

## **Research on the Optimization Path of Rural Education Resource Allocation in G County, Guangdong Province**

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**Abstract:** The allocation of rural education resources is a key aspect of developing modern education in rural areas. This study focuses on the allocation of educational resources in G County, Guangdong Province, and conducts research through questionnaires, interviews, and on-site visits. The research results show that there are problems in the allocation of education resources in G County, such as insufficient investment in education funds, the need to improve teaching infrastructure, and weak rural teaching staff. Based on this, a series of optimization paths for the allocation of educational resources are proposed in combination with the actual situation in G County, including increasing investment in education funds and improving the system of using education funds; Optimize the layout of rural schools and improve their educational conditions; Strengthen the construction of teaching staff in rural schools and improve teaching quality.

**Keywords:** Educational resources; Educational equity; Educational resources allocation; Optimized path.

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### **1. Introduction**

G County in Guangdong Province conscientiously implements the Party and national education policies, vigorously implements the rural education gap filling and quality improvement construction project, with the goal of striving to achieve modern education that meets the development needs of the new era. It continuously adjusts and innovates its work ideas, raises funds in a timely manner, consolidates and improves various rules and regulations, promotes the high-quality and balanced development of education, and achieves important achievements in the development of basic education. However, due to objective factors such as the weak economic development level and historical foundation of G County, there are also many practical problems and new difficulties in promoting education development. This study will take G County as the research area, conduct in-depth analysis of the allocation of basic education resources in G County through literature analysis, on-site interviews, and observation methods, summarize and analyze the problems and shortcomings of local rural education development, and propose targeted optimization strategies to contribute to the development of education in rural areas.

### **2. The Purpose and Significance of the Research**

#### **2.1 Research Objective:**

1. With the goal of improving the quality of education, we aim to meet the educational needs of local economic development to a greater extent, and achieve the goal of using education as a means to drive economic development.
2. Analyze the problems in the allocation of educational resources in G County, make reasonable use of and deeply explore existing educational resources, and improve the efficiency of resource utilization.

#### **2.2 Research Significance:**

Although this study only focuses on G County in Guangdong Province, it is a typical example of modern rural education in China. With the rapid development of the economy, various counties and cities in China have undergone rapid changes. The government has introduced a series of preferential policies in the field of education to improve the quality of education for all. However, compared with cities, the rural areas are relatively closed, the economic development is backward, and excellent educational talents are unwilling to take root in the countryside, which also leads to the growing gap between urban and rural education. The uneven distribution of education resources in urban and rural areas has brought many social problems to various regions and also affected the development and prosperity of the local economy. Therefore, the theoretical and practical significance of this study are as follows:

##### **2.2.1 Theoretical Significance:**

1. Starting from the issue of educational resource allocation, this study provides a theoretical explanation of the internal elements of the education system and their connections with external elements. It

theoretically explores the relationship between education, politics, economy, and human development in the new era, deepening the understanding of the essence of education.

2. The allocation of educational resources is a joint research issue involving multiple disciplines such as education, economics, political science, and management. This study focuses on various theoretical issues in the allocation of educational resources, which is beneficial for expanding the research perspective and innovating methodology in education, and promoting the development of educational theory.

### **2.2.2 Practical Significance:**

1. Based on existing national education policies and the reality of G County in Guangdong Province, this study conducts empirical analysis on the allocation of local rural education resources, explores the path to optimize the allocation of rural education resources, and provides suggestions for G County to formulate relevant education development policies.
2. Studying the education development issues in G County can help expand to other similar counties nationwide, providing a useful model for optimizing the allocation of rural education resources nationwide. At the same time, it has important practical significance for achieving China's goals of education modernization, education equity, and social justice.

## **3. Literature Review**

The allocation of educational resources has always been a topic of widespread concern in the academic community, and domestic and international research on the allocation of rural educational resources mainly focuses on the following aspects:

### **3.1 Research on Education Equity**

Education equity is a principle that the government should follow when allocating educational resources, and it is the basis for judging whether the allocation of educational resources is reasonable (Yang Dongping, 2006)

Kan Luting (2018) believes that educational equity can effectively promote the realization of social equity and is of great significance for maintaining social stability. The high-quality and balanced allocation of urban and rural education resources is the foundation and prerequisite for achieving educational equity. Therefore, achieving high-quality and balanced allocation of urban and rural education resources is the primary strategic task of education.

Zhang Bingxin (2020) believes that educational equity and high-quality and balanced allocation of educational resources have been highly valued. She proposed that the principle of educational equity should be taken as the guidance to promote the method path of high-quality and balanced allocation of educational resources.

Wen Feng'an and Liu Haodong (2022) summarized and extracted that China's education development has undergone changes from individual to national fairness, from priority to balanced development, from opportunity to quality fairness, from explicit fairness in enrollment opportunities to implicit fairness in educational processes and outcomes. They believe that promoting the high-quality and balanced allocation of educational resources is an effective way to achieve educational fairness.

Dong Zixian (2019) believes that the path selection of high-quality and balanced allocation of educational resources should be promoted from three levels: starting point fairness, process fairness, and outcome fairness in education fairness.

Liang Yuan (2019) proposed that the high-quality and balanced allocation of educational resources is essentially based on the principle of educational equity, optimizing and restructuring certain educational resources to achieve a relatively balanced state of software and hardware resources among regions and schools.

Western scholars' research on education issues has always focused on the level of educational equity.

American scholar Thomas (2016) pointed out in his "Report on Equal Opportunities in Education" that in order to achieve educational equality, it is necessary to first consider the level of regional economic development and social development, balance and control social and economic development factors, and avoid educational equality being constrained by economic and social factors. Therefore, we must consider issues related to educational equality in formulating overall social development goals.

Elder (2000) used this report to prove to Congress that in order to achieve equal educational opportunities, we not only need to focus on educational investment, but also pay attention to the status and role of public educational resources. This educational view put forward by the scholar not only has a significant

impact on the Education in the United States system, but also has laid a solid foundation for the formation of the Positive Act.

### **3.2 Factors Affecting the Allocation of Educational Resources**

Because educational resources have the characteristics of diversity, finiteness and Scarcity, the allocation of educational resources is one of the important issues that scholars at home and abroad generally pay attention to in the development of education. Domestic scholars believe that the factors that affect the allocation of educational resources are mainly manifested in the imbalanced basic conditions for urban and rural education, the imbalanced strength of teachers in urban and rural areas, investment in educational funds and issues with educational quality, and the application of educational information technology in teaching.

Meng Ting et al. (2020) believe that the level of education in a region has a significant impact on local economic development, and the rationality of educational resource allocation is closely related to the improvement of educational level.

Wang Liyan et al. (2021) believe that the inadequate budget expenditure, expenditure structure, and information disclosure of education finance are factors affecting the efficiency of basic education resource allocation.

Zhou Xingguo (2018) believes that in order to adjust the imbalance of urban and rural education resources, it is necessary to develop a reasonable allocation system and fully mobilize all resources within the region. By utilizing reasonably allocated educational resources, promote better integration of human and material resources.

Diris et al. (2018) believe that the impact on the allocation of educational resources is mainly concentrated in monopolizing educational resources. He proposed that education vouchers can be used to adjust public educational resources and provide more educational opportunities for disadvantaged groups.

On the basis of foreign education reform measures, Zhu Qingmei (2019) proposed a new education reform mechanism to narrow the education gap between urban and rural areas through increased funding, curriculum reform, and strengthening teacher exchanges.

Cai Wenbo (2021) believes that in terms of time series, the coupling and coordination between the allocation of basic education resources and the development of new urbanization in China is steadily increasing. In terms of spatial evolution, there are significant regional differences in the coordination between the allocation of basic education resources and the development of new urbanization.

### **3.3 Research on Strategies for Promoting the Balanced Development of Educational Resources**

To achieve optimal allocation of educational resources, the first step is to minimize the differences in the allocation of educational resources between urban and rural areas. Based on the problems in the allocation of rural education resources, scholars have proposed strategies for optimizing allocation from different perspectives, as follows:

Zhang Dongshu (2019) proposed that promoting the balanced development of educational resources should be based on the "four principles" of equality and difference, fairness and efficiency, neutrality and compensation, moderation and advancement, and put forward relevant countermeasures and suggestions.

Zhou Wenlong and Li Ling (2019) proposed three measures to promote the balanced development of educational resources: firstly, to dispose of idle rural school buildings reasonably; The second is to optimize the teaching staff, following the principles of recruitment, retention, good teaching, mobility, and development in rural teacher management; The third is to clarify the detailed responsibilities of education funding authority and education financial expenditure, and improve the efficiency of using funds on the basis of increasing the channels for schools to obtain funds.

In terms of the supervision mechanism for education funding investment, Wu Jiantao, Feng Wanzhen (2022) and others believe that governments at all levels need to establish dynamic monitoring mechanisms, timely adjust the intensity and allocation of resource investment, and establish a financial transfer payment and resource investment mechanism that is consistent with administrative and financial powers.

In terms of education infrastructure construction, Li Zhengjun (2022) proposed to strengthen hardware infrastructure construction, scientifically and effectively configure teaching related instruments and equipment, and strengthen management, focusing on improving the utilization rate of various facilities and equipment.

Scholar Borut (2017) believes that the effective integration and allocation of high-quality educational resources in various regions can be achieved through resource sharing among regions and schools, maximizing resource utilization, and achieving the goal of improving the allocation of educational resources among regions and schools.

Scholar Montoya E (2020), from the perspective of educational management leaders, pointed out the important role of educational leaders in optimizing the allocation of educational resources, and believed that it is

necessary to actively strive for fair educational resources for the community and students and make targeted resource allocation decisions.

Scholars Odundo P A, Oyier C R (2018) proposed from the perspective of establishing an incentive mechanism for the teaching staff that the government can increase the salary and welfare benefits of teachers in disadvantaged areas, and provide additional job subsidies, thereby achieving the goal of allocating sufficient high-quality teacher resources for "priority education areas".

### **3.4 Summary**

Domestic and foreign scholars have conducted rich research on the allocation of educational resources, providing a solid foundation for the development of this study. However, overall, theoretical research is more than empirical research, macro level is more than micro level, and overall regional research is more than practical analysis of local development. In the current strategic context of rural revitalization and the new regulations of education policies, exploring the allocation of educational resources in rural micro regions has important practical significance. Therefore, this study selects the allocation of educational resources in G County, Guangdong Province as the research object, proposing optimization paths for rural educational resource allocation, in order to improve the problems in the allocation of educational resources in G County and provide reference for optimizing educational resources in other regions of China.

## **4. Methodology**

This study mainly uses questionnaire survey and interview methods to collect data.

### **4.1 Questionnaire Survey Method**

In order to collect the actual situation of educational resource allocation in G County, teachers from H Middle School, L Middle School, and M Primary School were selected as the survey subjects. Relevant data was collected from aspects such as teacher team construction, teacher welfare benefits, job satisfaction, and teacher development prospects. The survey also included collecting issues such as teaching infrastructure, educational conditions, and educational funding investment from the perspective of teachers. A total of 18 Multiple choice questions are designed.

### **4.2 Interview Method**

In order to comprehensively understand the current situation of teaching resource allocation in local schools, analyze the existing problems, and explore the underlying reasons, this study designed interview questionnaires from two levels: school management personnel and backbone teachers.

Design three interview questions from the perspective of school management personnel, including understanding the problems faced in the development process of the school from a macro level, the source and use of teaching funds, and related issues such as teacher team construction.

Design three interview questions from the perspective of backbone teachers, including understanding the matching degree between teaching equipment and teaching needs from the teacher's perspective, cultivating the teaching team and development space, student quality, and other related issues.

## **5. Results**

### **5.1 Insufficient Investment in Education Funds**

G County has long adopted a strategy of prioritizing development, investing far more education funds in urban areas than in rural areas. The education funds for rural primary and secondary schools are generally tight, and some schools are already heavily in debt, while others have serious problems such as dilapidated houses and teacher salary arrears. In the economically underdeveloped towns of M and G, farmers are relatively poor, and students' tuition fees are difficult to collect, while teachers' office expenses are insufficient. Some schools have to borrow from private individuals to build facilities in order to meet the standards of "universal ninth education".

In the context of insufficient school education funds, public funds for rural education are also scarce, and basic educational conditions cannot be guaranteed. In addition, the school also has a heavy burden of receiving inspections from superiors, and in order to cope with their inspections, huge expenses are spent, resulting in even more tight public funds. At the same time, there is a widespread phenomenon of public and miscellaneous expenses being misappropriated or commissions in rural primary and secondary schools.

According to survey statistics, 50% of schools report that the miscellaneous fees they collect are deducted by their superiors, and public expenses are distributed layer by layer, often with fewer actually coming into the hands of the schools. In rural areas, many schools blindly charge students various fees and force them to order various newspapers and magazines, which undoubtedly increases the heavy burden on impoverished students. Many rural students have to choose to drop out and work outside.

Compared to the investment in key primary and secondary schools, the proportion of rural education funds in investment is very low, and there has even been a downward trend in recent years. The government invests more funds in urban primary and secondary schools, and the normal operation of many rural education is difficult. The government's support for rural education is not enough.

### **5.2 The Basic Teaching Conditions Need to be Improved**

Teaching basic resources are the material resources of educational resources, referring to the hardware facilities necessary for daily teaching activities and students' learning and life in schools.

According to survey data, most rural schools have outdated teaching equipment, with some schools even lacking modern teaching equipment. The lack of teaching equipment also affects the quality of teaching to a certain extent, and courses such as computers, music, and art are even vacant due to the lack of corresponding teaching equipment. The projectors required for teaching are only installed in some classrooms, and teachers still rely on traditional teaching methods. This not only increases the workload and preparation burden of teachers, but also to some extent affects the quality of teaching.

In addition, based on the allocation of rural education resources in G County, some schools have not yet established laboratories and libraries, making it difficult to meet the teaching needs of physics, chemistry, and other disciplines and cultivate students' comprehensive development needs.

### **5.3 The Strength of Rural Teaching Staff is Weak**

The weak faculty of schools is an important issue affecting the allocation of educational resources in G County. The teaching staff is at the core of educational resources and the main body of teaching, determining the quality of education and the stability of the educational process. However, the teaching staff in G County is relatively weak, and there are phenomena such as unreasonable teacher team structure and subject allocation structure. The loss of outstanding rural teachers is severe, and their job vacancies are difficult to be filled in a timely manner, resulting in a shortage of teaching staff in terms of quantity. Specifically manifested in:

Due to the insufficient funding for rural education, teachers' salaries are low and even in arrears. Many teachers are unwilling to teach in rural areas. Although G County organizes some college student volunteers to teach in rural areas every year, it cannot solve the problem of the scarcity of excellent teachers in rural areas and is not long-term and small-scale.

According to a survey, rural teachers of the same age, academic background, and position earn about one-third less than urban teachers, and many rural teachers hold multiple positions, teaching multiple subjects such as Chinese, mathematics, and sports, which increases the workload of teachers. More than one-third of schools lack art, computer, and foreign language teachers, and few graduates of these majors are willing to teach in rural areas. As a result, these courses cannot be offered normally. The lack of funding also leads to limited opportunities for rural teachers to continue their studies and improve their own skills, and there is little room for improvement in the existing level of rural teachers.

Secondly, many teachers who teach in rural areas hope to be transferred to the community through various channels. Those from the village are transferred to the township, while those from the township are transferred to the county seat. In some places, education authorities have also transferred a large number of outstanding teachers from rural schools that are already scarce in teachers to improve the enrollment rate, resulting in fewer outstanding teachers in rural areas. Many rural primary schools are private primary schools. For County G, the majority of teachers have relatively low educational qualifications and varying levels of cultural literacy. To fundamentally improve the overall quality of teachers in school, it is necessary to invest a large amount of financial resources and provide more policy support.

## **6. Recommendation**

In order to solve the problems in the allocation of rural education resources in G County and improve the efficiency of education resource allocation and utilization, it is necessary to optimize education funding investment, improve teaching infrastructure, and build a teaching staff.

### **6.1 Increase Investment in Education Funds and Improve the System for Using Education Funds**

The investment in education funds is an important guarantee for promoting the development of education. The government should continue to increase investment in education funds, provide more financial support in education, include rural education funds in the scope of public financial expenditure, and establish special funds for expenditure. Based on this, the following aspects should be considered: firstly, increase the proportion of education funds in the fiscal expenditure, and flexibly use fiscal payment transfer; The second is to enhance the position of rural education funds in resource allocation, promote the high-quality and balanced

allocation of rural primary education resources through special funds, and narrow the gap in the allocation of primary education resources between rural and urban areas in G County.

For some schools with weak foundations, it is necessary to actively increase investment, improve policies and measures related to the guarantee of compulsory education funds in G County, and provide more funding in teachers, management funds, and hardware facilities to reduce the funding gap between urban and rural areas.

However, relying solely on government financial investment is far from enough. In order to solve the problem of insufficient rural education resources in G County, schools themselves need to raise funds through multiple channels to diversify the sources of education funding income. They also need to leverage the power of private capital to increase education funding from different channels.

On the one hand, by utilizing tax preferential policies to actively mobilize private enterprises to provide funding, and by establishing a special foundation or scholarship for educational development, we have achieved diversification of educational funding channels on the basis of clarifying the scope of fund application. On the other hand, we encourage charitable institutions and social caring individuals and organizations to pay attention to and donate to rural education, adopt market subsidy mechanisms, expand and absorb social funds, reduce government investment through a single channel, and alleviate government investment shortages.

### **6.2 Optimize the Layout of Rural Schools and Improve Their Educational Conditions**

The standardization of teaching infrastructure is one of the manifestations of achieving educational equity, which objectively requires that teaching land, school infrastructure, educational supporting facilities, and school building area comply with relevant government standards and regulations. The government of G County should promote the planning and construction of educational facilities, clarify the standards for teaching facility construction, actively promote standardized construction of schools, and focus on transforming weak schools. For example, important facilities such as canteens, sports fields, dormitories, and libraries in township schools should be constructed and provided with key assistance to improve educational conditions from a hardware perspective.

In addition, in order to avoid waste of educational resources, optimize the allocation of educational resources, fully utilize limited educational resources, and reasonably adjust the layout of rural schools is a very important part.

Firstly, according to the specific circumstances of different regions, rural primary and secondary schools should be classified and merged. On the basis of comprehensive consideration of location factors and cultural differences, schools will be merged and reorganized, and high-quality teaching staff, libraries, multimedia technology equipment, and other auxiliary teaching facilities will be redistributed to maximize the utilization of high-quality educational resources.

Secondly, in order to improve the efficient utilization of limited resources and realize the value of educational resources, open libraries between schools can be used for children to read books and broaden their horizons. Teachers can be encouraged and trained to use multimedia teaching equipment, computer equipment, music classrooms and other facilities in daily teaching to enhance quality education and truly unleash the role of these material resources.

Finally, the management system of teaching resources in rural schools should be reformed, existing educational resources should be reasonably allocated and used, archives should be established for fixed assets in schools, usage and handover systems should be clarified, and malfunctioning teaching equipment should be promptly reported for repair and maintenance to avoid situations where educational resources are idle and wasted.

### **6.3 Strengthening the construction of teaching staff in rural schools and improving teaching quality**

A high-quality teaching staff is an important guarantee for improving teaching quality. The investment of teacher resources plays an important role in improving the quality and level of rural education and narrowing the gap with urban areas.

Firstly, improve the supplementary mechanism for rural teaching staff.

The construction of high-quality teaching staff requires both quantity and quality assurance. In order to achieve this goal, the education regulatory department should fully consider the practical needs of school development, optimize the teacher structure from the perspective of curriculum construction by allocating a reasonable number of teachers, and improve the comprehensive quality and professional skills of teachers from the perspective of capacity building. On the one hand, by expanding the recruitment channels for teachers and implementing policies such as the "Special Post Plan" and "Three Supports and One Assistance", the number of rural teachers has been increased with a policy orientation, alleviating the problem of insufficient rural teachers. On the other hand, increasing the basic salary and welfare benefits of rural teachers, providing subsidies and preferential policies to teachers in remote and impoverished areas, and enhancing the attractiveness of rural

schools to teachers. In terms of improving the quality of the teaching staff, we need to strengthen on-the-job training for rural teachers, combine online and offline training, and utilize modern remote learning technology to achieve the sharing of excellent educational resources, improve teaching skills and quality.

Secondly, the welfare benefits of rural teachers are an important guarantee for ensuring the stability of the teaching staff. Firstly, the local government should appropriately increase the proportion of teacher performance, distribute transportation and living subsidies, etc., in order to reduce the living burden of teachers and enhance their work enthusiasm; Secondly, establish special quotas for the evaluation and promotion of professional titles in rural schools, and appropriately relax the evaluation standards for professional titles of rural teachers; Thirdly, create a humanistic care atmosphere for teachers and enhance the social status of rural teachers. Widely promote the advanced deeds of rural teachers, promote the spirit of respecting teachers, loving education, and being willing to contribute throughout society, and enhance the sense of achievement and professional identity of rural teachers.

## **7. Conclusion**

Under the policy background of implementing the rural revitalization strategy and prioritizing the development of rural education in China, rural education resources have been improved to a certain extent. However, due to the long-term impact of the dual structure of urban and rural areas, the overall structure of rural education resources in China still presents a dilemma of structural imbalance. Based on the survey results of this study, it was found that the utilization efficiency of education resource allocation in G County still suffers from problems such as weak teaching staff, insufficient education funds, unreasonable overall layout of rural schools, and low management level. Therefore, in order to promote educational equity and reduce the gap in education quality between urban and rural areas, we should continue to implement the introduction plan for rural teachers, build a high-quality teacher team, expand investment in education funds in rural areas, reform the system of using rural education funds, pay attention to adjusting the layout of rural schools, further improve the efficiency of allocating and using rural education resources, and improve education quality.

The optimal allocation of rural education resources is a dynamic process, and the optimization of various standardized indicators at all levels involved in the future allocation of education resources in the region needs to be tailored to local conditions and further refined and estimated based on local conditions. Taking G County in Guangdong Province as a micro practice review, propose more scientific and effective policy recommendations for the high-quality development of rural education.

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