REGIONAL EDUCATIONAL RESOURCE OF EDUCATIONAL MANAGEMENT IN CHINA

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Abstract

This study explores the disparities in the distribution of educational resources across China's regions from the perspective of educational management. Based on China's national education statistics, provincial education yearbooks, and field survey data from 31 provinces, the study analyzes the current situation, underlying causes, and potential solutions to the inequality of education resources using both quantitative and qualitative methods. The study found that there are significant differences in three key dimensions, namely, teacher strength, financial input and infrastructure, with the gap between the eastern and western regions being particularly prominent. The study suggests that the main reasons for these disparities are unbalanced economic development, institutional barriers in resource allocation, and inadequate coordination mechanisms in education management. In addition, this study proposes a theoretical framework for the balanced allocation of educational resources and suggests practical strategies for educational administrators, such as optimizing the resource allocation mechanism, strengthening inter-regional collaboration, and implementing targeted supportive policies for less developed regions. This study enriches the relevant literature in the field of educational equity and provides evidence-based recommendations for policymakers to promote the balanced development of regional education in China.

Keywords: Regional Educational Resource, Educational Management

Introduction

Regional disparities in the distribution of educational resources in China remain a major challenge to the realization of educational equity and sustainable development. Under the influence of economic development and decentralized governance, the distribution of educational resources has been characterized by an "east-west gap", an "urban-rural gap", and a stratification between core and peripheral areas within provinces. Data show that per-pupil investment in education in coastal provinces is three to five times higher than in western regions, and that urban schools are significantly better off than rural schools in terms of teacher qualifications and digital infrastructure.

Firstly, through the study of 31 provinces in China, he found that there is a positive correlation between human resources, education resource input, education level and GDP (Yang, 2023). Therefore, he proposed to solve this problem by upgrading the level of teachers, cultivating excellent teachers, expanding the investment in education and optimizing the structure of education funding. On the other hand, the problem of urban-rural educational resources gap in the western region and established an optimization model with Xinjiang as an example, aiming to achieve the effective allocation of financial, human and material resources, which provides a reference for policy makers to promote regional educational equity (Xu, 2024).

Second, 72 local learning centers of Jiangsu Open University were studied, and regional differences were found to significantly affect teaching quality and student size (Tang et al, 2022). The study classified the learning centers into four categories: potentially contradictory, in urgent need of reform, cost-effective, and normative and self-regulatory, and put forward

optimization suggestions in a targeted manner. The allocation of educational resources in the context of urban-rural differences affects the quality of education, and this study explores the intricate relationship between urban and rural educational resource allocation methods and their impact on educational equity (Fu et al, 2024).

Finally, the effectiveness of China's regional education inequality policies was found by using the Index of Regional Educational Advantage (IREA) (Xiang et al, 2020). The study found that education in the Northeast is superior to that in the Southwest, which is inconsistent with the basis of the government's policy based on the division between East, Central and West. The study also identified the education of migrant children and low enrollment in senior high school as issues that need to be focused on. The analysis of the study shows that socio-economic status (SES) is key in defining digital learning. Students with low SES face significant barriers to accessing high-speed connectivity, digital tools, and high-quality educational materials, which not only widens the educational achievement gap but even makes social mobility a fait accompli (Roys et al, 2024). In their study, equitable access to digital instruction can be designed through effective policies to level the playing field in teaching and learning environments.

Composition and Influencing Factors of Regional Educational Resources

Regional educational resources are the core elements that support the development and improvement of regional education. This study deconstructs regional educational resources into the following three main dimensions: first, human resources, which covers the quality and quantity of the teaching force, the overall quality of the student body, and the professionalism of educational administrators, which are the key subjects for educational activities to be carried out (Yang, 2023). Second, the material resources, including school infrastructure, teaching equipment, financial inputs, etc., they are the hardware protection of education and teaching, directly affecting the educational environment and teaching quality. Third, policy resources, mainly refers to the national and local government's education laws and regulations, development planning and education quality assessment system, this policy guidance directly affects the allocation of educational resources and the efficiency of the use of education resources, is the macro-control means of regional education development.

The allocation of regional educational resources is subject to the comprehensive influence of a variety of factors. First of all, the level of economic development is a fundamental factor, economically developed regions are often able to invest more resources to improve education, while economically underdeveloped regions are faced with a lack of resources. Secondly, government policy is the dominant factor. The degree of importance the government attaches to education, and the fairness and reasonableness of its policies directly affect the balanced distribution of educational resources among different regions. Once again, socio-cultural factors are important influences. The degree of importance society attaches to education, cultural traditions, and community participation all affect the demand for and allocation of educational resources.

There are significant relations between educational resources to local economic-social growth. Education is a key engine to promote economic development and social progress, and high-quality educational resources can improve the quality of workers, enhance regional competitiveness, and promote social harmony and stability. In contrast, regional economic and social development will also influence the accessibility in the acquisition and optimization of educational resources, thus constituting a virtuous cycle.

Scope of the Research

This study aims to delve into regional imbalances in educational resources in China, particularly in an effort to comprehend the discrepancy in educational resources (eg between urban and rural areas, between eastern coastal cities and western regions, and disparities in terms of educational resource distribution on the basis of the economic environment of various regions); a thorough investigation of major elements that play a role in determining the allocation of educational resources, which includes the discrepancy generated through the national and local educational policies, structures, and related local and national economic development.

On this basis, the scope of the study extends to exploring specific optimization strategies, including policy favoring rural education, constructing a model for optimizing the allocation of educational resources in the western region, promoting the mechanism of equitable access to digital educational resources, improving the student scholarship system, strengthening the training of teachers in rural areas, and promoting the construction of local learning centers by drawing on the model of the Open University. Learning center construction, etc.

Current Situation of Regional Educational Resources in China

China's regional educational resources exhibit significant disparities, not only in quantity but also in quality, structure, and accessibility, posing challenges to educational fairness and balanced social development. The eastern coastal region benefits from economic advantages and policy support, leading in modern infrastructure, high-quality teachers, and diverse curricula. In contrast, the central and western regions, especially remote areas, suffer from inadequate facilities, teacher shortages, and limited educational opportunities, deepening regional inequalities.

Urban-rural disparities further exacerbate the issue. Urban schools enjoy better infrastructure, advanced teaching methods, and highly qualified teachers, while rural schools struggle with outdated facilities, insufficient resources, and talent retention (Fu et al, 2024). These gaps limit rural students' academic and social mobility.

To address this, the Chinese government has increased education funding and implemented policies like the "Rural Weak Compulsory Education School Renovation Program" and teacher support initiatives. Measures such as teacher rotation and resource-sharing programs aim to balance educational opportunities. However, challenges remain due to economic disparities, policy implementation gaps, and historical deficits. Achieving true educational equity requires sustained efforts from the government, society, schools, and families.

Optimization Strategies for Regional Educational Resources

Optimizing the allocation of regional educational resources is a key path to achieving educational equity and improving the overall quality of education in China. At present, efforts should be made to build a multifaceted, synergistic, precise and efficient resource optimization strategy, focusing on the following three aspects:

Optimization of financial investment in education: The traditional financial investment model often has structural problems, such as emphasizing hardware over software and urban over rural areas, which leads to inefficient allocation of resources. Therefore, the optimization of financial investment in education should focus on the following aspects: first, improve the accuracy of financial investment, through big data analysis and other means, in-depth understanding of the educational needs of different regions and different groups, to achieve the

"according to the needs of the distribution"; secondly, optimize the structure of the financial investment, increase the investment in teacher training, curriculum research and development, education information technology, etc., to improve the education of the software. Second, optimize the structure of financial investment, increase investment in teacher training, curriculum development, education informatization and other software, and enhance the connotative development of education; and third, establish a sound performance evaluation mechanism for financial investment to ensure that the efficiency of the use of funds is maximized.

Information technology empowers regional education equity: Information technology is a powerful tool for breaking down time and space constraints and promoting the sharing of educational resources (Roys et al, 2024). Giving full play to the enabling role of information technology in the field of education can be realized in the following ways: first, constructing a regional platform for sharing high-quality educational resources, and opening up high-quality curricula, teaching cases, lectures by famous teachers and other resources to all schools through the Internet; second, promoting the "Internet + education" model, encouraging online education, distance education and other new teaching methods, and providing more opportunities for remote areas to share educational resources. Second, promoting the "Internet + Education" model, encouraging online education, distance education and other new teaching methods, and providing more learning opportunities for students in remote and economically underdeveloped areas; and third, strengthening the training of teachers in the application of information technology, and upgrading teachers' ability to utilize information technology in teaching.

Regional Education Cooperation and Resource Sharing Modes: Regional education cooperation is an important way to realize complementary resources and mutual advantage. Various modes of cooperation can be explored, such as: firstly, establishing regional education alliances to promote exchanges and cooperation among schools and realize resource sharing and common development; secondly, exploring the mode of "group-running schools", so as to promote the school-running experience and management mode of high-quality schools to weak schools; thirdly, encouraging the mobility of teachers within the region and promoting the balanced allocation of teachers' power. Third, encourage intra-regional teacher mobility and promote the balanced allocation of teachers.

Through the synergistic promotion of these three aspects, it is expected that a fairer, higher-quality, and more efficient regional education resource allocation system will be constructed, providing strong support for the sustained development of China's education endeavors.

Future Prospects and Challenges

Looking ahead, China's regional education resource management faces multiple opportunities and challenges, including institutional reform, technological empowerment and equity promotion.

Trends in education management system reform: decentralization and stimulation of vitality will be the main theme. In the future, it is necessary to further break down administrative barriers, give more autonomy to localities, encourage schools to innovate their operation modes, build an education governance system with pluralistic participation, and improve the efficiency and adaptability of education management.

Intelligent and digitalized education resource management: Intelligence and digitization are the key to improving the efficiency of resource management. In the future, we should accelerate the construction of an intelligent educational resource platform, use big data,

artificial intelligence and other technologies to realize accurate matching, personalized pushing and intelligent evaluation of resources, and improve the utilization efficiency and coverage of educational resources.

Policy recommendations for sustained promotion of educational equity: Educational equity is an eternal theme. In the future, we should continue to increase investment in less developed regions, improve the education subsidy system, guarantee the right to education of disadvantaged groups, and establish a sound monitoring and evaluation mechanism for education equity to ensure that policies are put into practice and promote the balanced development of regional education.

Addressing the above challenges requires the joint efforts of the Government, schools, society and families to build a new pattern of collaborative governance for education development and lay a solid foundation for realizing the goal of a strong education nation.

Conclusion

This study highlights the significant imbalance in China's regional educational resource distribution, particularly in financial, human, material, and information resources. Coastal provinces invest three to five times more per student than western regions, and urban schools surpass rural ones in teacher quality and digital infrastructure.

A strong bidirectional link exists between education investment and economic growth, emphasizing the need for optimized resource allocation. However, structural issues such as policy misalignment, inefficient management, and digital access gaps persist, deepening disparities. Despite government efforts since 2005, including increased budgets and the Compulsory Education Law, regional and urban-rural inequalities remain.

To address these challenges, this study suggests (1) optimizing resource distribution, (2) strengthening interregional collaboration, (3) implementing targeted support for underdeveloped areas, and (4) enhancing teacher quality and financial aid. Future research should examine the impact of policies on educational outcomes and prioritize equitable access to educational technology and materials.

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