

Research on the Equity of School Education ——A Case Study of Weifang City

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Abstract: Quality education is the basic guarantee for training high-quality talents. However, the situation in various regions of China is complex, and it is difficult to effectively ensure fair reunification. This paper will analyze the problems and solutions of equitable distribution of education resources from a micro perspective, taking the distribution of educational resources in Weifang City as the research object. This paper uses the case analysis method to select the fairness of Weifang education resources as the analysis object. The research method is a combination of qualitative and quantitative analysis, using literature, field survey, questionnaire, interview, mathematical statistics, comparative analysis and other research methods. Through the research on the three dimensions of school distribution, teacher distribution and fund investment in Weifang, it is concluded that there are three problems in Weifang's education: low proportion of financial distribution, large gap between urban and rural areas, and uneven allocation of teacher resources. Further research found that it was due to financial allocation, resource layout, talent introduction, service mode and other reasons. In view of the above problems, this paper proposes four ways to solve the fairness problem of Weifang's education: improving the financial input mechanism, coordinating the allocation of resources, optimizing the proportion of teachers and changing the public service functions. Based on the perspective of the distribution of educational resources in Weifang City, this paper conducts a multi-dimensional analysis, finds out the shortcomings of the local government in implementing quality education, and gives scientific suggestions.

Keywords: Quality Education; Education Equity; Local Government; Balanced Development

1. Introduction

Educational fairness is an important cornerstone for maintaining social fairness and justice, and it is the concrete embodiment of social justice in the field of education. In the past decade, China has formulated and adopted a series of measures in the field of higher education equity, and has made certain achievements. However, there are still many unfair issues, such as the unfair rights and opportunities of higher education, the unfair distribution of teaching resources, and the unfair guarantee of teaching quality. These issues have constrained the development of education in China and affected the coordinated development of regional economy and society (Yang, 2006). Therefore, it is imperative to deepen the construction of regional education system and promote the fair development of regional higher education. This study takes Weifang City as an example to provide some policy suggestions for local governments to improve the fairness of compulsory education by studying the problems existing in local education fairness.

2. Methodology

In order to further understand the fairness of compulsory education in Weifang, a questionnaire on satisfaction with Weifang's education fairness was designed and distributed. In the design of the questionnaire, reference was made to the research conclusions of many scholars on compulsory education equity indicators. Taking the equity of compulsory education as the value orientation, the balanced distribution of compulsory education resources requires the balanced development among regions, schools and groups (Yang, 2003). In terms of specific quality indicators of public education resources, they mainly include public funds, school running conditions, teacher resources, etc. (Wang, 2008). Through comprehensive consideration of these indicators and coordination of the specificity of public satisfaction surveys, we have finally selected equity indicators such as the urban-rural compulsory education gap, the financial gap in compulsory education, and the teacher gap in compulsory education. A total of 500 questionnaires were

distributed, and 465 valid questionnaires were recovered, excluding blank and discarded questionnaires with consistent answers. The questionnaire recovery rate was 93%, reaching an effective recovery rate.

3. Findings and Discussion

After sorting out the data, from 470 questionnaires collected, it was found that 249 were male, accounting for 52.98%; There were 221 women, accounting for 47.02%, indicating that the gender ratio was basically balanced. 290 people live in cities, accounting for 61.70%; There are 180 people living in rural areas, accounting for 38.30%. The above information shows that the selected samples are relatively balanced and representative. See Table 1 for the basic information of the survey samples.

Table 1 Basic Information Statistics of Weifang Compulsory Education Fairness Questionnaire Samples

| Category | Sample | Quantity | Percentage |
|-----------|-----------------|----------|------------|
| Gender | Male | 249 | 52.98% |
| | female sex | 221 | 47.02% |
| Residence | city | 290 | 61.70% |
| | countryside | 180 | 38.30% |
| Age | ≤ 25 years old | 56 | 11.91% |
| | 26-35 years old | 159 | 33.83% |
| | 36-45 years old | 183 | 38.94% |
| | 46-55 years old | 61 | 12.98% |
| | Over 55 | 11 | 2.34% |

From the overall impression of the survey group, the fairness of compulsory education in Weifang City is medium to low. The proportion of people who think “unfair” and “very unfair” reached 65.74%. The number of people who think that the fairness is average was 69, accounting for 14.68%. 13.83% people think that the compulsory education in Weifang is fair, while only 5.53% people think that it is very fair. It shows that the public satisfaction with the fairness of Weifang compulsory education is not high, and there is much room for improvement.

Table 2 Survey on the overall fairness of compulsory education in Weifang City

| | Very fair | Fairly fair | generally | unfair | very unfair |
|------------------|-----------|-------------|-----------|--------|-------------|
| number of people | 26 | 65 | 69 | 214 | 95 |
| Proportion | 5.53% | 13.83% | 14.68% | 45.53% | 20.21% |

For the fairness of compulsory education between urban and rural areas, most people think that the gap between urban and rural areas is “relatively large”, 258 people, accounting for 55.05%. The others are ranked by the number of people: “average” accounts for 22.77%, “very large” accounts for 18.30%, and “small” accounts for 3.83%. It is worth noting that no one chooses “very small”, indicating that the gap between urban and rural compulsory education in Weifang is obvious, and the quality of compulsory education in urban and rural areas needs to be narrowed.

Table 3 Survey on the gap between urban and rural compulsory education in Weifang City

| | Very large | Relatively large | Generally | Not big | Very small |
|------------------|------------|------------------|-----------|---------|------------|
| number of people | 86 | 258 | 107 | 18 | 0 |
| Proportion | 18.30% | 54.89% | 22.77% | 3.83% | 0.00% |

According to the survey on the financial situation of all compulsory education schools in Weifang City, the public believes that there is a significant gap in the financial resources of all schools, of which the highest proportion is “relatively large”, accounting for 35.11%; 24.47% thought it was “very big”, and only 60 people chose “not big” or “very small”, accounting for 12.76%. The financial gap of compulsory education reflects the unfairness of government funds distribution to a certain extent, so Weifang’s finance needs to solve the problem of distribution proportion and balance the funds of all schools.

4. Measures and suggestions

Through the above research, we have found that the education level in remote rural areas is relatively low, the dropout rate of children is high, and teachers’ salaries are also low. The quality of compulsory education in urban schools is far higher than that in rural schools. In response to the above issues, this study proposes the following recommendations:

(1) We will improve the financial system and regulatory mechanism for compulsory education. Increase financial investment in remote rural areas to ensure the effective use of funds. Implement a differential compensation mechanism and provide subsidies to vulnerable groups in education. For counties and cities with low levels of economic development, the government needs to provide financial support to ensure that the level of compulsory education can keep up.

(2) We will optimize the proportion of teachers in compulsory education. Establish a teacher rotation system, so that teachers are no longer fixed in a school to attend classes, but in urban and rural schools throughout the city to implement the system of taking turns to work. It can minimize the gap between urban and rural teachers. When formulating policies, we should take into account the development level of local compulsory education, adopt various forms of teacher recruitment, such as supporting education, walking education, education alliance, etc., and organically combine various forms of communication under the premise of government guidance and communication with the government. (Wang, 2020)

(3) Standardize the introduction and salary of teachers.. Facing the reality that the gap between urban and rural compulsory education teachers is widening, it is necessary to improve the top-level design related to the government's assessment of teacher staffing, salary standards and incentive mechanism. For the design of teachers' salary standard, it should not only have general principles, but also have particularity, giving special consideration to different situations (Hunag, 2020). On the basis of the actual situation in various places, comprehensively consider the level of urban and rural consumption, so that teachers' salaries are at the same level

Conclusion

With the development of economy and the progress of science and technology, people are increasingly concerned about the overall level and effectiveness of compulsory education. By analyzing the development of compulsory education in Weifang City, using data analysis, literature analysis, and other means, this article summarizes and analyzes the inequality problems in promoting the development of compulsory education in Weifang City, and proposes corresponding solutions. Only when the functional departments of the local government can fulfill their responsibilities and improve the compulsory education security system as a whole can the fair development of education be promoted.

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