



INFLUENCE OF THE IMBALANCE OF EDUCATIONAL RESOURCES
BETWEEN URBAN AND RURAL AREAS ON THE GROWTH OF
ADOLESCENTS

by

XIAOJUN SUN

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

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ABSTRACT

The current problem of education is how to improve the comprehensive quality of young people, how to enhance their moral cultivation, comprehensive ability and skills through various forms. Secondary school is a pivotal stage in the development of young people's life, and it is a golden period for the development of a person's life, witnessing the progression from adolescence to youth. In this period, their world view, life view and values are being initially established and continuously cultivated; in this period, completing their studies and realizing their dreams is a process that every secondary school student must go through, so the secondary school period is a critical period of growth in life and an important turning point and transition period in life. According to statistics, by 2021, China's total rural population will be 498.35 million, accounting for 35.3%. Now there are 900 million permanent residents in urban areas and about 500 million in rural areas, and rural secondary school students also occupy most of the rural population. Therefore, strengthening the education of rural secondary school students is significant, far-reaching, and crucial to the growth and development of rural secondary school students.

Keywords: educational resources, urban-rural, imbalance, countermeasures.

Acknowledgement

The years are flying by, and two years of master's study are coming to an end. After several months of hard work, my master's thesis on the impact of unbalanced allocation of educational resources between urban and rural areas on youth has come to an end. Looking back on the past two years, I feel a lot of emotions, the school has given me a lot of important spiritual wealth, here, I would like to express my most sincere gratitude to my teachers, friends, classmates and family who have given me support and help.

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Chapter 1

Introduction

1.1 Statement of the problems

Education is related to national development and people's livelihood, and education involves thousands of families. With the continuous improvement of the level of economic and social development and the quality of people's life, education is receiving more and more attention from the whole society, and the value of education is increasingly valued by people. The competition among countries in the world today is becoming increasingly fierce, and the competition among countries is mainly reflected in the competition of comprehensive national power, which is ultimately the competition of talents and the competition of workers' quality, and all of these rely on the high-quality development of education. "As the foundation of the national education system, school education plays a fundamental role in improving the overall quality of education and the overall development of the national quality. In contemporary China, education equity is one of the most concerned, direct and realistic interests of the people, and it is the cause that can best reflect people oriented. The realization, maintenance, and development of the fundamental interests of the broadest number of people is always the starting and ending point of all the work of the Party and the State, including the work of education. [1]

The National Medium and Long-term Education Reform and Development Plan (2010-2020) promulgated by the State on July 29, 2010, further emphasizes that the promotion of education equity should be an important value orientation of education reform and development, and one of the priorities of the current national education work is to promote the balanced development of urban and rural education and ensure the fair access to education for disadvantaged groups. Along with the implementation of the national policy to waive school fees at the education stage and the gradual increase of national funding for rural education, the

development of rural education has received more and more attention from the state, and the overall quality of Chinese education has been greatly improved and the overall quality of the nationals has further increased. However, due to a combination of historical reasons, realistic perceptions and subjective and objective factors, the gap between the quality of urban and rural education is still obvious.

Therefore, China's education and social development need to attach great importance to and focus on solving the problem of uneven allocation of education resources between urban and rural areas, strive to narrow the gap that exists between urban and rural education, and strengthen the investment in rural education resources to continuously improve the comprehensive literacy of rural secondary school students. To achieve these goals, the level and process of educational development of urban residents cannot be simply and unilaterally cut or restricted but should be achieved by making up for the deficiencies of rural residents and disadvantaged groups. Taking Haiyang City, China, as an example, this paper conducts a full investigation, evidence and research on the problem of education resource allocation and the current situation of education of urban and rural secondary school students in Haiyang City, combines its own theoretical knowledge, reads various literature, online journals and analyzes urban and rural education resources, as well as summarizes and studies the survey data, and forms a more systematic set of impact of unbalanced urban and rural education resources on youth growth Research theoretical system.

1.2 Research Objectives

Young people are the hope and future of our country. Their healthy growth is inseparable from both family and school, as well as the state's investment in education. Therefore, the state's investment in education resources in urban and rural areas is very important to promote the growth of young people. However, there is still a lot of imbalances between urban and rural education resources, with urban education resources being more abundant and developed, while rural education resources are relatively less invested.

Although the state has increased its investment in rural education in recent

years, in general, compared with urban education, there are still many unsatisfactory aspects of rural education. Now, rural students, especially rural secondary school students, have a reliable foundation for their study and life, and they no longer need to worry about their life or lack of schooling. However, with the satisfaction of material life, some rural students, especially those left behind in rural areas, have the problem of mental poverty, such as psychological and character deficiencies, contamination with some social bad customs, and easily infiltrated by some negative social energy, thus breeding some bad behavioral habits and even embarking on the path of delinquency. Due to the imbalance of education resources between urban and rural areas, many rural areas lack activity places suitable for the healthy growth of young students, such as the lack of sports and fitness equipment, activity halls, and healthy and beneficial forms of activities, and after the holidays, students have no place to play or study their favorite courses.

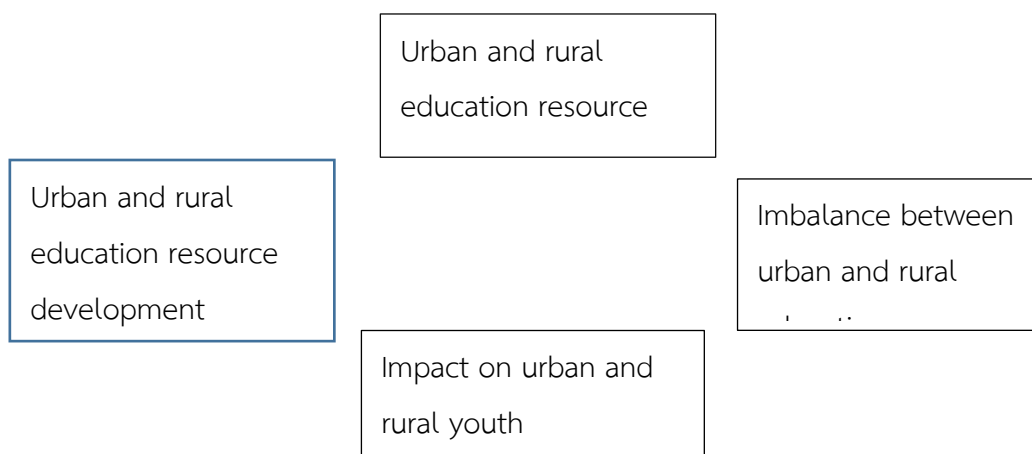
At present, China is in a critical period of reform and development, strengthening investment in rural education resources is conducive to improving the education level of rural youth, creating a good social environment in rural areas, establishing a good order of life at the grassroots level and forming harmonious interpersonal relationships at the grassroots level; improving the moral level and comprehensive quality of rural youth, stimulating the entrepreneurial consciousness and innovative ability of rural youth; improving the rural economic, cultural and educational conditions and the living conditions of young people to achieve sustainable development of education; conducive to paying attention to and supporting the survival and development of disadvantaged groups of young people to ensure social equity; conducive to cultivating a large number of young people who can adapt to the needs of modern social development, and promoting rural areas to further accelerate the pace of urbanization and urbanization.

Nowadays, the research on rural youth education in China is still in its initial stage, and there are relatively few theoretical studies and practices related to rural youth education, so there is a need for more youth educators to study, analyze the current situation and put it into practice. In the light of the actual situation in rural areas, we will analyze the imbalance between urban and rural education resources

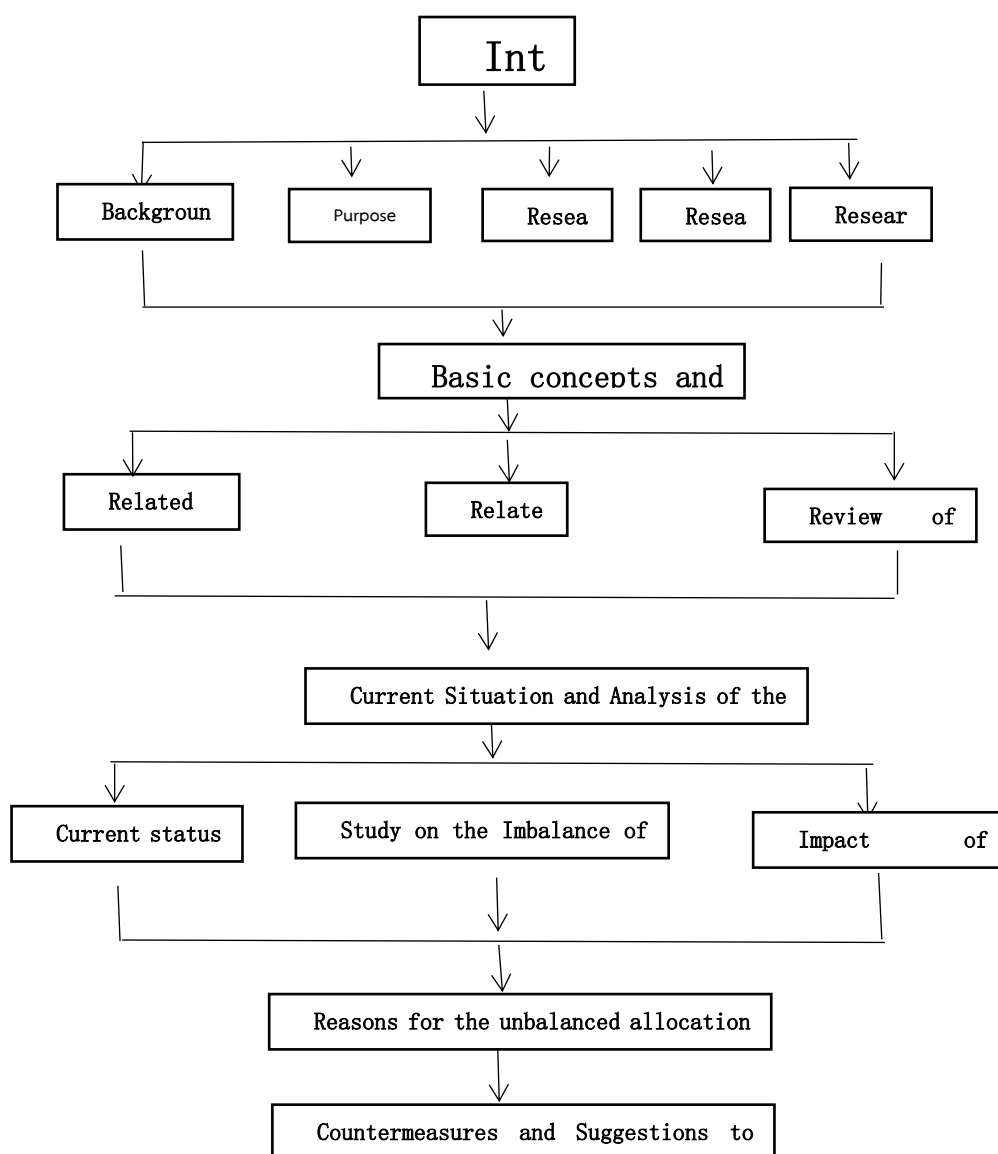
and propose actionable suggestions and countermeasures on the impact of the imbalance between urban and rural education resources on the growth and development of rural youth.

In order to make the investigation more extensive and the results more objective, I conducted a survey and research on the allocation and setting of urban and rural education resources in Haiyang city, and I also conducted a detailed understanding of the basic situation of the population in each township and street, mainly on the allocation of education resources in 2 of the 18 townships and 9 towns in Haiyang city. The purpose is to study and analyze the impact on the growth and development of urban and rural youth in Haiyang City, to introduce the good practices and experiences of urban education management of youth in Haiyang City into the education management of rural youth, to improve the education level and comprehensive quality of rural youth, to stimulate and enhance the learning consciousness and innovation ability of rural youth, to improve the economic, cultural and educational conditions of rural areas, to achieve the balanced development of urban and rural education resources, and to promote the We aim to achieve balanced development of education resources in rural and urban areas, promote fair allocation of education resources in rural and urban areas, promote the healthy growth and comprehensive development of rural youth, and achieve all-round transformation and high-quality development of education.

1.3 Conceptual Framework



Theoretical framework



1.4 Research Hypothesis

Implementing education equity is a basic duty of modern government. Providing equal basic public services to the public has become one of the basic responsibilities of modern government. Since the Sixth Plenary Session of the 16th CPC Central Committee, the goal of equalizing basic public services in urban and rural areas was first clearly proposed, and after years of deployment and

implementation, equalization of public services has become an important part of building a moderately prosperous society in all aspects. Education is an important part of social public services and achieving equity in education is related to the overall level of China's national quality. The right to education is a basic right of Chinese citizens and realizing equity in education is an important means to effectively protect citizens' right to education and an important cornerstone to achieve social equity.

The education gap between urban and rural areas has become the greatest resistance to achieving educational equity. In the past time, the state and government have given priority to urban education in terms of education investment to promote the process of regional urbanization faster, which has led to a serious imbalance in the allocation of education resources such as human, material and financial resources between urban and rural areas, especially the government's policy favoring key schools in urban areas, resulting in an increasing gap between urban and rural education resources. Many high-quality educational resources are distributed in urban areas, but school places in urban areas are limited, and except for school-age children with better family conditions who can attend urban schools, other students have to stay in their places of residence to complete their education, resulting in a large gap between urban and rural education.

Rural students continue to flock to urban areas. With the development of China's economy and society, the speed of urbanization is getting faster and faster, and many rural workers are flocking to urban areas to work, so that their children can receive the best quality education, a large number of school-age children enter urban areas to receive education. Moreover, as people's awareness of the family planning policy increases and their concept of life changes, the birth rate in rural areas gradually increases, but the source of students in the education resource stage in rural areas continues to decrease, and the flow of rural students to urban areas has led to difficulties in the development of rural schools, and even some teaching sites with very small student populations are unable to maintain the normal operation of their schools. High-quality schooling resources continue to concentrate in urban areas. As urban areas have high-quality social and public

services, urban schools have a stronger cultural accumulation, larger school scale, more standardized school management, more advanced teaching environment and teaching facilities, generous welfare benefits and so on, a considerable part of the teaching level of teachers continue to gather in urban areas, especially the new teaching force of young teachers are mostly unwilling to teach in rural schools, the overall level of rural teachers The overall level of rural teachers has been declining. The problem of resource allocation is a major issue in educational management research, and the regional nature of resource allocation is an issue that should be studied in educational management. This paper explores the solution to the problem of balanced allocation of educational resources between urban and rural areas from the perspective of educational management, which may help to enrich and develop the theory of educational economics. Since education involves a large amount and is an education that is crucial to the physical and mental development of young people, more funds need to be invested, and more excellent teachers, a large number of school facilities and teaching equipment need to be put into education. In recent years, Haiyang city is actively narrowing the gap between urban and rural education resources due to its rapid economic and social development, increasing urbanization, imbalance in the allocation of urban and rural education resources, the inability of urban and rural residents to enjoy equal education, and the phenomenon of school choice for admission, layout adjustment, and large class size in the society, which has become a major concern for the general public. Therefore, this paper seeks to analyze the survey and then derive the reality of the imbalance of education resources between urban and rural areas, hoping that through the study, corresponding solutions and countermeasures will be proposed to gradually solve the problem of imbalance in the allocation of education resources between urban and rural areas, thus realizing education equity and ensuring social harmony and stability.

1.5 Scope and limitations of the study

Research scope: This paper is intended to be written from two perspectives and four levels. The first perspective is to start from the current educational

situation in Haiyang City, gradually collecting information on local educational resources, conducting field surveys and scientific summaries. Then, we will analyze the existing problems and study the causes of them, including the major and minor causes. The second perspective is to explore the ways to solve the problems and their rationale from the perspective of how to allocate education resources rationally, and finally to propose feasible suggestions.

There are four broad approaches in this paper, which are practical investigation method, experience learning method, literature research method and theory and practice method. Among them, the practical investigation method and the literature research method target the first perspective of this paper, which is to examine the educational resources in Haiyang city for a long time and accumulate certain information in the actual research. The literature research method is to review a large amount of literature on the balanced development of educational resources, analyze and critically assimilate previous studies, and make a holistic summary of the current educational problems in Haiyang city by combining the materials from the actual research. The method of learning from experience and the working method of linking theory to practice is for the second research perspective. After analyzing the current situation of domestic and foreign research on the issue of unbalanced development of educational resources, a series of feasible suggestions are put forward from the practical point of view, considering the realities of China and the specific situation of Haiyang's local situation. The guiding method of educational management is fully applied, making the article both practical and more theoretical.

The innovation of this paper is reflected in three different aspects.

First, the systematic study of educational resources at the county (city) level. Domestic and international research on rural and urban education has a long history, so the study of educational resources is not a new topic. However, there are few studies that have been conducted to make recommendations on rural education injustice through specialized and systematic research and analysis. Therefore, the novelty of this paper is to analyze the current situation and problems of education in Haiyang city through theoretical analysis based on systematic research on

educational resources, and to critically inherit and develop them with reference to previous domestic and foreign related works.

Second, based on the theory of educational management and the nature of educational products and their resource allocation methods, the dissertation analyzes and discusses the problem of unbalanced allocation of educational resources between urban and rural areas by using both normative and empirical research methods.

Third, field research was used to conduct a typical case study, making the study more meaningful in practice. The author conducted half a month of research in various cities and villages in Haiyang City, and had in-depth communication with rural leaders, principals, teachers and students, as well as local farmers, to obtain first-hand information, which makes this study more meaningful for practical reference.

In the writing of this paper, there are also some limitations.

The problem of urban-rural education resource allocation is a comprehensive and systematic study, which should not only evaluate educational equity, but also efficiency and effectiveness. In the specific analysis, this paper only adopts the theory and method of educational management to indirectly reflect the causes of unbalanced development of urban and rural educational resources in Haiyang city through the measurement of educational resource allocation process and propose relevant countermeasures for the reference of Haiyang education department.

In conclusion, the study of the balanced allocation of urban and rural educational resources is a study with realistic and policy guidance significance, and the study of this topic requires not only a deep knowledge of educational economics, but also an accurate grasp of national politics, finance, and the history and current situation of education. I hope that I will continue to improve it in my future study and research.

1.6 Definition of relevant concepts

1.6.1 Theories and divisions related to urban-rural relations

According to the Urban Planning Law of the People's Republic of China promulgated in 1990: Cities are municipalities, cities and towns established by the state according to administrative establishment. The Third Plenary Session of the Twelfth Central Committee of the Party adopted the Decision of the Central Committee of the Communist Party of China on the Reform of the Economic System, which gives the most authoritative expression to the essence and characteristics of Chinese cities: cities are the centers of China's economy, politics, science and technology, culture and education, the places where modern industry and the working class are concentrated, and play a leading role in the construction of socialist modernization.

The countryside, a concept relative to the city, is a place where working people, mainly in agricultural production, live together. In October 1983, the Central Committee of the Communist Party of China (CPC) issued the Circular on the Establishment of Township Governments by Implementing the Separation of Administration and Society, which provided for the establishment of township governments as grassroots power organizations, highlighting the urban qualities of towns. According to the Circular, the countryside refers to areas other than cities and towns, including market towns and rural areas. Market towns refer to the seats of the people's governments of townships and ethnic townships and unincorporated towns that have been confirmed by the county people's governments to have developed from market towns as economic, cultural and living service centers in certain areas of the countryside. Zhang, Xiaolin (1998)[2]

There are three major ways of dividing urban and rural areas in China: first, cities, counties and towns, and rural areas; second, cities (including counties and towns) and rural areas; and third, cities and rural areas (including counties and towns). This thesis is based on the third division, that is, the scope of "city" in urban and rural areas includes "city" on the education statistics yearbook or data, and "township" refers to rural areas and counties and towns.

1.6.2 Meaning of educational resources

Literally, Educational Resources (ER) is a synthetic word consisting of education and resources. The definition of educational resources, in terms of resources, is based on the need for education in the total resource allocation of society. In the Dictionary of Education edited by Gu Yuan, educational resources are also called "economic conditions of education", and the human, material and financial resources used, used and consumed in the process of education are the sum of human resources, material resources and financial resources. Human resources include human resources of educators and human resources of educated people, i.e., students, teaching staff, administrative staff, teaching support staff, and workforce. Financial resources refer to the monetary form of human and material resources, including the personnel consumption part and the public consumption part. Physical resources refer to fixed assets, material low-value consumable items in schools, such as instruments, equipment, school buildings, books, and other school conditions. In the field of educational research in China, the definition of educational resources is basically based on this, such as scholars like Fan Guorui and Fan Xianzuo, who summarize educational resources into three aspects: human, financial and material. They believe that educational resources are the sum of all humans, material and financial resources obtained in the field of education through total social resource allocation. Educational resources are the basic guarantee and essential conditions for the development and development of education industry. Educational resources are divided into soft and hardware: soft resources refer to the value and use value shown by the use and development of hard resources in the process of developing education industry, also known as intangible assets, including technical resources and management resources; hard resources refer to the resources that can be directly used or developed for their existence value, also known as tangible resources, including financial resources, material resources and human resources. However, at present, several experts and scholars have put forward their own opinions from different perspectives. In the book *A Concise Course on Economics of Education*, Wang Shanmai defines educational resources as:

the complete meaning of educational resources should include the sum of all humans, material and financial resources obtained in the field of education through the allocation of total social resources.

After the above analysis of educational resources, the complex system and multi-level theoretical constructs of educational resources lead to many problems in the actual operation process, such as waste of resources and excess resources, which are the real problems caused by the unreasonable distribution in the actual process. These problems have a great impact on the distribution of educational resources and the educational status of young people in urban and rural areas in China. Therefore, the reorganization and redistribution of educational resources are of great significance for improving the educational level, perfecting the educational system, and increasing the utilization rate of resources. The educational resources referred to in this paper are roughly composed of four parts.

Components of Educational Resources

Resource Projects	Component Indicators
Event Space Resources	School building construction area, sports field area, total school land area
Human Resources	Full-time faculty, number of undergraduate, master's and doctoral degrees, number of specialists, number of substitute teachers, number of tutors, number of faculty departures, new recruits and refresher courses in the past three years
Funding Resources	Total expenses, personnel expenses, office expenses, construction equipment expenses, social education expenses, pension, pension expenses, payment-in-lieu expenses, collection expenses, social education expenses, pension, pension expenses, payment-in-lieu expenses, collection expenses
Teaching Equipment Resources	Library, periodicals, magazines, total number of computers, total number of copiers, total number of

	various classroom resources, activity centers, gymnasiums, auditoriums, integrated courts, sports fields, modern toilets, old toilets, handicapped toilets, etc.
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With the in-depth development of research on education, the connotation of educational resources has been gradually enriched. Currently, they are expanded to include human resources, material resources, financial resources, information resources, time and space resources, and institutional resources. It also involves implicit resources, such as school culture, classroom style, school popularity or "brand name effect". At present, there is no unified definition of the concept of educational resources in academic circles. The author believes that in the educational resource system, material resources such as people, money and materials are the most basic educational resources and the basis and prerequisite for the operation of education. Therefore, the educational resources studied in this paper mainly refer to three aspects: educational input, school conditions and urban and rural educational resource teams.

1.6.3 The connotation of educational resource allocation

Educational resources allocation mainly refers to the allocation of limited educational resources, including financial, material, human and scientific resources, to schools at all levels through different channels, methods and procedures in order to achieve good schooling benefits. Among them: Financial resources mainly refer to the financial investment made by governments at all levels for the development of education; material resources mainly refer to the investment of fixed assets required by schools at all levels and in the development of education, including teaching sites, library materials, instruments and equipment and laboratory facilities; human resources mainly refer to the total amount and scale of urban and rural educational resources and student sources owned by schools at all levels and in all categories. Balanced allocation of educational resources means that under the principle of educational parity, the main body of resource allocation makes educational resources allocation by formulating and adjusting relevant educational policies and legal systems to provide balanced educational resources for each

component or different subsystems within the educational system, so that the demand and supply of educational resources can reach a relatively fair state, and finally implement the use of educational resources by individual educated people to achieve Maximize the effectiveness of educational resources. The distribution of educational resources is required to be fair and reasonable, and macroscopically the state's investment in education should have a reasonable proportion in the overall national economic distribution; within education, when distributing resources, the ratio of investment in education at all levels and in all types of schools should be reasonable, and the level of investment between regions should tend to be fair. There are obvious imbalances in the distribution of educational resources, mainly involving imbalances between regions, between urban and rural areas, and between schools. Governments at all levels should ensure a reasonable and effective balanced allocation of educational resources between regions, between urban and rural areas, between schools, and between educated groups. The balanced development of education is mainly reflected in: the balance of hard resources such as school public funds and per pupil funds, school building construction, teaching laboratory equipment and library materials, as well as the balance of soft resources such as the education and quality of school teachers, school internal management and school education and teaching philosophy. However, we should also see that the imbalance is absolute in the short term and is a kind of norm in the existence of educational resources, and the balance is relative, and a moderate tension should be maintained between the balance and the imbalance.

The core issue of education resource allocation is actually to solve the problem of "optimization" in resource allocation. Optimizing the allocation of educational resources includes three aspects: first, the reasonable allocation of educational resources. The first is the reasonable allocation of educational resources, including the reasonable allocation of governmental, social and personal educational resources, the reasonable allocation of financial resources at all levels, the reasonable allocation of educational resources among schools at all levels, and the reasonable allocation of educational resources within schools at all levels. The reasonable allocation mentioned here mainly means that the total amount and

proportion of resources should both meet the actual needs and ensure the focus. The second is to reduce the waste of educational resources. This includes reducing the waste of human, financial and material resources, reducing the duplication of majors, equipment and buildings, and reducing the average cost per student and expenses not related to teaching and research. The third is to improve the efficiency of the use of educational resources. This includes increasing the enrollment rate at all levels of education, expanding the scale of schooling, improving the teacher-student ratio, and striving to obtain as much "output" as possible with as little "input" as possible, i.e., to train more talents, produce more results, and make more contributions to society with limited investment of educational resources. More contributions to society, etc. The fourth is to optimize the allocation of scientific and technological resources. Here mainly refers to how to fully, effectively and reasonably allocate and use the intellectual resources (talents and knowledge) and intangible assets (information, technology, inventions and creations) that are idle or gathered in colleges and universities, so that science and technology can give full play to its important role as the first productive force. The essence of educational resource allocation is to make educational resources flow from low-efficiency links and places to high-efficiency links and places through corresponding measures, means and methods within educational institutions, and to allocate limited educational resources to schools with good foundation, high efficiency, high quality and more achievements or other links within schools, so that the efficiency of using educational resources can be further improved.

1.6.4 The meaning of balanced development of educational resources

The concept of balanced allocation of educational resources refers to the distribution of resources available in society among different uses, different regions and sectors, and also includes the distribution of educational resources among all levels and types of education, among all levels and types of schools, and among all regions of education. "As explained in the Modern Chinese Dictionary, "balanced" means "equilibrium", which means that all aspects of the system are equal in quantity or quality. The concept of balanced allocation of educational resources refers to the concept that under the principle of educational parity, the main body

of resource allocation makes educational resources allocation by formulating and adjusting relevant educational policies and legal systems to provide balanced educational resources for each component or different subsystems within the educational system, so that the demand and supply of educational resources can reach a relatively fair state, and finally implement the use of educational resources by individual educated people. Maximize the benefits of educational resources. [3]

In general, we believe that the balance of educational resources refers to "the realization of equal treatment of educational institutions and recipients in educational activities under the principle of equality (including the establishment and improvement of educational policies and legal systems that ensure their practical operation), the most basic requirement of which is the equal distribution of educational resources and shares among normal educational groups, and the achievement of the relative balance between educational demand and educational supply. relative balance, and ultimately in the disposition and use of educational resources by people." [4]

Therefore, the core of the balanced allocation of education lies in the balanced distribution of its resources, that is, the reasonable distribution of various educational resources among different regions.

1.6.5 Overview of adolescents

According to the Constitution of the Communist Youth League of China, "the age of youth is defined as 14-28 years old," stipulating that the lower age limit for membership is 14 years old, but the age of the actual targets of the Communist Youth League organization is lower than this age limit; in the Report on the Development Situation of Chinese Youth published in 1992, the In the Report on the Development of Chinese Youth published in 1992, "juvenile" is defined as 6-12 years old, and "youth" is defined as 15-35 years old; when discussing the legal protection of youth, "minor" is defined as under 18 years old according to the actual situation. When discussing the legal protection of adolescents, the definition of "minors" is based on the actual situation. The China Youth Development Report defines the youth population as between 15 and 29 years old. The lower age limit for youths referred to in juvenile delinquency studies is generally at 14 years old,

but in recent years there has been a more obvious tendency for juvenile delinquency to be younger, so the lower age limit for the youth population in juvenile delinquency studies has gradually shifted down. Among this population, 6-12 year olds are primary school students, 12-18 year olds are secondary school students, and 18 year olds and above are either college students or students pursuing higher education, employed youths, or youths who are not working at home. Among them, some unemployed youths, self-employed, freelancers, and migrant youths spend more time in the community, and primary and secondary school students spend more than 180 days a year at home on holidays and rest days. To sum up, in this thesis, the target population is secondary school students in the scope of "youth". The main reason for the study of secondary school students is that these adolescents spend most of their time at home, school and community. secondary school students' education still needs to draw our attention.

1.7 Benefits of the study

As we all know, the development of education at this stage is uneven, and the key to the balanced development of education is to achieve a balanced allocation of educational resources. Therefore, realizing the balanced allocation of educational resources at the stage of education plays a pivotal role in realizing balanced education and fair education. The allocation of educational resources is not only related to the scientific and cultural quality of the whole nation, but also to the adjustment of the educational structure, the value orientation of modern education, the positioning of modern education in the information society, and thus to the general situation of social stability. Therefore, it is particularly important to achieve a fair allocation of education resources between urban and rural areas. In recent years, the state has also attached great importance to the issue of investment in rural education and has repeatedly pledged to spend part of the increase in state revenue on rural infrastructure construction, especially to increase investment in rural education. This study is dedicated to exploring the main factors affecting the allocation of education resources in urban and rural areas, examining the important causes of the imbalance between urban and rural education, and

hoping to provide some theoretical basis for the government to formulate relevant education policies. Therefore, this study has important theoretical and practical significance.

1.7.1 Theoretical aspects

The problem of resource allocation is a major issue of educational management research, and the regional nature of resource allocation is a problem that educational management should pay attention to research. This paper explores the solution to the problem of balanced allocation of educational resources between urban and rural areas from the perspective of educational management, which may help to enrich and develop the theory of educational economics.

Given the large amount of education involved and the fact that it is an education that is vital to the physical and mental development of young people, more funds need to be invested and more qualified teachers, a large number of school facilities and teaching equipment need to be put into education.

1.7.2 Practice benefits

This study analyzes and summarizes in detail the current situation of unbalanced allocation of educational resources in terms of the urban-rural differences in various aspects of educational resources, and in response to the actual problems of rural educational resource allocation, this study also conducts field research in some towns and streets based on the analysis of local statistical data to obtain a large amount of first-hand information, revealing many potential problems of rural educational resource allocation and making up for the statistical analysis. The study reveals many potential problems of rural education resource allocation and makes up for the inadequacy of statistical analysis.

With the goal of optimizing the allocation of rural education resources and narrowing the gap between urban and rural education resource allocation as much as possible, this study analyzes the causes of the unbalanced allocation of urban and rural education resources and proposes corresponding solution strategies from the perspective of promoting economic and social development and improving the comprehensive literacy of youth, which is of strong practical significance for

narrowing the gap between urban and rural education resource allocation in different administrative regions and achieving balanced allocation of urban and rural education.

Chapter 2

Literature Review

2.1 Relevant concept theory

2.1.1 Urban-rural education-related studies

By urban and rural education, we mean education at the municipal and regional levels, in a broad sense urban education, and in a narrow sense education at the county and municipal levels and in rural areas. [5]

In this paper, we want to explore the problem of unequal distribution of educational resources between urban and rural areas, so we understand urban and rural education in a narrow sense, and in this sense, urban and rural education can be explicitly analyzed as the concept of rural education. To carry out a more in-depth and detailed discussion, we must first clarify the meaning of the concept of rural education, which, as the name implies, is education in rural areas. "Education that takes place in rural areas, targets rural populations, and serves rural economic and social development is generally referred to as rural education." [6]

Rural education is aimed at the rural population of developing countries, so the natural goal is to improve the general lack of literacy in existing rural areas. To this day, many peasants in China are still illiterate, and literacy education as one of the aims of education still has a long way to go. [7]

Therefore, the greatest difficulty in education lies in the education of rural areas, which is why the concept of rural education is necessary. The purpose of rural education is to free the rural population from ignorance and to improve their knowledge and skills. The economic backwardness of rural areas is often related to many factors, but one of the most important is the ignorance caused by cultural backwardness. Rural minds are often guided by deeply rooted values, most of which are old-fashioned and ignorant, and therefore resistant to new times, trends, and views as a matter of course. This requires that the universal and equal right to education be universalized in rural areas, so that everyone has the conditions to be

educated and to upgrade their thinking.

2.1.2 Research related to the balanced development of urban and rural education resources

The definition of the concept of "balanced development" must be based on the word "balanced", which emphasizes the mutual coordination of uniformity and equilibrium, so to understand the problem of uneven development of educational resources, we must clarify what is "balanced". Therefore, to understand the problem of uneven development of educational resources, it is necessary to clarify what is "balanced". As the name implies, "balance" refers to the mutual collaboration and shared responsibility between different parts. Therefore, to grasp the connotation of the word balanced, we must clarify the meaning of the word "balanced development". To accurately grasp the specific connotation of the term "balanced development", we must first know that the object of balanced development is a systematic and complex system, otherwise "integration" and "unity" will be impossible to talk about. Secondly, the way of balanced development is only adjustment, coordination, reorganization, merger, etc. Finally, the meaning of balanced development is to make the original system more efficient and its model more fashionable. [8]

In general, we think that educational balance refers to "the realization of equal treatment of educational institutions and educational recipients in educational activities under the principle of equality (including the establishment and improvement of educational policies and legal systems that ensure their practical operation), the most basic requirement of which is the equal distribution of educational resources and shares among normal educational groups, the achievement of the relative equilibrium, and ultimately in the disposition and use of educational resources by people." [9]

Therefore, the core of balanced education (allocation) lies in the balanced distribution of its resources, that is, the reasonable distribution of various educational resources among different regions.

Balanced education in urban and rural areas means that, under the

domination of the principles of educational equity and educational equality, the relevant educational laws, regulations and policies formulated by the state, and the relevant educational regulations and policies formulated by governments and educational departments at all levels should reflect the basic idea of balanced development of education in urban and rural areas, and the educational resources between different regions, between urban and rural areas, between schools and between groups must be allocated in a balanced manner; schools and educational institutions at all levels in urban and rural areas In specific educational activities and teaching activities, they should provide balanced education and development opportunities for every educated person. From the perspective of the allocation of educational resources, the "hardware" facilities of education, including the allocation of educational funds, school buildings, teaching laboratory equipment, etc.; the "software" of education, including the balanced allocation of teachers and library materials, etc.; from the perspective of educational objectives, including whether students can From the viewpoint of educational objectives, it includes whether students can develop in a balanced and comprehensive way in terms of moral, intellectual, physical, aesthetic and labor; from the viewpoint of the function of education, it means whether the labor force cultivated by education can reach a relative balance with the economic and social development needs in terms of total quantity and structure. The balanced development of education is mainly manifested as "eight balanced", namely: the equal development of the right and opportunity to enroll in school, including the disadvantaged students such as children with disabilities who have the ability to attend school, all enjoy the balanced opportunity to receive education; the balanced development between regions, that is, between provinces, municipalities, counties and townships to coordinate the planning The balanced development between cities and rural areas; the balanced development between schools, including the balanced and reasonable layout and scale of schools, the balanced investment in education funds, school equipment and facilities, urban and rural education resources, the balanced per capita education resources, and the balanced student population; the balanced development between students, including the balanced development of

each class within schools in terms of facilities, urban and rural education resources, student population and management; the balanced development between different types and levels of education To achieve balanced development, including the balanced development of general education and vocational education within education, as well as the balanced development between primary education, secondary education and higher education; to achieve balanced development of education quality, including the balance of curriculum, teaching level and effect; to achieve balanced development of education results in school education and among educated people. The ultimate goal of balanced development of education is to allocate educational resources reasonably, to run every school and to teach every student well.

Resource allocation refers to the distribution of resources owned by society among different uses and different regions and sectors, and educational resource allocation is the distribution of educational resources among various components or different subsystems within the educational system, including both the distribution of total social resources to education and the distribution of educational resources among all levels and types of education, among all levels and types of schools, and among all regions of education. Different scholars have different concepts of this concept. Scholars such as Li Yining (1993)(45)[10] believe that resource allocation refers to the distribution of various resources in the economy among different directions of use; scholars such as Ma Chuandong (1994)(46)[11] believe that resource allocation refers to the economic activity in which people combine and recombine various resources in a certain proportion to produce and provide various products and services to meet various social needs under certain social conditions; scholars such as Shi Shi (1994)[12] believe that resource allocation refers to the economic activity in which people combine and recombine various resources in a certain proportion to produce and provide various products and services to meet various social needs. Scholars Shi Zhongliang (2005) 47][12] and others consider resource allocation as the requirement of various resources in time, space and quantity. Scholars Shang Mingrui and Zhang Ziyao (2004) [13] believe that resource allocation is the combination of resources, the composition of the elements and

their interrelationship under the overall optimal condition, while the main forms of resource allocation are natural endowment (natural allocation), planned allocation and market allocation. Zhang Xiangxian (2007) [14] considers resource allocation as the organic combination of modern technological achievements and various input factors in order to minimize macroeconomic waste and maximize social welfare.

2.1.3 Research related to the unbalanced development of urban and rural education resources on youth development

Education is a national education that the state, society, and family must guarantee for children and adolescents of school age, as stipulated by law. In essence, it is a system of compulsory education for children and adolescents of school age for a certain number of years, which is provided by the state in accordance with the law. Education is also called compulsory education and free education. Education is compulsory, free and universal. China's education law provides for nine years of education, and this provision is appropriate in light of China's national conditions. The management system of education in China is: (1) The provincial government has the primary responsibility. The provincial government is the highest local administrative organ and has the primary responsibility for all local public utilities, including education. As things stand, provincial governments are still far from the requirements of public service functions. The emphasis on provincial-level coordination is to increase the responsibility at the provincial level, which is a noteworthy element of the new system. (2) County governments have the primary responsibility. The county government has the main responsibility for the development of education in the region, and it is very necessary to emphasize that the management is predominantly at the county level. The county-based management is manifested in two aspects. First, the good management of the funds, scientific and reasonable allocation of funds, to ensure that the funds in full and on time. The second is specifically responsible for the implementation of education. Including good education school planning, setting, layout adjustment, management, guidance on school education and teaching, to ensure school safety, training teachers, balanced allocation of urban and rural education resources forces, the organization of the education of

public schools within the administrative area of the principal and teacher mobility.

Education is a social activity to cultivate human beings. The doctrine of cultural pedagogy, which emerged in Germany at the end of the 19th century, points out that human beings are a cultural being and human history is a cultural history; the process of education is a historical and cultural process. Education and culture are inseparable. School education is an important form of education to "educate people with culture". It is an indisputable fact that school is a place of cultural transmission and education is an alias of culture in the past, no matter what. In the thirty years since the founding of the PRC, Chinese school education has been the place where mainstream culture is passed on. Stenhouse once said that schooling is made up of different processes: the acquisition of skills, the acquisition of knowledge, the establishment of social values and norms, and the formation of a system of ideas. Therefore, the learning of cultural knowledge is at the foundation of the schooling process, and its influence on the growth of adolescents is the most basic and important. The development of thinking accelerates during adolescence with the turn of puberty. According to Piaget's research, the characteristics of adolescents in this period are they have a surprisingly active mind and are already interested in the world of academics, culture and values. If this period is well guided, it will not only greatly enrich their intellectual life, but will also play a decisive role in establishing the self and forming a perfect personality.

The balanced allocation of urban and rural educational resources has a great impact on adolescents, especially the impact of school educational environment on adolescent growth. It mainly includes the cultural environment of the school, the physical environment of the school (campus, school building, library, laboratory, teachers' office, playground, cafeteria, lawn, sports equipment, etc.), and the interpersonal environment of the school (the relationship between school leaders and teachers, teachers and students, teachers and teachers, students, and students, etc.).

2.2 Literature Reviews

2.2.1 Review of relevant domestic literature

(1) Research on the causes of the imbalance in the allocation of educational resources

Scholars Ma Yanfen and Qu Tiehua point out that currently, there is a serious problem of uneven investment in China's education funding. The traditional government model of doing things in accordance with the idea of concentrating financial resources to do big things, hoping that by establishing some typical model schools, it can play a leading role in the local educational resources, and then further stimulate the growth and development of other local schools, but in fact such behavior often only further widens the gap of educational resources allocation between urban and rural areas. According to Shen Yan, the current measurement standards for rural teachers' academic attainment rates are problematic, making the rural teaching force appear to be under-educated. If the indicator of first degree is used to replace the currently widely used indicator of highest degree, the attainment rate of rural teachers may drop significantly. Guan Yubo pointed out that structural shortage is the main problem of teachers in rural schools, especially the severe shortage of science and technology teachers, which makes many science and technology courses null and void due to the lack of professional guidance from teachers [15]. Kang permanently pointed out that the fundamental reason for the unreasonable and unbalanced allocation of educational resources between urban and rural areas is that the state has developed a series of policies that give too much priority to urban development under the urban-rural dualistic structure. [16]

(2) Research on countermeasures for allocation of educational resources

Yin Bo's view is to establish a two-way exchange system for teachers and organize rural teachers to study and obtain further development in well-known institutions in towns through attachment study or regular rotation. [17] Qu Ying and Fang Rongquan also put forward similar ideas to encourage middle and senior teachers in towns to teach in weak township schools. [18] In the context of educational resources, Chen Feng argued that a regional attribution system should be established to enhance the operability of intra-regional teacher mobility and

break the stereotype of teachers being under the management of schools. [19] Wang Qiuli, on the other hand, based on an in-depth study of civil servant-related systems, proposed to include education resource teachers into the management of formal civil servants and attract more talents into the teaching team by improving the treatment and status of compulsory teachers. [20]

(3) Study the uneven development of urban and rural education from the perspective of public finance

Scholars believe that China's education finance system suffers from a variety of shortcomings, causing serious shortages of education funding, inefficient allocation of resources, and large disparities in resource allocation between regions, urban and rural areas, and between schools, etc. The main reason is the asymmetry between financial resources and educational responsibilities among governments at all levels under the current system. The central and provincial governments hold the main financial resources but do not bear the main responsibility for education, while county and township governments have weak financial resources but bear the heavy burden of financing education. They believe that establishing a standardized education financial transfer system in which the central and provincial governments assume greater financial responsibility is a fundamental guarantee for solving the problem of education funding shortage in poor areas. Meng Xu and Fan Xianglan (2003) [21] argue that strengthening management supervision and improving investment efficiency promote balanced development of basic education in China. According to Ma Jiahong and Peng Hui (2006), there is an obvious deviation in the allocation of financial resources for education in urban and rural areas for various reasons, but the main reasons are the widening gap between urban and rural economic development levels, the "urban-centered" orientation of public education policies, the unsoundness of the current education investment management system, and the influence of the way of allocating resources for state-owned property rights in education. The main reasons are the widening gap between urban and rural economic development levels, the "urban-centered" orientation of public education policies, the unsoundness of the current education investment management system, and the influence of the way education state-owned property rights are allocated.

In order to solve the problem of deviations in the allocation of financial resources for education in urban and rural areas, it is necessary to adhere to the principle of fair allocation of educational financial resources, establish an operational mechanism for interaction and sharing of educational resources between urban and rural areas, and conscientiously implement the provisions of the Education Law and other related systems concerning the balanced development of education. Yu Yueping (2003)[22] analyzed from the perspective of educational conditions and educational effects, and she believed that the balanced development of education in the region is to make schools at all levels of the education stage roughly in a more balanced state in terms of financial investment in school operation, hardware facilities, urban and rural educational resources deployment, school operation level and educational quality. According to Li Xinyun (2006) [23], the essence of the unbalanced development of education in China is the unbalanced allocation of educational resources, which mainly manifests itself in the unfair allocation of educational funds between regions, urban and rural areas, and between schools, and the main reason for the unfair allocation of educational funds is the constraints of the objective level of economic development and the existence of many system imperfections, and the establishment of a fair mechanism for the operation of educational policies is the fundamental solution to the problem of unbalanced allocation of educational resources. The key lies in institutional innovation, that is, to adjust and improve the tilted allocation policy, education investment and management system, transfer payment system and education investment laws and regulations. According to Tan Shilong (2008) [24], the unbalanced economic development between urban and rural areas has led to the lagging development of rural education, which has affected the balanced development of education in China, and the development of rural education is mainly limited by two factors: insufficient financial investment and substandard quantity and quality of teachers. Only by solving the problem of financial investment in rural education, supporting poor areas, allocating urban and rural education resources in a balanced way, and improving the overall quality of teachers in rural areas, education can be put on a track of balanced development. Chen Kelei (2008)[25] believes that due to the rapid

development of urbanization in recent years, a large number of children of urban migrant workers have flocked to cities to share educational resources, and the planning and layout of urban primary and secondary schools have obviously lagged behind the development speed of urbanization, coupled with the constraints of many factors such as teacher shortage, which eventually led to the unbalanced allocation of urban and rural educational resources, and the problems of large class sizes in urban primary and secondary schools are extremely serious and have affected, to varying degrees, the healthy development of basic education should be gradually solved by increasing financial investment, expanding the teacher establishment, scientific and reasonable planning and other measures.

2.2.2 Review of foreign studies

The relevant foreign studies mainly focus on educational equity and the optimization of educational resource allocation paths.

(1) Research on Educational Equity

With the rapid development of economy and society, the types and quantities of educational resources are becoming more and more abundant, but the inequitable allocation of educational resources still exists due to the defects of government regulation and the blindness of market regulation. The scholars who have studied mostly analyze the problem of educational equity in terms of its connotation, current situation and solution path.

John Rawls proposed three principles of equity: freedom, equality of opportunity, and the principle of difference. Nangor in the United States divides educational equity into "negative equity" and "positive equity." "Positive equity means that the government should take positive initiatives to eliminate inequities and achieve equality of opportunity [26]. Mike Mahon proposed the theory of three types of educational equity: horizontal equity, which refers to equal treatment under equal conditions; vertical equity, which refers to different treatment under different conditions; and intergenerational equity, which refers to the greatest possible effort to stop inequities in the previous generation from being carried over to the next generation. [Twenty years later, another scholar confirmed Coleman's view that there were significant racial disparities in access to higher education in the

United States, with white high school graduates more likely to enter college than black and Hispanic high school students [28]. In response to this situation, the paths taken to implement educational equity in the United States include: first, the enactment of the Soldiers' Power Act to expand educational opportunities. Second, the Civil Rights Act was enacted to provide "educational compensation". Third, the National Education Standards (NES) were developed to balance "equality" and "excellence." [29] In the field of education policy, in order to ensure equal access to educational resources and opportunities for all students, the significance of educational quality standards can be highlighted by focusing on the educational outcomes that all students should obtain and the educational resources that are sufficient for students to obtain the educational outcomes they are seeking.

(2) Optimization of education resource allocation path

Foreign studies on the path of optimizing education resource allocation mainly focus on urban and rural education resource allocation. Some scholars have analyzed the allocation of education resources in urban and rural areas in terms of teacher management system and incentive mechanism. Dai Jagan summarized the following four characteristics of Japanese primary and secondary school staffing management: First, it is "law-based", which reflects the seriousness of staffing management. Second, the "hierarchy of responsibility" reflects the gradient of accountability management. Third, "the establishment as the basis for appropriation", reflecting the economic attributes of the establishment plan. The fourth is "rigidity-based", reflecting the flexibility of faculty allocation. [30] On this basis, the Japanese government has adopted the following three compensatory measures for faculty in remote areas: granting allowances to teachers in remote areas; enriching faculty welfare and health insurance; encouraging and sending teachers in remote areas to participate in educational research conferences and subsidizing 1/2 of the training expenses, with the state expanding the amount of subsidy year by year; and building temporary teacher training institutions to supplement the shortage of "qualified teachers" in remote areas. The problem of shortage of "qualified teachers". [31]

Wang Aimin and Tan Ting analyzed the faculty recruitment, training,

motivation and structural ratio in American colleges and universities, and concluded that the optimal resource allocation of American faculty has the characteristics of setting up majors in response to market demand and creating positions according to needs; reforming the tenured professorship; optimizing the ratio of faculty at all levels; employing a large number of part-time faculty to save education costs; and regulating a reasonable academic structure to ensure a high academic level. [32]

In summary, we can see that scholars at home and abroad focus on the current situation of education resource allocation and the optimization path. Less attention has been paid to the study of education resource allocation mechanism, and the research on urban and rural education resource allocation and financial input mechanism is not deep enough, and a systematic and complete education resource allocation mechanism has not been built. However, scholars' exploration of resource allocation mechanisms in other education stages has laid a good theoretical foundation for this study.

Chapter 3

Research Methodology

The study of this paper mainly adopts a combination of literature research method, qualitative analysis, and quantitative analysis.

(1) Literature research method. Taking "theories and division of urban-rural relationship", "educational resources", "educational resource allocation", "unbalanced development of educational resources" We read and analyzed the theoretical studies of domestic and foreign experts and scholars on these issues, reviewed and analyzed the national laws and regulations on education resource allocation, and consulted national authoritative statistics to understand the history and current situation about education resource allocation, which helped to obtain the general situation about education resource allocation at the present stage in China. Since this paper is a study of the imbalance between urban and rural educational resources from the perspective of educational management, etc., the author consulted many articles on educational management and used these principles to explain why there is such an obvious gap between urban and rural basic education. These articles are from both domestic and foreign sources, and the voices of scholars from these different geographical areas help us to identify the real reasons for the formation of the gap.

(2) Case study method. The case study method is to analyze the allocation of urban and rural education resources by combining the market practice and taking the typical city Haiyang as the material. This paper collects data through field research and interviews and analyzes the actual problems in the allocation of urban and rural education resources in China from practice to make up for the shortage of literature research.

(3) Combination of qualitative and quantitative analysis. Using analysis and synthesis, induction and deduction, various information obtained about the allocation of urban and rural education resources are processed so as to clarify the relationship and deepen the understanding. This paper theoretically analyzes the

factors affecting the allocation of urban and rural education resources and searches for the problem of the gap in the allocation of urban and rural education resources. It is not enough to have a qualitative study on the problem of urban-rural basic education gap alone, but there should be a quantitative study as well.

3.1 Population and Sampling Methods

Haiyang City has a total area of 1909 square kilometers, a resident population of 580,000, 18 towns and streets, 719 administrative villages and 27 urban communities. By the end of 2020, Haiyang City has 148 schools of all levels. Among them, there are 2 secondary vocational schools, 2 complete middle schools, 3 high schools, 6 nine-year schools, 16 ordinary middle schools, 26 elementary school, 1 competitive sports school, 1 special education school, 1 comprehensive practice school and 1 teachers' training school each. There are 89 kindergartens, including 29 public and public nature kindergartens and 60 private kindergartens. There are 61,600 students in the city, including 47,948 students in basic education: 13,700 children in kindergarten (including 10,412 in private kindergartens). The total number of teaching staff in the city is 6857. There are 4468 primary and secondary school teachers, including 935 in high school, 2002 in junior high school and 1531 in elementary school; 2874 teachers in urban areas and 1594 teachers in streets and towns; 151 with graduate degrees, 3890 with bachelor's degrees and 427 with specialist degrees or below. In this paper, a sample survey was conducted in the relevant towns and streets of Haiyang City, and Haizheng community in Dongcun Street and Fazheng Town were selected for field survey.

3.2 Data Collection

In order to accurately describe the gap between urban and rural education resources in total and in stock, the author spent a lot of time collecting accurate data, which mainly came from the China Haiyang Statistical Yearbook, China Haiyang Education Statistical Yearbook, China Haiyang Education Expenditure Statistical Yearbook, Haiyang Population Statistical Yearbook, etc. in the past ten years. After data collection, the author conducted empirical analysis, both in terms of quantity and in terms of educational equity and social benefits. These three-dimensional comparisons and the comprehensive use of multiple methods have given us a clear

overview and understanding of the gap between urban and rural education resource allocation.

Research Objectives	Data Sample Source	Data collection methods or research tools	Data analysis methods	Expected results
Urban and Rural Education Environment	Shandong Province official website	Chart Method	Quantitative analysis	Uneven
Rural-urban education resource allocation in urban and rural areas	Haiyang Education Statistical Yearbook	Chart Method	Quantitative and qualitative analysis	Uneven
Graduation rate of urban and rural schools	Haiyang Education Statistical Yearbook	Chart Method	Quantitative and qualitative analysis	Uneven
Differences in education resource allocation between urban and rural areas	Haiyang Education Statistical Yearbook	Chart Method	Quantitative and qualitative analysis	Uneven
Urban and rural informatization	Visiting Survey	Chart Method	Quantitative and qualitative analysis	Uneven

resource allocation				
Gaps in funding investment	Statistics of Haiyang Finance Bureau	Chart Method	Quantitative and qualitative analysis	Uneven

3.3 Data analysis

In recent years, as the wave of reform and innovation continues to advance, the overall level of urban and rural education in Haiyang has been improved to a greater extent, both in terms of school quality and hardware facilities. The education structure has been optimized, and Haiyang City has accelerated the construction of education livelihood projects with the focus on projects such as the improvement of weak links in education resources and capacity enhancement, school soccer action plan and pre-school education action plan, focused on improving school conditions, launched the implementation of quality education in the new era, carried out the construction of "new schools", "new classrooms" and "new education". The three major actions are to build "new schools", "new classrooms" and "new teachers", to lead the city's primary and secondary schools to improve quality and create excellence with higher standards and stricter requirements, and urban and rural education has made remarkable achievements in many aspects. However, there are also many shortcomings and deficiencies in many areas, which will be elaborated below.

First, the initial establishment of urban and rural education mechanism. In recent years, Haiyang City has clarified the model of balanced development of education by townships. In the wave of the country's continuous efforts to promote education, it can be said that the development prospect of urban and rural education in Haiyang City is bright. Shortly after the model was established, experience exchange activities were held throughout Haiyang City in an attempt to go further in implementing the balanced development of education. It can be said that this initiative is gratifying, as it has had a beneficial impact on promoting the rational distribution of educational resources and the equal sharing of educational

rights. Departments at all levels have issued guiding documents and materials to check the implementation of policies and evaluate their effectiveness and are scrambling to work hard for the implementation of the model of balanced development of urban and rural education. Firstly, at the leadership level, the mechanism of division of responsibility and accountability has been established, the way of working of each division has been generally recognized and accepted, and the identification of responsible persons and units makes the implementation of lines, guidelines, and policies a practical subject of action. Secondly, a balanced operation system has been established in the administrative department with the township center school as the core, and each township cooperates with each other to ensure the rapid development of urban and rural education. Once again, Haiyang City has established a relatively complete supervision system and effect evaluation and testing system, the main role of which is to supervise whether the leaders set up the work as required and whether the subordinate units complete the work as required. Finally, the incentive mechanism has been improved to stimulate a wide range of work enthusiasm by giving appropriate rewards to outstanding work units, which can be said to play a positive role in the promotion of balanced development of urban and rural education.

Secondly, the investment in education has been increasing. In order to guarantee the balanced development of urban and rural education, Haiyang City has invested a lot of human, material and financial resources in recent years. With the establishment of the mechanism and the implementation of the work accountability system, Haiyang City has significantly increased its investment in the field of education. The funding for the infrastructure construction of school teaching environment has been greatly increased, and there is also a basic guarantee for career funding.

Table 3-1 Input of public funds per capita for urban and rural students in Haiyang City in 2021 (Unit: Yuan)

	Elementary school	Junior high school
Urban area	910	1110
Township	710	910

Source: Official website of Shandong Education Bureau

Since 2016, the Department of Finance and Department of Education of Shandong Province have unified to determine the benchmark quota for the average public funding of education resources schools in the province. For urban and rural education resource schools (including private schools) in accordance with the benchmark quota not less than the standard subsidies for public funds, to improve the level of subsidies for boarding schools, smaller schools. From the spring semester of 2016, Shandong Province will unify the benchmark amount of public funds per student in urban and rural education resources schools, including 710 yuan per student per year in ordinary elementary school and 910 yuan per student per year in ordinary junior high schools. On this basis, the boarding schools in accordance with the average annual boarding student 200-yuan standard increase in subsidies for smaller schools in rural areas with less than 100 people, approved by 100 people for public funds; special education schools are subsidized at a rate of 6,000 yuan per student per year. At the same time, in accordance with the relevant national requirements, Shandong Province will be urban education resources free of miscellaneous subsidies policy into public funding subsidies policy.

The Ministry of Education also clearly proposed to gradually unify the policy of "two exemptions and one subsidy" for urban and rural education resources. Shandong Province has officially unified the "two exemptions and one subsidy" for students in urban and rural education resources since the spring semester of 2017. Haiyang City, according to the requirements of Shandong Province, has invested in education to different degrees according to its own human, material and financial resources, invested a large number of excellent teachers in the urban areas to promote education development, and allocated a large amount of funds to support

the construction of education in urban areas. The investment in rural education is still low compared to urban areas.

Third, the school conditions in the urban area have gradually improved. Through the strong support of funds for schools in Haiyang city district, the school running conditions have been significantly improved, the teaching links and structures of each school district have been perfected, and the quality of teaching has been effectively improved. First of all, small groups of scattered teaching groups were integrated and unified through the consolidation and intensification model, and a part of the village elementary school were abolished, so that the schools formed a united and strong unified whole and made the school structure more reasonable in terms of layout. Secondly, the government has increased its efforts and enthusiasm in building schools, invested a lot of money in upgrading school conditions, and by introducing new teaching ideas and teaching methods from abroad, it has strongly promoted the improvement of teaching standards and teaching facilities in urban and rural areas, and not only has the quality of education been improved, but also the educational environment and modernization have been optimized. In addition, the continuous advancement of the information age has made it necessary to update the teaching equipment, and the diversification of teaching has made the excellent teaching environment instantly revitalized. Finally, the sharing of resources between school districts has contributed to the continuous progress of balanced educational development. In the past, communication between schools was generally rare for various reasons, and there was not enough information transfer and experience sharing. Currently, under the government's coordination, a "network" of schools has been formed to communicate with each other, and both teaching experience and educational resources can be effectively disseminated through this model. For example, some urban and rural elementary schools have established QQ groups, and others have set up resource sharing platforms. These measures have undoubtedly played a great role in promoting the balanced development of education in urban areas. However, in most rural areas, the lack of network access has hindered the balanced development of urban and rural education resources, which needs to be improved slowly over time, through

economic development and social progress.

3.4.1 Uneven educational environment between urban and rural areas

The population in urban areas is originally denser than that in towns and cities, and there are more students in urban areas than in towns and cities. As urbanization continues to advance, a large number of surplus rural laborers are pouring into cities, resulting in a yearly decline in the number of educated people in rural areas, and the serious imbalance between supply and demand leads to the adjustment of the rural educational environment becoming a hot topic. At the same time, the massive explosive growth of the number of students in urban areas has also changed the schools in Haiyang city from the original reasonable state to the unreasonable one.

Table 3-2 Analysis of the number of schools and the number of students in Haiyang City from 2017 to 2021

	Number of students in urban areas	Number of schools in urban areas (schools)	Number of rural students (10,000)	Number of rural schools (Institute)
2017	3.51	57	2.4	86
2018	3.57	59	2.3	85
2019	3.63	60	2.21	85
2020	3.92	62	2.19	83
2021	3.95	66	2.1	82

Data source: China Haiyang Education Yearbook

For rural areas, the scattered layout of schools and their varying sizes have become the biggest obstacle to the rational distribution of educational resources. As early as 2001, the Decision of the State Council on the Reform and Development of Basic Education clearly pointed out that "in accordance with the principle of enrolling primary and secondary schools close to each other, concentrating junior high schools relatively, and optimizing the allocation of educational resources, the layout of schools should be reasonably planned and adjusted." Therefore, it became necessary to adjust the layout of schools in rural areas. However, to this

day, the irrational geographical distribution of teaching places in the townships and urban areas of Haiyang still exists, and the flow of students from rural schools to urban schools is relatively obvious, which is actually a stopgap measure taken by the Haiyang government for the benefit of the general public.

First, the reallocation of schools is in fact the elimination and merging of schools, which will greatly harm the actual interests of farmers and their children. At a macro level, the reorganization of schools is actually a process of reallocation of interests, which will not only result in a change in the location of the school and a change in long-standing habits, but also, and more importantly, will involve the actual interests of the majority of the surrounding population. The massive reorganization of schools will mean that many students will have to go further away to study and live, which is not particularly important for high school students, but is a great safety hazard for elementary and middle school students who are less able to take care of themselves.

Second, the reorganization and restructuring of schools can cause disruptions in the process of advancing education. The accelerated urbanization process directly affects a large number of rural people living in urban areas, and with it a significant decline in the number of rural students, especially in backward areas, resulting in some schools and resources facing elimination or consolidation because they cannot be fully utilized. This is a huge blow to students who want to continue their studies here, which may lead to further education or even interruption of the educational process. In the long run, not only will the right to education of these rural students be compromised, but it will also further aggravate the current situation of unreasonable distribution of educational resources between urban and rural areas in Haiyang.

3.4.2 Uneven allocation of education resources between urban and rural areas

From the overall situation, the rural urban and rural education resource team building has made great progress compared with the past, eliminating some of the old teachers who are too old, injecting fresh young blood into rural education, and developing more effectively. However, in terms of horizontal comparison, the construction of the teaching force in urban areas has greatly surpassed that in rural

areas, both in terms of the number of teachers, age structure, education and teaching ability and level. Therefore, the state of teaching in rural areas needs to be further improved. One of the most significant problems is the weakness and structural contradiction of the teaching force in rural schools. This is reflected in the following two aspects.

First, the human resources for education in rural areas are relatively weak. According to statistics, the number of excellent subject leaders at the county and provincial levels working in urban areas is about 80% of the number of excellent teachers in Haiyang, while the difference in this ratio in rural areas is very large, which shows the significant difference in the educational level of the urban and rural teaching staff.

Table 3-3 Statistics on the number of urban and rural special teachers in Haiyang from 2017 to 2021 (unit: person)

	Cities and towns	Rural
2017	76	15
2018	81	17
2019	83	18
2020	87	20
2021	90	23

Data source: China Haiyang Education Yearbook

More importantly, most of the teachers who originally lived and lived in urban areas worked in rural areas for a period of time, and the inconvenience of transportation and the general low income led to an increased desire to return to work in urban schools, thus leading to an inevitable reverse flow, which is one of the important reasons for the weakness of human resources in education in rural areas.

Second, the structural shortage and low professional quality of rural teachers. At the level of teacher preparation, all teachers in urban areas have met the standards, but the number of teachers with preparation in rural areas is far from

adequate and is much lower than the prescribed requirements and actual needs.

Table 3-4 Statistics on the number of teachers in Haiyang city and rural areas who have not reached the target in 2017-2021 (unit: person)

	Number of people not	Number of rural substandard
2017	7	31
2018	5	30
2019	4	28
2020	2	27
2021	0	22

Data source: China Haiyang Education Yearbook

With the development of education, the student-teacher ratio in both urban and rural areas of Haiyang is gradually becoming smaller overall, moving closer to the target indicators of educational resource allocation. However, the gap between urban and rural student-teacher ratios is still large, with urban areas having higher student-teacher ratios than rural areas, both at the junior high and elementary school levels. As school management becomes more and more refined and the curriculum becomes more and more perfect, along with the development of teacher specialization, the charter class assignment system and cross-school assignment system gradually disappear, and the number of dedicated teachers and school workers and administrators increases in large numbers, the number of teaching staff is chronically insufficient, and this situation continues to increase with the implementation of the two-child policy. This situation is more serious in rural areas than in urban areas. Vacancies in primary and secondary school staffing are more common, and there is a general shortage of teachers in subjects such as phonics, physical education, aesthetics, and computer science, and a serious shortage of professional teachers in subjects such as science, character and society (character and life), and psychology and health.

3.4.3 Uneven graduation rates in urban and rural schools

From the perspective of balanced results, another problem in Haiyang is the uneven percentage of graduates from urban and rural schools. The graduation rates

of middle and high schools in urban schools are much higher than those in rural schools, as shown in Table 3-5.

Table 3-5 Statistics on graduation rates of urban and rural schools in Haiyang City, 2017-2021

	Urban school	middle graduationschool	Urban school	highRural school	middleRural graduationschool	high
2017	98.10%		94.39%		91.40%	88.87
2018	98.73%		93.28%		91.87%	87.45
2019	98.25%		93.47%		92.16%	88.97
2020	99.43%		94.89%		92.36%	87.75
2021	99.42%		95.72%		92.43%	

Data source: China Haiyang Education Yearbook

From the data in the table above, it can be seen that the graduation rates of students in urban and rural schools are uneven. 2017-2021 graduation rates of middle school students in urban schools are 5-7 percentage points higher than those in rural schools, and graduation rates of high school students are 5-8 percentage points higher, which indicates that the quality of students in urban schools is generally higher than that in rural areas.

3.4.4 Differentiation of education resource allocation between urban and rural areas is obvious

The decomposition of indicators to measure teacher quality is generally a more complex matter, because teacher quality is directly related to the ultimate quality of educational resources. In terms of the history of Chinese education, the low standard of early Chinese education is most often reflected in explicit indicators such as teachers' education and titles, but in the actual teaching process, elements such as teaching attitudes, approaches, and skills are more important. However, in general, educational institutions with high education and higher title structures were generally recognized as having higher quality teaching.

Table 3-6

Statistics of 2021 titles of urban and rural primary and secondary school

	teachers in Haiyan		Undefined title	Junior
	title	Senior		
Urban elementary schools	12.9%	49.4%	37.7%	
Rural elementary school	14.3%	84.6%	1.1%	
Urban secondary schools	10.8%	72.6%	16.6%	
Rural secondary schools	11.1%	78.6%	10.3%	

Data source: China Haiyang Education Yearbook

Table 3-6 shows the statistics of teachers' titles in schools in Haiyang at this stage. From the above data, we can see that there are more teachers with senior titles in urban schools, especially in urban elementary school, where the number of teachers with senior titles reaches more than 570, compared with the proportion of teachers with senior titles in primary and secondary schools in rural areas, which are all relatively low. In terms of the proportion of teachers who did not obtain teacher titles, rural areas are generally slightly higher than urban areas, indicating that there are many teachers in rural areas whose theoretical knowledge and practical skills are not yet outstanding, and the gap is larger, while the proportion of primary and intermediate titles is relatively larger in rural areas, indicating that teachers with long teaching experience and high titles are mostly distributed in urban and town areas, while there are fewer in rural areas.

Table 3-7 Comparison of age structure of teachers in urban and rural primary and secondary schools in Haiyang

	24 years old and <	25-34 years old	35-59 years old	60 years old >
Urban elementary schools	6%	32.3%	61.5%	0.2%
Rural elementary school	10.3%	25.1%	64.3%	0.2%
Urban secondary schools	4.8%	27.6%	67.4%	0.3%
Rural secondary schools	7.8%	26.9%	65%	0.3%

Data source: China Haiyang Education Yearbook

Here, the age structure of teachers is divided by the levels in the table above

because teachers under 24 represent young teachers who may not be very well educated, while 25 to 34 represent a leap in career planning, an age group that is generally so rich in career planning that greater variability in their teaching tenure could easily lead to job hopping. The 35- to 59-year-old cohort, on the other hand, is more stable and has more teaching experience to its advantage. The current policy stipulates that those who have reached retirement age are not allowed to continue teaching. But individual places, 60 years of age or older is still teaching is implied that the local urban and rural education resources shortage, therefore, from the above data, it seems that teachers in rural areas are seriously aging, and the gap between the experienced teaching force and the towns is larger, especially in elementary school, rural elementary school under 24 years of age may still lack of experience of young teachers more, is nearly twice as much as the towns, the possibility of teachers leaving the job jumping is relatively large.

Table 3-8 Comparison of literacy levels of urban and rural teachers in Haiyang in 2021

	Below High School	High School	Specialized	Bachelor's Degree	
Urban elementary schools	0.1%	2%	35%	61.2%	1.8%
Rural elementary school	0.3%	12.7%	53.9%	33%	0.1%
Urban secondary schools	0	9.5%	10.4%	75.4%	5%
Township secondary schools	0.1%	2.6%	2.4%	91.5%	3.4%

The reason for the generally low overall quality of teachers in rural areas is mostly due to the "conversion of people to public" in the 1970s and 1980s, so the unreasonable structure of teachers in rural areas is one of the problems of unreasonable allocation of educational resources between urban and rural areas in Haiyang. At the same time, almost all teachers with less than high school education are located in rural areas, while most teachers with postgraduate education or above are located in urban areas, indicating a serious imbalance in teachers' education between urban and rural areas.

In recent years, the state has increased its investment in education in rural areas, and the government of Haiyang City has also increased its investment in education funding for rural schools and has gradually increased its subsidies for rural

teachers working at the grassroots level in terms of their salaries, but there is still an imbalance. Relative to civil service salaries in the region, teachers' salaries (which include teacher training, allowances, benefits, etc.) are mostly inferior to those of local civil servants. Within education, teachers' salaries in key schools and non-key schools are not the same, and there is even a wide gap. The distinction between "good and bad schools" is serious, and the psychological pressure to pay more attention to the promotion rate than to teachers. Especially in rural areas, teachers are required to focus more on student achievement and promotion rates, neglecting the development of students' psychological health, physical, mental, physical, aesthetic and intellectual qualities. More work pressure is given to rural teachers, while neglecting the good living treatment they desire and the opportunity to improve themselves for training.

3.4.5 There is a gap between urban and rural information technology resource allocation

Table 3-9 Average computer configuration ratio of urban and rural schools in

Haiyang	Average student allocation ratio (%)
Urban elementary school	39.5
Rural elementary school	5.74
City High School	21.14
Township high school	1.68

Data source: China Haiyang Education Yearbook

Information technology is currently the most rapidly developing and widely influential educational tool, and its development is the key to the modernization of education. Computers are the basic condition for implementing information technology, and their equipped status directly affects the development of information technology. Constrained by the degree of economic development and the lack of government support for rural education, which is already poorly

developed, it is quite difficult to truly achieve a balanced development of educational resources. First, the equalization of education funding at the county level can hardly meet the actual development needs of rural areas, as the level of education varies from village to village, and the level of development varies greatly. Under the operation of equalization funding, rural areas enjoy the same financial support as urban education, which is only positive for more advanced urban educational institutions, but insignificant for rural areas that urgently need large amounts of funds to support educational development. Second, there are the very unsatisfactory conditions of survival between teachers and students. Due to the constraints of the concept of balanced development, many rural areas cannot develop to the ideal state. Therefore, this is what this paper emphasizes, that the object of balanced development is the reasonable and balanced development and sharing of educational resources, and it is the balanced development of educational resources, not an "egalitarianism".

On the other hand, the lack of financial support is far from adequate, resulting in a shortage of hardware support for rural education, and the equipment is old and on hold. Despite the radical changes in education around the world in today's information trend, communication and information in the countryside are still not fluid enough compared to the cities, and the underdeveloped network is the main bottleneck that leads to the unbalanced education resources. According to incomplete statistics, (in 2020, for example) the number of computers per 100 students in the countryside is about 28, while the level in Haiyang city is 57, which is about twice or more than the amount owned in the countryside.

Table 3-10 Statistics on the number of computers owned by 100 people in 2017-2021 in Haiyang city and countryside (unit: units)

	Cities and	Rural
2017	28	13
2018	30	13
2019	32	24
2020	57	28
2021	65	36

The serious shortage of funds is an important reason for the shortage of hardware. In addition, in the teaching environment, the network equipment in rural areas has not been updated in time, and multimedia classrooms are even fewer, making it even more impossible to improve the quality of teaching. Therefore, in the current rural areas of Haiyang, another problem in education is the obsolescence and backwardness of hardware.

In recent years, Haiyang City has gradually improved the mechanism of funding for rural education resources, standardized and adjusted the layout of rural schools, implemented a series of major projects such as the safety project of primary and secondary school buildings, the transformation plan of weak schools with rural education resources, and the transformation project of rural junior high schools, which have improved the rural education resources and school running conditions, but the gap between the rural school running conditions in the vast number of rural areas, especially in remote and remote areas, and those in the towns is obvious. The gap between schools and urban areas is obvious. The gap between schools and urban areas is: (1) in terms of average student floor space, rural students occupy more land than urban students, rural schools have large places, fewer students, and no campus buildings at risk. (2) In terms of the purchase of teaching instruments and equipment, primary and junior high schools in rural areas are not equipped with them, and some schools in remote areas only have classrooms for the first grade of junior high school. (3) In the purchase of sports equipment, elementary school in rural areas are not fully equipped with sports equipment, some teachers said: "children in elementary school are more naughty, afraid that sports equipment will hurt them, out of protection, so they are not equipped with too much sports equipment." However, the town's elementary school sports equipment is more complete, in the students borrowed when there is a clear registration, the details are clear. There are teachers watching next to them to ensure that students are not hurt by accidents while they are exercising and having fun. (4) In terms of network acquisition, teachers in urban schools basically have one computer for each person, while rural schools still have a few teachers with one computer on a rotating basis. For the overall, schools in towns

have a computer room for each class, and some have one computer room for two classes, which is sufficient to supply students. In rural areas, there is one computer room per grade for students to use on a rotating basis. Some rural primary and secondary schools in remote areas do not have computer rooms to properly meet the needs of students, and the data on the average student allocation ratio in Table 3-10 show that urban secondary schools are currently basically using one computer per person, while rural secondary schools are using about one computer per two people. (5) With regard to the provision of books, 87.6% of primary and secondary schools in urban areas have already achieved the goal of building libraries and libraries for students' use, and in recent years, the city's primary and secondary schools have basically achieved the goal of providing libraries. In rural areas, many elementary school do not have libraries, and junior high schools with good conditions only have a library, which covers an area of less than 60 square meters, and the collection of books are old books, which are only to meet the inspection of the higher level and cannot meet the needs of students to read books.

Regional differences in economic levels affect the investment of educational resources. For key primary and secondary schools in urban areas, elementary students can do experiments in well-equipped laboratories and will use modern technology to learn various subjects, and teachers have realized one computer office use per person. In rural areas, students study in empty and simple classrooms, where blackboards and chalk are their daily routine. The different education policies and systems in the same region lead to different investment in education resources, with quality education and teaching resources going to urban schools, while the weakness of rural schools is mainly the shortage of education resources and the lack of government support to some extent.

In addition, the unbalanced class size of urban and rural education in Haiyang is also one of the problems, and the large class size has become a bottleneck that bothers schools and restricts the development of education and teaching in schools. Especially in recent years, large class sizes in many primary and secondary schools in Haiyang have become a prominent problem in urban and rural education, which

seriously affects the quality of teaching. According to the statistics of relevant departments, at present, 80% of the large classes in Haiyang city are over 45 students in elementary school, and 90% of the large classes in junior high schools are over 50 students. "The large class size not only increases the difficulty of class management and affects the quality of teaching, but also is not conducive to the interaction between teachers and students as well as students, which can easily lead to teacher-student tension and indifferent relationship between students and teachers.

3.4.6 There is a gap in funding investment

Education funding is a fundamental guarantee to support the development of education, and as an educational activity that is fully covered by the state's financial guarantee, its education funding has an even more profound impact on the development of education. However, there are still significant differences in education funding between regions and between urban and rural areas at the stage of education resources in China. Although the allocation of education funding needs to take into account factors such as the actual cost of education, as an education service provided by the state for all citizens, the disparity is stipulated in policy and tolerated in practice at the level of education funding, and the reality of the allocation of funding in the sent sample is obviously not matched with the demand for equalization of education resource services.

3-11 Expenditure Statistics of Haiyang City's Total Education Investment and Total Citywide Expenditure from 2017-2021

Year	Financial education expenses (million yuan)	Total financial expenditure of the city	Increase over the previous year	Percentage of total funding expenditures
2017	105020	330266	—	32%
2018	110030	355718	5%	31%
2019	74030	403267	-33%	18%
2020	75110	427189	1%	18%
2021	78524	439319	5%	18%

From the statistics in the above table, we can find that the county-wide financial resources of Haiyang City have been at a high level in recent years, and the total revenue of Haiyang in 2018 was 3557.18 million yuan, but the financial investment in education was only 11.03-million-yuan, accounting for only about one-third of the total, with an increase of only 5% over the previous year. Likewise, the percentage of investment in education from 2019-2021 is relatively low, with negative growth in 2019 and low growth rates in 2020 and 2021.

Table 3-12 Status of the seventh urban and rural population census in

Haiyang

Unit: person, %

Region	Permanent Residents	Share of the city's	
		2020	2010
Citywide	582711	100.00	100.00
Fangyuan Street	78433	13.46	11.71
East Village Street	75874	13.02	12.37
Fengcheng Street	19681	3.38	5.91
Longshan Street	21623	3.71	4.25
Rugezhuang Township	34543	5.93	9.30
Panshidian Township	20880	3.58	4.32
Guo Town	27760	4.76	5.15
Xujadian Township	34591	5.94	6.82
Fat Town	29184	5.01	6.06
Xiaoji Town	36714	6.30	7.15

Region	Permanent Residents	Share of the city's	
		2020	2010
Xingchun Town	38025	6.53	6.93
Xin'an Town	40630	6.97	7.05
Exidian Town	24399	4.19	4.60
Zhu Wu Town	29664	5.09	5.53
Export-oriented industrial processing zone			2.85
	36068	6.19	
Bicheng Industrial Zone	8263	1.42	
Tourist Resort	13427	2.30	
Nuclear Power Equipment Manufacturing Industrial Park	12952	2.22	

Data source: The seventh Population Statistics of Haiyang, China

From the results of the seventh census of Haiyang city, the population of townships is 316,390, and the population of the whole Haiyang city is 582,711 in total. The population of townships occupies 55% of the total population of the city, and the total investment in education funding in Haiyang city is small, so the investment in education funding in townships cannot meet the needs of each township. Education funding is the basis for running schools, and only when education funding is fully guaranteed can the quality of teaching and school conditions be improved. Insufficient rural education funding is the key to long-term restriction on the development of rural education in the province. At present, the gap between urban and rural basic public education investment in Shandong Province is mainly manifested in the per capita education expenditure, per capita budgeted business expenses, per capita budgeted public expenses, etc. In 2021, the

education expenditure in Haiyang city is higher than that in rural areas in terms of total investment, and the per capita investment in rural areas is also much lower than that in urban areas. The limited education funding is mainly concentrated in cities, while rural education, which is in need of more support, receives far fewer resources than urban education.

Taking the standard of per pupil public funding as an example, there has long been a significant difference in the standard of per pupil public funding for urban and rural education in China between various regions and between urban and rural areas. The average per pupil public funding is a financial allocation standard for primary and secondary schools based on the number of students in the program, set by governments at all levels and uniformly applied within the region according to the level of local economic development. Prior to the State Council's 2015 Notice on Funding Security, the minimum standard for per pupil public funding in each region was approved by provincial and municipal governments. Such approvals usually approved different amounts of per pupil public funds for students in different areas, such as large and medium-sized cities, counties, and rural areas. In Haiyang City in 2016, for example, their per pupil public funding is divided into 3 categories. From such government regulations, it is obvious that the average public funding per student in rural areas is significantly lower than that in urban areas.

In addition to the differences in the allocation of per capita public funds within Haiyang, there are also relatively large differences between provinces. A study was done on the differences in average public funding per pupil between provinces based on provincial level data. The study showed that the highest average budgeted public expenditure for primary school students in 2016 was Shanghai and the lowest was Guangxi, with a gap of 1,806.4 yuan between the two; the highest average budgeted public expenditure for junior high school students in 2016 was also Shanghai and the lowest was Anhui, with a gap of 2,037.2 yuan between the two.

In 2015, the State Council issued the Notice on Funding Security. It requires the coordinated design of an integrated urban and rural education resources funding guarantee mechanism to promote the balanced development of urban and rural

education resources. The document stipulates that starting from the spring semester of 2016, the benchmark amount of average public expenses per student in urban and rural education schools will be unified, leveling the gap between urban students and rural students in terms of average public expenses per student. But it still does not create a nationwide situation of one standard for all students; instead, the country is divided into two large regions, each with a different standard of per pupil public funding. Specifically, the average elementary school in the central and western regions is RMB 600 per student per year and the average junior high school is RMB 800 per student per year; in the eastern region, the average elementary school is RMB 650 per student per year and the average junior high school is RMB 820 per student per year.

In general, there is still a big gap between urban and rural education resources in Haiyang city in terms of school quality. Take Haizheng community and Fazhen town in Haiyang City as examples to analyze the difference of education resources between urban and rural areas in the city. From the results of the survey, there are 2 public kindergartens and 4 private kindergartens in Haizheng community, and residents can complete their childcare in their own community, and the nearest primary and middle schools are only 0.5 km and 1.5 km away, so children can complete their nine-year compulsory education nearby. In contrast, there are only 1 public kindergarten, 2 private kindergartens, 2 elementary school and 1 junior high school in the 63 villages of Fat Town, and the educational resources and infrastructure in urban and rural areas are relatively backward, with the farthest village being more than 10 kilometers away from the school. There are great safety hazards. The interview also reflected that the village leaders of Fat City High School is not enough educational resources in urban and rural areas, the teachers are not responsible, most of the teachers live in the city, only at 7:00 or 8:00 in the morning from the city, after 3:00 or 4:00 in the afternoon, no classes, before the students return to the city, the students learning, life guidance and management is not in place. In general, at this stage, there is still a large gap between urban and rural education resources in our province, we should continue to increase investment in rural education, improve the treatment of rural

teachers, improve the rural teaching environment, accelerate the construction of rural education system, and strengthen the sharing of urban and rural teaching resources.

Chapter 4

Data Analysis Results

4.1 The impact of unbalanced educational resources between urban and rural areas on students

Through the above analysis, we can conclude that the most direct result of the imbalance between urban and rural resources is the huge gap in education quality and the huge difference in students' knowledge level, such as: the infrastructure aspect of urban and rural education resources, financial investment, the strength of urban and rural education resources, software and hardware facilities, etc. If this problem is not effectively solved, the chances of students in rural areas to get promoted to further education will be greatly reduced, which is not conducive to rural The overall development of students.

4.1.1 The lack of educational resources in urban and rural areas directly affects the knowledge and abilities needed to advance to higher education

There are many factors affecting social mobility, the most important one is posteriority compared to personal factors, that is, the knowledge and ability acquired by individuals through continuous efforts. The more knowledge a person acquires, the more skills he or she has, the greater the chance of winning various exams and skill competitions, creating conditions for him or her to advance to higher education institutions for further study. The acquisition of knowledge and ability is based on quality education resources, which of course include family education, school education and social education, and school education plays an important role in a person's lifetime education, but the imbalance of education resources between urban and rural areas, students' access to knowledge is hindered and their ability is not improved, coupled with the differences in teaching quality and uneven power of urban and rural education resources, which make rural students more active in learning than urban students. Compared with urban students, rural students' learning initiative and motivation will be weakened, which affects the process of rural students' mobility to cities and their own development.

4.1.2 Poor hardware and software education facilities directly affect the

degree of information skills mastery of rural students

In modern society, information technology is not only a skill that modern people must have, but also a passport to participate in the market competition. The use of the Internet for learning and working has become an irreversible trend. In many enterprises and institutions in the recruitment process is generally clearly marked: candidates must have strong computer skills. However, at the present stage, a considerable number of rural primary and secondary schools lack information technology education due to the backwardness of educational hardware, which in a way seriously restricts the information technology skills of rural students when they advance to further studies, and it is difficult for them to gain a competitive advantage in the fierce market competition in the future and realize upward mobility.

4.1.3 The single resource channel between urban and rural areas causes the weak comprehensive ability of rural students to advance upward to further education

As we all know, the city is the economic and cultural center of a region, naturally public education resources are more abundant than in rural areas, for example, the city has libraries, museums, children's palaces, science and technology museums, etc., that is to say, urban students have more opportunities to contact or obtain more cutting-edge scientific and technological knowledge and educational learning concepts, timely update their knowledge to better adapt to the needs of social development. On the contrary, rural areas are obviously disadvantaged, not only are the educational resources in rural areas weak, but their vision is also narrower, coupled with the difference in family capital, parents of urban students focus on cultivating their children's comprehensive ability, and are willing to pay more time and money to cultivate their children's growth and success, such as enrolling in various training courses, purchasing learning equipment and equipment, and purchasing library resources, which are lacking in rural children at this stage. Of course, the above-mentioned phenomenon is not absolute, there are quite a number of rural students who not only have higher intellectual ability and comprehensive quality than urban students, but also are not inferior when

participating in social competition, and the proportion of these rural students is relatively small.

4.2 Analysis of the constraints on the unbalanced development of urban and rural education in Haiyang

4.2.1 The concept of balanced development of urban and rural education is backward

Social culture not only influences the formulation and implementation of education policies, but also the direction of education development, and the deviation of the concept of education development is one of the main factors directly leading to the unbalanced development of urban and rural education resources.

The concept of "elite education" that has ruled the education sector for years has distorted the essence of education. Education resources are national, universal, and developmental, and the limited educational resources are tilted toward urban and key schools, and educational opportunities are tilted toward scores, money, and power, widening the inequity of education. In the change of China's education system, there has been a continuation of the educational concept from the old tradition, where people tend to be elitist and neglect the common people. From the time of feudal rule until the beginning of reform and opening up, elitist education was a development trend in education, and in the new era when we have universal access to educational resources, the influence of this ideology still exists and misleads the current generation of students to pursue "the best of the best," and parents believe that only students who attend "key schools" can have the best education. "With the increasing demand for talents in social development, the competition among students has become more and more fierce, and some schools with high promotion rates, superior teaching quality and teaching conditions have become more popular, and the government's policy preference for these schools has led to some "At the same time, the survival of other primary and secondary schools, especially the "weak schools" in townships, has become more difficult. It is this tendency to elitism and neglect of civilian education that has led to the widening of the gap between urban key schools and weak schools in the

townships.

4.2.2 Imbalance of regional economic development and related inputs in the province

Haiyang City is located in the eastern part of China and belongs to Yantai City, Shandong Province, in the southwest of Yantai City. Due to historical conditions, geographical location, economic system and public policies, there is a significant gap between the economic development of the city's eastern and southern regions, which are mainly towns, and the western and northern regions, which are mainly villages. Due to the fact that Haiyang city's finance does not yet have the ability to fully guarantee rural teachers' allowance and increase sufficient funds to increase the investment in education resources and facilities, as well as the fact that the balanced regulation ability of financial transfer payments at provincial and municipal levels has not been well exercised, coupled with the impact of regional financial income disparity on education funding investment directly leads to the unbalanced development of urban and rural education resources in Haiyang city. Under the condition of limited state financial allocation, due to the difference of economic development between the east and west regions of Haiyang city itself, the existing education resources will be difficult to meet the requirements of equal access to school and equal education process and results. urban areas with stronger economic ability and stronger education supply capacity, the government and families are in a position to increase the investment in education resources and promote education development; while in rural areas with very weak economic educational conditions and family economic conditions will also be affected, and some people cannot even finish the nine-year compulsory education. Economic development can provide a solid material foundation for education and a higher demand for talents, which will strongly promote the further development of education, and the further development of education can improve the comprehensive quality of workers, thus better promoting economic development, thus forming a good social cycle. On the contrary, the more backward the economy is, the less education can be developed, and the supply capacity of education is relatively weak, coupled with the lack of government and family investment, to

develop education in backward areas, and it becomes an illusion, while the backward development of education will certainly affect and restrict the local economic development, which forms a vicious circle between education and economy.

At present, the investment in education funds in Haiyang City has increased year by year, but due to the accumulation of history, there are still certain unreasonable phenomena in the total amount of investment and the ratio between urban and rural areas, and these factors are the key to the unbalanced education. The total amount of investment in education funds is insufficient. With the continuous development of society, the demand for education from individuals, production units as well as the country is expanding, while the supply of education is limited, if the supply of education investment cannot meet people's demand for education is to restrict the balanced development of education. Haiyang City, due to the limitation of economic development, still has a certain gap compared with the developed counties and cities in the province, and the total investment in education is only located in the middle position of the national level. According to the Notice on Improving the Resource Management System of Rural Education issued by the General Office of the State Council, the central government has decentralized the affairs of basic education to the county governments, resulting in the county governments having more affairs than financial powers. Instead, most of the education funds from the central government are used to support general higher education, and the funds needed for primary and secondary education are left to county-level governments to raise and allocate, while the development of education resources depends on the economic development level of each region. However, at the present stage, most of the county-level finances are in an excellent condition, and it is difficult for them to play the role of the main body of investment in rural education resources, and they cannot meet the needs of each education body for education funds well.

The urban-rural ratio of education financial investment is imbalanced. The current system of dualistic economic structure that exists in society has led to a dualistic appearance of financial investment in education, which restricts the

balanced development of educational resources. "The dualistic economic structure between urban and rural areas was formed under the planned economy system, and its prominent drawback lies in the formulation of a clear-cut boundary about urban and rural areas, and the resulting boundary between rural and urban people." In Haiyang City, due to national policies and resources, urban and city people have great advantages or superior conditions, such as health care, infrastructure, etc., which rural and rural people do not have or do not have in some aspects. The traditional urban-first mentality has long lingered in all fields in China, including education, and urban orientation has influenced the distribution of educational resources, especially the distribution of quality educational resources with an urban orientation. Even for the same type and level of education, there is a clear difference in the resources enjoyed by urban and rural areas. In recent years, Haiyang City has gradually increased its investment in compulsory education in rural areas, but due to the large arrears and gaps in the early years, and the accumulation of the long-standing gap in government financial investment in urban and rural education, a clear divide has formed between urban and rural areas, and even if the current investment in rural education resources is increased, it cannot improve the backward educational situation in rural areas in the short term, and the gap between urban and rural areas still clearly exists.

4.3 The government education balance management system is lagging behind

The presence of a large number of focus school systems in cities accelerates urban-rural unevenness. The focus school policy is a typical system for cultivating elites, and is an important institutional factor contributing to educational disparities. The development of the focus school system was proposed in 1962 to remedy the damage to education caused by the Cultural Revolution. In the late 1990s, it was found that the focus school system no longer fit the needs of education development, and the focus school system was gradually diluted. By the mid-1990s, the focus school system was further explicitly abolished in the compulsory education stage, but due to the influence of the practice of the focus school system, a situation has been formed that cannot be ignored, as the previous focus schools have developed a high reputation in the society, making them still significantly

stronger than other schools in terms of their ability to obtain various resources in the current society, and still maintain a strong The school has become a key school in its own right. In any case, the practice of the priority school system shows that it is in fact an urban-focused school system. In reality, most of the priority schools are located in urban areas and very few in rural areas. The government's policy orientation to the key schools has led to a large amount of capital and high-quality urban and rural educational resources flowing to these schools, making the gap between schools in backward areas, especially in rural areas, in terms of running conditions, the level of urban and rural educational resources, and the quality of teaching wider and wider compared to urban areas, thus leaving a large number of weak schools in such a state for a long time and difficult to change.

The imperfection of education regulatory system. The construction of the education regulatory system is a soft help in China's education management system, summarizing the reasons for the lack of attention to the concept, as well as regional differences and the lack of effective and unified standards, and other important factors. Undoubtedly, strengthening the coordination of education and giving provincial governments more autonomy to determine the conditions of school operation and teacher staffing standards at all levels is highly relevant to the current development of education resources with significant regional differences. In terms of regulatory legal system, although China has long promulgated some education regulatory laws and regulations, such as the Teachers Law and the Education Resources Law, there are still considerable difficulties in actual operation, and the more prominent problem at this stage is the lack of specific and detailed rules. At present, the imperfection of the education supervision system is also reflected in the imperfection of the education supervision system. A perfect education supervisory system is an important guarantee for the implementation of provincial government education coordination, but in practice there is no special education resource supervisory body at the inter-provincial level, which results in the absence of supervision in some places. In Haiyang, some governments and departments often invest limited educational resources in so-called key schools, "window" schools and "model" schools for the sake of "political achievements". This

unbalanced allocation of educational resources has increased the gap between urban and rural schools. Therefore, the supervision and evaluation of education must be reasonably positioned, with the balanced development of urban and rural schools as the guide, and unified and non-discriminatory evaluation standards must be formulated. At present, the participation of the public and social organizations in education supervision is still relatively low, and the public and other social organizations are still unable to participate in the legislative and administrative aspects of education, so there is an urgent need to reform the relevant system to introduce public participation in the field of education supervision.

4.4 Inadequate mechanism of teacher team building

The problem of teacher construction is also one of the factors limiting the balanced development of educational resources, and cities enjoy advantages that cannot be compared with rural areas. The educational requirements for teachers in urban secondary schools are higher than those for teachers in rural schools in terms of this item of teachers. In the case of appointing schools, the advantages of other public resources in the city are treated as private resources to improve their status when appointing, and it is taken for granted that they should get better resources to match them. This is in addition to the salary system, etc.

The structural unreasonableness of the teaching force. At present, from the compulsory education teacher establishment structure, the saturation of the number of teachers in elementary schools has greatly exceeded that of middle school teachers, and there is the phenomenon of overstaffing, with the increase in the number of students enrolled in middle school, the teacher establishment is even more inadequate, many places from the elementary school to pull out some backbone teachers to join the middle school teaching team, resulting in the decline of the overall quality of the elementary school teaching team; after the expansion of high school enrollment, the high school teachers After the expansion of high school, the number of teachers in high school can not meet the needs of the growing number of students, and the backbone of middle school teachers are drawn to teach in high school, exacerbating the contradiction of the shortage of middle school teachers. In terms of age structure, there is a widespread problem of

aging teachers in compulsory education in the province, especially in elementary schools. Due to the serious overstaffing of elementary school teachers, in recent years, many places simply do not add new teaching positions, and most school teachers are mainly old teachers, which has caused an age gap in the elementary school teaching force. In terms of subject structure, there is a general lack of teachers of English, computer, music, physical education, art teachers, etc. These subjects in rural schools are often taught by teachers of other subjects on a part-time basis, not even talking about professionalism, which directly leads to a decline in teaching quality. In the school where I once studied there is the phenomenon of one teacher taking several courses at the same time, which makes the teaching effect very unsatisfactory. From the regional structure, the gap between the number of teachers in rural schools and urban schools is also very obvious, and there are obviously more teachers in urban schools than in rural schools. The number of substitute teachers in one city in Shandong Province has reached 953.

There is a significant urban-rural disparity in teacher treatment. One of the main reasons why many rural teachers want to transfer to urban schools is the urban-rural difference in treatment. In terms of basic salary, there is no difference between urban and rural areas, and rural schools have policy grants from the government, but in many rural schools, such policy grants simply cannot be implemented, and pension insurance payments, medical insurance payments, and housing provident funds are quite low in many places, or simply cannot be implemented in place. The quality of teachers varies. From the scope of Shandong Province, in the eastern city of Yantai, due to the superior geographical conditions and generous treatment of teachers, a large number of outstanding talents have gathered, and in many middle schools in Haiyang City, teachers with graduate degrees account for more than 33%, while in other townships in Haiyang City, the education of middle school teachers is mostly undergraduate, and most teachers in rural middle schools are mainly college. Most highly educated teachers are gathered in developed cities, and the more teachers are scarce, the quality of teachers is not high. In rural schools in Haiyang City, many teachers teach in dialect in their classes,

and the quality of teaching is generally not high, and there are even some rural schools where there are only a dozen teachers in the whole school, and the teaching tasks of the whole school are taken up by these teachers, which makes the teaching tasks heavy and the quality of teaching difficult to improve.

Chapter 5

Conclusion and Discussion

To promote the balanced allocation of urban and rural educational resources and the harmonious development of education, the core idea proposed in the thesis is to design a comprehensive supporting strategy based on system theory with the balanced allocation of urban and rural educational resources as the core. Specifically, it includes promoting the sharing of urban and rural education resources, strengthening the guarantee of urban and rural education resources, improving the connotation of urban and rural education resources, and increasing the total amount of urban and rural education resources. Among them, the focus or advantage of promoting the sharing of urban and rural education resources is to achieve a balanced allocation of urban and rural education resources in a flexible way through innovation while keeping the stock of urban and rural education resources unchanged. The focus of strengthening the guarantee of urban and rural education resources is to enhance the stability and sustainability of urban and rural education resources in the process of managing and using them after acquiring them. The focus of enhancing the connotation of urban and rural education resources is to enhance the enthusiasm and creativity of urban and rural education resources while keeping the total amount of urban and rural education resources unchanged. Increasing the total amount of urban and rural education resources means addressing the issue of balanced allocation of urban and rural education resources in terms of input and increment, with the main responsible body being the government and the main resource being financial funds.

5.1 Change the concept and break the limitation

To solve the problem of balanced development of compulsory education and to remove the obstacles to the development of educational resources requires the joint efforts of all aspects of society, but undoubtedly the government's responsibility is the most important, and the government's role in the allocation of urban and rural educational resources is self-evident. At present, the government

has taken up too many functions that should be undertaken by schools, and consciously or unconsciously tilted the allocation of urban and rural educational resources to model and prestigious schools, and directly interfered with the autonomous rights of these grassroots educational organizations, to some extent resulting in either "transitional input" or "insufficient input" in financial terms. "The government should ensure the equity of investment in education. The government should ensure fair investment in education and promote fair allocation of educational resources between urban and rural areas, so as to ensure equity in education.

First, the government is in a leading position and should actively change its viewpoint. From the perspective of macro benefits of talent flow, urban and rural education resources as a knowledge-intensive talent team, human resources, the government should break the boundaries between departments, regions and different enterprises and institutions, reasonably use off-campus urban and rural education resources, establish a scientific and orderly flow system of urban and rural education resources, optimize the structure of teacher resources, realize the sharing of urban and rural education resources, promote urban and rural education resources between regional structures balance, so as to achieve effective allocation of human resources, including adjusting the establishment, reasonably determining the total amount of rural urban and rural education resources, comprehensively implementing a balanced system of urban and rural education resources, strictly controlling the entrance of teachers, insisting on the combination of teacher job evaluation and recruitment, and promoting the construction of rural high-quality urban and rural education resources. Establish an incentive and guarantee system, set up special awards for outstanding rural teachers, stabilize the rural teaching force, and accelerate the construction of a social security system for teachers.

Second, innovate the teacher education system. In accordance with the Ministry of Education's requirements, regional teacher education network links should be constructed, model county-level teacher learning and resource centers should be strengthened, efforts in continuing teacher education should be increased, and training in educational technology skills should be an important part of

continuing education. The government can set up teacher exchange centers or urban and rural education resource bases in cities and counties through pilot institutional reforms, coordinate the deployment of key teachers between key schools and other schools in the same region, implement a "master teacher sharing system," and implement a system of mutual rotation at a certain ratio and number of years.

Third, establish a system of education soft resource sharing system. For example, the "networked teaching and research system" ensures the development of interactive teaching and research activities in urban and rural areas by establishing an educational teaching resource library, a network teaching and research system, a subject teaching and research blog network, and a live video broadcasting system to break the time and space limitations of urban and rural teaching and research activities and teacher exchanges. "Teacher knowledge resource base construction system", building an interactive teaching and research platform for primary and secondary schools in Haiyang City, promoting the sharing of education and teaching resources in urban and rural schools, and conducting research on online interactive teaching and research mechanisms and platform optimization. The "intra-regional teacher twinning system" selects model middle schools, key middle schools and window elementary school above Yantai City level in Haiyang City as rural teachers' training schools in the city, organizes some rural backbone teachers to follow the training in the city every year, and identifies some of these backbone teachers of the city training schools as rural teachers' professional In addition, the training team of urban teachers is mainly composed of rural teachers and urban and rural teachers who grow together. Primary and secondary schools with conditions can take educational research as a breakthrough and build local "educational research communities", whose members are composed of educational researchers, urban teachers and rural teachers, and can select outstanding teachers to take the lead, communicate through educational research activities, share various learning resources, exchange each other's life and learning emotions, teaching experience and educational philosophy, and jointly complete certain projects. They can share various learning resources, share each other's life learning emotions, teaching

experiences and educational concepts, and accomplish certain teaching research tasks together.

5.2 Strengthen the investment and implement the compensation mechanism of "special allowance" for teachers

In order to solve the dilemma of the lack of rural education resources, improve the quality of teaching in rural schools, and promote the professional belonging of teachers, we can establish a mechanism of education resources urban-rural teacher mobility and mutual assignment by learning from the regular rotation system of teachers implemented in Japan. In layman's terms, this means that urban primary and secondary schools and rural primary and secondary schools in Haiyang City can pair up and cooperate with each other, and send teachers to each other's schools for teaching, exchange and study. On the one hand, it enables urban teachers to bring advanced education and teaching concepts, novel education and teaching methods, and convenient information reception channels to towns and villages; on the other hand, it enables rural teachers to receive free in-service training and improve their professionalism through observation and learning. However, it was found in the research that this kind of urban-rural teacher mobility and mutual assignment is difficult to be well implemented. On the one hand, urban schools are reluctant to send their best teachers for the sake of high promotion rate, and they are also reluctant to spend higher capital to receive rural teachers with relatively poor teaching ability; on the other hand, some urban teachers are constrained by their own conditions, such as children, spouses and other family reasons and income, housing and other treatment issues, and they are not willing to teach in rural areas, and some of those who are willing to go there are also small and go back. Therefore, in response to this situation, the government and schools should strengthen the propaganda work to raise the spirit and awareness of urban teachers to consciously support poor and backward areas. They can learn from the way of academic lectures in higher education and regularly dispatch urban key teachers to rural schools to give lectures in the form of sub-disciplines and grasp the knowledge focus to students in rural areas. At the same time, the government should take a variety of attractive measures to encourage outstanding

urban teachers to teach in rural areas, such as local governments and educational institutions can set up special funds or subsidies and rewards to ensure that the income of urban teachers does not fall, and give priority to participating teachers in the selection of titles and the awarding of various honors, and the time and number of visits to rural areas will be included in the title evaluation inspection. Local governments should arrange for urban and rural teachers to flow and send each other to the counterpart schools, and specify a good flow, the time of sending each other once, as well as the number of key teachers, requiring each school must be firmly and strictly enforced, and the implementation of the situation will be included in the assessment of the principal of each school. If necessary, compulsory measures such as organizational arrangements for deployment can be taken to ensure the smooth implementation of urban and rural teacher mobility and mutual assignment measures. In addition, local governments and education departments should give priority to the principle of proximity when selecting schools for mutual assignment, and when two exchange schools are within one hour's drive, flexible measures can be taken to allow teachers to teach part-time in both urban and rural schools, with the government subsidizing the transportation costs to and from the schools.

In recent years, China has implemented a tilted policy in terms of salary and job title (title) for teachers who have been working in rural grassroots and hard and remote areas for a long time and improved the standard of allowances and subsidies. Therefore, the government should abolish regional differences for teachers in compulsory education, set aside differences in urban and rural consumption levels, and implement basically the same salary level to compensate for the impact due to the harsh living and working environment. In response to the current instability of the teaching force in remote and poor areas and rural areas, and the completely disorderly direction and trend of teacher mobility, it is urgent to establish a compensation system of "special allowances" for teachers in poor and rural areas. First, the establishment of urban teachers to serve in rural areas of the living and transportation subsidies, specifically by sending units of the same level of government financial burden. The state should bear all the funds required through

the central government, rather than transferring the burden to local governments, so as to ensure the stability of the source of funds. At the same time the amount of the allowance should be of a certain strength, rather than embellished and symbolic. Second, a special fund should be established, the source of which should be mainly borne by the central government, to reward teachers who have made outstanding achievements and contributions in schools in poor areas, rural schools, and weak schools. The award criteria shall be determined by the provincial government and the relevant funds shall be borne by the provincial government. Third, the special allowance for teachers in poor areas and rural areas should be paid mainly to teachers working in poor rural, mountainous, remote and ethnic areas, who are on staff and are full-time teachers in primary and secondary schools, and according to the level of economic backwardness of poor and rural areas as categories, especially to remote and remote mountainous areas and hard places, the poorer and more remote areas the higher the amount of their special allowance should be. Without government input in the modernization process, it is basically impossible for education to move forward in the direction of modernization. Therefore, Haiyang city government should take the balanced development of education resources as an important goal, increase the investment in local education resources funding, and tilt to rural and remote areas under certain circumstances, and can formulate a corresponding allocation system according to the actual situation, to be fair and open, and avoid tilting to "The government should give sufficient funding to primary and secondary schools in rural areas. The government should give primary and secondary schools in rural areas enough funds to ensure their normal operation, ensure the normal payment of teachers' salaries, and ensure that there are still funds left over for the purchase of teaching equipment and the reconstruction of dilapidated buildings whenever needed. In addition, the power of high-quality educational resources should be allocated first to remote and poor mountainous areas and schools with lower starting points, in an effort to narrow the gap in human resource levels between urban and rural educational resources and to promote a balance between urban and rural educational resources. Since financial resources have not really been transformed

into material and human resources, the government should further improve the current education resource transfer payment system. First, the general transfer system should be standardized. The determination of general transfer funds in education resources is a very complicated issue. In order to better deal with this issue, the actual situation of each region should be considered in all aspects, such as the amount of allocation should be determined scientifically and reasonably according to the level of economic development, fiscal revenue capacity and the cost of education resources as far as possible. Secondly, the scale of the special payment system should be increased appropriately. For example, we should cancel some special transfers that have no obvious effects and are duplicated and crossed and increase the strength and scale of those special transfers that have obvious effects, so that they can play a greater role. Finally, an effective supervision system should be established. The implementation process of special transfer funds for education should be open and transparent, and timely feedback should be provided to improve the efficiency of use.

5.3 Strengthen urban and rural education resource guarantee system and build a high-quality teacher replenishment mechanism

Firstly, improve the working and living environment of rural teachers, build turnaround dormitories for teachers in schools in rural and remote areas, and provide conditions to guarantee their roots in rural areas. 2016 Shandong Province implements the goal of the State Council of the Party Central Committee to achieve a 4% financial investment in education and focuses on the strategic tasks identified in the "Shandong Province Planning Outline for Building a Stronger Education Province", and tilts more towards poor, rural and ethnic areas, and more towards education resources. more to the construction of the teaching force. Under this platform, the standard of post allowance for rural teachers can be appropriately raised to effectively guarantee their salary and welfare benefits in place. At the same time, various social security mechanisms for rural teachers should be established and improved, including providing protection in medical care, pension and unemployment insurance, and housing. We will improve the unemployment protection system for teachers, make efforts to provide basic livelihood protection

and re-employment for laid-off rural teachers and staff, and make efforts to provide guaranteed benefits and door-to-door services for retired teachers who need to be taken care of, and for those with weak living capacity such as those suffering from catastrophic diseases and disabilities. Improve the teachers' pension insurance system, expand the coverage of pension insurance, and strengthen the management of pensions. We will improve the teachers' medical system, increase the proportion of public medical reimbursement, and gradually include all rural teachers in the socialized medical insurance system. Currently, there is a shortage of rural teachers in both quantity and quality, the key factor of which is mainly whether the rural teaching profession is attractive and whether rural teachers can realize their own value and social status. Due to economic, historical, and social roots, the unbalanced educational resources between urban and rural schools show an expanding trend. The most effective and quickest way to rapidly change this status quo is to retain quality urban and rural educational resources in rural areas by means of teacher mobility, and to achieve this, due to the relatively low cost of living in rural towns, using higher incomes can stimulate quality teachers not to flow out from rural areas, and can also bring some high-quality urban and rural education resources can be attracted to rural areas, thus achieving a balance of urban and rural education resources.

Secondly, the reasonable adjustment of the establishment standards, to provide quantitative protection for the scientific allocation of rural teachers. The Outline of the Plan for Building a Strong Education Province in Shandong Province proposes to "improve and strictly implement the teacher admission system and strictly control the entrance of teachers." The comprehensive implementation of urban and rural education resources expansion plan, the formation of an open teacher training system, broaden the way to attract talented people to teach, can help schools to absorb as many qualified teachers as possible, to reduce and solve the contradiction between the supply and demand of teachers. Teacher appointment system is the key to the current reform of the personnel system of primary and secondary schools, the implementation and improvement of the teacher appointment system, individual teachers must be market-oriented to

promote active and reasonable competition among teachers, the school principal must also have full authority to select the best.

5.4 Optimize the evaluation system of educational resources and establish a teacher title evaluation system with Haiyang characteristics

As the reform of China's primary and secondary school personnel system advances, the comprehensive implementation of quality education and the continuous optimization of the structure of the teaching force, many problems have emerged in the current primary and secondary school teacher title system, limiting the development space of primary and secondary school teachers, such as the lack of scientific evaluation standards for teachers, the lack of reasonable grade settings, the lack of perfect mechanisms, and the lack of articulation with the employment system of institutions, which is not conducive to stabilizing the teaching force. This is not conducive to attracting more talents, especially senior and middle-ranking talents, to teach in primary and secondary schools for a long time and for life, and to encourage outstanding talents to stand out. As decided in the executive meeting of the State Council to expand the primary and secondary school teachers' title system reform pilot, primary and secondary school teachers can participate in the evaluation of the same level of professors as the senior title, which increasingly reflects the title structure is an important symbol to measure the teaching level of teachers. The Outline of Planning for Building a Strong Province of Education in Shandong Province is clear: to establish a unified series of primary and secondary school teachers' positions (titles), and to set up positive senior teacher positions (titles) in primary and secondary schools. In response to this new reform, it is suggested that the assessment of the senior title should require a certain number of years of teaching in rural areas or have taught in rural areas for at least 5 years as a prerequisite, and the excellent teachers who have taught in rural areas for a long time should be given priority in the assessment. This will not only direct more urban quality education resources to rural areas, but also encourage primary and secondary school teachers to teach in rural areas and improve the professional

status of rural primary and secondary school teachers. At the same time, it is recommended that a system of city, county, and grassroots school evaluation of titles be implemented. By adopting the county, district and grassroots school title assessment method, the competent department will delegate the authority of title assessment to the grassroots, and the personnel department will delegate the title index to schools according to the proportion, with the proportion of the index favoring schools in rural areas, and the schools will organize the assessment, and then submit it to the competent department for approval. This kind of evaluation system is desirable because it allows teachers with outstanding performance in schools to have more opportunities, and at the same time can better accept the supervision of the public to realize the principles of fairness, impartiality and openness.

5.5 Establish a comprehensive supervision system

To build a sound and strong education resources laws and regulations according to the reality, to ensure the effective implementation of all aspects of education resources in the form of laws and regulations, especially to clarify the legal responsibilities of governments at all levels and education departments in the allocation and use of funds, as well as the punishment mechanism for the misappropriation and misappropriation of education resources funds, to link the implementation of education resources funds with the performance assessment of leaders of relevant departments, and to introduce accountability mechanisms. The mechanism of accountability is introduced, so that the sources, proportion, distribution and use of education funds are based on the law, supervision and management are strengthened, the transparency, standardization and efficiency of education resource fund management are improved, the enforcement of laws and regulations related to compulsory education is increased, the law is complied with, the enforcement is strict, and violations are investigated, and the procedures of education resource laws and regulations are strengthened and widely publicized to the society. Create a strong atmosphere conducive to the balanced development of urban and rural education resources services in Haiyang.

In addition, the law should also play the role of regulating and supervising social and market schooling, and while encouraging and supporting private schools, it should also establish and improve a complete and open supervision and evaluation mechanism for the balanced development of education resource services, as well as a monitoring, feedback and reporting system, and urge them to disclose information related to schooling, so as to ensure that Haiyang City is supervised by social media and the target public in the process of promoting the balanced development of education resource services. For private schools with unstable funding sources, the government should give sub-funding support or adopt the form of cooperative school operation to fully guarantee the sustainable development of education resources. Supervision and publicity should be fully strengthened through various media. In addition to using traditional media to implement supervision, we should also make use of emerging media such as posting, microblogging and weibo to disclose issues such as the conditions of running primary and secondary schools, teacher staffing, the situation of student population and funding expenditures, encourage all sectors of society to participate in the supervision of education resources, mobilize public participation in supervision, increase attention to the work of education resources, and broaden public supervision channels, expose the problems arising in the process of urban and rural education resource allocation on public media, urge the education administrative departments to disclose more information or relevant resources, identify problems and solve them in a timely manner, dare to put forward opinions and suggestions to the government, contribute to the balanced development of education resources, and help the development of education. We should establish a standardized and independent professional evaluation institution with the guidance of balanced education resources services in urban and rural areas, hire professional and technical talents for the whole society, formulate a scientific and fair standard system for balanced education resources services in consideration of local social resources, economic and humanistic conditions, and study and implement the goals and implementation plans for balanced education resources services based on this, and at the same time, with the help of science and technology, in accordance with

the socio-economic development Automatically update and adjust the grading system or quantitative standards that reflect the factors of investment funds, urban and rural education resources strength, infrastructure construction, etc., and regularly rank urban and rural education resources according to their actual development and the differences in grading standards, and broadcast them to social audiences in an impartial manner, so as to guide the financial allocation of education resources and social capital to the backward rural areas and thus optimize the allocation of resources The system of supervision is also established with multi-faceted public participation.

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