be achieved overnight, and people will take up the mission of a generation to contribute to the realization of educational equity in a modest way.

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