Analyse on the Current Situation of Educational Inequality in China

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Abstract. With the development of China's economy, education is gradually stratified, and inequality is serious, which is reflected in many aspects. The author will discuss the status quo of gender education inequality between urban and rural areas and between different regions. This paper tries to find the fundamental factors of economic development by referring to different literatures and analyzing their data and texts. This paper pays special attention to household registration, university enrollment policy, and discusses the classification of basic education and higher education and makes a comparison between different regions. This paper analyzes the causes of economic, policy, political, and some accumulated historical factors. It was found that children in rural areas and western areas had less educational resources than children in urban areas, and the problem was more serious in the field of higher education. It is suggested that the government should vigorously support the development of economy in rural and western areas, and provide more educational resources for areas with backward economic development. It was also found that women received less educational resources than men, and that problems in urban areas were relatively light. Targeted suggestions are put forward according to different current situations to solve the educational inequality in China to a certain extent. It is suggested that the government attach attention to this issue and provide more educational opportunities for women.

Keywords: Educational inequality; Gender; economy; China.

1. Introduction

The problem of education inequality in urban and rural areas is significant, although overall, the proportion of primary and junior high school dropouts is gradually decreasing. However, it is worth noting that the phenomenon of basic education dropout mostly occurs in the rural children, especially in the junior middle school dropout is more and more concentrated in the rural children, which to some extent has widened the inequality of education results between urban and rural areas. This paper focuses on the current situation of educational inequality in China, using the research method of analyzing first, then analyzing, and finally analyzing. The significance of this article is that it can make suggestions to solve the current situation of educational inequality to some extent.

2. Research on the Current Situation of Urban and Rural Education Inequality

2.1. Influence Factor

A variety of studies on educational inequality have confirmed that the household registration system is one of the most profound reasons affecting educational inequality in urban and rural areas in China.

Table 1. Descriptive statistical analysis of the correlated variables [1]

Variable quantity	Total sample	Urban household registration	Rural household registration
No formal education was received	9.1	1.6	12.2
Dropout from primary school	8.8	1.7	11.8
Graduate from primary school	11	3.2	14.2

Drop out of junior high school	5.3	2	6.6
Junior high school graduation	25.7	20.2	27.9
Graduate from the high school	19.4	29.5	15.2
College degree or above	20.7	41.9	12.1
the male sex	50.8	52.9	50
minority nationality	8.7	5.7	9.9
Parents and party members	16.4	27	12
Parents and state-owned departments	18.4	48	6.3
Father's years of education	5.2(4.7)	7.5(4.9)	4.3(4.2)
Years of education	3.6(4.4)	6.0(5.0)	2.6(3.6)
14 years old family ISEI / 10	3.1(1.5)	4.0(1.6)	2.7(1.3)
sample size	44 551	13 064	31 487

By analyzing the Table 1, people can find that rural residents have less educational resources and opportunities in most cases than those with urban residents. Especially in the basic education such as primary school and junior high school, many rural residents, compared with urban residents, children cannot complete their studies completely. This will undoubtedly make the rural registered people in the comprehensive quality is lower than the people in the urban areas.

Migration makes China's education inequality more serious, left-behind children and floating children have intensified the education inequality in different regions, the arrival of migrant children intensified the city education inequality, because their family background may make them lag behind in the competition, and the social structure makes them in most cases into the lower class [2].

Table 2. The impact of enrollment expansion on access to higher education for all social classes in urban and rural areas [2]

Top class	Sample before enrollment expansion	Sample after enrollment expansion	Difference test of the coefficient		
	b0(se)	b1(se)	b0-b1	Chi2	P-value
city					
middle-level	0.7314***	1.0996**	-0.378	0.56	0.456
	(0.2203)	(0.4542)			
upper levels	1.7166***	2.3130***	-0.592	1.48	0.224
	(0.2051)	(0.4379)			
observed value	2,855	1,128			
Pseudo R-sq	0.0692	0.0673			
rural area					
middle-level; mesosphere; intermediate deck; medio-	0.6884	2.3193**	-1.598	1.56	0.211
	(0.7684)	(1.0284)			
upper levels	2.9019***	3.0934***	-0.150	0.01	0.903
	(0.6914)	(1.0207)			
observed value	2,359	581			
Pseudo R-sq	0.2128	0.0696			

By analyzing Table 2, it can be concluded that the enrollment expansion of colleges and universities has brought more educational resources to different classes, but it has not had a great impact on the change of the current situation of educational inequality between urban and rural areas. The expansion of higher education has greatly increased the proportion of high school graduates entering universities, and urban residents are more likely to enter the threshold of universities through secondary vocational education, resulting in rural residents suffering from channel exclusion [3]. As a result, rural residents still have fewer opportunities to receive higher education than urban residents do.

2.2. Advice

It shows that if people want to solve the problem of education inequality between urban and rural areas, they need to solve the fundamental factor, that is, the unbalanced development imbalance between urban and rural areas. When implementing the special enrollment plan, people should strengthen the accuracy of the policy, and the allocation of the enrollment quota should be more specific, detailed and targeted [4]. In the implementation process, people make new higher education opportunities benefit the families of all rural social classes and avoid the inequality of higher education opportunities due to increased class differentiation [4]. On the other hand, the education department should realize that the core of narrowing the education life gap between urban and rural residents is to improve the high school enrollment rate of rural registered students [1].

3. Educational Inequalities in Different Regions

3.1. Present Situation

The main reason for the regional educational inequality in China is the unbalanced economic development. Education development level, education growth rate and education structure are restricted by the regional economic development level, economic growth rate and economic structure [4]. In areas with backward economic development, the effective supply of education is insufficient, which widens the gap in regional talent training [5]. The results also confirm that the role of social capital does differ with the development of society. The reason why the educational ambition of rural students is significantly lower than that of non-rural students is mainly caused by the different negative effect of inter-generational closure on the education of high school students [6].

3.2. Advice

To solve the problem of educational inequality in different regions, people should first provide economic development policies such as talent introduction for the relatively backward regions economically. In terms of education, the policy development of introducing excellent teachers such as the Western Plan can be increased. The government should continue to pay attention to the development of education in economically backward areas, and more importantly, to provide opportunities for people in backward areas to enter higher education.

4. A Study on the Status Quo of Gender Inequality in Education

4.1. Present Situation

The idea of son preference has always existed in Chinese history and has been reflected in various fields such as economy, education and culture. In ancient China, the main purpose of agriculture was the development, so the advantage of men in agricultural work determined that their status was much higher than that of inferior women. In addition, the patriarchal system in the feudal society in China regarded male descendants as important heirs of property and spiritual culture, which deepened the decline of women's status. Because of this idea, some families are more inclined to give more educational ideas to the male offspring. Thus, the gender differences in education occurs. In recent

years, the gender education gap gradually narrowed, gender human capital gap fell, but even if women in high education level, if still under the traditional gender culture, by various social discrimination and role pressure, the income gender inequality should persist due to discrimination and family care requirements. Therefore, there is still a lot of room for gender equality, which is not only necessary to provide more education and employment opportunities for women, but also to change the gender culture and concept of individuals and regions [7].

Table 3. Distribution of children's education by gender [8]

	Overall sample		A sample of women		Male sample		Female/ male
	proportion (%)	value	proportion (%)	value	proportion (%)	value	Mean ratio
Education							
low	45	7.86	52	7.13	38	8.65	0.82
middle	30		26		34		
high	25		22		28		
Parental education							
low	69	6.71	69	5.77	70	7.72	0.75
middle	18	9.84	19	9.53	18	10.2	0.93
high	12	11.36	12	11.09	12	11.66	0.95
Parental education							
Non-farm	39	9.69	39	9.3	39	10.11	0.92
farm	61	6.69	61	5.74	61	7.72	0.74
Brothers and sisters							
zero	9	10.8	7	10.46	11	11.04	0.95
one	20	9.54	19	9.29	21	9.78	0.95
two or more	71	7.03	74	6.25	69	7.93	0.79
Registered permanent residence							
Non-farm	26	11.08	26	10.79	27	11.38	0.95
rural area	74	6.7	74	5.85	73	7.63	0.77
Place of birth							
eastern	42	8.7	41	8.11	42	9.34	0.87
central section	29	8.31	29	7.65	28	9.05	0.85
westward	30	6.23	29	5.22	30	7.3	0.71
Age							
24~33 Years old	20	10.57	20	10.38	20	10.78	0.96
34-43 Years old	22	8.33	22	7.82	22	8.91	0.88
4~53 Years old	33	7.03	33	6.3	33	7.84	0.8

54-63 ears old	25	6.31	24	4.95	25	7.75	0.64

Table 3 shows that the average education of women was lower than that of men in different survey angles. Regarding the parental education level, the lower the level, the more prominent the problem. The female offspring of farming families have fewer educational opportunities than those of non-farming families. In the survey of the number of siblings, the gender education of more than two is particularly prominent, which may be due to the large number of children and fewer educational opportunities, and the idea of "son preference" in some families, which will lead to the leaving of only a few educational opportunities to male offspring. In the hukou survey, gender education inequality in rural areas is worse than in non-agricultural areas. Educational opportunities about the region of birthplace in the western region, which may be related to the unbalanced economic development in China. In the age-related survey, the data showed that the average education of older women was the lower, indicating that the problem of gender education inequality has always existed with the development, but there is a trend of easing.

Table 4. Results of gender difference in Higher Education (N=40721) [9]

	Model 1	Model 2	Model 3	Model 4	Model 5
Gender					
Male	0.879*** (0.030)	1.226*** (0.076)	1013*** (0.044)	0.944*** (0.035)	1.016*** (0.056)
Place of residence					
County seat and city	0.490*** (0.034)	0.494*** (0.034)	0.606*** (0.044)	0.492*** (0.034)	0.491*** (0.034)
Paternal education					
College degree or above	0.830*** (0.038)	0.831*** (0.038)	0.828*** (0.038)	0.939*** (0.048)	0.829*** (0.038)
Household income	0.030*** (0.005)	0.030*** (0.005)	0.030*** (0.005)	0.030*** (0.005)	0.040*** (0.006)
Year of enrollment	0.038*** (0.007)	0.065*** (0.009)	0.038*** (0 007)	0.038*** (0 007)	0.038*** (0.007)
Control variable	Controlled	Controlled	Controlled	Controlled	Controlled
Year of entry x male		-0.060*** (0.012)			
County and cityx male			-0.251*** (0 060)		
Junior college and above s male				-0.258*** (0.069)	
Household income x male					-0.023*** (0.008)
Intercept term	2.830*** (0.250)	2.678*** (0.252)	2.767*** (0.250)	2.809 2.761*** (0.250)	2.761*** (0.251)
-2LL	-14714.556	-14702.188	-14705.684	-14707.497	-14710.314
Pseudo-goodness of fit	0.421	0.422	0.422	0.422	0.421

As Table 4 shown, Model 1 reports gender differences in key institutions; Model 2 reports the change of students entering key institutions. Models 3,4, and 5 reported the moderating effects of

family background on gender differences in access to higher education [9]. Through the analysis table, pattern I shows that the probability of women entering key universities is much lower than that of men, proving that women are still at a disadvantage in higher education. According to the regression results of Model 3, among the students between men and women, the occurrence ratio (OR) is 2.142 (e0.762), that is, the ratio of male entering the key universities is 2.142 times that of women, and among students living in rural and township, the ratio (OR) is 2.753 (e1.013), while the former entering the key colleges is 2.753 times that of the latter.[9]So, before the college entrance examination residence for the county and urban areas of students into the key college gender difference is less than the college entrance examination before residence for rural and rural students, the gender difference of higher education related to residence, however, whether in what kind of region, the gender differences in higher education did not disappear, is still need to solve the problem.

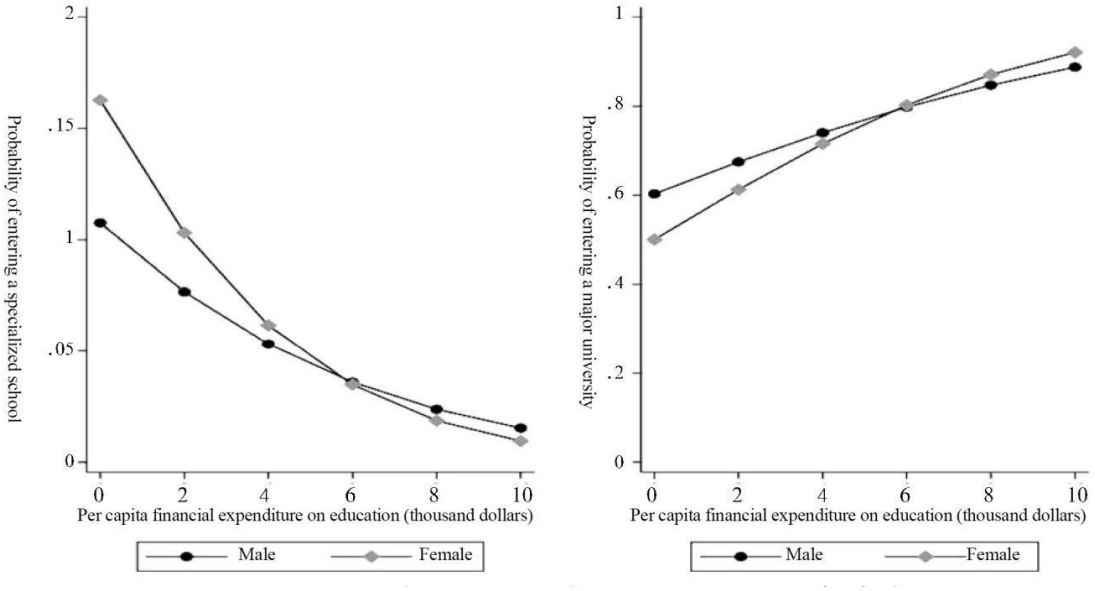


Fig 1. Per capital financial expenditure on education and the probability of entering junior colleges and key universities [10]

Figure 1 shows that men and women into the probability of college curve is intersection, when the respondents city education per capital financial expenditure is less than 5880 yuan, women into college probability is higher than men, but when the city per capital education fiscal expenditure is higher than 5880 yuan, men into college probability is higher than women [10].The author can conclude from the chart that when urban per capital fiscal spending reaches a certain level, gender inequality in higher education will be addressed. It also shows that government policies and the economic development of cities are crucial in addressing gender inequality in education.

4.2. Advice

To sum up, gender inequality in education has a long history in China and has had a great impact. And in most regions, as well as at all stages of education, women have fewer educational resources than men. Especially in higher education, the inferior position of women in education also enables them to obtain less resources after entering the society, which is a vicious circle. The government should pay attention to this issue in both economic and political policies and strive to improve women's educational opportunities and provide more educational resources for women. The government should pay more attention to the gender differences in education, guide the fair investment tendency of children in education, and take practical measures to alleviate the aggravation of gender inequality in education [8].

5. Conclusion

Nowadays, there are inequalities in education in China in urban and rural areas, regions, gender and other aspects. The most fundamental reason is the unbalanced economic development, and other factors such as the unbalanced distribution of policies and resources.

This paper referred to many literatures and data, analyzed and discussed the following conclusions.

First, due to the unbalanced economic development between urban and rural areas, many people in rural areas do not have enough economic and educational resources to support children to complete a complete education process. Especially in the field of higher education, they can have fewer opportunities and resources compared with children in urban areas. This leaves children in rural areas not getting better jobs to raise their incomes, creating a vicious circle. In order to break this cycle, many people in rural areas will migrate to economically developed areas to work, but due to economic conditions and time and energy, many times children cannot migrate with them and get more educational resources. If they migrate with their children, their children will have more educational resources, but due to the hukou policy, they still cannot get the same educational opportunities as local children. Therefore, the government should pay attention to this situation, provide more targeted and accurate policies, and provide more educational resources for people in rural areas. For example, some special enrollment programs can be implemented for the children in rural areas. In addition, the government should realize that the imbalance of economic development is the root cause of the problem and should increase the construction of rural areas to reduce the differences in economic development.

Second, due to the unbalanced economic development, there is not only education inequality in urban and rural areas, but also in geographical areas, especially in the western regions. Similarly, the government should also focus on inter-regional economic development differences, formulate policies to rapidly improve economic development for backward areas, and provide more educational resources for backward areas, especially in terms of opportunities to study in universities.

Third, due to the long history of China's patriarchal society, many regions still have a deep-rooted idea of "son preference over girls", and still have discrimination towards Chinese women in many jobs. As a result, women in many areas cannot obtain the same educational resources as men, especially in rural areas and economically underdeveloped areas, and the problem is more prominent. However, with the promulgation of relevant policies by the state and the improvement of women's status in recent years, the problem of education inequality has eased somewhat, but it has not been completely solved. In China, in order to achieve real equality between men and women, men and women must be the same in terms of educational resources, especially attention should be paid to higher education, so that women's job opportunities and social status are the same as those of men. To solve this problem, the government will not only need to introduce targeted policies to provide more educational opportunities for areas with less educational resources. The government should also do a good job in gender education during childhood. In the stage of compulsory education, the government should make everyone aware of the concept and importance of equality between men and women, and completely eliminate China's idea of "preference for sons over daughters".

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