

Research on School Choice of Students in Compulsory Education in China

Chuanli Wei^{1,a,*}, Aihua Deng^{1,b}

¹Harbin University of Commerce, Harbin, Heilongjiang, China

^a624446286@qq.com, ^b3045708343@qq.com

*Corresponding author

Keywords: Compulsory education, Choosing a school, Problem countermeasure

Abstract: Choosing a school, that is, choosing a school, means that parents give up the preferential policy of school-age children in compulsory education to go to school nearby free of charge in the region and voluntarily go to other schools. However, with the imbalance of China's economic development, the differences in education quality and educational resources among regions and universities in China have gradually emerged. Parents don't simply want to "learn", but want to "learn", so choosing a school has become a trend, and it is getting worse. Therefore, how to promote educational equity step by step is a very important issue.

1. Introduction

The 18th National Congress of the Communist Party of China and the Third Plenary Session of the 18th Central Committee pointed out: "Gradually narrow the gap between regions, urban and rural areas and schools, coordinate the balanced allocation of compulsory education resources in urban and rural areas, implement standardized construction of public schools and exchange rotation of principals and teachers, and do not set key classes in schools to solve the problem of school selection.^[1] The 19th National Congress of the Communist Party of China clearly pointed out that education should be given priority in the strategic position and the balanced development of compulsory education should be the top priority.

2. The Main Contents of Parents' School Choice

2.1. The Level of Teachers in the School

Compared with ordinary schools, the emphasis is much higher on teachers. In national key middle schools, teachers must have a bachelor's degree or above from universities directly under the Ministry of Education before taking up their posts. According to the statistics of the education demand and recruitment of the education administrative department in Xicheng District of Beijing in 2021, among them, there are 110 teachers in the university education department, 844 in the undergraduate course, 942 in the master's degree and 946 in the doctoral degree. However, although 110 university-graduated teachers have been recruited, the vacant positions are all local

kindergarten teachers in Beijing. It can be seen that the Beijing Municipal Education Commission has relatively high requirements when recruiting new teachers. It is recognized by all that a famous teacher makes a great apprentice, so a famous university can be recognized and recognized by parents.

2.2. Social Influence of Schools

In ancient times, there was a "three moves to Meng Mu". Nowadays, parents are struggling to choose a school, so that their children can learn and grow in a good environment. "Those who are close to Zhu Zhechi are black", which is a truth that everyone understands, while "key" schools have better teachers and higher quality of students. Of course, parents want their children to learn and grow in such an environment.^[2] The influence of a university depends on its annual college entrance examination scores. Powerful schools have accumulated a sense of superiority in the long process of social development, which is also trusted by parents, all of which will have a far-reaching impact on parents' judgment. And these "social symbols" are designed to attract more outstanding students and more teachers. And parents also believe that if their children can be admitted to famous universities, the chances of being admitted to key universities will be even greater.

3. The Reasons for the "Hot" Problem of Choosing Schools

3.1. Uneven Quality Education Resources

First of all, China's compulsory education funds are insufficient. According to statistics, in 2018, the average public budget expenditure of primary schools and junior high school students nationwide was 10,566.29 yuan and 15,199.11 yuan, respectively, an increase of 3.60% and 3.81% over 2017. Among them, the expenditure on education in rural primary schools and junior high school students is divided into 10102.94 yuan and 13912.37 yuan, up by 3.42% and 3.46% over the previous year. Although the investment in education in rural areas is increasing year by year, it is still far below the national average and the growth level of education in urban areas. Secondly, the allocation of education funds in China is unreasonable. There are obvious gaps in teaching hardware and equipment, teacher quality, teaching quality and teaching funds between schools in different regions. As the capital city, Beijing's economic development is second to none in China. According to the data, in 2017, the investment in compulsory education was 10,199.12 yuan for primary school students, 14,641.15 yuan for junior high school students, 30,016.78 yuan for primary school students and 57,636.12 yuan for junior high school students in Beijing, which was 3.52 times the national average. In 2018, the funding for compulsory education was 10,566.29 yuan for primary schools, 15,199.11 yuan for junior high schools, 31,375.64 yuan for primary schools and 59,768.35 yuan for junior high schools in Beijing, which was 3.53 times that of the whole country. The disparity in educational funds is so great that educational resources are inevitably unbalanced.

3.2. The Disadvantages of the Nearest School Policy

In April, 1986, the Compulsory Education Law of People's Republic of China (PRC) came into effect, and the policy that New China will enroll students nearby was clearly stipulated by legislation. In response to the national education policy, the relevant local departments strictly follow the principle of nearest school, and make it compulsory for school-age children in compulsory education to attend school in the school district, and they must attend school nearby.

Under such circumstances, both parents and students are passive, resulting in unfair education and their dissatisfaction with the school and society. Compulsory education is an important time to lay a solid foundation for children. In order to let their children have a better future, parents will use various ways to help their children choose schools and expect their children to have a good future. Secondly, although the government adopted the policy of entering schools nearby when regulating the "hot" problem of school choice, it also allocated a few enrollment places and opened them to parents by charging high school choice fees, which led to the competition among many families and eventually developed into the phenomenon of "hot" school choice.

3.3. Employment Pressure under Social Competition

In recent years, the number of students in higher education in China has increased rapidly, from 132.3 million in 1999 to 32.85 million in 2020. This trend has intensified social competition and employment pressure. Moreover, unlike the traditional mode of providing jobs by the government in the past, in today's society, you must have a good education and get a diploma from a famous university in order to occupy enough advantages in the talent market and find more jobs. Therefore, in basic education, many parents will try their best to let their children lay a solid foundation and let their children be admitted to famous universities. Secondly, employers' demand for academic qualifications is also an important factor that causes universities to choose "hot". Nowadays, many employers not only need undergraduate or postgraduate degrees, but also need graduates from key universities such as 985 and 211, and pay less attention to personal work ability and work experience. At this time, a person's degree and the school he attended became the only weight for him to get a good job, which led to the pursuit of high education in the whole society and formed a "prestigious school plot" between students and parents, which made the utilitarian color of education increasingly strong.

4. The Countermeasures to Control the "Hot" Problem of School Choice

4.1. Reasonable Adjustment of Personnel Policies to Promote the Flow of Outstanding Teachers

It is generally believed that choosing schools is the inevitable result of the development of market economy, but Japan does not. Japan's basic education is leading the world, and it has made great achievements in the balanced allocation of teachers in primary and secondary schools. Its "regular flow system" of teachers stipulated by law is also relatively mature and perfect.^[3] Japan's "National Civil Servant Law" and "Special Law for Educating Civil Servants" both include primary and secondary school teachers in the civil service, and bring their regular mobility into the scope of civil service management. At the same time, there are special laws and regulations to regulate the floating years and floating treatment of teachers. Usually, in three to five years, every school will have a rotation of teachers, and each teacher will work in a school for more than five years at most. While ensuring the quality of teaching in primary and secondary schools, it also ensures the fairness of education.

4.2. Deepen the Reform of Education System and Promote the Balanced Development of Education

First of all, the state should increase financial assistance to poor families and promote educational equality by improving the quality of education in public schools, especially in rural areas. At present, the overall strength of both urban and private schools is far stronger than that of

rural and public middle schools. Although public schools, even rural schools, have cheaper tuition fees and are more suitable for most people, private schools attract more parents because of their good teaching conditions, good teaching quality and high enrollment rate. Therefore, it is necessary to develop public schools, especially rural schools, to reduce the choice of schools, promote the balance of educational resources between urban and rural schools, so that those students with excellent academic performance can stay in rural schools and improve the enrollment rate of public schools.

4.3. Adopt the Mode of Running Schools in Groups

It is one of the important ways to meet the needs of parents and children for high-quality educational resources to the greatest extent. However, it is an effective way to realize the balanced development of quality education resources by running schools in groups. Group-run school refers to a kind of school organization form that has emerged in the field of basic education in recent years, with the goal of promoting the balanced development of high-quality educational resources, based on one or more high-quality schools, with two or more organization members, complementing each other's advantages or in the form of strong and weak, and built by contract. The most direct benefit of running schools in groups in public schools is that the heat of "choosing schools" is greatly reduced. The education group should reflect the value of running a school in groups, which guides the organizational change of the school, and discusses various ways and strategies to transform the balance into high quality, so that students can develop, teachers can grow and parents can benefit from it.

References

- [1] Hou Na. *An Economic Analysis of the Hot Phenomenon of School Choice in China* [J]. *Western Accounting*, 2016(03):11-15.
- [2] Liu Yilin. *Analysis of the "school-choosing fever" in China's compulsory education stage-from the perspective of Coleman's rational choice theory* [J]. *Journal of Chifeng University (Natural Science Edition)*, 2017, 33 (07): 190-192.
- [3] Sha Xu. *Research on the allocation of teachers under the background of "school-choosing fever" in primary and secondary schools and its countermeasures* [D]. *Changsha University of Science and Technology*, 2021.