

Research on Some Causes and Countermeasures of Education Equality in China

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Abstract: In the realm of education, social equality is embodied by the concept of education equality. This means that every individual, regardless of their socioeconomic background, should have equal access to education and educational resources. Equality in education is not only a fundamental human right but also a crucial factor in driving global education policies, including those of China. This paper aims to analyze the purpose and current situation of education in China by presenting a plethora of facts, statistics, and research findings to draw people's attention to the problem and encourage them to take action. It also highlights the urgent need to eliminate educational inequities in China and promote education equality. Achieving education equality is essential to reflect social equity and promote social and economic development. The paper presents a thorough analysis of the current situation in China and calls for the active participation of citizens in addressing this critical issue.

Keywords: education equality, China's society, educational inequality, unfair phenomena

1. Introduction

Educational equity has been a hot topic in the field of Education in China because people all know that social equity is a crucial assurance of social harmony, and educational equity is the foundation of social equity [1]. In China, equality in education remains a highly controversial and divisive issue. Despite significant progress in recent years, there are still many educational inequities in China that must be addressed to promote social and economic development and reflect social equity. Educational equity is inextricably linked to social equity. Achieving educational equity is not only critical for the education system but also for the broader society. The realization of educational equity in China must rely on the development of the social economy and progress in science and technology. It is essential to empower citizens to actively participate in the feedback process of education equity to promote the government's attention and efficiency towards addressing this issue. Such active participation would be a significant step towards promoting social equity in China. China's commitment to educational equity ensures that each student develops into a person with independent and critical thinking in order and can thus adapt to social development. China is now working towards becoming a developed country. In this context, it is necessary to maintain education equality.

Since the founding of the People's Republic of China in 1949, the Common Program of the Chinese People's Political Consultative Conference has determined that education is ethnic, scientific, popular and democratic. Therefore, people can see that since the founding of the new China, education equity is the foundation of education construction. In the past 73 years, China's education has improved

significantly. But why there is still a lot of unfairness in China's education? At present, there are many numerous factors contributing to China's unequal educational system that will take a long time to address. The long-term implementation of the "urban first" education policy makes students living in vast rural areas great injustice. Government investment in higher education remains inadequate, leading the government to pool its superior resources to support a few key schools and implement elite education, leaving other non-key high schools lacking educational resources. The gaokao system leads to differences in admission scores among provinces in China [2].

The goal of this paper is to raise awareness of these complex issues and spur action from individuals, communities, and policymakers to increase the scope and degree of educational equality. By shedding light on the realities of educational inequality and highlighting its detrimental impact on individuals and society as a whole, more people should be motivated to take concrete steps towards promoting education equality. These steps may include advocating for policy changes that promote equal access to educational resources, supporting initiatives that provide scholarships and other forms of financial assistance to disadvantaged students, and raising awareness of the importance of education equality through community outreach and education campaigns. Educational inequality is a complex and multifaceted issue that requires sustained attention and action from all sectors of society. By increasing awareness and taking concrete steps towards promoting education equality, a more equitable and just society that values the potential and contributions of every individual should be created.

2. Educational Inequality Caused by Gender Inequality

People all know that one manifestation of social equality is gender equality in education. At present, there is still a serious phenomenon of gender discrimination in China. From the illiteracy rate and the population receiving primary, secondary and higher education levels, most places still have obvious gender differences. From 1996 to 2014, the average years of schooling for the whole population increased from 7.155200 to 8.392491, an increase of 1.237291 years; the average years of schooling for the male population increased from 7.155200 to 8.687584, an increase of 1.532384 years; the average years of schooling for the female population increased from 6.112026 to 8.077066, an increase of 1.96504 years. The average years of education for the female population increased from 6.112026 years to 8.077066 years, an increase of 1.96504 years [3]. From the above, it can be seen that the increase in the average years of education of females is larger than that of males, and in general, the average years of education are showing an increasing trend, but still lower than that of males.

Data from university newcomers in 2021 showed that among the top universities under China's "985 Plan," the ratio of men and women at Shanghai University was 2.22:1, the ratio of men to women at Qingdao University was 2:1, and the ratio male to female ratio at Tianjin University was 1.77:1, and that the proportion of male and female at Xi'an University is 1.73:1; and that at Beijing University the ratio of males and females reached 3:2; less than 40% were female [4]. The Chinese government needs to be more effective in reducing the level of inequality in education due to gender inequality and adopt corresponding social policies to provide more educational opportunities for females from rural families, poor families, and families from disadvantaged groups [5].

Achieving gender equality in education is an important goal that requires a multifaceted approach. Here are some strategies that could help promote educational equality between males and females in China.

Address societal norms and biases: Deep-seated cultural and societal norms often prioritize males over females when it comes to education. Addressing these biases and promoting gender equality in all aspects of society can help level the playing field for both sexes.

Increase access to education: Girls in particular may face barriers to education, such as a lack of access to transportation or cultural expectations that prioritize domestic responsibilities over education. Providing access to safe and reliable transportation and promoting policies that support girls' education can help overcome these barriers.

Improve the quality of education: Even when girls have access to education, the quality of education may be lower than that of boys. Investing in teacher training, curriculum development, and school infrastructure can help ensure that all students receive a high-quality education, regardless of gender.

Provide financial support: Financial support, such as scholarships or subsidies, can help alleviate the financial burden of education for families with limited resources. Such support can also help promote equal access to education for both males and females.

Encourage parental involvement: Parents play a crucial role in their children's education. Encouraging parents to support their daughters' education, including prioritizing their education over household chores or marriage, can help promote gender equality in education [6].

In summary, promoting gender equality in education in China requires a comprehensive and sustained effort. By addressing societal norms and biases, increasing access to education, improving the quality of education, providing financial support, and encouraging parental involvement, a more equitable and just society values the education of all children, regardless of gender.

3. Economic and Political Factors

In economic terms, wealth and family background are the main factors affecting students' educational opportunities and learning outcomes. In political terms, household systems and regional differences also have a significant impact on educational inequality. China's household systems cause educational disparities between urban and rural and between farm workers' children and children of urban households. According to the 2019 Chinese Statistical Yearbook, the average year of education for urban residents is 12.3 years, while for rural residents is only 8.6 years. In addition, housekeeping restrictions also make it difficult for farmers' children to enter high-quality schools in cities, they often only study in rural or urban inferior schools, which leads to an imbalance in educational resources [7].

From China Household Income Survey, it can be seen that the proportion of urban regional level or higher key high school population is 14.69 and 18.15 percentage points higher than rural in 2013 and 2018 respectively. Among the rural population, the proportion of non-key high school secondary technical vocational high school type is higher than urban, with 5.56 percentage points higher in rural than urban in 2013, further rising to 13.06 percentage points in 2018 [8]. Overall, the gap between the quality of urban and rural high schools is widening. The Chinese government must further increase the investment in education and allocate resources appropriately; narrowing the gap between urban and rural areas to achieve balanced development.

Regional differences also have a significant impact on education inequalities in China. Developed regions have better educational resources, including better schools, more funding, better teachers, etc. For example, China's major cities such as Beijing, Shanghai, Guangzhou and other are richer in education resources than less developed western and rural areas. In addition, China's school district housing policy has been the most criticized policy in today's Chinese society. School district housing is a division of urban residential areas based on household registration in order to implement and promote the principle of test-free enrollment in compulsory education [9], meaning that students are exempted from exams if their household registration is within the area being divided. This has led many parents to start snapping up houses in key primary and secondary school areas within the city, which makes it difficult for many children whose families are not financially well-off to enjoy quality educational resources, reflecting the current imbalance in the distribution of educational resources in

China. Of course, to solve these problems, the government must increase financial investment to assist weak schools and balance teacher resources [10], which can allow children to compete more fairly and benignly. Wealth and family backgrounds often determine whether a person can get a better education. In fact, according to a study conducted in collaboration with the Chinese Ministry of Education and the World Bank, there is a significant positive correlation between family wealth and children's learning outcomes.

Finally, it is hoped that the government will soon improve the examination and selection system and strengthen the control of teachers to prevent them from corrupting the shortage of educational resources.

4. Cultural Factors

China is a large and multi-ethnic country, and cultural differences between ethnic groups often have a significant impact on the educational attainment of its members. For example, the religious beliefs and traditional education system of Tibetans may be very different from that of the Han Chinese, which may lead to cultural conflicts among students in schools. In addition, children's academic performance in school may also vary due to different family backgrounds and resources of different ethnic groups, which may lead to unfair competition among students in school [11].

Due to ethnic differences, educational resources in China are unevenly distributed. In China, educational resources are much less available in minority areas than in majority ethnic areas, and school facilities and teachers are much worse than in majority ethnic areas. This results in a much poorer learning environment and learning conditions for students in minority areas than in majority ethnic areas, which affects their academic performance. Second, there are inequities in the educational curriculum in China due to cultural differences. In China, students from minority areas receive a very different educational curriculum than students from majority ethnic areas. For example, students from minority areas receive much fewer language courses than students from majority ethnic areas, which results in them being much less competent in language than students from majority ethnic areas. Finally, there are inequities in Chinese educational thinking due to differences in culture and religious beliefs. For example, students from minority areas are much more influenced by traditional culture and religious beliefs than students from majority ethnic areas, which leads to stronger feelings towards traditional culture and religious beliefs. In conclusion, due to China's history of too many ethnic groups, different cultures, and different religious beliefs, China has an inequitable education problem. In order to promote equitable social development in China, investment in schools and teachers in ethnic minority areas should be strengthened; the development of student's abilities in language skills, traditional culture and religious beliefs in ethnic minority areas should be strengthened; and the development of student's abilities in mental health in ethnic minority areas should be strengthened.

5. Conclusion

Education equality has always been a core value in China's education policy, as it is essential for achieving social equality and sustainable development. The Chinese government has made significant efforts to address the issue of educational inequality by implementing various policies and programs aimed at improving access to quality education for all students, regardless of their socio-economic status, geographic location, or other factors.

In recent years, the Chinese government has increased funding for education, especially in rural and underdeveloped areas, to improve access to quality education for students from low-income families. Moreover, China has launched several initiatives to promote digital education, such as the

"Internet + Education" program, which aims to leverage the power of technology to improve the quality and accessibility of education.

Despite these efforts, more needs to be done to ensure educational equity for all. Citizens can play a critical role in providing feedback on educational policies, advocating for improvements, and promoting greater transparency and accountability in the education system. This will not only help to enhance educational equality but also contribute to the overall development of society.

In conclusion, education equality is not only a fundamental right but also a crucial element in the pursuit of social justice and sustainable development. The Chinese government's efforts to promote educational equity are commendable, but more needs to be done to ensure that every student has access to quality education. By actively engaging in feedback and advocacy, Chinese citizens can play an essential role in promoting educational equity and social equality, paving the way for a brighter future for all.

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