

STRATEGY DEVELOPMENT TO IMPROVE BASIC EDUCATIONAL  
BALANCE FOR URBAN AND RURAL EDUCATION  
IN SHAANXI PROVINCE

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A thesis paper submitted in partial fulfillment of the requirements for the Degree of  
Doctor of Philosophy Program in Educational Management for Sustainable Development

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**Thesis Title** Strategy Development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

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### ABSTRACT

The objectives of this research were 1) To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province; 2) To develop a strategy to improve the Basic Education Balance for Urban and Rural in Shaanxi province; 3) To evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province. The sample group of this study was teachers engaged in urban and rural basic education in 10 prefecture level cities in Shaanxi Province, with a planned sample size of 175. They were obtained through systematic random sampling. The interview team consisted of 10 middle-level managers from in school education, and the experts evaluating adaptability and feasibility come from representative senior teaching managers of basic education schools in 5 prefecture level cities in Shaanxi Province, totaling 5 people. Experts evaluated the feasibility of the development strategy for urban and rural basic education in Shaanxi Province. The research instruments include: 1) questionnaires, 2) structured interviews, and 3) assessment forms. The frequency, percentage, mean value, standard deviation and content analysis were used in the article analysis.

The results were found that: 1) The overall level of basic education in urban areas of Shaanxi Province is relatively higher than that in rural areas, including the emergence of a new binary system within cities in the process of urbanization, obstacles in the flow of educational production factors between urban and rural areas,

and spatial mismatch of educational resources. The development of urban and rural basic education is uneven in many aspects such as teacher teaching performance, student quality, teacher teaching level, teacher allocation, teacher management ability, teacher teaching environment, and education funding. Rural basic education students go to cities for learning, but the number of rural basic education students is decreasing, resulting in many left behind children. 2) The guiding principles for improving the sustainable development of urban and rural basic education included strengthening teacher training, improving the quality of rural school students, enhancing teacher teaching level, strengthening teacher allocation, improving teacher management ability, improving teacher teaching environment, increasing rural teacher education funding, and other balanced strategies to promote the sustainable and balanced development of urban and rural basic education in Shaanxi Province. 3) By evaluating the adaptability and feasibility of this method in improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province, it was found that the feasibility evaluation of the research results was at a high level.

**Keywords:** Urban and rural basic education, Sustainable and balanced development, educational resources

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# Chapter 1

## Introduction

### Rationale

Sustainable Development Goal 4 (SDG4) of the United Nations 2030 Agenda for Sustainable Development is to ensure inclusive and equitable quality education, and lifelong learning opportunities for all. Fair and high-quality education is an inherent requirement and strong support for a strong education country, as well as a common educational development goal pursued by countries around the world. In recent years, many countries around the world have taken a series of measures to promote education accessibility, balance, and sustainable development, making new progress in promoting education development. However, achieving education balance globally still faces significant challenges. Guo, K. & Peng, Q. (2022). Educational equity is regarded as a social responsibility in all countries, as well as an important foundation for bridging social disparities, maintaining social stability, promoting human capital development, and ultimately achieving national prosperity. Striving to provide every child with fair and quality education is not only an inherent requirement for building an educational powerhouse, but also a powerful support for its construction. Governments around the world should set clear goals, increase investment in education, strengthen international cooperation, and enable more children to enjoy fair and high-quality education. In view of this, promoting balanced and sustainable development of education is a very important and necessary thing. Liu F.& Zhang T (2021). The Chinese government attaches great importance to national basic education. In recent years, measures such as increasing education investment, improving teaching quality, and reducing the digital divide have been taken to promote education popularization, balance, and sustainable development.

### Research Background

Shaanxi Province is an important birthplace of China's five thousand years civilization. It is located in the middle reaches of the Yellow River in western China

and is a bridgehead for China's western development and the "Belt and Road" initiative. Since the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping of the CPC Central Committee has visited Shaanxi many times and visited schools, teachers and students to gain a deep understanding of the educational situation in Shaanxi Province. He has made important instructions on Shaanxi Province's educational work, pointed out the direction for educational reform and development, and put forward clear requirements. On October 26, after the 20th National Congress of the Communist Party of China, General Secretary Xi Jinping conducted research in Yan'an City, Shaanxi Province. During the period, he visited teachers and students at Yan'an Middle School and made important instructions. The report of the 20th National Congress of the Communist Party of China has devoted special chapters to education, science and technology, and talents, and has made special arrangements, which further highlights the basic and strategic support position of education in modernization construction. The "Report of the 20th National Congress of the Communist Party of China" pointed out that "accelerating the high-quality and balanced development of compulsory education and urban-rural integration" is not only related to the construction of a high-quality education system, but also to how to promote the integrated development of urban and rural economic and social development through education. It is not only a major structural adjustment in the field of education, but also affected by changes in the entire economic and social structure.

Since the entry of socialism with Chinese characteristics into a new era, the profound changes in the international and domestic development environment have presented both opportunities and challenges for the development of public services, including basic compulsory education. The Education Working Committee of the Shaanxi Provincial Party Committee and the Education Department of Shaanxi Province take moral education as the fundamental task, equity and quality as the themes, and serving economic and social development as the guidance, comprehensively promote the reform and development of various basic education such as preschool education, compulsory education, high school education,

vocational education, higher education, and continuing education, and strive to build a harmonious and sustainable high-quality education development situation.



**Figure 1.1** Distribution of 10 prefecture level urban areas in Shaanxi Province

There are a total of 10 prefecture level cities in Shaanxi Province. The current development status of basic education in Shaanxi Province is as follows: there are 15296 schools of all levels and types in Shaanxi Province, with 8.4711 million students and 704700 faculty and staff. The education population accounts for nearly 1/4 of the total population in the province. Among them, there are 8226 kindergartens with 1.3734 million students enrolled; There are 4559 primary schools with 2.964 million students enrolled; There are 1646 junior high schools with 1.2047 million students enrolled; There are 453 regular high schools with 651700 students enrolled; There are 223 vocational schools with 296900 students enrolled; There are 111 higher education institutions with 1.9804 million students and 113900 faculty members. The number of higher education students per 100000 population ranks

fourth in the country. There is still an imbalance in the development of basic education between urban and rural areas in Shaanxi Province, especially the insufficient development of compulsory education in rural areas, which is an important structural imbalance problem in the education system. The integration of urban and rural basic education in Shaanxi Province is embedded in the larger goal of integrated urban-rural development.

**Table 1.1** Statistical Chart of the Number of Various Basic Education Schools in Shaanxi Province

Types of Basic Education School	Number of schools (1 institution)	Number of students (Ten thousand)
kindergarten	8226	137.34
primary school	4559	296.4
junior middle school	1646	120.47
High School	453	65.17
Vocational school	223	29.69
university	111	198.04
<b>sum</b>	<b>15296</b>	<b>847.11</b>

In the Outline of the National Medium and Long term Education Reform and Development Plan (2010-2020) issued by the Central Committee of the Communist Party of China and the State Council, it was proposed to "establish a compulsory education development mechanism for urban and rural integration", which has also become an important guide to adjust and rationalize the relationship between urban and rural education since then. Looking back at the top-level design of urban and rural education structure in the past decade, the development of urban and rural education has undergone changes in policy orientation from "narrowing the gap between urban and rural education", to "balanced development of compulsory education in counties", and then to "integrated development of urban and rural

areas". The policy of urban-rural education equity has been continuously enriched in terms of value pursuit and connotation level.

In the issued "Outline of Education Plan", the urgent development task of "narrowing the urban-rural gap" is listed as "accelerating" in the compulsory education stage, and it is proposed to "establish an integrated urban-rural compulsory education development mechanism". The main measures include tilting towards rural areas in terms of financial allocation, school construction, teacher allocation, etc. The "Opinions on Deepening the Balanced Development of Compulsory Education" issued by the State Council further proposes to "deepen the balanced development of compulsory education", comprehensively improve the quality of basic education through policy measures such as balanced allocation of school resources, rational allocation of teacher resources, and ensuring equal access to compulsory education for special groups. This is not only aimed at narrowing the gap in basic education conditions between urban and rural areas, but also committed to overall planning, coordinating urban and rural areas, and deeply ensuring that school-age children and adolescents receive good basic compulsory education.

The report on promoting the integrated development of urban and rural compulsory education and improving the level of rural compulsory education issued by the State Council pointed out that there is still a significant gap in the quality of education in rural schools. Some micro survey data also indicate that the educational development results of urban students in Shaanxi Province are significantly better than those of rural students. For example, there is a significant gap in cognitive ability levels between urban and rural junior high school students, especially in mountainous areas, higher grades, and high scoring loci in Shaanxi Province.

From a more specific geographical perspective, students in urban areas of Shaanxi Province have the highest cognitive ability scores, followed by peripheral urban areas, townships, and rural areas. However, due to the relatively weak overlap between urban and rural areas, students in the urban-rural fringe have the lowest cognitive ability scores. The evaluation data of students in the basic education stage

in Shaanxi Province shows that the academic performance of urban students in Shaanxi Province is generally better than that of rural students, and they also have obvious advantages in comprehensive problem-solving ability and reasoning ability. In terms of non cognitive abilities, it was found that rural junior high school students in Shaanxi Province lag significantly behind their urban peers in developing multidimensional non cognitive dimensions such as self-efficacy, self-confidence, and self-discipline.

An (2022) It is pointed out that the rural revitalization strategy proposes the requirement of talent revitalization, and the prerequisite for achieving talent revitalization is that rural areas have a high-quality educational environment and conditions. Rural education, as a shortcoming in the development of China's education industry, will seriously restrict the process of achieving high-quality development of education in China.

The problem of imbalance and insufficiency in the development of education in urban and rural areas of Shaanxi Province is evident. Under the strategic deployment of the Central Committee of the Communist Party of China, the "Several Opinions on Coordinating the Reform and Development of Urban and Rural Compulsory Education Integration in Counties" issued by the State Council in 2016 clearly stated that achieving balanced development of urban and rural areas in counties is the goal of coordinating the development structure of urban and rural compulsory education. The policy further clarifies the measures of "four unifications, one full coverage" (accelerating the standardization of urban and rural compulsory education school construction standards, teacher staffing standards, per capita public expenditure benchmark quotas, basic equipment configuration standards, and the "two exemptions and one subsidy" policy for urban and rural full coverage) to promote the integration of urban and rural compulsory education in counties. Han (2002) proposed that balanced development of basic education is a decision-making choice of the government for educational development strategies, and the responsibility for promoting balanced development of basic education mainly lies with the government.

The urban education and rural education in Shaanxi Province are interdependent, and the changes in the education system and economic and social structure in Shaanxi Province are also interdependent. Therefore, the sustainable and balanced development of urban and rural basic education in Shaanxi Province can solve the problem of low education quality for rural students through the radiation and driving effect of cities. Developing rural education can address the shortcomings of urban students in comprehensive development through the complementary role of rural areas. Zhang and Su (2021) elaborated on the similarities and differences between the design and implementation of project-based learning in rural small-scale schools and urban schools, in order to provide reference for the development of project-based learning in rural small-scale schools in China.

From this, it can be seen that based on the new development stage, top-level design in promoting the integration of urban and rural compulsory education no longer only focuses on one-way "rural tilted policies", but emphasizes promoting the free flow of factors and optimizing the spatial allocation of resources to promote the integrated development of urban and rural basic education.

Liu and Zhang (2021) proposed that at present, China is in the period of building a new type of industrial and agricultural urban-rural relationship, comprehensively implementing the rural revitalization strategy and achieving high-quality development. Looking forward to the future, the CPC will give priority to the development of rural education, strengthen the integration of urban and rural education, improve the quality of rural education, promote education equity, and accelerate the pace of moving from a large education country to a powerful education country.

Based on this, this study aims to address the contradiction of sustainable and balanced development of urban and rural basic education in Shaanxi Province. By organizing relevant literature and studying the current situation and imbalance of urban and rural basic education in Shaanxi Province, the aim is to explore and propose feasible strategies to improve the sustainable and balanced development of urban and rural basic education in Shaanxi Province. It can provide new insights and

ideas for these issues, and promote the balanced development of urban and rural basic education in Shaanxi Province.

## **Research Questions**

1. What are the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province?
2. What is the strategy for improving the Basic Education Balance for Urban and Rural areas in Shaanxi province?
3. What are the adaptability and feasibility of the developed basic education equality strategy in rural and urban areas of Shaanxi province?

## **Objectives**

1. To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province.
2. To develop a strategy to improve the Basic Education Balance for Urban and Rural in Shaanxi province.
3. To evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

The population for this research is 320 basic education teachers from 10 urban and rural basic education schools in 10 cities in Shaanxi Province.

At present, there are a total of 40000 urban and rural basic education teachers in ten cities in Shaanxi Province. This study randomly selected 10 representative urban and rural basic education schools from these ten cities in Shaanxi Province. Among these 10 schools, 5 schools are high-quality urban education and teaching schools, and 5 schools are rural schools. The five urban schools are Xi'an Experimental School, Xianyang Rainbow School, Weinan

Experimental School, Baoji Xijie Primary School, and Ankang Guoyuan Primary School. The five rural schools are Hanzhong Songshu Elementary School, Tongchuan Xingshuping Elementary School, Shangluo Majiashan Elementary School, Yan'an Beiguan Elementary School, and Yulin Zhaowujiawan Elementary School. There are a total of 320 basic education teachers in 10 schools, and this is taken as the research object.

### **The Sample Group**

According to Krejcie and Morgan (1970) sampling table, the sample group of this research consists of 175 representative education teachers from basic education schools in urban and rural areas of 10 schools in Shaanxi Province. Using systematic random sampling and sample random sampling methods, select urban and rural basic education schools in Shaanxi Province.

The interviewees of this study are 10 middle-level teacher managers from schools in Shaanxi Province, all of whom have rich experience in basic education teaching. The qualifications of the interviewees are as follows: 1) at least 15 years of work experience in basic education teaching management, and 2) rich experience in education teaching management. 3) Familiarize and master the basic situation of education work in local schools. 4) Education managers with senior professional titles.

The 5 experts are senior education management personnel of basic education in Shaanxi Province, and are experts in evaluating the adaptability and feasibility of the policy of sustainable and balanced development of urban and rural basic education in Shaanxi Province. They come from five high-quality education schools in five different cities in Shaanxi Province. The qualifications of experts are as follows: 1) Senior professional title. 2) At least 20 years of experience in basic teaching management.

### **The Variable**

Based on the analysis of relevant theories, policy documents, and research, the sustainable and balanced development strategies for urban and rural basic education in Shaanxi Province are as follows:

1. Quality of student sources
2. Teaching conditions
3. The teaching level of school teachers
4. Investment in school teaching funds
5. Teacher training
6. Education policies and systems

### **Advantages**

1. For Shaanxi Province, provide feasible references for the balanced development of urban and rural basic education in Shaanxi Province through research.

2. For school, research will help optimize the allocation of educational and teaching resources in basic education schools in urban and rural areas of Shaanxi Province.

3. For teacher, through literature review and empirical investigation, this study aims to further promote the balanced development of urban and rural basic education in Shaanxi Province, and achieve harmonious and sustainable development of urban and rural teacher teams, student academic levels, teaching and research.

### **Research ideas**

Researchers take the current development status of urban and rural basic education in Shaanxi Province as the research object, explore the laws of education development and education reform as the breakthrough point, establish a research foundation and methodology that combines the concept of balanced and sustainable development with educational theory and methods, determine the basic ideas and overall concepts based on the balanced and sustainable development of urban and rural basic education, and establish a complete, scientific, reasonable, feasible, and effective strategy for balanced development of education.

In the study, based on literature research and survey results, from the perspective of deepening education development and reform, we aim to explore

how to construct strategies to promote high-quality and balanced development of education. The basic research includes four aspects: (1) summarizing the problems that constrain the balanced development of education. (2) Analysis of the causes of the problems that constrain the balanced development of education. (3) The principle of promoting balanced development of education has been established. (4) The strategy of balanced development in education has been proposed.

### Definition of Terms

**1. Sustainable education development** refers to the education that emerged in the era of sustainable development, with the goal of helping learners develop the scientific knowledge, learning abilities, values, and life styles needed for sustainable development, thereby promoting sustainable development of society, economy, environment, and culture. Sustainable development education has two educational functions: promoting sustainable development of society, economy, environment, and culture, and promoting sustainable development of individuals.

Tu and Jiao (2024) proposed the proposal of the United Nations 2030 Agenda for Sustainable Development is an international action to address increasingly severe global challenges and promote global sustainable development. Ensuring inclusive and equitable quality education and providing lifelong learning opportunities for all is the fourth goal of this agenda (SDG4), which involves 11 monitoring indicators such as primary and secondary education, early childhood development, and preschool education. The enrollment rate of preschool education, the proportion of minimum mathematical skills acquired in primary and secondary schools, and the qualification rate of teachers in the pre secondary stage in China exceed the average level of high-income countries, and the SDG4 achievement rate ranks among the top in developing countries. In participating in global education governance and building an education powerhouse, China needs to face challenges such as the sharp increase in learning poverty rates in developing countries, the need to improve the proportion of high-quality population, the digital transformation of education, the increasingly fierce competition with the United States and the West for education aid, the lack of

systematic data support to tell the story of China's contribution to the global SDG4, the need to strengthen sustainable development education guarantees, and the need to enhance international discourse power. In response to these challenges, it is necessary to accelerate the construction of a new pattern of talent double circulation, improve the international comparability of indicators monitoring of education power, inject more education connotation into the construction of a community with a shared future for mankind, promote the sustainable development of the "the Belt and Road" education action, promote the digitalization of education assistance, and tell the story of China's SDG4 contribution.

**2. Strategy development** refers to the overall, long-term, and strategic development plan formulated by an enterprise or organization during a specific period of time to achieve its overall goals. It is a comprehensive process that involves various aspects of the enterprise, including products, markets, technology, human resources, finance, organizational structure, etc. Strategic development is the embodiment of the overall goals of the enterprise. It not only focuses on short-term operational issues, but also on long-term development directions. Strategic development aims to ensure that enterprises maintain a leading position in market competition and achieve sustainable development. Strategic development is a global process that not only focuses on a certain department or product line of the enterprise, but also regards the entire enterprise as a whole. Strategic development requires comprehensive consideration of various factors, including market demand, competitive situation, technological trends, policies and regulations, etc., in order to formulate strategies that are in line with the overall interests of the enterprise. Song (2019) put forward xi general secretary of the construction of socialism with Chinese characteristics into the new era as the background, based on the development of the social principal contradictions of the new era, based on the present complicated and unpredictable international situation, the education development strategic position, strategic objectives and strategic measures put forward many new claims, reveals the directional, times, popular and practical characteristics.

**3. Basic education balance** refers to the efforts made in the field of basic education through various measures and policies to achieve a balanced distribution and use of educational resources among different regions, schools, and students, in order to promote the fairness and quality improvement of education. This includes but is not limited to the following aspects:

Balanced allocation of educational resources: Ensure the reasonable distribution of educational resources between regions, urban and rural areas, and schools, narrow the education gap, and enable every child to enjoy relatively equal educational opportunities and resources.

Balance of educational quality: By improving the quality of teachers, improving teaching conditions, optimizing curriculum design and other measures, we aim to enhance the quality of education and ensure that every child can receive high-quality basic education.

Balanced development of students: Pay attention to the comprehensive development of students, not only focusing on academic performance, but also emphasizing the cultivation of moral, physical, and aesthetic education, promoting the all-round development of students' morality, intelligence, physical fitness, aesthetics, and labor skills. Hei (2019) pointed out that in many places, the contradiction between the urban-rural dual structure is still prominent, and high-quality educational resources in rural areas are scarce, and the quality of education urgently needs to be improved; The allocation of urban education resources is not suitable for the development of new urbanization, and the problem of large class sizes is serious. To implement the requirements of building a moderately prosperous society in all respects and promote the sustainable and healthy development of compulsory education, it is necessary to coordinate and promote the integrated development of urban and rural compulsory education within the county.

In order to achieve balanced basic education, the government and education departments have taken a series of measures, such as promoting balanced teacher allocation, accelerating the narrowing of the gap in the quality of inter school

education, and promoting the institutionalization of educational care, to ensure that all children can enjoy high-quality basic education.

**4. Urban and rural education** refers to educational concepts and practices that promote balanced development of urban and rural education. It emphasizes narrowing the education gap between urban and rural areas in terms of resource allocation, education quality, and teacher resources, ensuring that every child can enjoy fair and high-quality education. Xi (2014) pointed out that in recent years, there have been new developments in compulsory education in various regions, but the gaps between urban and rural areas, regions, and schools still exist. There are significant differences in educational opportunities between different groups of people, and there is a trend of expansion in some places and aspects. At the same time, due to the three major challenges of insufficient funding, inadequate institutional design, and inadequate management in the development of education, it is even more difficult to achieve balanced development of education between urban and rural areas. The goal of urban and rural education is to gradually achieve the integration of urban and rural education through measures such as optimizing the allocation of educational resources, strengthening teacher training, and improving education quality, thereby promoting social equity and harmonious development.

Urban and rural basic education is very important. Yao (2024) pointed out that by the end of 2021, 2895 county-level administrative units in 31 provinces (regions, municipalities) and Xinjiang Production and Construction Corps in China had achieved basic balanced development of compulsory education in counties through national supervision and evaluation. The focus of national compulsory education work has shifted from "basic balance" to "high-quality balance". The report of the 20th National Congress of the Communist Party of China in 2022 pointed out the need to accelerate the high-quality and balanced development of compulsory education and urban-rural integration, optimize regional education resource allocation. In 2023, the Opinions on Building a Basic Public Education Service System with High Quality and Balance emphasized the importance of promoting urban-rural education integration and accelerating the narrowing of the urban-rural education

gap within counties. Urban rural integration has become the concept and mechanism for achieving high-quality and balanced education development between urban and rural areas. In the practice of integrated development of urban and rural education, there are still prominent structural contradictions between high-quality teachers in urban and rural areas, and non high-quality development of educational conditions. There is also room for further discussion on the theoretical perspectives and conceptual categories of integrated urban-rural education. Under policy guidance and practical guidance, evaluating the current level of urban-rural education integration can help further develop compulsory education.

**5. Sustainable development strategy** refers to a development strategy that meets current needs without weakening the ability of future generations to meet their own needs. The sustainable development strategy also means maintaining, utilizing and improving the natural resource base, which supports ecological resilience and economic growth. A sustainable development strategy also means incorporating environmental concerns and considerations into development plans and policies, rather than representing a new form of additional conditions in aid or development funding. The core of sustainable development strategy lies in balancing economic growth, social progress, and environmental protection. We need to transform the mode of economic growth, promote the development of green, low-carbon, and circular economy, while emphasizing social equity and justice, and strengthening environmental protection and restoration. The government, enterprises, the public, and the international community need to work together to achieve the goal of sustainable development.

Wang (2020) pointed out that promoting sustainable development of education is a core issue that should be considered in the formulation of education plans and policies in various regions. It is suggested that local education administrative departments take the formulation of the "14th Five Year Plan" education plan as an opportunity, follow the basic concepts of "shared responsibility, people-oriented, caring for individuality, fairness and inclusiveness, and benefiting the local area", take human sustainable development as the core, formulate regional

education sustainable development goals, clarify the work priorities for promoting regional education sustainable development, and implement precise policies for prominent problems that lead to unsustainable education. The entry points include implementing standardized and diversified integrated courses, implementing education evaluation with sustainable development as the goal, constructing a normalized and systematic off campus practical education system, applying modern educational technology to transform education and learning ecology, and promoting educational governance reform with management, operation, and evaluation as the core.

## **6. Strategy for Balanced Development of Urban and Rural Basic Education**

The Chinese government has taken a series of measures to promote the balanced and sustainable development of basic education in urban and rural areas. The current research on strategies for balanced development of urban and rural basic education mainly includes the following aspects:

1. Increase investment in rural compulsory education resources and optimize resource allocation:

Increase investment in rural compulsory education funds, improve the mechanism for guaranteeing compulsory education funds, and ensure a significant increase in rural compulsory education funds.

Improve the educational conditions of rural schools, strengthen the construction of teaching facilities such as laboratories and reading rooms according to the hardware and software conditions of urban primary and secondary schools, and improve the efficiency of use.

Improve the treatment of rural teachers, attract high-level teachers, solve difficulties such as housing and children's education for rural teachers, increase teacher training opportunities, and enhance their comprehensive quality.

2. Promote high-quality and balanced development of rural education:

Adjust and optimize the layout of rural primary and secondary schools, and pay attention to the development needs of students in remote areas.

Strengthen the two-way flow of urban and rural teachers, encourage high-quality urban teachers to go to the countryside, and narrow the gap between urban and rural teachers.

Use Internet technology to integrate educational resources, and share high-quality educational resources through synchronous online classroom teaching, live broadcast and video recording in multiple schools.

3. Implement the strategy of integrating urban and rural education:

Through the classroom layout of "urban and rural education integration under the Internet environment", we will promote the high-quality and balanced development of urban and rural education.

By using Internet technology, urban and rural children can have classes, homework and receive guidance simultaneously, and narrow the gap between regions, urban and rural areas and schools.

4. Strengthen teacher training and improve teachers' teaching abilities:

By promoting teaching through competitions, improving teachers' teaching abilities, organizing multiple competitions, encouraging teachers to participate, and enhancing teaching quality.

Wang (2016) pointed out that currently, China's urban and rural basic education presents a state of unbalanced development in terms of starting point, process, and outcome. The main reasons for this are the large differences in policies between urban and rural basic education systems, unfair allocation of basic education resources between urban and rural areas, unequal basic education environments between urban and rural areas, and unfair basic education processes between urban and rural areas. The strategy for balanced development of urban and rural basic education from the perspective of urban-rural coordinated governance is to: reasonably plan the resource investment mechanism and break through institutional barriers; Improve the level of basic education planning and balance urban and rural layout; Implement the strategy of balanced development of basic education through urban feedback to rural areas; Enhance the informatization level of rural basic education and focus on improving resource utilization efficiency;

Innovate the concept of rural basic education and enhance the competitive pressure of education; Play the guiding role of balanced development and strengthen government macroeconomic regulation.

These strategies aim to gradually narrow the urban-rural education gap and achieve high-quality and balanced development of urban and rural basic education through increasing investment, optimizing resource allocation, improving teacher quality, and utilizing modern technological means.

### **7. The adaptability and feasibility of balanced basic education**

The evaluation of balanced development of urban and rural basic education involves multiple aspects, including allocation of educational resources, quality of education, and equalization of educational opportunities, to ensure that every child, regardless of their urban or rural background, can enjoy high-quality educational resources. The adaptability and feasibility of evaluation are key factors in ensuring the effective implementation of these policies.

Adaptability mainly refers to whether the evaluation indicators can adapt to the actual situation of urban and rural basic education, and whether they can truly reflect the current situation and problems of urban and rural education. Adaptive evaluation indicators can accurately capture the differences in urban and rural education, providing accurate data support for policy makers and better guiding practice. For example, in the process of formulating and implementing policies for balanced allocation of educational resources, it is necessary to consider the differences in educational resource allocation between urban and rural areas, ensure that evaluation indicators can truly reflect these differences, and provide a basis for policy adjustments.

Feasibility is related to whether the evaluation indicators are feasible, that is, whether they can be implemented in practical operations. Feasible evaluation indicators can ensure the smooth progress of the evaluation process and avoid evaluation failures caused by complex operations or insufficient resources. For example, in the evaluation of high-quality and balanced development of compulsory education, each evaluation indicator needs to meet the requirements, which requires

the evaluation process to be feasible to ensure that all schools can conduct self-evaluation and external evaluation according to standards<sup>23</sup>.

Zhang (2014) pointed out that due to various factors such as rights, economic conditions, opportunities, information, and security, there is a certain gap in the development of urban and rural basic education, which limits the level of development of basic education. At the same time, people's demand for basic education is constantly increasing. Fair education policies between urban and rural areas, reasonable allocation of education funds, complete educational supporting facilities, and high-level teaching staff have become people's demands for basic education and the development direction of basic education. Simultaneously, it is proposed to primarily safeguard political freedom and provide rights protection for the equalization of basic education; Improve economic conditions and provide an economic foundation for equalization of basic education; Eliminate relevant restrictions and provide equal educational opportunities; Strengthen the construction of educational information and improve transparency assurance; Five suggestions have been put forward to strengthen the government's overall responsibility for education and provide protective guarantees for the equalization of basic education.

In summary, adaptability and feasibility are two important aspects to ensure the effective implementation of the evaluation of balanced development of urban and rural basic education. Adaptability emphasizes that evaluation indicators need to be consistent with the actual situation and can truly reflect the current state of education; And feasibility focuses on the operability of the evaluation process to ensure that the evaluation can proceed smoothly. Both work together to provide scientific and effective evaluation support for the balanced development of urban and rural basic education.

### **Summary**

Currently, countries around the world are actively formulating and adopting their own strategies to promote educational equity, balanced and sustainable development based on their own educational development situations. China is currently facing a huge challenge of uneven development of basic education.

Therefore, researchers have studied the current situation of uneven development of basic education between urban and rural areas in Shaanxi Province. Through survey questionnaires, structured interviews, expert evaluations, data collection and analysis, strategies for balanced and sustainable development of basic education between urban and rural areas in Shaanxi Province have been formulated to solve the problem and provide reference for the balanced development of basic education between urban and rural areas in Shaanxi Province.

The current situation of uneven development of basic education between urban and rural areas in Shaanxi Province mainly includes uneven quality of student sources and students in basic education schools, uneven teaching environment and conditions, uneven teaching staff, uneven education funding, uneven teacher training, and uneven education policies and systems. Analyze and study these issues of educational inequality, formulate strategies for the balanced and sustainable development of urban and rural basic education in Shaanxi Province, and promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province through expert evaluation of the adaptability, feasibility, effectiveness, and fairness of the strategies.

### **Research Framework**

In the research and analysis of the current situation of urban and rural basic education in Shaanxi Province, SWOT and TOWS matrix hybrid research methods were used to create and develop sustainable development strategies.

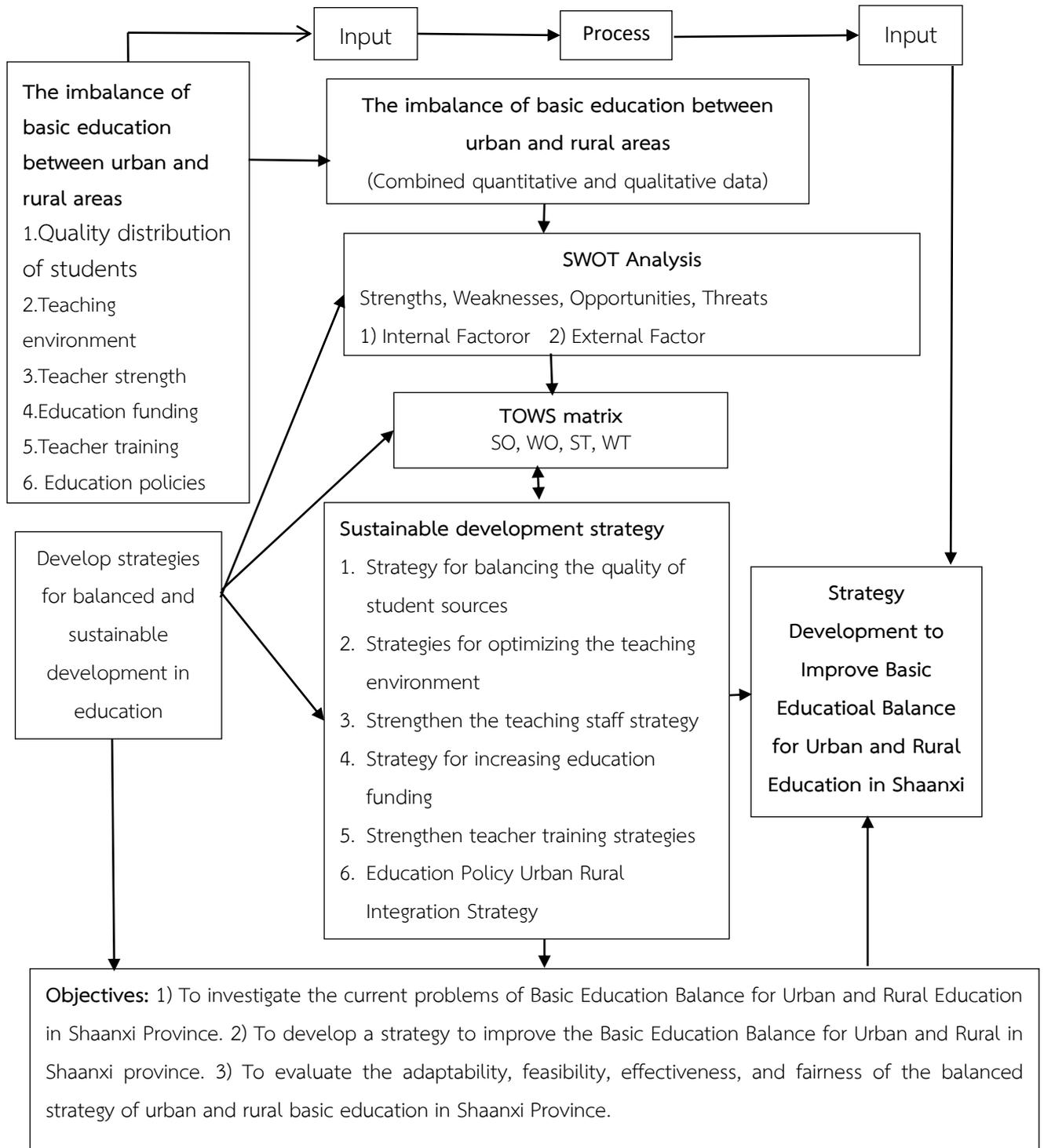


Figure 1.2 Research Framework

## Chapter 2

### Literature Review

A study was conducted on the balanced development strategy of urban and rural basic education in Shaanxi Province, analyzing the literature, concepts, theories, and research on sustainable and balanced development of urban and rural basic education in Shaanxi Province. The details are as follows.

1. Concept and Theory of Basic Education
2. Concept and Theory of urban-rural education integration
3. Concept and Theory of Balanced Development in Education
4. Concept and Theory of Educational Equity
5. Concept and Theory of High-quality Education
6. Theory of Balanced Development Strategy for Basic Education
7. Related Research

The details are as follows.

This study aims to explore the balanced development strategy of urban and rural basic education in Shaanxi Province. The researchers studied the concepts and theories of basic education, basic education, urban-rural education integration, balanced development of education, educational equity, high-quality education, and balanced development strategy of basic education. In the study of the concept and theory of basic education, researchers have integrated the views of researchers such as Y (2007), Wang (2009), the Compulsory Education Law of the People's Republic of China, and Fu, N. N. (2012) to elaborate on the concept and theory of basic education.

#### **SDG4, Relevant Theories**

The United Nations Sustainable Development Goal 4 (SDG4) aims to ensure inclusive and equitable quality education, enabling lifelong learning opportunities for all citizens. Its specific goals include ensuring that by 2030, all girls and boys will

complete free, fair, and high-quality primary and secondary education. Education serves as the cornerstone of national development, and balanced progress in basic education between urban and rural areas is crucial for achieving social equity and promoting sustainable economic growth.

SDG4 emphasizes inclusive and equitable education, requiring the elimination of disparities between urban and rural areas, as well as between the rich and poor, to ensure universal access to quality education. It covers all educational stages from preschool to higher education and vocational training, focusing on improving educational quality, enhancing learning outcomes, and optimizing resource allocation. According to SDG4, governments must formulate policies to guarantee equal educational opportunities and promote educational equity.

Below are some theoretical data related to SDG4: Global School Dropout Rate: According to UNESCO statistics, despite progress in universal basic education, approximately 770 million adults (aged 15+ years) worldwide lacked basic literacy skills in 2020, with women accounting for over two-thirds of this figure. Education Investment Gap: The United Nations recommends that countries allocate 4%-6% of their gross national product (GNP) to education. However, many developing countries have not met this standard, leading to resource shortages and impacting educational quality. Teacher shortage: According to UNESCO, an additional 69 million teachers will need to be recruited globally by 2030 to fill the teacher shortage gap in order to achieve SDG4.

## **Concept and Theory of Basic Education**

### **Concept of Basic Education**

Basic education is also compulsory education, which refers to the educational stage that lays the foundation for individual growth and national development. It is also a basic right granted to every citizen by law. Basic education generally includes early childhood education, primary education, and middle school education. This stage of education mainly aims to cultivate students' basic knowledge, skills, and emotional attitudes, help them establish correct outlooks on life, the world, and

values, so that they can better adapt to social life and prepare for future learning and career. Basic education emphasizes the development of students' knowledge, skills, emotions, and other aspects. By receiving basic education, students can acquire fundamental knowledge such as language, mathematics, and science, while also developing comprehensive abilities such as independent thinking, problem-solving, communication, and collaboration. Basic education also emphasizes emotional education for students, aiming to cultivate excellent qualities such as self-esteem, confidence, and self-discipline. Basic education is the foundation for the development of a country and a province or city.

Yu (2007) pointed out that basic education is an activity that guides learners in a purposeful, planned, and organized manner to acquire basic knowledge and skills, learn to learn, form correct values, ultimately inherit national culture, form civic awareness, and improve national quality, based on the reality and future needs of a certain society, following the laws of physical and mental development of the younger generation. It has the basic characteristics of knowledge, human nature, foundation, and popularization

Wang (2009) believes that the "foundation" of basic education includes three aspects: the foundation of individual lifelong development, the foundation of the entire education system, and the foundation of the country and society. The extension of basic education broadly includes prenatal education, preschool education, primary and secondary education, basic education for youth and adults, and other forms of basic education used to meet the basic learning needs of the whole nation. Narrowly speaking, it includes early childhood education, primary and secondary education, adult literacy education, basic education for special groups, and home schools in the basic education stage.

### **Theory of Basic Education**

The current Compulsory Education Law of the People's Republic of China was adopted at the fourth session of the Sixth National People's Congress on April 12, 1986, and came into force on July 1, 1986. It was adopted at the seventh meeting of the Standing Committee of the Thirteenth National People's Congress on

December 29, 2018, and amended at the seventh meeting of the Standing Committee of the Thirteenth National People's Congress. In its general provisions, it is explicitly stated that "compulsory education is an education that must be received by all eligible children and adolescents uniformly implemented by the state, and is a public welfare undertaking that must be guaranteed by the state. Parents or other legal guardians of eligible children and adolescents should ensure their timely enrollment and completion of compulsory education in accordance with the law. Schools that implement compulsory education in accordance with the law should complete their educational and teaching tasks according to the prescribed standards and ensure the quality of education." Currently, China and even Shaanxi Province implement a nine-year compulsory education system, including six years of primary school and three years of junior high school. Each region has adjusted the length of compulsory education according to the local economic development level and residents' educational needs, resulting in "9+1" (one year of preschool education+six years of primary school+three years of junior high school) and "9+3" (six years of primary school).+Three years of junior high school+Three years of high school), Based on the traditional concept of compulsory education in Shaanxi Province, this article still takes the universal six-year primary school and three-year junior high school as the research object of basic education.

From the expression of legal provisions, we can summarize several characteristics of basic education: firstly, universality. Basic education is a right granted to citizens by the state, and tuition and miscellaneous fees are not charged throughout the process. Governments at all levels are responsible for ensuring the conditions for compulsory education and ensuring that special education recipients such as disabled school-age children and juvenile offenders can receive compulsory education; The second is mandatory. Children of appropriate age must enroll in school and complete compulsory education. Those who drop out of school due to reasons caused by local governments, schools, teachers, parents, or other legal guardians will be dealt with according to law and ordered to make corrections within a specified period of time. The third is fairness. Age appropriate teenagers, regardless

of geography, race, ethnicity, gender, etc., all have the right to equal access to compulsory education in accordance with the law. Local governments should allocate educational resources reasonably, improve the operating conditions of weak schools, and take measures to ensure the implementation of compulsory education in rural and ethnic areas. Cao and Qiu (2023) pointed out that there are differences in education levels between regions, and the gap between urban and rural educational resources is still very significant and expanding. Fu (2012) Taking Shaanxi Province as an example, based on the analysis of the reasons for the urban-rural education gap in Shaanxi Province, combined with the current situation of education in Shaanxi Province, this paper explores specific strategies for using information technology to narrow the urban-rural education gap from the aspects of resource construction, teacher quality improvement, and the application of information technology in teaching. Yu and Tang (2023) pointed out that the revitalization of rural education can fundamentally promote educational equity.

In summary, basic education is the cornerstone of the national education system and a form of education aimed at all students. Its purpose is to lay a solid foundation for improving the overall quality of the nation and to provide a good foundation for lifelong learning and participation in social life for eligible children and adolescents.

**Table 2.1** Concept and Theory of Basic Education table

Concept / Theory	Reference documentation	Frequency
Concept of Basic Education	Yu, S.H. (2007); Wang, X.Y. (2009)	2
Theory of Basic Education	Cao, J.Q. & Qiu, T.T. (2023); Fu, N.N. (2012); Yu, M.Z.& Tang, Y. (2023)	3

## Concept and Theory of urban-rural education integration

### Concept of urban-rural education integration

Yu and Wen (2011) put forward that the integration of urban and rural education is an institutional arrangement made in view of the imbalance of urban and rural education development in China, which will be restricted by path dependence in the process of institutional change. The solidification of the original education system structure, the resistance of vested interest groups, and the stability of the institutional environment such as the household registration system and the educational hierarchical management system are all the institutional dilemmas that need to be faced by the integration of urban and rural education. Therefore, on the basis of a clear understanding of the original system path dependence, a series of institutional systems including target value system, rule expression system, adjustment object system and implementation guarantee system should be constructed to guarantee the effective implementation of the integration of urban and rural education.

Lin and Chu (2011) proposed that urban-rural education integration is a requirement and goal of urban-rural integration in the field of education, which is gradually becoming clear and explicit with the evolution and development of urban-rural integration construction; The purpose of proposing this educational development strategy is to eliminate the widespread urban-rural binary structure in the field of education, promote the optimization and adjustment of the educational structure, improve the overall quality and efficiency of education in urban and rural areas, and promote educational equity. In order to smoothly promote the implementation of the urban-rural education integration strategy, it is necessary to construct an institutional system for urban-rural education integration from seven aspects, including education management, investment, and personnel.

Zhao and Ren (2024) proposed that urban-rural education integration is a development between "diversity" and "identity", which plays a crucial role in ensuring educational equity and narrowing the urban-rural education gap. The multidimensional boundary effect between county schools and rural schools is an

issue that cannot be ignored in the process of urban-rural education integration development.

### **Theory of urban-rural education integration**

An (2011) believes that the concept of integrating urban and rural education has been recognized by the government and various sectors of society. At the same time, many regions in China have carried out beneficial explorations of the integrated development model of urban and rural education, practicing the core concept of balanced development of urban and rural education. Due to the initial stage of urban-rural education integration, there are still many problems in school management, teacher salaries, school funding, and educational resource allocation in various regions' practical exploration of development models. How to effectively solve these problems is the key to building a scientific urban-rural education integration development model.

Ren (2011) believes that the development mechanism of integrated compulsory education in urban and rural areas is the general term for the operational rules of achieving integrated development of compulsory education in urban and rural areas. Establishing an integrated mechanism for the development of compulsory education in urban and rural areas is an inevitable requirement for breaking the dual development system of compulsory education in urban and rural areas, a strategic measure to address the widening gap in urban and rural education, and a necessary path to building a socialist harmonious society.



**Figure 2.1** Distribution of Basic Education Schools in Xi'an, Shaanxi Province

**Table 2.2** Concept and Theory of urban-rural education integration table

Concept / Theory	Reference documentation	Frequency
Concept of urban-rural education integration	Yu, Y.P. & Xu, W.N. (2011); Lin, C.Y.& Chu H.Q. (2011), Zhao, M. & Ren, S. (2024)	3
Theory of urban-rural education integration	An, X.M. (2011); Ren, L.L. (2011)	2

## Concept and Theory of Balanced Development in Education

### Concept of Balanced Development in Education

Balanced development of education refers to the highest concept of educational equity and balanced development that is consistently upheld by relevant government functional departments in promoting the development of basic education and achieving the goals of basic education training, striving to achieve equity in opportunities, resources, and outcomes of basic education. The balanced development of compulsory education is an important public education policy that

involves the vast majority of the educated population in China. It is also a dynamic process of gradual adjustment, with different practical requirements in different historical backgrounds.

Guo and Peng (2022) pointed out that China has successively introduced a series of policies related to the balanced development of compulsory education, and the balanced development of compulsory education has become a strategic task for the development of education in China. The balanced development of education is a directional requirement of China's compulsory education law, the core of achieving educational equity, and an important manifestation of implementing the scientific development concept. It has significant practical and far-reaching historical significance. So, how can we better grasp the laws of education with Chinese characteristics, allocate public education resources fairly and reasonably, further narrow the urban-rural education gap, continuously improve education quality, promote educational equity, and truly achieve balanced, sustainable, and healthy development of education. Wei (2022) pointed out that education issues are also contemporary, and Chinese society attaches great importance to the impact of education development on the country, society, and individuals. However, the relative scarcity of high-quality education resources in rural areas will inevitably lead to unreasonable allocation of education resources and uneven development of education, which will to some extent raise people's concerns about educational equity. Compulsory education is the foundation of national education, an education that every citizen must receive, and the most basic stage for talent cultivation.

In October 2012, the State Council issued the "Opinions on Deepening the Balanced Development of Compulsory Education", which put forward clear requirements for promoting the balanced development of basic education under the new situation. Yang and Tao (2023) believes that high-quality and balanced development of basic education is the only way to deeply implement the spirit of the 20th National Congress of the Communist Party of China, promote educational equity, and strengthen talent support for modernization construction. China has always implemented the people-centered education development concept, and has

made continuous efforts to achieve more equitable and high-quality basic education, achieving historic achievements in the development of basic education. In the new era and new journey, it is necessary to increase investment in rural school education funds, promote the high-quality and balanced development of compulsory education in counties, increase the supply of inclusive education resources in rural areas, and seize the opportunities of digital education reform and development. These are the path choices to promote the high-quality and balanced development of urban and rural basic education and achieve new results in common prosperity.

### **Theory of Balanced Development in Education**

Since the beginning of this century, our task of basically popularizing nine-year compulsory education and eliminating illiteracy among young and middle-aged people has been completed. The development of compulsory education in urban and rural areas has entered a period of balanced development from the stage of popularization, roughly going through three stages.

Currently, the uneven development of basic education between urban and rural areas still exists to varying degrees in many regions, which affects the fairness and justice of compulsory education development. The theory of educational balance, as a scientific system guiding the balanced development of basic education, mainly includes three levels of content: firstly, continuously narrowing the gap between different groups, promoting equal educational choices and conditions for different educated groups, and ensuring that special education groups receive high-quality compulsory education. The second is to continuously narrow the gap between different schools, strengthen the construction of teaching conditions in rural primary and secondary schools, and promote balanced development among different schools in the county in terms of funding investment, faculty allocation, enrollment sources, and other aspects. The third is to continuously narrow the gap between different regions, promote relative equity in compulsory education between different administrative regions, and focus on improving the educational conditions of schools in economically underdeveloped and remote rural areas. The three levels are both distinct and interconnected, forming a unified whole.

**Table 2.3** Balanced Development Stages of Urban and Rural Compulsory Education

Development stage	Time Span (Year)	Target task
Preliminary equilibrium stage	2001-2012	On the basis of promoting education balance among schools within the region, encourage inter regional education Balanced development of schools.
Basic equilibrium stage	2013-2020	Basic realization of balanced development of compulsory education in counties and equalization of public services for basic education in urban and rural areas.
High quality equilibrium stage	2021-2035	Establish a more distinct concept of comprehensive development, a higher degree of standardized construction, a stronger teaching staff, and a more satisfactory compulsory education for the people.

Zhou (2002) believe that educational balance generally includes three different aspects.

The first level is the balanced development between different regions or areas, including the development differences between administrative divisions such as different provinces, different cities and counties within the same province, and different townships and street offices within a unified county; The second level is the balanced development between different types and levels of schools within the same administrative division, including the development differences between public schools and private schools, urban schools and rural schools; The third level is balanced development among different educated groups, with a focus on the educational differences of special groups such as disabled school-age children, rural adolescents, economically disadvantaged families, and juvenile delinquents.

Shen (2022) believes that the typical concept of "balanced" development focuses on students' equal right to education, that is, having access to education. A

higher level of "high-quality balance" emphasizes not only having access to education, but also having access to quality education. He paid more attention to the special group of people with disabilities, systematically studied the basic connotation, characteristics of the times, and development path of high-quality special education, and systematically put forward his own views on the training of special teachers, the transformation and development of special education schools, and other aspects.

**Table 2.4** Concept and Theory of Balanced Development in Education

Concept / Theory	Reference documentation	Frequency
Concept of Balanced Development in Education	Guo, K. & Peng, Q. (2022); Wei, X.X. (2022); Yang, S. & Tao, Y.P. (2023)	3
Theory of Balanced Development in Education	Zhou, F. (2002); Shen, R.H. (2022)	2

## Concept and Theory of Educational Equity

### Concept of Educational Equity

Educational equity refers to the fairness of educational subjects in educational activities towards every educational object, regardless of their gender, race, birth background, living environment, family conditions, appearance, etc., who have the same opportunities to receive education as others, enjoy the right to receive education, and can achieve a universal social standard through their education and own efforts. Educational equity is the extension and embodiment of the understanding and subjective values of social relationships between individuals in the field of education, where every member is treated fairly and equally when enjoying public educational resources.

Li and Chen (2024) believe that education is an important work for people's livelihood, and that education that satisfies the people is related to the development of the country and the vital interests of hundreds of millions of families. General Secretary Xi Jinping's important discourse on educational fairness includes fairness of educational opportunities, fairness of educational process and fairness of educational results. The generating logic of General Secretary Xi Jinping's important discourse on educational fairness includes theoretical logic and practical logic. The implementation of General Secretary Xi Jinping's important discussion on education equity is practiced by building the system guarantee of balanced development of education, building an information sharing education system and optimizing the accurate allocation of education resources, providing a better educational environment for China and promoting the new development of education.

Zhang (2004) believe that educational equity is a dynamic concept in history, with multi-level, relative, and regional characteristics, and is a value orientation and institutional norm. The imbalance of economic development leads to differences in education between regions and urban and rural areas. To solve the problem of educational equity, it should be combined with various educational development realities and placed in the process of social development and the education system. Achieving educational equity depends on socio-economic development and technological progress.

Zhang (2014) believe that educational equity refers to the rational norms or principles based on which the state allocates educational resources. Here, "rationality" refers to the need to conform to the overall development and stability of society, the individual development and needs of social members, and to unify the allocation of educational resources based on the dialectical relationship between the two.

### **Theory of Educational Equity**

Educational equity is a historical category that has different meanings in different countries and historical periods. It is not only a reflection of social reality, but also a transcendence of social reality. It is the unity of social reality and

educational ideals, with specific historical significance, including its historical rationality and limitations. In China, ideas related to educational equity have long been deeply rooted. As early as the Spring and Autumn Period and the Warring States Period, the famous ancient Chinese educator Confucius proposed the theory of "education without discrimination" in the *Analects of Confucius*. With the development of the times and the progress of society, educational equity has been endowed with deeper connotations and contents.

Yang (2014) believe that educational equity is an important prerequisite for achieving social equity. Based on this, measures to promote educational equity have been proposed from three aspects: reforming and improving the education system, achieving educational consumption equity, and innovating educational teaching models, in response to the current educational inequality phenomenon and its causes in China.

Li (2016) believe that educational equity is a historical category that has different meanings in different countries and historical periods. It is not only a reflection of social reality, but also a transcendence of social reality. It is the unity of social reality and educational ideals, and has specific historical significance, including its historical rationality and limitations. In China, ideas related to educational equity have long been deeply rooted. As early as the Spring and Autumn Period and the Warring States Period, the famous ancient Chinese educator Confucius proposed the theory of "education without discrimination" in the *Analects of Confucius*. With the development of the times and the progress of society, educational equity has been endowed with deeper connotations and contents.

Cheng (2007) believes that educational equity is the eternal pursuit of education for people. Educational equity is relative and can only be approached infinitely, but it is impossible to fully achieve educational equity. From a sociological perspective, educational equity means that everyone enjoys equal opportunities to receive education, and attention is paid to equal opportunities to access high-quality educational resources. It is the embodiment and extension of social equity in the field of education.

**Table 2.5** Explanation of Educational Equity Theory

	<p>The basic understanding and views formed by different educational entities in participating in specific educational activities and practices on educational issues, including management concepts, educational concepts, school concepts, family concepts, teacher concepts, evaluation concepts, teaching concepts, and curriculum concepts.</p>
<p><b>Related theories of educational equity</b></p>	<p>Fair and impartial, fair and impartial, handling things reasonably and reasonably, without favoring any aspect. Educational equity is the understanding and subjective value evaluation of social relationships between individuals in the field of education. It is the embodiment and extension of the value of social equity in the field of education, and every member enjoys educational equity and fairness without any discrimination.</p>
	<p>Start Justice: Respect and protect the basic human rights and freedom of development of every individual, equal educational rights and opportunities, including the construction of values and systems.</p> <hr/> <p>Swedish Husson's theory on educational equity</p> <p>Process Equity: In the reality of unfair starting points, continuing to reflect and maintain educational equity through corresponding systems and policies, including micro level fairness in the interaction between the educational process and teacher-student relationships.</p> <hr/> <p>Result Justice: The ultimate manifestation is substantive fairness in students' academic achievements, equality in educational quality, and equality in educational goals.</p>

From an economic perspective, educational equity is only a fairness issue when the government formulates policies and allocates resources. Various themes in the process of educational development can equally access the resources needed for education and fulfill their own obligations. The famous Swedish educator Husson's theory of equity, which covers three main aspects of educational starting point, educational process, and educational outcomes, is widely accepted by most people: firstly, equity in educational starting point. With strong policy support from the government, every eligible child can equally access a good educational environment, overcome unfavorable factors such as family and society, and conscientiously fulfill their educational obligations; The second is fairness in the educational process. Every student can receive equal treatment in the education process, and teachers and schools can fully pay attention to students' individual needs, without discriminating against students for various reasons, and guiding students to grow up healthily with greater tolerance; The third is fairness in educational outcomes. Each student is able to fully utilize their strengths, obtain fair assessment and development opportunities, and have a high sense of personal educational identity and satisfaction.

#### **Xi Jinping's Important Discourse on Basic Education**

Xi Jinping emphasized the need to promote educational equity and cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics. Compulsory education, as a fundamental public service for the vast majority of people in China, is of great significance in meeting individual development and promoting social equity. The educational model, form, content, and learning methods are undergoing profound changes, and educational governance is characterized by multi-party cooperation and diverse participation. Ensuring inclusive, equitable, and high-quality education, especially the fair and balanced development of compulsory education, has gradually become a new goal for the development of world education.

The relevant educational discourse not only reflects an important exploration of the sinicization of Marxist educational thought, but also represents a significant

contribution and theoretical innovation to the theoretical system of socialist education with Chinese characteristics. Lin (2023) pointed out that xi jinping about education fair important value, its theoretical value is enriched the marxist education fair thought, deepen the communist party of China education fair of exploration and perfect the Xi Jinping new era of the ideas of socialism with Chinese characteristics, practical significance is conducive to implement the education poverty alleviation, realize the all-round development of people, promote the realization of social fairness and justice.

**Table 2.6** Concept and Theory of Educational Equity table

Concept / Theory	Reference documentation	Frequency
Concept of Educational Equity	Li, Y.L. & Chen, J.M. (2024); Xi Jinping's important discourse; Zhang, Y. (2004); Zhang, G.Y. (2014)	4
Theory of Educational Equity	Yang, Y.Y. (2014); Li, K.Y. (2016); Cheng, Z.H. (2007)	3
Xi Jinping's Important Discourse on Basic Education	Lin, L.C. (2023)	1

## Concept and Theory of High-quality Education

### Concept of high-quality education

High quality education refers to the ability to cultivate a positive mindset and healthy personality in students, enhance their self-esteem and confidence, and make their inner selves increasingly fulfilling and powerful. High quality education must be the efficient and effective allocation of school resources. School life is full of deep concern for all students, and no one is ignored or abandoned.

High quality education is not just about education with a high enrollment rate, as the enrollment rate of a school is influenced by many factors, among which

the quality of the students is very important. Numerous studies have shown that the most important factor affecting students' academic performance is their family cultural background, followed by the quality of teachers, and finally the curriculum and hardware facilities of schools.

### **Theory of high-quality education**

The 20th National Congress of the Communist Party of China proposed that "education is the fundamental and strategic support for the comprehensive construction of a socialist modernized country" and "accelerate the high-quality and balanced development of compulsory education and urban-rural integration, and optimize the allocation of regional education resources". Balanced and high-quality education is very important, and the degree to which an excellent country values balanced and high-quality education reflects its emphasis on the common prosperity of the country. Balanced and high-quality education means treating different backgrounds and regions fairly and justly. Provide equal opportunities for everyone to enjoy quality education regardless of race or ethnicity.

The Opinion on quality and balance proposes to focus on promoting standardization in school construction and accelerating the narrowing of regional education gaps; Focusing on promoting the integration of urban and rural education, accelerate the narrowing of the education gap between urban and rural areas within the county. Focusing on promoting balanced allocation of teaching staff and accelerating the narrowing of the gap in the quality of inter school education; Focusing on promoting the institutionalization of educational care, accelerate the narrowing of the education gap among groups. Zhang (2022) Propose a centenary plan with education as the foundation. In recent years, education has always been given priority in its strategic development, and a scientific "timetable" and "roadmap" for balanced development of basic education have been formulated. All levels and departments have coordinated and promoted the sharing of high-quality educational resources. At present, this work has been fully and deeply implemented and has achieved phased results: the reform of shared assistance in schools has been deeply promoted, and paired assistance mechanisms have been established one by one in

public ordinary universities; The integrated management of urban and rural compulsory education schools within the county has achieved full coverage, promoting the implementation of integrated management in many schools; Significant results have been achieved in information technology assistance, and multiple cities, counties, and districts have built high-quality education resource sub platforms.

The convening of the on-site meeting for the supervision and evaluation of the high-quality and balanced development of compulsory education in counties across the country marks a new stage in which China's compulsory education is about to move from basic balance to high-quality balance. Several scholars have elaborated on the high-quality and balanced compulsory education from different perspectives. From the perspective of the connotation and relationship between balance and quality, Fu (2020) believes that balanced development of education refers to equal access to education rights and opportunities, balanced allocation of educational resources, and balanced educational outcomes under the theory of equity in the starting point, process, and outcome of education. High quality development ensures richer high-quality education, and the two are an integrated relationship based on dynamic interaction. From the perspective of value orientation, Yin (2019) pointed out that high-quality and balanced compulsory education is a high-quality education that "serves all students" and "develops in all possible aspects". From the perspective of endogenous development, Zhang (2021) believes that high-quality and balanced development is to improve the quality of education on the basis of basic equality of educational conditions, enhance resource utilization under relatively balanced educational resources, independently develop and reasonably utilize local resources, and promote comprehensive human development through a virtuous cycle of the three.

**Table 2.7** Concept and Theory of High-quality Education table

Concept / Theory	Reference documentation	Frequency
Concept of high-quality education	<a href="https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201902&amp;filename=1019857134.nh">https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201902&amp;filename=1019857134.nh</a>	1
Theory of high-quality education	Zhang, L (2022); Fu, W.D. (2020); Zhang, M.C. (2021); Yin,Y.L. (2019)	4

In summary, high-quality balance is the pursuit of fairness in the educational process and outcomes under the premise of relative balance in basic material needs. The core is to focus on fairness and quality for everyone, shift towards the endogenous development of high-quality personalized education, and pursue a sustainable and good educational ecology.

### Theory of Balanced Development Strategy for Basic Education

The strategy of balanced development of basic education plays a crucial role in promoting the balance of urban and rural basic education, "said Li and Xu (2023). It is proposed that balanced development of compulsory education is an important step and inevitable path to promote educational equity. In recent years, education equity and balanced development have been severely hindered by factors such as urban-rural differences, inter school differences, and regional differences. In order to effectively promote the balanced development of compulsory education, the government should fully play the role of rights allocation, reasonably allocate limited educational resources, and keep the educational resources of various regions and schools in a relatively balanced state. It should also focus on assisting vulnerable groups and weak schools in compulsory education, and make the work of educational equity practical and detailed.

Lin (2022) proposed that with the arrival of the information age, teachers in compulsory education at the county level should also recognize the advantages of

information-based teaching, and be able to reasonably integrate advanced modern information technology teaching methods into daily teaching activities, in order to improve the effectiveness of course teaching, enhance the overall teaching level of rural teachers, and better promote the balanced development of county education.

The strategy for balanced development of basic education should follow the laws of "basic balance, quality balance, and sustainable development". The "basic balance" of equal opportunities is a prerequisite and necessary stage for high-quality balanced development, while "quality balance" is the core of high-quality balanced development. "Sustainable development" ensures the sustainability of high-quality balanced development through institutional improvement, mechanism innovation, and activation of endogenous driving forces.

**Table 2.8** Theory of Balanced Development Strategy for Basic Education table

Concept / Theory	Reference documentation	Frequency
Theory of Balanced Development Strategy for Basic Education	Li,C.H. & Xu,S.C. (2023); Lin,Q.C. (2022)	2

## Related Research

### Important Discourse on Basic Education

The "Opinions of the Central Committee of the Communist Party of China and the State Council on Establishing and Improving the System, Mechanism, and Policy System for Integrated Development of Urban and Rural Areas" issued in 2019 proposed the establishment of a "compulsory education development mechanism with urban leading rural areas, overall promotion, urban-rural integration, and balanced development", promoting the urban-rural education consortium model, promoting the sharing of high-quality educational resources between urban and rural areas, promoting the free flow and equal exchange of urban and rural factors, and

rational allocation of public resources, in order to achieve sustainable and balanced development of urban and rural basic education.

In the 14th Five Year Plan for National Economic and Social Development of the People's Republic of China and the Long Range Objectives Through the Year 2035, which was announced during the 2021 "Two Sessions", further institutional and mechanism innovations aimed at promoting the two-way flow of urban and rural factors, such as "promoting the exchange and rotation of teachers and doctors within counties" and "adjusting the quota and basic public service facility layout of teachers and doctors in areas where population flows in and out based on actual population mobility", will be taken as important measures to "promote the high-quality and balanced development of compulsory education and urban-rural integration".

Wang (2019) proposed that the urban-rural education community is to build an education alliance in urban-rural development, reduce the education gap between urban and rural areas through the alliance, enable basic education to reduce the urban-rural development gap, gradually adjust educational resources and talents, change the government led urban-rural education development model based on educational research, merge rural central primary schools from the perspective of social practice development, adopt the approach of education urban-rural community, strictly grasp the standardization construction of schools, balance the hardware and teacher configuration of each school, and promote urban-rural education.

Chu (2023) believes that urban-rural integration is an important national strategy determined in the "Decision of the Central Committee of the Communist Party of China on Several Major Issues Concerning the Promotion of Rural Reform and Development" in 2008. It is also a basic way of thinking to break the urban-rural binary structure, promote common development between urban and rural areas, and achieve equalization of basic public services between urban and rural areas. Urban rural integration refers to the organic combination of urban and rural development in politics, economy, culture, and other aspects within a certain regional scope, forming a new type of urban-rural relationship characterized by urban

belt and rural development, promoting urban development through rural areas, interdependence, complementary integration, and coordinated development, gradually eliminating the dual structure pattern of urban and rural areas, and ultimately achieving common development and prosperity between urban and rural areas. With the development process of rural areas from poverty alleviation to comprehensive revitalization, and cities from "land urbanization" to "human urbanization", as an important link in breaking the urban-rural dual structure and coordinating urban-rural education reform, the top-level design focus of urban-rural compulsory education integration is also being adjusted in accordance with the times. In terms of development goals, from ensuring a "basic balance" of educational opportunities to emphasizing a "high-quality balance" of educational quality; In terms of development ideas, from the unilateral development approach of rural areas catching up with cities and filling the gaps in rural areas, to the sharing of educational resources between urban and rural areas, we need to continue to pay attention to the weakness of rural areas and solve the problem of urban crowding; In terms of policy tools, there is a shift from focusing on unified standards for material resources such as funding and educational conditions, to paying attention to balanced allocation of human resources such as teachers and students. The goal of integrating compulsory education between urban and rural areas, from urban-rural segmentation to urban-rural opposition and then to urban-rural integration, is to achieve the "dual prosperity" of "integration and equality" of urban and rural education through "coordinated urban-rural development". Therefore, in terms of connotation, it is more profound than "balanced development of urban and rural education" and "narrowing the gap between urban and rural education".

Wang (2016) proposed that there are certain differences between urban and rural areas in the integrated development of basic education in the conditions of running schools, teachers and the material living conditions of teachers. The reason why the basic education in Suzhou exists is due to the economic and social structure of urban and rural division, dual education system, local financial difficulties,

insufficient attention to teachers in basic learning and limited conditions for teachers' professional development.

Liu (2021) proposed that the top-level design of the Party Central Committee and the State Council focuses on pointing the direction and drawing the bottom line in specific policy tools and implementation, and has the following three characteristics. Firstly, policy entities should coordinate and coordinate. The integration of urban and rural compulsory education not only involves structural adjustments within the education system, but also relates to the coordinated development of urban and rural economy and society. Therefore, the relevant policy entities include multiple government departments such as the Ministry of Education, the Ministry of Finance, and the National Development and Reform Commission. Secondly, the policy content is comprehensive and systematic. The integration of urban and rural compulsory education is not simply about benchmarking cities and building rural schools in a standardized manner, but covers various aspects such as school conditions, funding guarantees, teacher team building, school layout, school management, educational opportunities for special groups, supervision and evaluation in policy content. Thirdly, policy implementation is supervised and guaranteed. Provincial education institutions shall carry out supervision and evaluation work within their administrative regions in accordance with the requirements issued by the Ministry of Education, from four dimensions: resource allocation, government guarantee level, education quality, and social recognition. The Ministry of Education conducts evaluation and inspection through a monitoring and review system to promote development through evaluation and ensure that governments at all levels regard the integrated development of urban and rural compulsory education as an important concept of education quality and performance.

Li and Song (2011) believe that under the strategic deployment of top-level design and the implementation details of policy tools, various regions have carried out diverse local practices according to local conditions. The emerging education coordination models include the "tilted" education coordination model in Jiangsu

and Zhejiang with a universal orientation, the Beijing Shanghai urban education coordination model characterized by "big cities with small rural areas", the central region education coordination model characterized by the coordinated development of urban agglomerations and metropolitan areas, and the Chengdu model characterized by "comprehensive coordination".

Fan (2014) conducted extensive case studies on these local patterns. These typical cases highlight the policy characteristics of promoting the integration of urban and rural basic education at the current stage: going beyond the county level and leveraging the radiation effect of high-quality urban education resources.

### **Comparison of Basic Education Data between Urban and Rural Areas in Shaanxi Province**

#### **1. Quality distribution of students**

In 2024, the graduation rate for primary school graduates was 99.56% in urban areas and 98.76% in rural areas. In 2023, the rates were 99.43% in urban areas and 98.65% in rural areas. Junior High Schools: In 2024, the graduation rate for junior high school graduates was 97.89% in urban areas and 96.43% in rural areas. In 2023, the rates were 97.56% in urban areas and 95.87% in rural areas.

#### **2. Teaching environment**

In 2024, the per-student floor area of school buildings was 7.8 square meters in urban areas and 6.2 square meters in rural areas. In 2023, these figures were 7.5 square meters and 5.9 square meters respectively. Teaching Equipment: In 2024, the per-student value of teaching instruments and equipment was 1,200 yuan in urban areas and 800 yuan in rural areas. In 2023, these values were 1,100 yuan and 700 yuan respectively.

#### **3. Teacher strength**

In 2024, the qualification rate for full-time teachers' academic qualifications was 99.9% in urban areas and 99.6% in rural areas; for junior high school teachers, it was 99.8% in urban areas and 99.3% in rural areas. In 2023, the qualification rate for primary school teachers in urban areas reached 99.8%, compared to 99.5% in rural

areas; junior high school teachers showed similar rates at 99.7% in urban areas and 99.1% in rural areas.

Teacher-to-student ratios: In 2024, urban primary schools had a 1:18 student-teacher ratio while rural areas saw 1:22, whereas junior high schools maintained 1:16 urban and 1:20 rural ratios. The corresponding figures for 2023 were 1:19 urban vs. 1:23 rural for primary schools, and 1:17 urban vs. 1:21 rural for junior high schools.

#### **4. Education funding**

Public budget allocation per student: Urban areas allocated 10,000 yuan in 2024, compared to 8,500 yuan in rural areas. For 2023, urban schools received 9,500 yuan per student, while rural areas had 8,000 yuan. Funding distribution: Urban education expenditure accounted for 18% of total fiscal spending in 2024, compared to 16% in rural areas. In 2023, this proportion stood at 17.5% urban vs. 15.8% rural.

#### **5. Teacher training**

Teacher Training Participation Rates: Urban primary school teachers participated in training programs at 95%, with rural areas at 80%; junior high school teachers showed participation rates of 92% in urban areas versus 75% in rural regions. In 2023, the participation rate for primary school teacher training in urban areas reached 90%, compared to 75% in rural areas; while junior high school teacher training saw 88% participation in urban areas versus 70% in rural regions. Training funding allocation: In 2024, primary school teacher training funds accounted for 5% of educational budgets in urban areas and 3% in rural areas, whereas junior high school teacher training funds represented 4.5% and 2.5% respectively. For 2023, urban areas allocated 4.5% of their education budgets to primary school teacher training, while rural areas spent 2.8%. Junior high school teacher training funds were distributed at 4% in urban areas and 2.2% in rural regions.

#### **6. Education policies and systems**

The Shaanxi Provincial Government has implemented policies to promote balanced development of basic education across urban and rural areas, including the Compulsory Education Equity Development Plan and Rural Teacher Support Program. Authorities have increased financial investments in rural schools to improve

educational facilities, introduced teacher rotation systems to optimize resource distribution, and established a comprehensive education system covering all schools from preschool through high school. A refined supervision and evaluation mechanism has been developed to enhance quality monitoring and assessment of educational standards in both urban and rural schools, driving continuous improvement in teaching quality.

### **Strategy for Balanced Development of Basic Education**

#### **1. Seize the opportunity of new educational infrastructure and improve the quality of education for rural students**

Although China has made efforts to promote balanced education between urban and rural areas, there is still a certain gap in educational infrastructure between urban and rural areas. The basic conditions for rural schools are still weak, and the quality of education for rural students needs to be improved. Currently, China is focusing on promoting the construction of new infrastructure (hereinafter referred to as "new infrastructure"), and the education new infrastructure led by informatization is also an important component. We should seize the opportunity of the new infrastructure construction of education to "fill the gap", and promote the extension of information infrastructure and "Internet plus+education" to rural areas. With the orderly promotion of education informatization construction projects such as the "Rural Primary and Secondary School Modern Distance Education Project" and the "Rural Compulsory Education Weak School Transformation Plan", the campus network of rural primary and secondary schools has been almost fully covered, and the level of school informatization infrastructure construction has been significantly improved. On this basis, more attention should be paid to the construction of "software" infrastructure such as the delivery of high-quality educational resources, the opening of educational application platforms, and the upgrading of online learning spaces, providing education "cloud services" with richer content, richer resources, and more diverse forms, providing a solid foundation for exploring new teaching methods and expanding the coverage of educational resources. Outside of school, attention should also be paid to the construction and improvement of

information resources in the family field. Research has shown that ICT resources at home can improve students' subject literacy, and the information resources at home and school can complement each other to a certain extent Zheng and Zheng (2021). Take the new infrastructure construction of education as the starting point and opportunity, and use modern information technology such as the Internet to form a multi-party joint effort to improve the development results of compulsory education for rural students, narrow the gap between urban and rural students in the development results of education, and achieve high-quality and balanced development of education between urban and rural areas.

## **2 Following the law of population agglomeration and mobility, accelerate the expansion of urban education resources**

Zhao and Zhang (2015) believe that in line with China's urbanization process, accurate prediction of population agglomeration and mobility patterns based on big data, scientific analysis of the scale and changing trends of compulsory education school-age population in urban and rural areas, establishment of a balanced school layout strategy synchronized with urbanization, and dynamic adjustment of urban and rural resource allocation based on this.

Deng and Zhang (2021) believe that China's urbanization has entered a new stage where core cities radiate and drive urban agglomeration, thus promoting regional economic development. In the future, China's population will further concentrate on urban agglomeration and large cities (Macroeconomic Research Department of Development Research Center of the State Council, 2019). However, the supply bottleneck of compulsory education resources such as public education degrees, local financial support, and education land indicators in big cities is contradictory to the trend of population inflow. Therefore, it is crucial to strengthen the supply side reform of education public service resources and promote the quality and expansion of education public services in urban agglomerations and large cities. It is necessary to make reasonable use of big data technology to scientifically predict the trend of urban population mobility in the future period. Improve the

level of education planning and plan the supply of compulsory education resources based on the number of permanent residents and population trends.

Zhang and Wang (2020) proposed that population is a key and fundamental factor in economic and social development. To promote further population aggregation in advantageous areas, it is necessary to continue to improve the mechanism for migrant children to study and further their education in the destination, especially in the post compulsory education stage. Only in this way can we effectively reduce the phenomenon of migrant children returning and relocating during the compulsory education stage. Eliminating barriers to population mobility in the supply of public education services is not only a value pursuit of educational equity in the new era, but also a promotion of urban-rural social integration and development through the construction of an inclusive and shared education system.

### **3. Innovation drive education service supply, improving the mechanism for equal provision of public services**

Xu and Wu (2020) proposed to further promote the integration of urban and rural compulsory education in the new era, in accordance with the requirements of the "Opinions on Building a High quality and Balanced Basic Public Education Service System", and to enhance comprehensive innovation capabilities including institutional systems, policy mechanisms, governance models, etc. Drive education service supply with innovation and improve the mechanism for providing high-quality and equal public services for compulsory education in both urban and rural areas. Combining the implementation of the standardization construction project for compulsory education schools, improving the specific standards for the operation of compulsory education schools, and unifying the standards for providing public services for compulsory education between urban and rural areas. In order to achieve the policy goal of significantly improving the balanced development level of compulsory education in cities (prefectures, states, and leagues) by 2035, it is necessary to further strengthen the overall responsibility and awareness of governments at or above the district/county level. Under the improved management system of "provincial-level overall planning, with counties as the main focus", some

education management powers should be transferred to municipal governments to better coordinate the allocation of high-quality education resources between urban and rural areas.

Duan (2017) believe that exploring a compulsory education management system jointly managed by city and county (district) governments will effectively solve the problems faced by county (district) governments under the current "county based" system, such as the pressure of education financial investment, poor talent flow, and insufficient education land indicators. Encourage eligible metropolitan areas to establish unified planning committees and explore the unified management of resources such as degree supply, teacher staffing, and educational land within the metropolitan area. Further promote the reform of the education finance system related to the floating population, improve the financial transfer payment system, break down the barriers of registered residence territorial management, and explore the "education voucher" system for migrant children whose education investment can "follow people". Expand the supply of public education degrees through the orderly transformation of private schools into public schools, and solve the problem of difficulty in enrolling migrant children in public schools. On the basis of the previously implemented models of group education, integrated management of school districts, and paired assistance between urban and rural schools in various regions, we will comprehensively promote the construction of urban and rural school communities and improve the incentive mechanism for urban and rural school assistance. In summary, it is necessary to comprehensively enhance innovation capabilities, collaborate with multiple parties to provide educational services, and focus on special groups such as migrant children and left behind children. An equal education public service supply mechanism should be established in both urban and rural areas to promote the new development of integrated urban and rural compulsory education.

In summary, basic education is of paramount importance in the field of education. Without strong basic education, it is difficult to have high-level higher education. The goal of basic education reform and development is to address the

overall problem of unbalanced and insufficient development. It faces the task of improving conditions and perfecting systems, as well as continuously improving quality through changing concepts and deepening reforms. Promote the popularization and inclusiveness of preschool education, vigorously develop inclusive kindergartens, implement the construction methods for supporting kindergartens in urban communities, vigorously support the construction, renovation, and expansion of public kindergartens, and create counties (districts) with universal preschool education. We will comprehensively promote the high-quality and balanced development of compulsory education in counties and the integration of urban and rural areas, implement the "Planning and Construction Measures for Primary and Secondary Schools and Kindergartens in Shaanxi Province", improve the layout and planning of compulsory education schools in urban and rural areas, and expand the supply of educational resources in urban areas. Comprehensively strengthen the construction of small-scale rural schools and boarding schools in townships, promote standardized construction of rural schools, and create a "warm campus". Promote the diversified and distinctive development of ordinary high schools, coordinate the reform of education methods, curriculum, and comprehensive reform of the college entrance examination, and promote the diversified and distinctive development of ordinary high schools. We will focus on building the "three classrooms" of basic education and continuously enrich their content and expand their scope.

**Table 2.9** Related Research Table

Concept / Theory	Reference documentation	Frequency
Important Discourse on Basic Education	"Opinions of the Central Committee of the Communist Party of China and the State Council on Establishing and Improving the System, Mechanism, and Policy System for Integrated Development of Urban and Rural Areas(2019),The Outline of the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Long-term Goals for 2035(2021); Wang, X.Y.(2019); Chu, H.Q.(2023); Wang, W.Z.(2016); Liu,S.J.(2021); Li,T.&S,Y.B.(2011); Fan,Y.F. (2014)	8
Strategy for Balanced Development of Basic Education	Zheng, L. & Zheng, Y.M. (2021); Zhao, X.L. & Zhang, Y.T. (2015); Deng, Z.L. & Zhang, K.Y. (2021); Zhang, Y.J. & Wang, X.X (2020); Xu, C.S. & Wu, Z.H. (2020); Duan, Z.Z. (2017)	6

### Summary

This study referred to a large number of literature and conducted research on the balanced development strategy of urban and rural basic education in Shaanxi Province by reviewing relevant literature. The researchers analyzed the concept, theory, and related research of sustainable and balanced development of urban and rural basic education in Shaanxi Province. We have conducted in-depth research on the concepts and theories of basic education, basic education, urban-rural education integration, balanced development of education, educational equity, quality education, and strategies for balanced development of basic education.

**Table 2.10** Comprehensive summary of the literature review table

Concept / Theory	Reference documentation	Frequency
<b>1. Concept and Theory of Basic Education table</b>		
Concept of Basic Education	Yu, S.H. (2007); Wang, X.Y. (2009)	2
Theory of Basic Education	Cao, J.Q. & Qiu, T.T. (2023); Fu, N.N.(2012); Yu, M.Z. & Tang, Y. (2023)	3
<b>2. Concept and Theory of urban-rural education integration table</b>		
Concept of urban-rural education integration	Yu, Y.P. & Xu, W.N. (2011); Lin, C.Y. & Chu H.Q. (2011); Zhao, M. & Ren, S. (2024)	3
Theory of urban-rural education integration	An, X.M. (2011); Ren, L.L. (2011),	2
<b>3. Concept and Theory of Balanced Development in Education table</b>		
Concept of Balanced Development in Education	Guo, K. & Peng, Q. (2022); Wei, X.X. (2022); Yang, S. & Tao, Y.P. (2023)	3
Theory of Balanced Development in Education	Zhou, F. (2002); Shen, R.H. (2022)	2
<b>4. Concept and Theory of Educational Equity table</b>		
Concept of Educational Equity	Li, Y.L. & Chen, J.M. (2024); Xi Jinping's important discourse; Zhang, Y. (2004); Zhang, G.Y. (2014)	4
Theory of Educational Equity	Yang, Y.Y. (2014); Li, K.Y. (2016); Cheng, Z.H. (2007)	3
Xi Jinping's Important Discourse on Basic Education	Lin, L.C. (2023)	1

Table 2.10 (Continued)

Concept / Theory	Reference documentation	Frequency
<b>5. Concept and Theory of High-quality Education table</b>		
Concept of high-quality education	<a href="https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201902&amp;filename=1019857134.nh">https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201902&amp;filename=1019857134.nh</a>	1
Theory of high-quality education	Zhang, L. (2022); Fu, W.D. (2020), Zhang, M.C. (2021); Yin, Y.L. (2019)	4
<b>6. Theory of Balanced Development Strategy for Basic Education table</b>		
Theory of Balanced Development Strategy for Basic Education	Li, C.H. & Xu, S.C. (2023); Lin, Q.C. (2022)	2
<b>7. Related Research Table</b>		
Important Discourse on Basic Education	"Opinions of the Central Committee of the Communist Party of China and the State Council on Establishing and Improving the System, Mechanism, and Policy System for Integrated Development of Urban and Rural Areas(2019), The Outline of the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Long-term Goals for 2035(2021); Wang, X.Y.(2019); Chu, H.Q.(2023); Wang, W.Z.(2016); Liu, S.J.(2021); Li, T.&S, Y.B.(2011); Fan, Y.F. (2014)	8
Strategy for Balanced Development of Basic Education	Zheng, L. & Zheng, Y.M. (2021); Zhao, X.L. & Zhang, Y.T. (2015); Deng, Z.L. & Zhang, K.Y. (2021); Zhang, Y.J. & Wang, X.X (2020); Xu, C.S. & Wu, Z.H. (2020); Duan, Z.Z. (2017)	6

**1. Distribution of student sources:** The demographic and spatial configuration of a school or educational level, encompassing students' geographic origins, urban–rural backgrounds, and socio-economic characteristics (Li, 2018).

**2. Teaching environment:** The totality of external conditions that support teaching and learning, including both physical spaces (classrooms, laboratories, libraries, digital facilities) and psychosocial, institutional, and cultural climates (Fraser, 1994).

**3. Teacher strength:** The aggregate capacity of a school or education system's teaching force, expressed through teacher quantity, structural attributes (age, academic credentials, professional ranks, subject areas), and overall pedagogical competence, often measured by indicators such as the student–teacher ratio and the proportion of senior-rank teachers (Ministry of Education of the People's Republic of China, 2023).

**4. Education funding:** All financial outlays allocated to educational activities, categorized by source—public educational appropriations, private school investors, societal donations, tuition and fees—and by use—operational expenditures and capital construction (OECD, 2023).

**5. Teacher training:** Continuous and systematic learning activities designed to enhance teachers' subject knowledge, instructional skills, and professional dispositions, including pre-service training, in-service development, school-based professional learning, and distance education (Teacher Work Division, Ministry of Education, 2023).

**6. Education policies and systems:** The body of laws, regulations, plans, standards, and implementation mechanisms enacted by a state or region to achieve specified educational goals, covering school governance, administrative structures, financing mechanisms, and evaluation and accountability systems (Zhang, 2020).

**Table 2.11** References for variable definition

Variables	Reference Documentation
Distribution of student sources	Li, C. (2018). Research on educational inequality in China (pp. 45-46). Social Sciences Academic Press.
Teaching environment	Fraser, B. J. (1994). Classroom learning environments. In D. L. Gabel (Ed.), Handbook of research on science teaching and learning (pp. 493-541). Macmillan.
Teacher strength	Ministry of Education of the People's Republic of China. (2023). China education statistical yearbook 2023 (pp. 102-103). China Statistics Press.
Education funding	Organisation for Economic Co-operation and Development. (2023). Education at a glance 2023: OECD indicators (pp. 214-215). OECD Publishing.
Teacher training	Teacher Work Division, Ministry of Education. (2023). China teacher training development report 2023 (pp. 8-9). People's Education Press.
Education policies and systems	Zhang, B. (2020). Educational policy studies (pp. 5-6). Higher Education Press.

**Table 2.12** Variables topic theory framework

<b>Variables</b>	<b>Core theoretical framework</b>	<b>Related theoretical terms and explanations</b>
Distribution of student sources	Concept and Theory of Basic Education	The theory emphasizes the equitable distribution of educational resources and opportunities.
Teaching environment	Concept and Theory of urban-rural education integration	Suitable for analyzing teaching environment.
Teacher strength	Concept and Theory of Educational Equity	Analyze how teachers improve their teaching ability in a specific environment
Education funding	Xi Jinping's Important Discourse on Basic Education	In the area of education funding, promote equality in educational opportunities and outcomes.
Teacher training	Concept and Theory of High-quality Education	Teacher training helps teachers deepen their understanding and improve the quality of teaching.
Education policies and systems	Concept and Theory of Balanced Development in Education	Measuring the impact of educational policies on target groups.

# Chapter 3

## Research Methodology

This research focuses on the sustainable and balanced development of basic education in urban and rural areas of Shaanxi Province. To study the current situation of urban and rural basic education in Shaanxi Province, and provide guidances and evaluation basis for the sustainable and balanced development of urban and rural basic education in Shaanxi Province. The researchers have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

### The Population / Sample Group

#### The Population

#### Population and the Sample Group

#### Population

At present, there are a total of 40000 urban and rural basic education teachers in ten cities in Shaanxi Province. This study randomly selected 10 representative urban and rural basic education schools from these ten cities in Shaanxi Province. Among these 10 schools, 5 schools are high-quality urban education and teaching schools, and 5 schools are rural schools. The five urban schools are Xi'an Experimental School, Xianyang Rainbow School, Weinan Experimental School, Baoji Xijie Primary School, and Ankang Guoyuan Primary School. The five rural schools are Hanzhong Songshu Elementary School, Tongchuan Xingshuping Elementary School, Shangluo Majiashan Elementary School, Yan'an Beiguan Elementary School, and Yulin Zhaowujiawan Elementary School. There are a total of 320 basic education teachers in 10 schools, and this is taken as the research object.

### The Sample Group

According to Krejcie and Morgan (1970) sampling table, the sample group of this research consists of 320 representative education teachers from basic education schools in urban and rural areas of 10 cities in Shaanxi Province. Using systematic random sampling and sample random sampling methods, select urban and rural basic education schools in Shaanxi Province.

According to Krejcie and Morgan's (1970) sampling table, the sample group of this study consisted of 175 representative education teachers from 10 urban and rural basic education schools in Shaanxi Province. Using systematic random sampling and random sampling methods, select teachers from urban and rural basic education schools in Shaanxi Province. The sampling ratio is 54.7%, and the proportion of sample units to total units is expressed by the following formula:

$$\begin{aligned} f &= n/N \\ &= 175/320 \\ &= 54.7\%. \end{aligned}$$

$$S = 175$$

As shown in Table 3.1:

**Table 3.1** Urban and rural school classification

NO.	Name of city	School name	Urban school	rural school
1	Xi'an	Xi'an Experimental School	√	
2	Xianyang	Xianyang Rainbow School	√	
3	Weinan	Weinan Experimental School	√	
4	Baoji	Baoji West Street Primary School	√	
5	Ankang	Ankang Orchard Primary School	√	
6	Hanzhong	Hanzhong Pine Primary School		√
7	Tongchuan	Tongchuan Xingshuping School		√
8	shangluo	Shangluo Majiashan Primary School		√
9	Yan'an	Yan'an Beiguan Primary School		√
10	Yulin	Yulin Zhaowujiawan School		√

**Table 3.2** List and sample size of ten cities and districts in Shaanxi Province

NO.	Name of city	School name	Population	Sample group
1	Xi'an	Xi'an Experimental School	54	30
2	Xianyang	Xianyang Rainbow School	44	24
3	Weinan	Weinan Experimental School	50	27
4	Baoji	Baoji West Street Primary School	40	22
5	Ankang	Ankang Orchard Primary School	48	26
6	Hanzhong	Hanzhong Pine Primary School	20	11
7	Tongchuan	Tongchuan Xingshuping School	14	8
8	shangluo	Shangluo Majiashan Primary School	16	9
9	Yan'an	Yan'an Beiguan Primary School	22	12
10	Yulin	Yulin Zhaowujiawan School	12	6
<b>Total</b>			<b>320</b>	<b>175</b>

#### **Interview group providing improvement strategy**

The interviewees of this study are 10 middle-level teacher managers from education bureaus in the ten cities in Shaanxi Province, all of whom have rich experience in basic education teaching. The qualifications of the interviewees are as follows: 1) at least 15 years of work experience in basic education teaching management, and 2) rich experience in education teaching management. 3) Familiarize and master the basic situation of education work in local schools. 4) Education managers with senior professional titles.

As shown in Table 3.2:

**Table 3.3** List of interview group for ten cities and districts in Shaanxi Province

NO.	Name of city	Interviewers
1	Xi'an	1
2	Xianyang	1
3	Weinan	1
4	Baoji	1
5	Ankang	1
6	Hanzhong	1
7	Tongchuan	1
8	shangluo	1
9	Yan'an	1
10	Yulin	1
<b>Total number of interviews</b>		<b>10</b>

#### **Lists of evaluation experts group**

These 5 experts are senior education managers of basic education in Shaanxi Province, who are experts in evaluating the adaptability and feasibility of policies for sustainable and balanced development of urban and rural basic education in Shaanxi Province. They have rich experience in evaluating the quality of education and teaching, and are recognized as experts in the evaluation of urban and rural basic education by the Shaanxi Provincial Department of Education. Over the years, they have evaluated the current situation of balanced development of basic education in various urban and rural areas in Shaanxi Province, and provided relevant suggestions for the balanced and sustainable development of urban and rural basic education in Shaanxi Province. They come from five high-quality basic education schools in urban and rural areas of Shaanxi Province, which have been recognized as demonstration schools in the development of education in Shaanxi Province. The expert qualifications are as follows: 1) Senior professional title. 2) At least 20 years of experience in basic education teaching management. 3) Having over 5 years of

evaluation experience in assessing the balanced and sustainable development of urban and rural basic education.

As shown in Table 3.3:

**Table 3.4** Lists of evaluation experts group

NO.	Name of city	Expert work unit	Sample group
1	Xi'an	Primary School Affiliated to Northwestern Polytechnical University	1
2	Xianyang	Xianyang City Experimental Primary School	1
3	Weinan	Beitang Experimental Primary School	1
4	Baoji	Jinling primary school	1
5	Ankang	Ankang Middle School	1
<b>Total</b>			<b>5</b>

From Table 3.4, it can be seen that the five evaluation experts from 10 cities in Shaanxi Province have rich experience in education and teaching management in urban and rural basic education in Shaanxi Province. They are also very familiar with urban and rural basic education policies and understand the basic situation of various basic education schools in the local area. The five evaluation experts have a high reputation in the local area and are all senior teaching masters and teaching managers. Their schools are high-quality education schools in Shaanxi Province, which have a demonstrative role in sustainable education development and are demonstration schools in Shaanxi Province.

## **Research Plan**

### **Research Process**

The research is divided into three process: questionnaire process, interview process, and evaluation process

The first process is the questionnaire process:

Questionnaire process is in shaanxi province urban and rural basic education of the present situation of the balanced development, the 10 cities in shaanxi province 10 schools 175 representative basic education teachers questionnaire, through questionnaire star online questionnaire collection data, data analysis to calculate the frequency and percentage, as well as the average and standard deviation, etc.

The second process is the interview process:

Structured interviews are conducted to develop a balanced development strategy for urban and rural basic education in Shaanxi Province. The interviewees are 10 middle-level teachers and managers of basic education schools in Shaanxi Province who are selected for in-depth interviews. Based on the actual situation, face-to-face interviews, telephone communications, and video interviews are conducted to collect data from the interview record form, and then the interview content is analyzed.

The third process is the evaluation process:

The evaluation stage is to assess the adaptability, feasibility, effectiveness, and fairness of the balanced and sustainable development strategy of urban and rural basic education in Shaanxi Province. Distribute evaluation forms to the 5 selected evaluation experts, collect and fill out the evaluation forms, and then conduct data analysis on the evaluation, including analysis of the evaluation content, as well as mean and standard deviation.

**Table 3.5** Summarizes the three study process worksheets

Research Process	Research Objectives	Research Method	Resources/ Target Group	Instruments	Data Analysis	Results
Questionnaire process: internal and external factors analysis	Discuss the unbalanced development status of urban and rural basic education in Shaanxi Province.	Study the factors of the unbalanced development of basic education in urban and rural areas - Internal and externality	175 Teachers	Questionnaire	Content analysis: - Frequency - Mean ( $\mu$ ) - Standard Deviation ( $\sigma$ )	To obtain the internal balanced development of urban and rural basic education in Shaanxi Province And external factors.
The interview process	To formulate a strategy for the balanced development of urban and rural basic education in Shaanxi Province	Put forward targeted guidelines for the current situation and contradiction of the unbalanced development of basic education in urban and rural areas in Shaanxi Province	10 interviewees: middle-level teachers of Shaanxi Basic Education School	Interview form : In-depth interview: An interview Form, telephone and video form	Content analysis: - Frequency - Mean ( $\mu$ ) - Standard Deviation ( $\sigma$ )	A Strategy for the Balanced Development of Urban and Rural Basic Education in Shaanxi Province (Draft)

Table 3.5 (Continued)

Research Process	Research Objectives	Research Method	Resources/ Target Group	Instruments	Data Analysis	Results
The evaluation process	To complete the adaptability of the balanced and sustainable development strategy of urban and rural basic education in Shaanxi Province	Check the adaptability, feasibility, and effectiveness of the strategy	5 evaluation experts	Expert panel meeting method	Frequency and percentage	The suitability, feasibility and effectiveness of the urban and rural basic education balanced development strategy in Shaanxi Province (draft) have been confirmed by experts for further implementation

**Table 3.6** Research progress schedule

Time Plan	Work plan	Plan completion effect
2024.7-2024.8	Search literature and write papers	Complete the thesis proposal
2024.8-2024.9	Create survey questionnaires, distribute them, and conduct questionnaire research	Complete the questionnaire survey work
2024.10	Questionnaire data collection and analysis	Complete questionnaire data analysis and data collection
2024.11-2024.12	Conduct structured interviews and conduct in-depth interviews with 10 interviewees	Complete structured interview work
2024.12	Interview data analysis	Complete the interview data analysis
2025.1-2025.2	Develop an expert evaluation scale and conduct an expert evaluation	Complete the expert evaluation work
2025.3-2025.5	Validate data adaptability, feasibility, effectiveness, and fairness, and develop sustainable development strategies	Complete the sustainable development strategy development
2025.6	Write and improve the paper, publish the paper, and summarize	Wrote the paper
2025.7	Prepare a thesis defense	Complete the thesis defense work

## Research Instruments

The research tools used in this study include questionnaires, interview forms, and evaluation forms. This study employs a mixed research method. The Sample method: The five-step simple random sampling method was adopted to select schools (half urban and half rural) and teachers to obtain the sample group. The study was divided into three processes: questionnaire stage, interview stage and evaluation stage.

### Mixed research method

The research tools used in this study include questionnaires, interview forms, and evaluation forms. Adopting a mixed research method to analyze and study the data, comprehensively utilizing qualitative and quantitative research methods, comprehensively understanding the current situation of basic education discovery in urban and rural areas of Shaanxi Province from multiple perspectives, and drawing in-depth and comprehensive conclusions.

The mixed research method consists of two main stages: qualitative research stage and quantitative research stage.

Step 1: Qualitative research stage. The purpose is to collect rich qualitative information, and researchers analyze and interpret this information to form preliminary research viewpoints and propose hypotheses. The main task of this stage is for researchers to collect a large amount of unstructured data through methods such as interviews, observations, and focus groups, in order to understand the nature and complexity of the imbalance in basic education between urban and rural areas.

Step 2: Quantitative research stage. The purpose is to verify research hypotheses and draw conclusions that are universal and reliable through quantitative research. The main task of this stage is for researchers to use structured questionnaire surveys, experimental designs, and other methods to collect quantitative data. These data are processed through statistical analysis methods to determine the relationships, differences, and impacts between quantitative variables.

The advantage of mixed research methods is that they can combine different research methods and data sources to obtain more comprehensive, accurate, and

effective research results. By using mixed research methods, researchers can fully leverage the advantages of qualitative and quantitative research methods, improve the credibility of research, and obtain more comprehensive, accurate, and reliable research results.

### **Questionnaire**

In order to study the current situation of uneven development of urban and rural basic education in Shaanxi Province and better understand the real situation of compulsory education in urban and rural areas, a survey is conducted on satisfaction with urban and rural basic education. The survey is conducted anonymously, and the survey data is strictly confidential. The survey conclusions are only used for academic research and do not involve personal privacy. The purpose is to collect data. Based on the basic situation of urban and rural basic education in Shaanxi Province, a questionnaire survey is designed from the following aspects:

The survey focuses on various aspects of basic education in urban and rural areas of Shaanxi Province, including the following two parts:

1. Basic information of the survey subjects, including gender, age, years of work experience, subject level, educational background, professional title, and school area of teachers engaged in basic education;

2. Conduct a balanced satisfaction survey on the following aspects of current urban and rural basic education among survey respondents: 1) student allocation, 2) teaching environment, 3) teaching quality, 4) education funding, 5) teacher training, and 6) education policies and systems. The above six aspects are mainly investigated from the perspective of teachers' own situation, future development expectations, school software and hardware situation, teaching quality, survey subjects' understanding of the urban and rural basic education environment, government school district division, exemption from entrance examination policies, and high school entrance examination policies.

The questionnaire answers are in the form of simple scoring or options to simplify the survey difficulty as much as possible and facilitate statistical analysis.

The general satisfaction is evaluated using five dimensions: "5 satisfied, 4 fairly satisfied, 3 basically satisfied, 2 average, and 1 very dissatisfied".

5 indicates that the balance of basic education between urban and rural areas is at a relatively high level

4 indicates a high level of balanced basic education between urban and rural areas

3 indicates a balanced and average level of basic education between urban and rural areas

2 indicates a low level of balance in basic education between urban and rural areas

1 indicates that the balance of basic education between urban and rural areas is at an extremely low level

### **Constructing a questionnaire process**

The construction process of questionnaire was as follows:

Step 1: Review and analyze the literature, concepts, and theories related to the balanced development of urban and rural basic education in Shaanxi Province.

Step 2: Develop a survey questionnaire on the current situation of balanced development of urban and rural basic education in Shaanxi Province (teacher part), send the paper to the guiding teacher for review, and modify the questionnaire content according to the teacher's suggestions.

Step 3: The Objective Consistency Index (IOC) of the questionnaire is used to evaluate the items of the questionnaire, which involves three aspects of testing. Goal consistency is the evaluation of each item by experts based on whether it measures the degree of specific goals listed by the testing developers. The IOC of this questionnaire is 1.00.

Step 4: Modify the questionnaire based on expert advice.

Step 5: Conduct a pilot survey by publicly distributing questionnaires to 175 basic education personnel in Shaanxi Province.

Step 6: Distribute 175 questionnaires to 175 basic education teachers from 10 schools in Shaanxi Province. 175 questionnaires account for 100% of the total.

### **Structured Interview**

This is a tool for collecting data on Goal 2: to propose the level of balanced development of urban and rural basic education in Shaanxi Province. Based on the research results of the survey questionnaire, this stage adheres to the principle of problem oriented approach, conducts in-depth research and analysis on the uneven development of urban and rural basic education in Shaanxi Province, classifies and attributes the problems, and proposes targeted guidelines for the current situation and contradictions of the imbalance in urban and rural basic education, further strengthening the promotion of balanced development of urban and rural basic education in Shaanxi Province.

### **Evaluation Form**

In order to evaluate the balanced development strategy of urban and rural basic education in Shaanxi Province, ten experts with high professional titles in basic education from ten cities in Shaanxi Province were invited to make strategic improvements to the scientific, adaptive, and feasible sustainable balanced development of urban and rural basic education in Shaanxi Province.

The tool for collecting data for Goal 3 is as follows:

Step 1: Send the evaluation form to 5 experts in urban and rural basic education in Shaanxi Province for evaluation.

Step 2: 5 experts conduct a qualitative analysis and rating of the adaptability and feasibility of the evaluation

Step 3: Adaptability and Feasibility Data Explanation of Improvement Strategies for Urban and Rural Basic Education in Shaanxi Province.

The explanation of the data mean is based on Likert (1932). The data is explained as follows:

4.50 - 5.00 indicates the highest level

3.50 - 4.49 indicates high level

2.50 - 3.49 indicates moderate level

1.50 - 2.49 indicates low level

1.00 - 1.49 indicates the lowest level

## Data Collection

After developing a survey plan, researchers select the most final survey questionnaire from the pre-test questionnaires and collect data based on the actual situation of the research work.

### Collection of Questionnaires

Data collection for Goal 1: Study the current situation and reasons for the imbalance in basic education between urban and rural areas in Shaanxi Province. The specific procedures are as follows:

Step 1: The researchers distributed invitation letters for questionnaire work to teachers engaged in urban and rural basic education in 10 schools in Shaanxi Province, and obtained the consent of the participants in the questionnaire survey, who were 175 teachers engaged in urban and rural basic education from 10 schools in Shaanxi Province.

Step 2: Researchers distributed questionnaires to 175 teachers engaged in urban and rural basic education, distributed 175 survey forms, and collected a total of 175 survey forms, with a participation rate of 100%.

### Collection of structured Interviews

Data collection for Goal 2: Provide guidance for the balanced development of urban and rural basic education in Shaanxi Province.

Step 1: Interviewer Requirements: Middle level managers of urban and rural basic education in 10 cities in Shaanxi Province. The requirements are as follows:

Step 2: Based on the actual situation of 10 urban areas in Shaanxi Province, visit interviewers in Xi'an and Xianyang cities and conduct face-to-face interviews. For interviewees outside of Xi'an and Xianyang cities, face-to-face communication, telephone communication, or video interviews will be arranged based on the interviewee's work situation. The researchers had a detailed exchange with each middle-level education management interviewee regarding the educational status, causes, and improvement strategies of the imbalance in basic education between urban and rural areas in Shaanxi Province. The interview time for each middle-level management interviewee was approximately 30 minutes.

### **Collection of the Evaluation Form**

Data collection for Goal 3: Evaluate the applicability and feasibility of the Guidelines for Balanced Development of Urban and Rural Basic Education in Shaanxi Province.

Step 1: According to the setting conditions: 5 experts come from representative educational system units that manage basic education schools in Shaanxi Province, with rich experience in balanced education evaluation, and are recognized as evaluation experts by Shaanxi Province. The qualifications of experts are as follows: 1) Senior professional title. 2) At least 20 years of experience in basic teaching management.

Step 2: Based on the expert evaluation work, organize an evaluation seminar for experts to exchange evaluations, score, collect data information from expert evaluations, and analyze the data.

### **Data Analysis**

The data analysis in this study was conducted by the researchers using a packaged program, as follows:

Step 1: Analyze the personal information of the respondents by frequency and percentage, categorizing them by gender, age, educational level, subject level, education level, professional title, and school region.

Step 2: Analyze the current situation and causes of the uneven development of basic education between urban and rural areas in Shaanxi Province from the following six aspects: 1) distribution of student sources, 2) teaching environment, 3) teaching quality, 4) education funding, 5) teacher training, 6) education policies and systems.

Step 3: Through content analysis, a structured interview was conducted on the guiding principles for balanced development of urban and rural basic education in Shaanxi Province.

Step 4: Analyze the applicability and feasibility of the guidelines for balanced development of urban and rural basic education in Shaanxi Province through mean and standard deviation.

### SWOT analysis and TOWS analysis

Researchers conducted a SWOT analysis (strengths, weaknesses, opportunities, threats) to comprehensively analyze the current situation of balanced development of urban and rural basic education in Shaanxi Province, providing reference for formulating strategies.

**Table 3.7** SWOT Analysis Table

<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Strong government policy support</li> <li>2. Gradually optimizing school resources</li> <li>3. Improvement of the quality of the teaching staff</li> </ol>	<p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. The education gap between urban and rural areas still exists</li> <li>2. Unequal distribution of educational resources</li> <li>3. Insufficient stability of the teaching staff</li> <li>4. Relatively lagging educational concepts</li> </ol>
<p><b>Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. Rapid development of educational informatization</li> <li>2. Implementation of rural revitalization strategy</li> <li>3. The increasing attention of various sectors of society to education</li> </ol>	<p><b>Threats:</b></p> <ol style="list-style-type: none"> <li>1. Uneven economic development</li> <li>2. Increased population mobility</li> <li>3. The uncertainty of educational reform</li> </ol>

Applying TOWS analysis method in the process of formulating urban and rural basic strategies in Shaanxi Province, a comprehensive evaluation of the internal and external environment is conducted. By comprehensively analyzing strengths, weaknesses, opportunities, and threats, development strategies are determined.

## Summary

### Summary of Research Process

The research stage includes three processes: questionnaire process, interview process, and evaluation process.

Step 1: The specific process of the questionnaire process is as follows:

The goal of completing the questionnaire is to study the current situation of balanced development of urban and rural basic education in Shaanxi Province. A questionnaire survey will be distributed to 175 representative basic education teachers, and data will be collected through the Wenjuanxing online questionnaire for data analysis to calculate frequency and percentage, as well as mean and standard deviation.

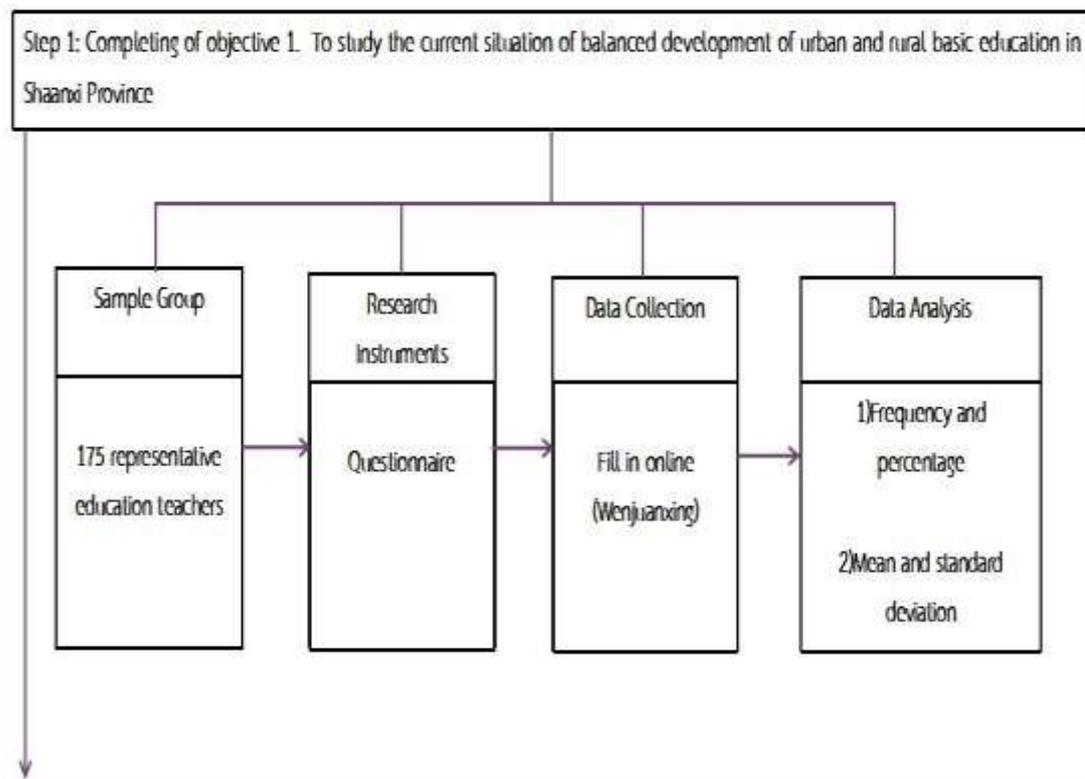
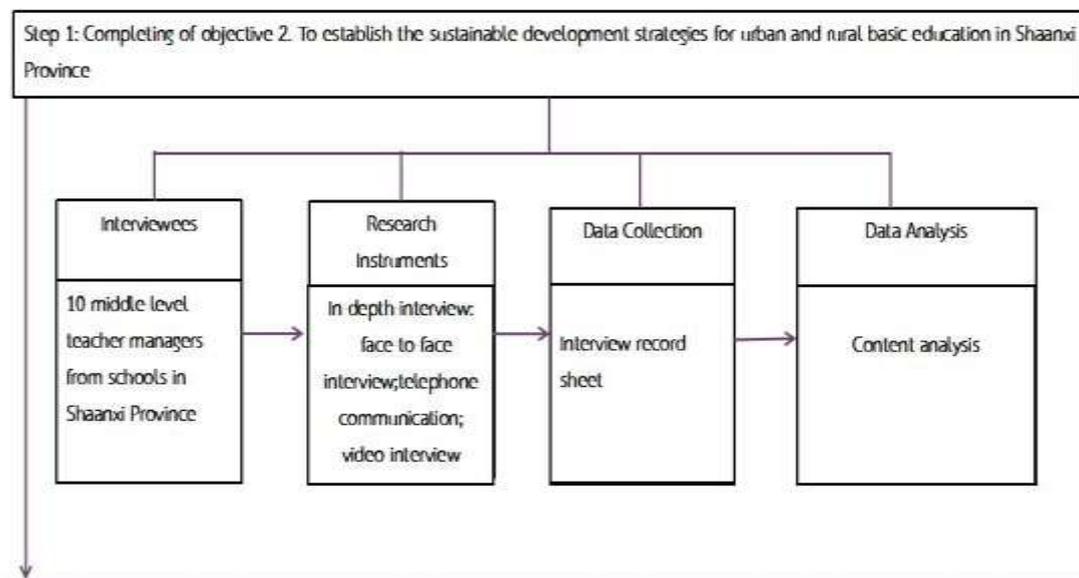


Figure 3.1 The specific process of the questionnaire process

Step 2: The specific process of the interview process is as follows:

The goal of the structured interview is to develop a balanced development strategy for urban and rural basic education in Shaanxi Province. The interviewees are 10 middle-level teachers and managers of basic education schools in Shaanxi Province. In depth interviews will be conducted, and face-to-face interviews, telephone communications, and video interviews will be conducted based on the actual situation to collect data from the interview record form. The interview content will then be analyzed.



**Figure 3.2** The specific process of the interview process

Step 3: The specific process of the evaluation phase is as follows:

The purpose of the evaluation is to assess the adaptability, feasibility, and effectiveness of the balanced and sustainable development strategy of urban and rural basic education in Shaanxi Province. Distribute evaluation forms to 5 evaluation experts, collect and fill out the evaluation forms, and then conduct data analysis on the evaluation, including analysis of the evaluation content, as well as mean and standard deviation.

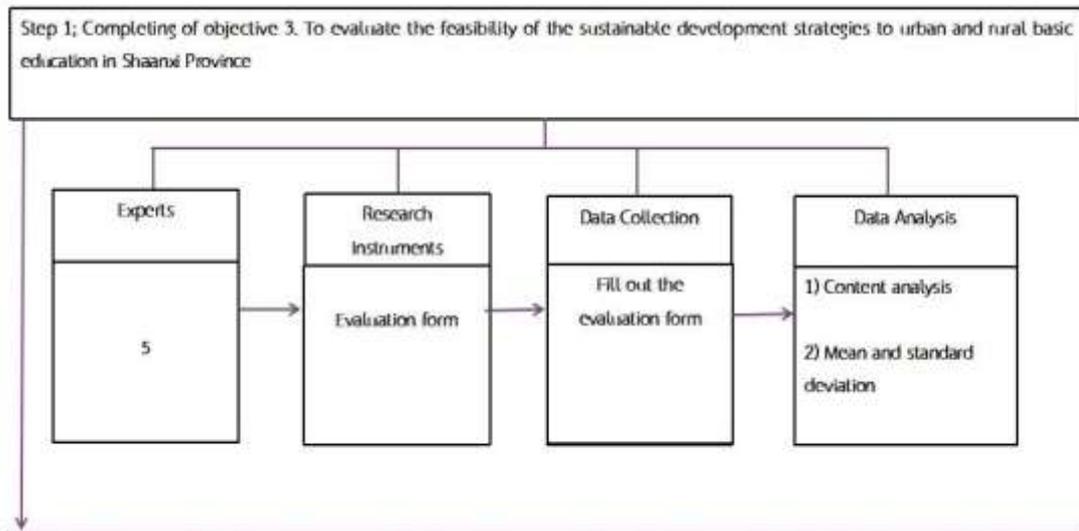
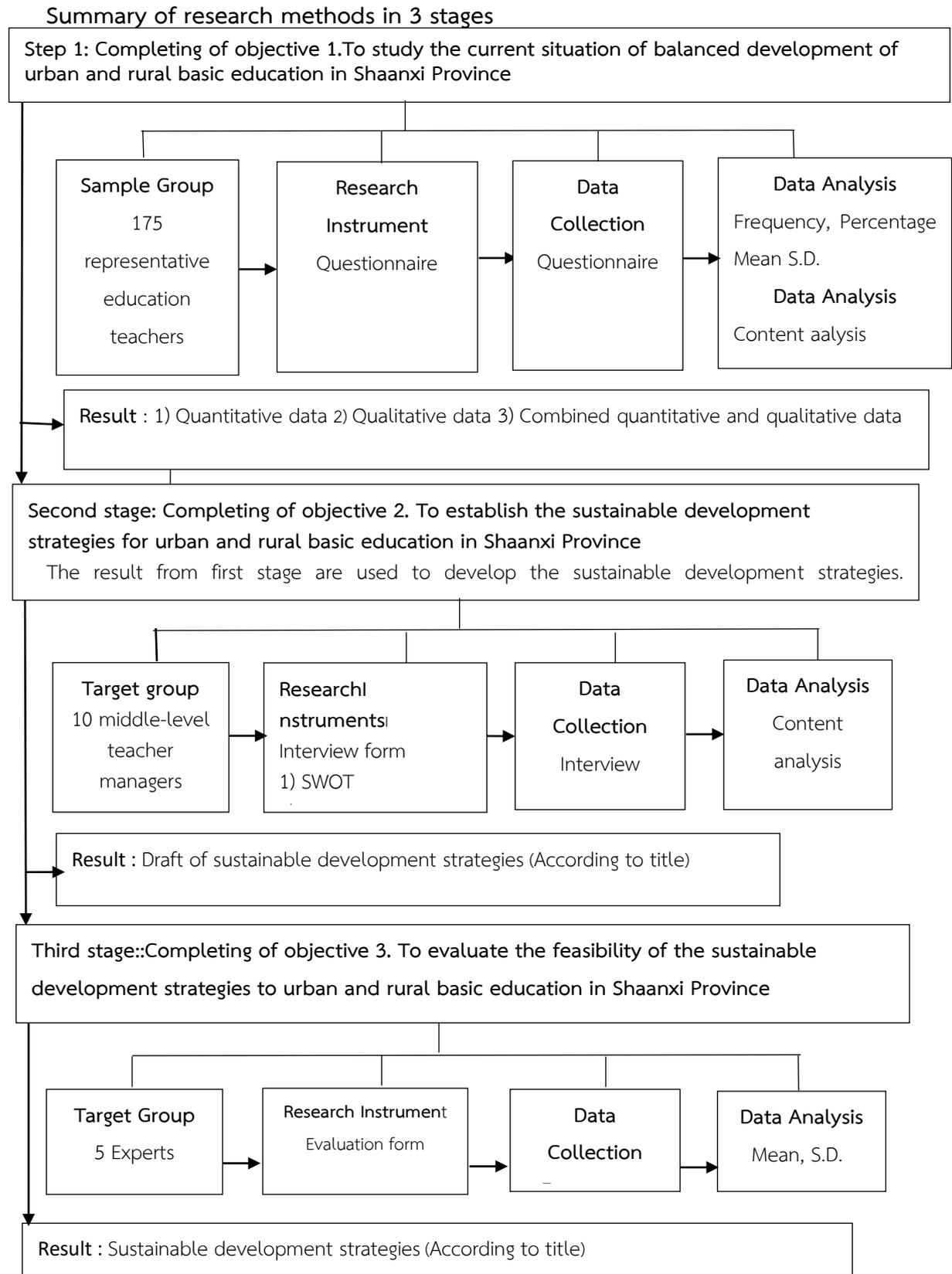


Figure 3.3 The specific process of the evaluation phase



**Figure 3.4** Summary of research methods in 3 stages

# Chapter 4

## Results of Analysis

This research in the guidelines for improving basic educational balance for urban and rural education in Shaanxi Province. The objectives of this research were 1) To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province, 2) to develop a strategy for improve the Basic Education Balance for Urban and Rural in Shaanxi province, 3) to evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows.

### Symbol and Abbreviations

- |           |                              |
|-----------|------------------------------|
| n         | refers to sample group       |
| $\bar{x}$ | refers to average value      |
| S.D.      | refers to standard deviation |

### Presentation of Data Analysis

#### Part 1: Quantitative Analysis

The quantitative analysis of the research consists of two steps, focusing on the respondents' personal information and the current situation of the balanced development of urban and rural basic education, Shaanxi Province.

#### Step 1: Analysis of Respondents' Personal Information

The analysis results are categorized by gender, age, working years, teaching discipline level, education background, professional title and school area. Data is

presented in terms of frequency and percentage, providing a demographic breakdown of the respondents.

### **Step 2: Analysis of the Current Situation of Balanced Development of Urban and Rural Basic Education**

The analysis results focus on the current situation of the balanced development of urban and rural basic education, Shaanxi Province Data is presented in terms of mean and standard deviation, reflecting the overall levels of competences across different aspects such as the quality distribution of students, teaching environment, teachers' strength, education funds, teacher training and education policies and systems.

#### **Part 2: Qualitative Analysis**

The qualitative analysis provided insights gained from interviews with experts on the strategies to promote the balanced and sustainable development of basic education in urban and rural areas in Shaanxi Province. The analysis can be divided into two steps:

#### **Step 1: SWOT and TOWS Analysis**

In this step, a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) was conducted to categorize the internal and external factors affecting the balanced and sustainable development of basic education in urban and rural areas in Shaanxi Province. Based on the SWOT findings, a TOWS analysis was used to create strategic recommendations by aligning internal strengths and weaknesses with external opportunities and threats. The TOWS analysis helped to formulate actionable strategies for enhancing sustainable professional competences, ensuring that the strategies leverage strengths, mitigate weaknesses, capitalize on opportunities, and address threats.

#### **Step 2: Interview Content Analysis**

The interview responses were analyzed using qualitative content analysis to categorize feedback from the experts. Themes relevant to strategy development were identified, including insights into the strengths, weaknesses, opportunities, and threats (SWOT) involved in implementing these strategies. This analysis helps to

understand the various strategies proposed by experts to promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province.

### **Part 3: Evaluation of Appropriateness and Feasibility**

The strategy for promoting balanced and sustainable development of urban and rural basic education in Shaanxi Province is evaluated based on its adaptability and feasibility. The expert evaluation strategy adopts a structured form and presents it through mean and standard deviation. This analysis demonstrates the overall effectiveness of the strategy and meets the current development needs of urban and rural basic education in Shaanxi Province. It can solve the problem of imbalance in the development of urban and rural basic education in Shaanxi Province and has certain adaptability and feasibility.

## **Results of Data Analysis**

### **Part 1: Quantitative Analysis**

#### **Step 1: Analysis of Respondents' Personal Information**

The analysis results about the personal information of respondents, classified by gender, age, working years, teaching discipline level, education background, professional title and school area of teachers engaged, presented the data in the form of frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n = 175)

Personal Information		Frequency	Percentage
Gender	Male	77	44.00
	Female	98	56.00
	<b>Total</b>	<b>175</b>	<b>100.0</b>
Age	Under 30 years old	18	10.28
	30-39 years old	81	46.29
	40-49 years old	54	30.86
	Over 50 years old	22	12.57
	<b>Total</b>	<b>175</b>	<b>100.0</b>
Working years	0-5 years	25	14.29
	6-10 years	82	46.86
	10-15 years	45	25.71
	15 years above	23	13.14
	<b>Total</b>	<b>175</b>	<b>100.0</b>
Teaching discipline level	Primary school	98	56.00
	Junior middle school	45	25.71
	Senior middle school	32	18.29
	<b>Total</b>	<b>175</b>	<b>100.0</b>
Education background	Less than a bachelor's degree	16	9.14
	Bachelor's degree	99	56.57
	Master's degree	54	30.86
	Doctor's degree	6	3.43
	<b>Total</b>	<b>175</b>	<b>100.0</b>
Professional title	Primary	36	20.57
	Intermediate	103	58.86
	Deputy Senior	27	15.43
	Senior	9	5.14
	<b>Total</b>	<b>175</b>	<b>100.0</b>
School area of teachers engaged	Urban	77	44.00
	Rural	98	56.00
	<b>Total</b>	<b>175</b>	<b>100.0</b>

According to Table 4.1, showed that among the 175 respondents, 77 were male, accounting for 44.00%, and 98 were female, accounting for 56.00%. The age group of the respondents is mainly 30-39 years old, with 81 people, accounting for 46.29%, followed by 40-49 years old, over 50 years old, and below 30 years old as the lowest level, accounting for 18 people, accounting for 10.28%. The respondents' work experience is mainly 6-10 years, with 82 people accounting for 46.86%, 10-15 years, with 45 people accounting for 25.7%, and the lowest being over 15 years, with 23 people accounting for 13.14%. The teaching subject level of the respondents is mainly in primary schools, accounting for 98 people, accounting for 56.00%, in junior high schools, 45 people, accounting for 25.71%, and in high schools, the lowest, 32 people, accounting for 18.29%. The educational background of the respondents is mainly master's degree, accounting for 56.57% of the total, followed by associate degree, undergraduate degree, and doctoral degree, accounting for 3.43% of the total, with 6 respondents having the lowest level of education. The professional titles of the respondents are mainly intermediate, accounting for 103 people, accounting for 58.86%, followed by junior and deputy senior, with the lowest being senior titles, accounting for 9 people, accounting for 5.14%. 77 people from urban areas, accounting for 44.00%, and 98 people from rural areas, accounting for 56.00%, are from the regions where the interviewees' schools are located.

## **Step 2: Analysis of the Current Situation of Balanced Development of Urban and Rural Basic Education**

The analysis results focus on the current situation of the balanced development of urban and rural basic education, Shaanxi Province Data is presented in terms of mean and standard deviation, reflecting the overall levels of competences across different aspects such as the quality distribution of students, teaching environment, teachers' strength, education funds, teacher training and education policies and systems. The analysis results about the current situation of urban and rural basic education in Shaanxi Province. Presented the data in the form of average value and standard deviation.

**Table 4.2** The average value and standard deviation of the current situation of urban and rural basic education in Shaanxi Province in six aspects

(n = 175)

NO	Urban and rural basic education in Shaanxi Province	$\bar{X}$	S.D.	level	Rank
1	Distribution of student sources	3.90	0.91	high	3
2	Teaching environment	3.86	0.88	high	6
3	Teacher strength	3.91	0.88	high	2
4	Education funding	3.89	0.92	high	4
5	Teacher training	3.87	0.87	high	5
6	Education policies and systems	3.93	0.91	high	1
<b>Total</b>		<b>3.89</b>	<b>0.89</b>	<b>high</b>	

According to Table 4.2, found that the current situation of urban and rural basic education in Shaanxi Province in six aspects was at high level ( $\bar{X}$ =3.89). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was education policies and systems ( $\bar{X}$ =3.93), follow by teacher strength ( $\bar{X}$ =3.91), and teaching environment was the lowest level ( $\bar{X}$ =3.86).

**Table 4.3** The average value and standard deviation of the current situation of equilibrium status of the quality distribution of students

(n = 175)

NO	Equilibrium status of the quality distribution of students	$\bar{X}$	S.D.	level	Rank
1	Students in the area enjoy the fair opportunities of basic education satisfaction	3.80	0.86	high	5
2	Satisfaction with basic education in the area	3.84	0.78	high	4
3	Satisfaction with the status quo of local students' nearby enrollment	3.92	0.82	high	1
4	Your satisfaction with the size of the number of students in your school	3.86	0.87	high	3
5	Your satisfaction with the academic level of the students in your school	3.88	0.91	high	2
<b>Total</b>		<b>3.86</b>	<b>0.85</b>	<b>high</b>	

According to Table 4.3, found that the current situation of equilibrium status of the quality distribution of students was at high level ( $\bar{X}=3.86$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was satisfaction with the status quo of local students' nearby enrollment ( $\bar{X}=3.92$ ), follow by your satisfaction with the academic level of the students in your school ( $\bar{X}=3.88$ ), and students in the area enjoy the fair opportunities of basic education satisfaction was the lowest level ( $\bar{X}=3.80$ ).

**Table 4.4** The average value and standard deviation of the current situation of teaching environment

(n = 175)

NO	The current situation of teaching environment	$\bar{X}$	S.D.	level	Rank
1	Satisfaction with various school teaching equipment	3.93	0.91	high	1
2	School information facilities and equipment education and teaching situation satisfaction	3.82	0.80	high	3
3	Satisfaction with the situation of the school buildings	3.75	0.86	high	5
4	Satisfaction with the campus environment situation	3.85	0.84	high	2
5	Satisfaction with the complete teaching environment	3.80	0.87	high	4
<b>Total</b>		<b>3.83</b>	<b>0.86</b>	<b>high</b>	

According to Table 4.4, found that the current situation of teaching environment was at high level ( $\bar{X}=3.84$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was satisfaction with various school teaching equipment ( $\bar{X}=3.93$ ), follow by satisfaction with the campus environment situation ( $\bar{X}=3.85$ ), and satisfaction with the situation of the school buildings was the lowest level ( $\bar{X}=3.75$ ).

**Table 4.5** The average value and standard deviation of the current situation of teachers' strength

(n = 175)

NO	The current situation of teachers' strength	$\bar{X}$	S.D.	level	Rank
1	Satisfaction with the stability of the teachers in the school	3.94	0.86	high	1
2	Satisfaction with the teachers' teaching level in the school	3.77	0.83	high	4
3	Satisfaction with the teachers' ethics level in the school	3.82	0.88	high	3
4	Satisfaction with the scientific research situation of the school	3.85	0.91	high	2
5	Satisfaction with the professional title of the school	3.72	0.84	high	5
<b>Total</b>		<b>3.82</b>	<b>0.86</b>	<b>high</b>	

According to Table 4.5, found that the current situation of teachers' strength was at high level ( $\bar{X}=3.82$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was satisfaction with the stability of the teachers in the school ( $\bar{X}=3.94$ ), follow by satisfaction with scientific research situation of the school ( $\bar{X}=3.85$ ), and satisfaction with the professional title of the school was the lowest level ( $\bar{X}=3.72$ ).

**Table 4.6** The average value and standard deviation of the current situation of education funds

(n = 175)

NO	The current situation of education funds	$\bar{X}$	S.D.	level	Rank
1	Satisfaction with the sufficient educational fund investment in the school	3.77	0.78	high	4
2	Satisfaction with the reasonable use of education funds	3.80	0.86	high	3
3	Extensive satisfaction with teachers in using educational funds	3.75	0.82	high	5
4	Satisfaction with school teachers' fairness of educational funds	3.82	0.83	high	2
5	Compared with other local schools on the overall situation of education funds satisfaction	3.88	0.89	high	1
<b>Total</b>		<b>3.80</b>	<b>0.84</b>	<b>high</b>	

According to Table 4.6, found that the current situation of education funds was at high level ( $\bar{X}=3.80$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was compared with other local schools on the overall situation of education funds satisfaction ( $\bar{X}=3.88$ ), follow by satisfaction with school teachers' fairness of educational funds ( $\bar{X}=3.82$ ), and extensive satisfaction with teachers in using educational funds was the lowest level ( $\bar{X}=3.75$ ).

**Table 4.7** The average value and standard deviation of the current situation of teacher training

(n = 175)

NO	The current situation of teacher training	$\bar{X}$	S.D.	level	Rank
1	Satisfaction with the teacher training system in the school	3.72	0.80	high	4
2	Teacher training system fairness situation satisfaction	3.74	0.78	high	3
3	Satisfaction with the intensity of teacher training	3.86	0.76	high	5
4	The school supports teacher training intensity and satisfaction	3.78	0.90	high	2
5	Satisfaction with teacher training with schools in other regions	3.84	0.88	high	1
<b>Total</b>		<b>3.79</b>	<b>0.82</b>	<b>high</b>	

According to Table 4.7, found that the current situation of teacher training was at high level ( $\bar{X}=3.79$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was satisfaction with the intensity of teacher training ( $\bar{X}=3.86$ ), follow by satisfaction with teacher training with schools in other regions ( $\bar{X}=3.84$ ), and satisfaction with the teacher training system in the school was the lowest level ( $\bar{X}=3.72$ ).

**Table 4.8** The average value and standard deviation of the balance of education policies and institutions

(n = 175)

NO	The balance of education policies and systems	$\bar{X}$	S.D.	level	Rank
1	Overall satisfaction with the current education policy and system	3.80	0.72	high	4
2	Satisfaction with the local educational equity policies	3.82	0.84	high	3
3	Satisfaction with the high-quality resource-sharing education system	3.72	0.86	high	5
4	Satisfaction with the government's optimization of the education policy and system	3.90	0.78	high	2
5	Satisfaction with the social recognition of the balanced development of urban and rural basic education	3.85	0.89	high	1
<b>Total</b>		<b>3.82</b>	<b>0.82</b>	<b>high</b>	

According to Table 4.8, found that the balance of education policies and institutions was at high level ( $\bar{X}=3.82$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was satisfaction with the government's optimization of the education policy and system ( $\bar{X}=3.90$ ), follow by satisfaction with the social recognition of the balanced development of urban and rural basic education ( $\bar{X}=3.85$ ), and satisfaction with the the high-quality resource-sharing education system was the lowest level ( $\bar{X}=3.72$ ).

#### The overall level of urban and rural basic education in Shaanxi Province

In summary, according to the data interpretation for average value based on Rensis Likert (1932). The data interpretation are as follows: 4.50 – 5.00 express highest level; 3.50 – 4.49 express high level; 2.50 – 3.49 express medium level;

1.50–2.49 express low level; 1.00 – 1.49 express lowest level, a questionnaire survey of education teachers from basic education schools found that the average value of the total scale of urban and rural basic education in Shaanxi Province was at high level ( $\bar{X}=3.89$ ). The average value of equilibrium status of the quality distribution of students was at high level ( $\bar{X}=3.86$ ). The average value of teaching environment was at high level ( $\bar{X}=3.84$ ), teachers' strength was at high level ( $\bar{X}=3.82$ ), education funds was at high level ( $\bar{X}=3.80$ ), teacher training was at high level ( $\bar{X}=3.79$ ), the balance of education policies and institutions was at high level ( $\bar{X}=3.82$ ). The average order of the six first-order dimensions is: equilibrium status of the quality distribution of students ( $\bar{X}=3.86$ )> teaching environment ( $\bar{X}=3.84$ )> teachers' strength ( $\bar{X}=3.82$ )=the balance of education policies and institutions ( $\bar{X}=3.82$ )> education funds ( $\bar{X}=3.80$ ) > teacher training ( $\bar{X}=3.79$ ). Equilibrium status of the quality distribution of students is the highest, teacher training is the lowest. Therefore, this to some extent indicates that teaching environment, teachers' strength, the balance of education policies and institutions, education funds and teacher training need to be further improved.

Based on the analysis of the average and standard deviation data of the questionnaire of balanced development of urban and rural basic education in Shaanxi Province, the unanimous conclusion is that the current situation of balanced development of urban and rural basic education in Shaanxi Province can be summarized in three aspects:

Firstly, the balanced development level of urban and rural basic education in Shaanxi Province is relatively high, but the implementation level of all dimensions is unbalanced.

Secondly, the balanced development of urban and rural basic education equilibrium status of the quality distribution of students in Shaanxi Province is the highest.

Thirdly, the balanced development of urban and rural basic education teacher training in Shaanxi Province is the lowest.

## **Part 2: Qualitative Analysis**

### **Step 1: SWOT and TOWS Analysis**

In this step, a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) was conducted to categorize the internal and external factors affecting the balanced and sustainable development of basic education in urban and rural areas in Shaanxi Province. Based on the SWOT findings, a TOWS analysis was used to create strategic recommendations by aligning internal strengths and weaknesses with external opportunities and threats. The TOWS analysis helped to formulate actionable strategies for enhancing sustainable professional competences, ensuring that the strategies leverage strengths, mitigate weaknesses, capitalize on opportunities, and address threats.

During the interview, the interviewer provided strategic insights into the balanced development of basic education in urban and rural areas in Shaanxi Province and also answered the strengths, weaknesses, opportunities and threats associated with each element. The specific data are shown in Table 4.9.

Applying SWOT analysis method in the process of formulating urban and rural basic strategies in Shaanxi Province, a comprehensive evaluation of the internal and external environment is conducted. By comprehensively analyzing strengths, weaknesses, opportunities, and threats, development strategies are determined.

**Table 4.9** SWOT Analysis Interview Content

<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Strong government policy support</li> <li>2. Gradually optimize school resources</li> <li>3. Improvement of the quality of the teaching staff</li> </ol>	<p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. The education gap between urban and rural areas still exists</li> <li>2. Unequal distribution of educational resources</li> <li>3. Insufficient stability of the teaching staff</li> <li>4. Relatively lagging educational concepts</li> </ol>
<p><b>Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. Rapid development of educational informatization</li> <li>2. Implementation of rural revitalization strategy</li> <li>3. The increasing attention of various sectors of society to education</li> </ol>	<p><b>Threats:</b></p> <ol style="list-style-type: none"> <li>1. Uneven economic development</li> <li>2. Increased population mobility</li> <li>3. The uncertainty of educational reform</li> </ol>

The SWOT analysis method is applied to analyze the development of rural teachers, such as Table 4.10.

**Table 4.10** SWOT analysis of rural teacher development

<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. The ownership of rural and local emotion</li> <li>2. The pursuit of self-professional development</li> </ol>	<p><b>Weaknesses:</b></p> <ol style="list-style-type: none"> <li>1. Low identity</li> <li>2. The value of ideals and beliefs is unbalanced</li> </ol>
<p><b>Opportunities:</b></p> <ol style="list-style-type: none"> <li>1. National policy support</li> <li>2. Educational digital strategy</li> </ol>	<p><b>Threats:</b></p> <ol style="list-style-type: none"> <li>1. Professional development of urbanization orientation</li> <li>2. Rural education resources are insufficient</li> </ol>

The SWOT analysis method is applied to analyze the development strategy of urban and rural basic education, such as Table 4.11. Use TOWS to analyze the development strategy of urban and rural basic education in Shaanxi Province, such as Table 4.12.

**Table 4.11** SWOT analysis of the development strategies of rural basic Education

	<b>Strengths: (S)</b>	<b>Weaknesses: (W)</b>
<b>External environment and factors</b>	<ol style="list-style-type: none"> <li>1.High-quality natural environment;</li> <li>2.Simple cultural environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Geography and humanity: inconvenient transportation, less land occupation, backward concept, and uneven development</li> <li>2.Educational institutions: the number is small, insufficient degree, ineffective management and absence of system</li> </ol>

Table 4.11 (Continued)

	<b>Strengths: (S)</b>	<b>Weaknesses: (W)</b>
<b>External environment and factors</b>	3. Rich in educational materials	3. Hardware and software: insufficient space, insufficient equipment, and incomplete courses
<b>Strategic analysis Internal resources and factors</b>	4. A beneficial social lifestyle	4. Teachers: small in quantity, low in quality, and poor in stability
Opportunity (O)	SO Strategy-growth strategy	WO Strategy- -torsion strategy
1. Development support brought about by national policies	1. Make full use of the policy advantages and provide rich educational resources	1. Implement the system of political responsibility and financial sharing based on the government, and build supporting infrastructure
2. Market demand caused by the mismatch between supply and demand	2. Seize the opportunity of rural education to improve the quality of running schools	2. Guided by market demand, expand the enrollment scale and improve the internal management system to a certain extent
3. Professional resources brought about by the training scale	3. Promote the professional development of teachers through multiple channels, and spread the concept of education in rural schools	3. Provide scientific education and training, improve the incentive and evaluation system, establish the salary and welfare security system for rural primary school teachers, and promote their qualitative improvement

Table 4.11 (Continued)

Threats: (T)	ST Strategy- - diversification strategy	WT Strategy- -diversification strategy
1. Lack of social attention	1.Improve the utilization rate of social resources and develop a diversified curriculum system in rural areas	1. The government actively responds to national policies and raises the social importance to the quality of rural school education
2. Insufficient investment in education funds, and limited hardware improvement	2. Mobilize social funds to assist the state financial support and improve the hardware level of the school	2. Seek government financial support to improve school facilities and equipment
3. Insufficient opportunities and depth for rural schools to communicate with the outside world	3. Implement the competition and cooperation strategy and break down the communication barriers	3. Raise teachers' salaries and bring in talents
4. Loss of rural education resources caused by urbanization	4. Reasonably promote urbanization and promote the coordinated development of urban and rural schools	4. Strengthen exchanges and cooperation with the outside world, establish a teacher training and learning mechanism, and form the concept of scientific curriculum education

Table 4.12 TOWS analysis of the development strategies of rural basic Education

	Strengths: (S)	Weaknesses: (W)
<b>External environment and factors</b>	1.Rural education potential is huge: the rural areas are abundant Human resources, by strengthening rural basic education, can Cultivate more talents to provide for the development of rural areas Strong support.	1.Weak rural education infrastructure: rural schools Teaching facilities and conditions are relatively backward, difficult Meet the needs of modern education.
<b>External environment and factors</b>	2.Successful cases can be used: some successful at home and abroad The balanced development case of basic education in urban and rural areas can be our country The balanced development strategy of urban and rural basic education provides beneficial borrowing Mirror and enlightenment.	2.The quality of rural teachers needs to be improved: rural areas The school's teachers are relatively weak, with partial teaching Teachers lack of professional background and teaching experience, it is difficult Provide educational clothing of the same level as city schools affair.
<b>Strategic analysis</b>	3.Increased willingness to participate: along with social equity in education The attention of the problem increases, and more and more social forces We are willing to participate in the balanced development strategy of urban and rural basic education and jointly promote the development of urban and rural basic education.	3.Lack of rural family education consciousness: some rural areas Families do not pay enough attention to education, the lack of Scientific educational ideas and methods, this is certain To the extent has affected the development of rural basic education open up.
<b>Internal resources and factors</b>		

Table 4.12 (Continued)

Opportunity (O)	SO Strategy-growth strategy	WO Strategy- -torsion strategy
1. Policy support: The state attaches great importance to the balanced development of basic education in urban and rural areas, and has issued a series of relevant policies to provide policy guarantee for the balanced development strategy of basic education in urban and rural areas.	1. Make full use of policy advantages to provide high-quality educational development resources	1. Implement government education policies to ensure balanced development of education
2. Development of information technology: With the rapid development of information technology, modern information technology means such as distance education and online courses can be used to break regional restrictions and realize the sharing of high-quality educational resources.	2. Seize the opportunity of urban and rural education, and realize information resource sharing by means of information technology	2. Guided by market demand, it promotes the sharing of information technology resources to a certain extent
3. Increasing social attention: With the increasing social attention to the issue of education equity, the strategy of balanced development of urban and rural basic education has received more social support and attention.	3. Expand the attention of all sectors of society through multiple channels and jointly promote the development of urban and rural education	3. Get social attention and support

Table 4.12 (Continued)

Threats: (T)	ST Strategy- diversification strategy	WT Strategy- - diversification strategy
1.Uneven distribution of educational resources: there are significant differences in the distribution of educational resources between urban and rural areas. Urban schools often have better educational resources, while rural schools face the problem of lack of resources.	1. Improve the utilization rate of social resources, realize urban and rural exchanges, sharing of teaching resources, and promote the balance of educational resources	1. Government financial support to improve school facilities and equipment, and enrich educational resources
2.Economic gap: urban and rural economic development is unbalanced, and the economic conditions in rural areas are relatively backward, which limits the development of rural basic education.	2. Promote urbanization reasonably, and promote the coordinated development of urban and rural schools	2. We will strengthen integrated urban development and promote the development of basic education in rural areas
3.Social cognitive bias: Some social members may have a bias towards rural education, believing that the education quality of rural schools is low, which is not conducive to the implementation of the balanced development strategy of urban and rural basic education.	3. Strengthen foreign exchanges, improve the teaching quality of rural schools, and change the social cognition	3. The government actively responds to the national policy and improves the social attention to the quality of rural school education

### Step 2: Interview Content Analysis

The interview responses were analyzed using qualitative content analysis to categorize feedback from the experts. Themes relevant to strategy development were identified, including insights into the strengths, weaknesses, opportunities, and threats (SWOT) involved in implementing these strategies. This analysis helps to understand the various strategies proposed by experts to promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province.

The analysis results about the interview contents about the guidelines for improving basic educational balance for urban and rural education in Shaanxi Province.

**Table 4.13** Personal information of interviewee

(n = 10)

Interviewee	Work Unit	Education background	Interview Date and Time
Interviewee 1	Xi'an bureau of education	1. Name (Interviewee): Teacher Chen 2. Gender: Male 3. Age: 45 4. Position: Director of the Chinese Teaching and Research Section 5. Cultural level: Bachelor's degree 6. professional title: Deputy Senior 7. Years of service: 17	Sep 30, 2024 at 9:00 am, GMT+8
Interviewee 2	Xianyang bureau of education	1. Name (Interviewee): Teacher Wang 2. Gender: Female 3. Age: 46 4. Position: Director of the mathematics teaching and Research Section 5. Cultural level: Master's degree 6. professional title: Deputy Senior 7. Years of service:18	Sep 30, 2024 at 11:00 am, GMT+8

Table 4.13 (Continued)

(n = 10)

Interviewee	Work Unit	Education background	Interview Date and Time
Interviewee 3	Weinan bureau of education	1. Name (Interviewee): Teacher Liu 2. Gender: Female 3. Age: 44 4. Position: Director of the Chinese Teaching and Research Section 5. Cultural level: Master's degree 6. professional title: Deputy Senior 7. Years of service:18	Sep 30, 2024 at 14:00 pm, GMT+8
Interviewee 4	Baoji bureau of education	1. Name (Interviewee): Teacher Zhan 2. Gender: Female 3. Age: 46 4. Position: Director of the mathematics teaching and Research Section 5. Cultural level: Bachelor's degree 6. professional title: Deputy Senior 7. Years of service:16	Sep 30, 2024 at 16:00 pm, GMT+8
Interviewee 5	Ankang bureau of education	1. Name (Interviewee): Teacher Wang 2. Gender: Male 3. Age: 51 4. Position: Director of the Chinese Teaching and Research Section 5. Cultural level: Bachelor's degree 6. professional title: Deputy Senior 7. Years of service:23	Sep 30, 2024 at 18:00 pm, GMT+8
Interviewee 6	Hanzhong bureau of education	1. Name (Interviewee): Teacher Qiao 2. Gender: Male 3. Age: 52 4. Position: Director of the physics teaching and Research Section	Sep 31, 2024 at 9:00 am, GMT+8

Table 4.13 (Continued)

(n = 10)

Interviewee	Work Unit	Education background	Interview Date and Time
		5. Cultural level: Bachelor's degree 6. professional title: Senior 7. Years of service:25	
Interviewee 7	Tongchuan bureau of education	1. Name (Interviewee): Teacher Luo 2. Gender: Female 3. Age: 42 4. Position: Director of Information Center 5. Cultural level: Master's degree 6. professional title: Deputy Senior 7. Years of service:16	Sep 31, 2024 at 11:00 am, GMT+8
Interviewee 8	Shangluo bureau of education	1. Name (Interviewee): Teacher Zhang 2. Gender: Male 3. Age: 48 4. Position: The Director of the English Teaching and Research Section 5. Cultural level: Master's degree 6. professional title: Senior 7. Years of service:17	Sep 31, 2024 at 14:00 pm, GMT+8
Interviewee 9	Yan'an bureau of education	1. Name (Interviewee): Teacher Cao 2. Gender: Female 3. Age: 44 4. Position: Director of Information Center 5. Cultural level: Master's degree 6. professional title: Senior 7. Years of service:16	Sep 31, 2024 at 16:00 pm, GMT+8

**Table 4.13** (Continued)

(n = 10)

Interviewee	Work Unit	Education background	Interview Date and Time
Interviewee 10	Yulin bureau of education	1. Name (Interviewee): Teacher Huang 2. Gender: Female 3. Age: 52 4. Position: The Director of the English Teaching and Research Section 5. Cultural level: Master's degree 6. professional title: Senior 7. Years of service:24	Sep 31, 2024 at 18:00 pm, GMT+8

The results of the interviews conducted through various formats telephone, video, and face-to-face with education bureau experts from ten cities in Shaanxi Province are as follows:

**Interviewee 1:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: There are significant differences in the distribution of basic education in urban and rural areas in Shaanxi Province. Students in urban areas are relatively concentrated, while students in rural areas are more scattered. Specifically, in cities, especially in big cities such as Xi'an, the number of students in basic education increases rapidly, while rural areas are faced with the problem of fewer students. For example, the number of primary school students in Xi'an has increased significantly in the past few years, while the number of primary schools in the province has decreased, keeping the enrollment basically stable.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** The government has issued policies to rationally allocate students, so that the quality distribution of urban and rural students can be balanced;

**Strategy 2:** Reasonable establishment of urban and rural basic education school status management system;

**Strategy 3:** reasonably divide the school district, and balance the quality of students within the school district;

**Strategy 4:** Students will enroll nearby to ensure the balanced quality of students.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: Shaanxi province has made active efforts to promote the high-quality development of urban and rural basic education. For example, through the implementation of the "Urban and rural Teachers learning Community--Famous Teacher Leading Action", to promote the exchange and cooperation between urban and rural teachers, and help to improve the teaching quality of rural schools. In addition, Shaanxi province has also increased financial input to improve the running conditions of basic education schools, including improving the running conditions of kindergartens, and carrying out projects to improve the weak links and capacity of compulsory education. These measures have effectively promoted the balanced development of urban and rural basic education schools. However, despite these advances, the urban and rural basic education schools in Shaanxi province still face some challenges. On the one hand, the lack of rural education resources is still prominent, including the loss of teachers, the backwardness of teaching facilities and the absence of family education. These

problems restrict the quality of education in rural schools, and there is a gap between rural children and urban children in the acquisition of knowledge and the improvement of competitiveness. On the other hand, with the acceleration of the urbanization process, the problem of insufficient degree supply in the central urban areas has become increasingly prominent, especially in some densely populated areas, where the carrying capacity of schools is limited, which leads to greater pressure on schooling.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** It is suggested to continue to increase financial input, optimize the allocation of educational resources, especially to strengthen the support for rural schools, and promote the balanced development of educational conditions of urban and rural basic education schools in Shaanxi Province;

**Strategy 2:** Deepen education reform, promote the flow and resource sharing of urban and rural teachers, improve the treatment and career development opportunities of rural teachers, to attract and retain excellent teachers, and promote the balanced development of educational conditions of urban and rural basic education schools in Shaanxi Province;

**Strategy 3:** Strengthen the guidance of family education, enhance the importance and investment of rural families to their children's education, form a good atmosphere for schools, families and society to educate people together, and promote the balanced development of educational conditions in urban and rural basic education schools in Shaanxi Province;

**Strategy 4:** Strengthen the implementation of "Urban and rural teachers learning community--Famous Teacher leading action", promote the exchange and cooperation between urban and rural teachers to promote the balanced development of educational conditions in urban and rural basic education schools in Shaanxi Province.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be**

**adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Building a high-quality education system and building a new pattern of high-quality education development has become the fundamental task of China's education reform and development in the new stage. Teachers are the first resource of education and the fundamental force for the construction of a high-quality education system and the implementation of high-quality education. At present, China has built the largest team of basic education teachers in the world, the problem of the number and scale of teachers has been solved historically, and the attractiveness of teachers has been significantly enhanced. However, China still faces many challenges in terms of quality, structure, configuration, management system and mechanism. There is a large gap between teachers in urban and rural basic education schools in Shaanxi Province, and the quality of rural education is relatively low, which is mainly reflected in the students' academic performance and comprehensive quality. Rural schools have weak teachers and uneven teaching quality. At the same time, due to the relatively poor economic conditions of rural families, some students lack of a good learning environment and counseling resources. There are significant differences in the strength of teachers in urban and rural basic education schools, which are mainly reflected in the number, quality and treatment of teachers. The number of teachers in urban and rural schools varies greatly, with more teachers than rural schools. In recent years, as the rural teaching conditions are not as good as the urban conditions, more and more teachers flow from the countryside to the city, and the rural teachers are less and less.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Establish a regular job rotation exchange system for urban and rural teachers, so that urban and rural teachers have the opportunity to learn from

each other, share teaching experience and resources, and promote the integration of urban and rural education concepts and methods.

**Strategy 2:** Provide more professional training opportunities for rural teachers, such as organizing regular training courses combining online and offline teaching skills and educational concepts, to help them update their knowledge and improve their teaching level.

**Strategy 3:** Through policy incentives, such as subsidies to volunteer teachers and priority in professional title evaluation, to attract excellent urban teachers to teach in rural schools, play the role of mentoring, and improve the overall quality of rural teachers.

**Strategy 4:** The government should increase the investment in rural education and improve the teachers in rural schools.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: The government's financial support for rural education is relatively weak, resulting in insufficient investment in hardware facilities, teaching resources and teacher training in rural schools. In order to narrow this gap, it is necessary to improve the government's financial support for education, especially to increase the investment in rural education, to ensure the reasonable allocation of educational resources.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** The government should increase the financial support for rural education and improve the hardware facilities of rural schools, such as the construction of standardized classrooms, laboratories and libraries;

**Strategy 2:** Increase the investment in rural school education, promote the sharing of educational resources, and use the Internet technology to open the high-quality urban educational resources to rural schools;

**Strategy 3:** Optimize the allocation of educational resources, attract excellent teachers to volunteer teaching in rural areas through policy incentives, implement the rotation exchange system of urban and rural teachers, and promote the learning and communication between urban and rural teachers;

**Strategy 4:** Carry out joint teaching and research activities and precise assistance activities to improve the teaching level and professional ability of rural teachers.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: The imbalance of training opportunities and resources for urban and rural teachers in Shaanxi Province: compared with urban teachers, rural teachers may be more lacking in terms of training opportunities and resources. Urban teachers often have access to more high-quality training programs and resources, while rural teachers may face problems such as fewer training opportunities and aging training content. At present, there is still the problem that the effectiveness of teacher training is not strong, and it has become a bottleneck restricting the development of rural education.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Increase the number of rural teacher training to promote the balance of urban and rural teacher training;

**Strategy 2:** Increase the funds for rural teacher training to promote the balance of urban and rural teacher training;

**Strategy 3:** Enrich the training content of rural teachers, and add the local content to make the training more adaptable;

**Strategy 4:** Combine the individual development of rural teachers, and constantly improve the training content of rural teachers.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: National education policy to balanced layout of compulsory education resources, improve the county urban and rural education integration management system, with county rural level 3 collaborative education system continue to supplement the rural education, gradually narrow the gap between regional, urban and rural, school, groups, continuously optimize the education of urban and rural education resources allocation, promote the balanced development of education quality. However, the unbalanced allocation and low mobility of resources in urban and rural education also lead to the disadvantages of "urban and rural differences" and "urban orientation" in the compulsory education policy.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education;

**Strategy 2:** Counties and villages shall designate balanced policies suitable for the local basic education development according to the local education conditions;

**Strategy 3:** Urban and rural basic schools constantly optimize the teaching conditions from themselves, formulate corresponding incentive policies to improve the teaching quality.

Interviewee 2:

1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: In recent years, the imbalance of urban and rural education in Shaanxi Province has become more prominent, which has aroused wide social concern. The first grade of primary schools in Shaanxi Province is increasingly difficult to recruit students, and parents spend much money and resources to get their children. At the same time, primary schools in rural and remote areas are facing the dilemma of losing students, and some schools even have the embarrassing situation of "one teacher and three students". This sharp contrast not only reveals the unequal distribution of educational resources, but also inspires us to think deeply about the fairness and future development of education. This imbalance not only widens the gap between urban and rural schools, but also exacerbates social injustice. Urban children can enjoy high-quality educational resources, while rural children often fail to obtain the same educational opportunities due to limited conditions. This not only hampers the personal development of rural children, but also restricts the progress of the whole society.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** Standardize the enrollment of basic education schools in urban and rural areas, so that students are balanced;

**Strategy 2:** Strengthen education and poverty alleviation in rural and remote areas, so that students can go to school;

**Strategy 3:** Strengthen rural school education and stabilize the distribution of students' source quality;

**Strategy 4:** To narrow the gap between urban and rural schools, so that students can get the same educational.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: The overall level of urban and rural education in Shaanxi Province has been continuously improving and has achieved remarkable results, but there are still some problems of unbalanced development. Shaanxi province has made gratifying achievements in education, and the basic education has achieved remarkable results and achieved a historic leap. Since the reform and opening up, with the promotion of China's education system reform and the promulgation and implementation of relevant laws and regulations, the basic education in Shaanxi province has been developed rapidly. Nowadays, there are a large number of schools and educational institutions at all levels in Shaanxi Province. The total number of students accounts for a large proportion of the province population, and the number of college students per 10,000 population has also increased significantly. In terms of balanced development of urban and rural education, Shaanxi Province actively adapt to the new requirements of compulsory education under the background of new urbanization, constantly increases investment, and vigorously promotes the balanced development of compulsory education. Through the implementation of a series of action plans and policies and measures, such as the second and three-year action plan for preschool education, and the evaluation and identification of counties for the basic balanced development of compulsory education, Shaanxi Province has made remarkable progress in the integrated development of urban and rural education. Campus facilities have been improved, teaching quality has been improved, and the government's commitment to bring quality schools to people's doorsteps has been fulfilled.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Improve the teaching environment conditions of urban and rural basic education, increase investment, and promote the balanced development of urban and rural basic education and teaching environment in Shaanxi Province;

**Strategy 2:** Improve the campus facilities, so as to optimize the teaching environment, and promote the balanced development of the teaching environment of urban and rural basic education in Shaanxi Province;

**Strategy 3:** Strengthen the improvement of school teaching environment and classroom, add multimedia equipment, and promote the balanced development of urban and rural basic teaching environment in Shaanxi Province;

**Strategy 4:** Increase investment in rural classrooms, especially the teaching environment in poor mountain areas, in urgent need of improvement.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: The Opinions on Strengthening the Construction of Rural Teachers in the New Era issued by the Education department of the Chinese government put forward innovative measures to provide policy guarantee for the sustainable development of rural teachers, rural revitalization and the realization of fair and quality rural education. There are still unavoidable problems in the process of the integration of urban and rural education the balance of urban and rural teacher resources. Promoting the balance of urban and rural teachers 'resources is the key point of realizing the integration of urban and rural education, and the allocation of rural teachers' resources deserves enough attention. The quality of rural teachers is relatively low, which is mainly due to the poor rural education environment and the serious loss of excellent teachers. Most of the excellent teachers trained by rural schools go to urban schools, which leads to

the difficulty in improving the quality of rural education. In order to improve the quality of rural teachers, the policy puts forward a number of measures, including strengthening the construction of teachers' ethics, innovating the teacher education mode, and strengthening the training of rural teachers.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Improve the quality of rural education through the sharing of urban and rural education resources, such as "Urban teachers supporting rural education" and other projects.

**Strategy 2:** Improve the salary and career development opportunities of rural teachers, and attract more excellent teachers to teach in rural areas.

**Strategy 3:** Implement the unified standards for the staffing of compulsory education schools in urban and rural areas, check and verify the staffing according to the combination of student-teacher ratio and class-teacher ratio, and strive to solve the problem of the shortage of teachers in urban schools and small rural schools.

**Strategy 4:** Work with relevant departments to study and determine the unified post structure ratio in the county, increase the number of senior teachers in rural schools and weak schools, and gradually realize the overall balance of the post structure of students in the county.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: The teaching funds between urban and rural schools in Shaanxi vary greatly. Urban schools usually have more high-quality educational resources, such as advanced teaching equipment, rich curriculum resources and excellent teacher team. In contrast, there are significant gaps in rural schools in these areas. In order to solve this problem, we can build a platform for sharing urban and rural education resources, and use Internet technology to open

high-quality urban education resources to rural schools, so as to narrow the digital divide between urban and rural education.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Encourage the investment of social education funds, establish a perfect supervision mechanism of education fund investment, and encourage social capital to invest more in rural education;

**Strategy 2:** Increase the investment in rural education, extensively use various media platforms, advocate the participation of the whole people, and create a good education investment environment;

**Strategy 3:** The government should increase the financial support for rural education, improve the hardware facilities of rural schools, such as the construction of standardized classrooms, laboratories, libraries, etc., equipped with advanced teaching equipment and information facilities;

**Strategy 4:** Promote the sharing of educational resources, use Internet technology to build a platform for urban and rural educational resources sharing, and open high-quality urban curriculum resources, teaching courseware, teaching and research results to rural schools, so that rural students can also enjoy rich educational resources.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: There is an imbalance of informatization training for urban and rural teacher training in Shaanxi Province. Although some areas of Shaanxi Province, such as Weinan City, have strengthened the construction of education informatization, and narrowed the gap between urban and rural education through independent research and development of network training small programs for teacher informatization. However, on the whole, there are still great differences in

urban and rural teachers in information literacy and application ability, which also reflects the imbalance of training. The imbalance of education between urban and rural areas in Shaanxi province is still obvious. Rural education lags behind urban education in many aspects, and the rural teacher training still lags behind in terms of teacher training.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Optimize the training system of urban and rural teachers and promote the development of quality education;

**Strategy 2:** Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and make the training inclined to rural schools;

**Strategy 3:** Provide academic promotion opportunities for rural teachers.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: After the reform and opening up in 1978, China's education was fully resumed and developed. The state issued a series of policies such as "free compulsory education" and "two exemptions and one subsidy" to promote the development of rural compulsory education. In 1986, the Compulsory Education Law of the People's Republic of China was promulgated, which clearly proposed the implementation of the nine-year compulsory education system, providing legal support for the balanced development of compulsory education in urban and rural areas. But on the whole, there is still a huge gap between urban and rural compulsory education in Shaanxi Province. From the perspective of the reasons of policy emphasis and imbalance, the policy orientation of "elitism" and "emphasizing the city and light the township" leads to the imbalance of the development of compulsory education in urban and rural areas.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** The education department of Shaanxi Province formulated the corresponding education system to promote the integration of urban and rural areas;

**Strategy 2:** continue to explore the path to optimize the urban and rural education resources through the existing education policies and systems;

**Strategy 3:** Strengthen the training of urban and rural teachers, and improve the corresponding training system.

**Interviewee 3:**

1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: At present, a serious problem in the field of education is that the distribution of urban and rural students is seriously unbalanced. The county schools are overcrowded and hard to find, while the rural schools (except the township central primary schools) are neglected and increasingly depressed. The reason is that most rural students flock to the county schools to study. The difficulty of recruiting students in urban schools is becoming increasingly prominent. With people flooding into cities and parents' growing demand for quality educational resources, prestigious degrees have become increasingly scarce. In order to allow their children to enter these schools, parents have to plan in advance, buy school district houses, attend various cram schools, and even seek improper relationships. This phenomenon not only aggravates the social injustice, but also creates a series of social problems related to it.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** Strengthen the distribution planning of rural education students, avoid rural students flock to county schools, so that the problem of unbalanced quality of students appears;

**Strategy 2:** Strengthen the degree management of students from famous urban universities to ensure that the number of small class students does not exceed;

**Strategy 3:** The government regulates the reasonable sale of school district housing around urban schools to stabilize the source of students and avoid students gathering in urban schools;

**Strategy 4:** Strictly control all kinds of cram schools outside the school to stabilize the quality of students and avoid the imbalance in the distribution of students.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: The difference in educational environment is an important factor contributing to the gap between urban and rural education. The education management of township schools is relatively lagging behind. Compared with urban schools, there is a big gap in both educational concepts and teaching methods. In addition, different living environments will also affect students' learning conditions, for example, in township areas often lack some necessary learning resources, such as libraries, laboratories, etc.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Establish libraries in township schools, so that rural students can also enjoy the book resources, so as to improve the urban and rural teaching environment, and promote the balanced development of the teaching environment;

**Strategy 2:** Urban students can donate books to students in rural schools by donating books, so that students can enjoy book resources in schools and promote the balanced development of the teaching environment;

**Strategy 3:** Township government departments and education bureau departments should set up laboratories in rural schools and set up science courses, so that rural students can broaden their horizons, enrich their knowledge, improve their thinking ability, and promote the balanced development of teaching environment;

**Strategy 4:** Enrich learning resources, attract attention to rural education through alumni and people from all walks of life, and create a good learning environment for rural children.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Rural teachers are generally paid, and their salary levels, working environment and development opportunities are inferior to those of urban teachers. This leads to the lack of rural teacher resources, and it is difficult to attract and retain excellent talents. The existing rural teachers are unwilling to stay, and lack of preferential conditions to attract new teachers to teach in rural schools, resulting to the lack of rural teacher resources, difficult to develop rural education, and difficult to improve the quality of education and teaching. In order to improve this situation, the policy has put forward a number of measures, such as improving the preferential policy of the evaluation and employment of rural teachers, to ensure that rural school teachers are evaluated and hired immediately, so as to attract more teachers to rural areas.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Establish a mechanism of overall allocation and cross-regional adjustment of staff in urban and rural compulsory education schools;

**Strategy 2:** The county-level education administrative department shall allocate the number of staff and posts within the approved total number of staff and posts, integrate the allocation of urban and rural teacher resources, and strive to solve the structural contradictions of teachers:

**Strategy 3:** Promote the exchange and rotation of urban and rural principals and teachers, and realize the coordinated development of urban and rural compulsory education teachers:

**Strategy 4:** Promote local governments to adopt regular exchanges, cross school competition, integrated school district management, teachers' teaching and other ways.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: There are also great differences in urban and rural families in Shaanxi province, and the investment of urban families in education is generally higher than that of rural families. Urban parents are more willing to apply for various excellent training courses and buy school district housing for their children, while rural families are difficult to provide the same level of educational resources due to economic constraints. This gap in investment degree has further widened the quality of urban and rural education.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Invest education funds to strengthen the construction of rural school education;

**Strategy 2:** Invest in poverty alleviation funds through education, implement targeted assistance, and carry out targeted assistance activities according to the actual needs of rural schools;

**Strategy 3:** Families should invest sufficient education funds to provide students with quality education resources;

**Strategy 4:** Invest in education funds to implement the urban and rural teacher rotation system.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: Shaanxi province urban and rural basic education schools between urban and rural teachers and teaching quality, there is a big gap between teacher training, seriously affected the balanced development of rural education, Shaanxi province to carry out a variety of forms of training, but urban teachers training opportunities than rural teachers, for remote rural school teachers is almost no such teacher training opportunities, it also for the rural teaching quality has a certain degree of influence.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Shaanxi Province organizes urban and rural teacher training with various forms and rich contents;

**Strategy 2:** Improve the number of rural teacher training;

**Strategy 3:** Increase the funding for rural teacher training.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: In 2001, the General Office of the Ministry of Education issued the Minutes of the National Comprehensive Reform of Urban Education, emphasizing that "China's cities have concentrated relatively abundant high-quality education resources", and must "effectively accelerate the pace of urban reform and development of education, and strive to create a new situation of the comprehensive reform of urban education". From the perspective of policy emphasis and imbalance, there is a huge gap between urban and rural compulsory education in terms of funding input, teacher staff construction and school-running conditions at this stage.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** The government should increase the investment in rural education, improve the rural education facilities, improve the teachers, enrich the curriculum, and improve the quality of education;

Strategy 2: Promote high-quality education resources to rural areas through the Internet, distance education and other ways, and narrow the gap between urban and rural education;

Strategy 3: Strengthen the training and communication of rural teachers, improve the professional level and teaching ability of rural teachers, and better serve the study and life of rural children.

#### **Interviewee 4:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: At present, there is a big gap in the quality distribution of students in urban and rural

basic education in Shaanxi Province, especially the education problem of many migrant workers is prominent. Students go from rural schools to urban schools, and urban schools have many students. Contrary to urban schools, rural schools are faced with the dilemma of "student shortage". With the acceleration of the urbanization process and the decline of the fertility rate, a large number of rural people have moved to the cities, leading to a sharp decrease in the number of students in rural schools. Some rural primary schools even have only a few students, which poses great challenges to the teaching and management of the school. This huge difference between urban and rural education not only affects the children's educational opportunities, but also exposes the injustice and inadequacy of the distribution of educational resources.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** Reasonable planning the distribution of rural students, divide school districts, strengthen the management system;

**Strategy 2:** Strengthen the investment of rural education funds, and stabilize the distribution of student quality in rural schools;

**Strategy 3:** Improve the quality of rural teaching and promote the balanced development of the quality of urban and rural education students;

**Strategy 4:** Enrich rural campus cultural activities, let rural students grow up healthily, and promote the balanced development of urban and rural education.

**2.What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: The education of the students has always been attached great importance to by the parents. Since kindergarten, the choice of school has always been a problem for parents. Parents all hope that students can have a good environment from an early age and have a good

development in the future. Even though many schools in big cities are very competitive, parents are reluctant to send students back to township schools to study. Because the environmental gap is really too big. After the opening of the city and township schools comparison, see the picture is more sad, more than a little worse. For students' education, parents are striving for the best. I hope the students can grow up and study healthily in a good environment. Many parents in rural areas move to big cities for their children's study. In order to help students get a good education, parents spend half their life savings to buy a school district house, in order to let students get a good education from childhood, so that they can be admitted to a good key junior high school, high school and university in the future.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Rural parents to create a good learning environment for students from the family environment;

**Strategy 2:** Rural parents should cultivate students' good learning and thinking habits from the family level, and improve the learning environment from the personal perspective;

**Strategy 3:** When the environmental gap exists, try to narrow the gap from the family aspect, and teach children not to have the psychological competition in the teaching environment, and also not to feel inferior;

Strategy 4: positive influence to the students' learning ability to influence the learning environment, a good learning atmosphere, the style of study is also a very good learning environment.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Teachers are the key to improve the quality of teaching in rural schools. The Opinions clarify the basic ideas and

measures for the next construction of teachers in rural schools, grasp the "bull nose" of rural education revitalization, and provide the basic guidance for strengthening the construction of rural teachers in the future. To improve the level of rural teachers, we should focus on solving the three problems of "low quality, small quantity and retention". Combined with the reality of rural education, the Opinions put forward a series of epoch-making major measures.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Guide the flow of excellent principals and backbone teachers to rural schools and weak schools, focus on promoting county teachers to rural schools in the county, and focus on promoting central schools to village primary schools and teaching points, so as to supplement and strengthen rural teachers and improve the quality of rural education;

**Strategy 2:** It is clear that the proportion of teacher exchange rotation in urban schools and quality schools should not be less than 10% of the total number of qualified teachers, and the exchange rotation of backbone teachers should not be less than 20% of the total number of teachers;

**Strategy 3:** At the national level, we will continue to carry out the construction of the "county management and school recruitment" demonstration area for the compulsory education teachers;

**Strategy 4:** Comprehensively promote the reform of the management system of "county management and school employment", break the system bottleneck as soon as possible, provide institutional guarantee for teacher exchange and rotation, and strive to achieve the coordinated development of urban and rural compulsory education teachers in the county within 3 to 5 years.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: Education inequality is a common problem around the world, and the gap between urban and rural education resources is one of the important factors leading to this problem. Urban areas tend to have more educational resources, including funding, facilities, faculty and quality of teaching, while rural areas have significant shortages in these areas. In order to narrow the gap between urban and rural education resources, the government, all sectors of society and education departments need to make joint efforts to fundamentally improve the education environment in rural areas.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Increase the investment of rural education, and the government should increase the financial allocation for rural schools;

**Strategy 2:** Increase the investment in rural education to ensure that rural schools have enough funds to improve teaching facilities;

**Strategy 3:** Increase the investment in rural education, improve the quality of teachers and teaching quality;

**Strategy 4:** increase the investment of rural education funds, can set up a special fund.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: The significance of teacher training lies in enhancing the theoretical accomplishment of teachers' education, changing the concept, and constantly improving the professional and skill level of teachers in the practice process of educational reform. However, the content of teacher training and development is not purposeful. In recent years, the country has invested a lot in education, especially to the development of rural education, and has formulated

many policies aimed at promoting the development of rural education, but the implementation in rural schools is not very ideal.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Increase the training of teacher education theory quality in the training of urban and rural teachers to improve the quality of rural teachers;

**Strategy 2:** Improve the teaching level of rural teachers through teacher training, so as to make teachers more professional and skilled;

**Strategy 3:** Enrich the content of teacher training, be closer to the education and teaching work of rural teachers, and be more adaptable.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: In terms of education investment, the eastern region is much higher than that in the central and western regions, and the education investment in the eastern, central and western regions has expanded from the mid-1980s to the late 1990s. In terms of teachers, the emphasis and imbalance of compulsory education policies are mainly reflected in three aspects: the low level of teachers, the shortage of rural teachers and the gap in the educational structure of urban and rural teachers. As far as instruments and equipment are concerned, the overall investment between urban and rural areas.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** The country should formulate and implement long-term plans to ensure the balanced allocation of educational resources;

**Strategy 2:** Ensure education equity through legislation and increase investment in education in rural and remote areas;

**Strategy 3:** Improve hardware facilities and enhance software resources, such as teacher pay and training opportunities.

**Interviewee 5:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: The quality distribution of students in urban and rural basic education in Shaanxi Province is not balanced, which is reflected in the huge difference between freshmen in urban and rural basic education schools in Shaanxi Province, which is a direct reflection of the unbalanced allocation of educational resources. This phenomenon reveals the deep-seated problems existing in the field of education, and also inspires our common concern and positive response. Only by working together, attaching importance to educational equity, and promoting the balanced distribution of educational resources, can we ensure that every child can enjoy high-quality educational resources, and realize their personal dreams and social values. Let's work together to strive to build a more fair, harmonious and beautiful educational environment!

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** narrow the gap between urban and rural schools, especially the gap between freshmen, and promote the balanced quality distribution of students in urban and rural basic education in Shaanxi Province;

**Strategy 2:** Pay attention to education equity and promote the balanced distribution of the quality of students in urban and rural basic education in Shaanxi Province;

**Strategy 3:** Take multiple measures to let every child enjoy high-quality educational materials, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 4:** Build a harmonious campus environment and promote the balanced development of the quality of urban and rural basic education students in Shaanxi Province.

**2.What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: At present, many students' parents want to let the students can go some smoothly in the future, and the parents began to grab from the students when they were young. Just don't want their children to lose at the starting line. But many people think that whether it is the same class study, can be a big gap. And learning in the mountains of the children also have been admitted to the university to change their fate, learning is their own things. But these are exceptions after all, not all students can change their fate through themselves, but also need the influence of the surrounding environment. A good learning environment can have a positive impact on students. But when you see the pictures of the city and township school environment, it is more sad, and you will find that the parents' choice is correct. But the contrast between the two is not only the gap in the environment, but also the gap in other aspects. The gap between urban schools and township schools is very obvious, the most basic is the difference in teaching environment, schools in big cities have more advanced teaching equipment.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Multimedia and writing pen are not only convenient for teachers to teach, but also convenient for students to remember. Advanced teaching

equipment has been added to rural school classrooms. We media and writing pens are not only convenient for teachers to teach, but also convenient for students to remember;

**Strategy 2:** There is also the rich variety of entertainment equipment, which can enable students to choose their favorite sports equipment during the big class break, which greatly enriches students' spare time;

**Strategy 3:** Pay attention to the development of students' personality, set up school-based courses, in the course arrangement, the countryside can be like the city. In Mathematical Olympiad, Weiqi and sports, students can study accordingly according to their own needs;

**Strategy 4:** Develop students' interest in learning, enrich the courses, so that rural students can also enjoy the interest courses;

**Strategy 5:** The school has various activities. Urban schools can not only hold sports meetings, but also hold various singing, painting, recitation and speech competitions, etc., to provide a platform for students to show themselves. Rural schools also create the same conditions and organize rich activities.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Vigorously improve the quality of rural teachers, and strive to solve the problem of "low quality" of rural teachers. The low education background and low quality of teachers in rural schools is the bottleneck restricting the quality of rural education. Most of the excellent teachers trained by rural schools flow to urban schools due to the poor conditions of rural schools, and the teaching quality of rural schools can only wander at a low level. To improve the comprehensive quality of rural teachers, stimulate the endogenous power of teachers to contribute to rural education, enhance the professional development power of rural teachers, and clarify the specific measures to improve

the quality of rural teachers, including strengthening the construction of teachers' ethics, innovating the teacher education mode, and strengthening the training of rural teachers. Among these measures, the most important thing is to innovate the teacher education model. "Opinions" requirements, adhere to the needs of rural education as the guidance, strengthen targeted public training, and strengthen the entrusted training institutions for normal university students in rural schools. "Directional" is to point to the public normal university students to the designated rural school after graduation, "public" refers to the training by the state. This measure will not only greatly enhance the attractiveness of public-funded normal university students, but also help to improve the quality of the teachers in rural schools and improve the overall level of the teachers in rural schools.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Implement the policy of preferential treatment of professional titles to improve the attractiveness of rural teachers;

**Strategy 2:** Promote all localities to deepen the reform of the professional title system, implement the relevant policies of the evaluation and employment of professional titles to rural teachers;

**Strategy 3:** Ensure that the professional titles of rural teachers in rural schools are evaluated and hired immediately, and actively guide urban teachers to move to rural schools;

**Strategy 4:** Improve the long-term linkage mechanism, take into account the actual income level of local civil servants, simultaneously adjust the total amount of performance pay in compulsory education schools, and ensure that the average salary level of compulsory education teachers in counties is not lower than the average salary level of local civil servants.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: Increase the investment of rural education funds, policy support is essential. The government should formulate targeted policies to support rural education, including increasing the investment in rural education, optimizing the fund distribution mechanism, providing tax relief or subsidies and other measures. Through these actions, we can directly improve the hardware facilities of rural schools, such as teaching buildings, libraries, laboratories, and sports facilities, as well as software support, such as the purchase of teaching equipment and teaching materials.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Increase the investment of rural education funds, and formulate highly targeted policies to support rural education;

**Strategy 2:** Improve the investment of rural education funds, and improve the hardware facilities of rural schools;

**Strategy 3:** Optimize the education fund allocation mechanism and strengthen the teaching software in rural schools;

**Strategy 4:** Improve the investment of rural education funds, and the purchase of teaching equipment and teaching materials.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: Shaanxi province has launched a series of teacher training programs to improve the personal quality and professional skills of rural primary and secondary school teachers. Due to the differences in training opportunities, resources and information literacy, the training effect is also unbalanced. Urban teachers may be more likely to improve their teaching ability and professional quality through training, while rural teachers may face problems such as

poor training effect and difficulty to apply what they have learned to practical teaching. There is a certain gap between the training effect and the expected goal, and the main problem is that the purpose is not strong. There are almost few modern hardware facilities in rural classroom, and there is also a big gap between the educational concept and environment of rural schools and urban schools. The training of rural teachers should be different from the training of urban teachers.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Improve the training system to make the teacher training more purposeful;

**Strategy 2:** Relying on the training of urban and rural teachers, create modern teaching facilities for rural teachers to make teaching more information;

**Strategy 3:** Through teacher training, narrow the urban and rural teacher education concept.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: To improve the professional ability, teaching and research ability and innovation ability of rural teachers. We will take a number of measures to strengthen the benefits of rural teachers. We will optimize the national living subsidy policy for rural teachers, distinguish rural areas according to the level of economic development, appropriately expand the coverage of the policies, and prevent the "cliff effect" because of excessive differences in subsidy policies among rural areas.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Strengthen the cooperation and exchange between urban and rural schools, and establish a regular resource sharing mechanism;

**Strategy 2:** Promote the friendship and understanding between urban and rural students through various supporting activities, and realize mutual learning and improvement of teaching experience;

**Strategy 3:** Use "Internet + education" technology to break geographical restrictions and make quality education resources benefit every corner.

**Interviewee 6:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: The imbalance of the quality of basic education students in urban and rural areas is also reflected in the shortage of quality education resources in rural areas, the unreasonable allocation of urban education resources, and the serious problem of "large class size"... all these are the practical problems in the development of education. In recent years, with the economic depression of the poor counties and the aggravation of the brain drain, the loss of high-quality students in rural areas has become more and more serious. In pursuit of better educational resources and environment, some qualified and capable families have sent their children to neighboring cities. This trend not only exacerbates the educational gap between urban and rural areas, but also brings great difficulties to the teaching and management of rural schools. In order to break the urban and rural dual structure, promote the development of urban and rural integration, Shaanxi introduced a number of measures to improve the overall urban and rural compulsory education conditions and improve the quality of education as the key point, actively build and the permanent population growth trend and the spatial layout of urban and rural compulsory education school layout construction mechanism, adjust measures to

local conditions, many measures simultaneously, vigorously improve the rural schools and urban weak school conditions.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** adopt the way of single school zoning and multi-school zoning to solve the problem of children's admission. Shaanxi defines the corresponding primary school for each junior high school, and the students of the corresponding primary school directly enter the junior high school to study, which is called single school zoning, so as to promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 2:** Implement multi-school zoning for hot schools in some hot areas, and one school district may correspond to several junior high schools. The school district primary school graduates to go to the hot junior high school, through the method of computer assignment for enrollment. Students who do not enter the hot schools can also be arranged to enroll at other schools. The core essence of multi-school zoning is to cool down the "school district housing", guide parents to rationally choose the school, and let every student have equal access to school, so as to promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 3:** Solve the current problems of "school choice fever", "large class size" and "heavy burden" through reform, promote educational equity, and provide fair opportunities for every student to enroll, so as to promote the balanced development of the quality distribution of basic education students in urban and rural areas in Shaanxi Province;

**Strategy 4:** If the number of applicants exceeds the plan, they will take the form of computer random assignment and interview to determine the source of students, and the ratio of computer random assignment and interview is 4:6. Each student can only apply for one private school. In this process, relevant departments will supervise the whole process and carry out sunshine enrollment to ensure the fairness and fairness of the process, procedures and results, so as to promote the

balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: Compulsory education is the basic education in China's education system, and it is the basic guarantee for the whole people to receive education. However, in China's rural and urban areas, the gap between education still exists, and even is still widening step by step. In cities, the teaching conditions of primary school education are relatively good, the school facilities are complete, and the teaching equipment, libraries, laboratories and other resources are more sufficient. In rural areas, many primary schools have relatively poor teaching conditions, and their infrastructure, teaching equipment, teaching resources and other aspects are not as good as urban primary schools. For example, some rural primary schools may not have computers, multimedia classrooms, libraries, laboratories and other teaching resources like urban primary schools, and even the facilities such as blackboard, desks and chairs in the classrooms are more humble than those of urban primary schools. The lack of these conditions will affect the teaching effect, affect the students' interest in learning and teaching results, and even many rural primary schools, even the art class, music class are not, all day long is Chinese, mathematics, mathematics, Chinese.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** The government should improve the teaching facilities and teaching equipment of rural basic education schools to promote the balanced development of teaching environment;

**Strategy 2:** Rural schools should establish libraries and laboratories to make teaching resources more sufficient and promote the balanced development of teaching environment;

**Strategy 3:** Purchase computers and classroom installation of multimedia for rural primary and secondary schools to enrich teaching resources and promote the balanced development of teaching environment;

**Strategy 4:** open rich courses, art, music, etc., to cultivate students' interest in learning and promote the balanced development of teaching environment.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: We will deepen the reform of the management of rural teachers, and strive to address the problem of the small number of teachers in rural schools. Due to the shortage of excellent teachers and the new teachers who cannot be recruited in time, most rural schools fall into the dilemma of structural shortage of teachers. The Opinions make it clear that efforts should be made to deepen the reform of rural teacher management, alleviate the shortage of talents in rural schools, and improve the professional supply of rural teachers. At the same time, the Opinions also clarified a series of measures to supplement rural teachers, including innovating and exploring the staffing management of teachers, promoting the reform of "county management and school employment", providing rural teachers in various forms, expanding career growth channels, adhering to the training of rural leaders, and creating diversified development space.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Deepen the reform and implement the teacher staffing management system;

**Strategy 2:** Provide teachers for rural schools in various forms, strengthen teacher training, expand teacher career growth channels and evaluation and employment system;

**Strategy 3:** Strengthen the training of rural teachers and increase sufficient scientific research funds;

**Strategy 4:** Improve the treatment of rural teachers and attract better teachers to rural schools.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: It is very important to set up educational funds to improve the quality and treatment of rural teachers. Rural areas often face the problem of loss of excellent teachers, and excellent educational talents are attracted to work in urban schools. Therefore, it is necessary to attract teachers to teach in rural areas by raising the salary of rural teachers, setting up education incentive funds and career development platforms. At the same time, it provides professional training and continuing education opportunities for rural teachers to improve their educational and teaching ability.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Improve the investment of rural education funds, improve the quality and treatment of rural teachers;

**Strategy 2:** Improve the investment in rural education, improve the treatment of rural teachers, and stabilize rural school teachers;

**Strategy 3:** Improve the investment of rural education funds and attract excellent teachers to teach in rural schools;

**Strategy 4:** Improve the investment of rural education funds, provide professional training and continuing education opportunities for rural teachers, and improve their education and teaching ability.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: Educational institutions at all levels in Shaanxi province have introduced many training courses to improve the quality of teachers, but not all of them are applicable to rural teachers. At present, rural teachers are in different situations, they need a set of targeted training courses, in line with the actual situation of their education to learn. The content of training teachers must be targeted in order to have an ideal effect.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Increase the investment in rural teacher training;

**Strategy 2:** Optimize the training content and method, and combine online countryside;

**Strategy 3:** Improve the information literacy of rural teachers.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: There are differences in education policy orientation between urban and rural areas in Shaanxi Province. While urban education policies pay more attention to education quality and innovation, rural education policies pay more attention to universal education and basic ability cultivation. This difference in policy orientation leads to different

development paths of urban and rural education, which needs to be taken into consideration to promote the coordinated development of urban and rural education.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Improve policies and systems, strengthen the integration of urban and rural development, and promote the balance between urban and rural basic education;

**Strategy 2:** All urban and rural areas in Shaanxi Province should establish supporting incentive policies according to the local education situation to ensure the balanced allocation of educational resources;

**Strategy 3:** Use the network platform to broaden the learning channels, so that rural students can also have access to cutting-edge knowledge.

#### **Interviewee 7:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: The distribution of students in urban and rural basic education in Shaanxi Province is characterized by urban concentration and rural dispersion, and is unbalanced. In cities, especially in big cities like Xi'an, the number of students in basic education shows a rapid growth momentum. For example, the number of primary school students in Xi'an has increased from 566,200 in 2015 to 992,200 in 2023, an increase of more than 75 percent, and the number of students in regular middle schools has also increased significantly. This reflects the shortage of urban basic education resources and the strong demand, but also brings the degree shortage and other problems. In addition, the layout of urban schools presents the characteristics of

dense and large scale, but the running conditions are still insufficient. In contrast, the enrollment situation of rural schools is more severe. Some rural middle schools are faced with the dilemma of losing students, and the number of registered students is far lower than expected, resulting in the inadequate utilization of school resources.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** formulated the plan to eliminate the "large class size", requiring the county as the unit to eliminate the "large class size" plan, established the "large class size" school, implemented the number of management, take active measures to make the class size of these hot schools can be reduced;

**Strategy 2:** All localities should actively strengthen the integration of educational resources to eliminate the "super-large class size" of 66 or more students;

**Strategy 3:** Strictly implement the school withdrawal and withdrawal procedures, actively run the village primary schools and teaching points, effectively improve the efficiency of the use of educational resources through the integration and reorganization of educational resources, and avoid the phenomenon of "construction while idle";

**Strategy 4:** Control the rapid growth of urban students through standardized management, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: The teaching environment is very important for student education. Especially in the family education environment, there are great differences in the concepts and values of rural and urban families. In rural areas, many parents think that reading is useless, as long as

their children have skills, and some parents even think that reading is a waste of time and energy. In cities, most parents believe that education is an important part of their children's growth, and they will try their best to provide a better learning environment and resources for their children to receive a better education. Rural families tend to pay more attention to practicality, let the children help with housework, learn agricultural skills and so on. Urban families pay more attention to cultivating children's interests and comprehensive qualities, and will encourage children to participate in various extracurricular activities and social activities to cultivate children's social skills and creativity. Not to mention those who work in cities, especially after both parents go out to work, and leave their children to take care of the elderly alone, it is difficult to ensure a good family education.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Family to improve a good learning environment and resources for students, so that children can receive better education;

**Strategy 2:** Cultivate students' interests and comprehensive qualities, encourage students to actively participate in various extracurricular activities and social activities, and cultivate children's social skills and creativity;

**Strategy 3:** Rural parents to improve good family education, parents' words and deeds, family education affects the healthy growth of students;

**Strategy 4:** Care for the basic education of left-behind children in rural areas, and pay attention to the healthy growth of students in the society.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: The gap between urban and rural teachers in Shaanxi Province is large, which is specifically reflected in the difficulty of expanding the establishment of teachers in various places. It is an

effective way to alleviate the shortage of teachers in rural schools to scientifically and reasonably promote the reform of "county management and school employment" and promote the integrated flow of urban and rural teachers. County tube school hired in "county", the key in the "school", county education administrative departments to formulate scientific and reasonable talent incentive policy, encourage urban excellent teachers to rural school exchange rotational, at the same time, to prevent urban schools through the method of "bottom out", will "eliminate" teachers to rural schools, through education gradually narrow the gap between rural and urban, play their respective advantages, cultivate required talents.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Promote local localities to incline to rural teachers in income distribution, fully implement and improve the living subsidy policy for rural teachers in contiguous poverty-stricken areas;

**Strategy 2:** Improve the salary and treatment of rural teachers, so that the actual income level of rural teachers is not lower than that of county and town teachers of the same rank, and continuously enhance the attractiveness of rural teachers;

**Strategy 3:** Establish a special honor system for rural teachers, where the provincial and county will give teachers certificates or encouragement for 30 years, 20 years or more, doing good deeds, so that the majority of rural teachers have more sense of gain;

**Strategy 4:** Continuously improve the living conditions of rural teachers, and expand the construction scale of revolving dormitories for teachers in rural schools in remote and difficult areas, so as to benefit more rural teachers.

4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: Increasing rural education funds, introducing technical education resources, and the application of technology can also effectively alleviate the shortage of rural education resources. In recent years, the development of online education resources such as distance education, online classroom and MOOCs has provided new ways to improve educational conditions in rural areas. Through electronic packages, the Internet and satellite communication technologies, high-quality educational resources can be transmitted to remote areas, so that rural students can enjoy similar or even the same educational resources as urban children.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Increase funds for rural education and introduce technical education resources;

**Strategy 2:** Increase the funds for rural education to alleviate the shortage of rural education resources;

**Strategy 3:** Increase rural education funds, purchase online education resources, and improve rural education conditions;

**Strategy 4:** Increase funds for rural education and transfer high-quality education resources to remote areas.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: The management system of urban and rural teacher training in Shaanxi Province is not perfect, and the main places for rural primary and secondary school teachers are often specialized in county-level training schools. However, we find that many county-level training schools have relatively loose management of teacher training, and there is no complete assessment mechanism.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Establish a long-term mechanism to ensure the sustainable and balanced development of urban and rural teacher training;

**Strategy 2:** Improve the management system of urban and rural teacher training in Shaanxi Province;

**Strategy 3:** Establish and improve the incentive mechanism for rural teachers, and improve their status and living treatment.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: Shaanxi province urban and rural teachers exist in differences, urban teachers are strong, and rural teachers are relatively weak, the gap between urban and rural teachers is large 1. Despite measures such as the special post plan for rural teachers, the treatment and career development space of rural teachers still need to be improved to attract more excellent teachers to teach in rural areas.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Strengthen the construction of rural teachers, improve their professional quality and teaching ability.

**Strategy 2:** Implement the "post-rotation volunteer teaching & quot; system, encourage high-quality teachers to serve in rural areas, and provide sufficient training and development opportunities, so as to narrow the gap between urban and rural teachers.

**Strategy 3:** Improve the treatment of rural teachers, enhance their professional attractiveness, and ensure the stability and development of teachers;

Strategy 4: Deepen the reform of the evaluation system of rural teachers, and explore the evaluation system and mechanism suitable for the development of rural teachers;

**Strategy 5:** Improve the county in promotion, promotion, treatment guarantee, training and other aspects.

**Interviewee 8:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: With the acceleration of social development and urbanization process, more and more parents choose to send their children to the cities to study, and rural schools have lost some high-quality students. In addition, the layout of rural schools is relatively scattered, the scale is small, but the school conditions may be relatively loose. In general, there is an unbalanced distribution of students in urban and rural basic education in Shaanxi Province. Students in urban schools are concentrated and tight, while rural schools are faced with the problems of loss of students and insufficient utilization of resources. In order to alleviate this imbalance, the government, schools and all sectors of society need to work together to increase the investment and support for rural education, improve the educational quality and attractiveness of rural schools, so as to narrow the educational gap between urban and rural areas.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** Reasonably plan the layout of rural schools in Shaanxi Province, balance the distribution of student quality, alleviate the concentration of students in urban schools, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 2:** Optimize the layout and build small-scale schools by category. Make a comprehensive survey of small schools in the city, scientifically study the changes of students, reasonably adjust the planning and layout of rural schools, and promote the balanced development of the distribution of the quality of urban and rural basic education students in Shaanxi Province;

**Strategy 3:** For the schools that must be retained, consolidate and improve according to the requirements of standardized school construction, and promote the balanced development of the quality distribution of students in urban and rural basic education in Shaanxi Province;

**Strategy 4:** For too small schools, they should be withdrawn and merged in accordance with laws and regulations, and orderly guide the merged schools to rationally distribute students through nearby enrollment, school bus transportation and senior boarding, so as to ensure that students can go to school and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province.

## **2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: In terms of teaching environment, rural primary school students are generally faced with restrictions on living conditions, cultural environment and other aspects, which may bring psychological burden to students and affect their learning interest and self-confidence. In contrast, the urban living conditions and cultural environment of primary school students are relatively superior, and this sense of superiority may enhance their confidence and motivation to learn. At the same time, rural primary school students and urban primary school students differ in personality, emotion, and values. For example, rural children are usually shy and introverted, while urban

children are more open and confident. This difference may affect students' learning and social performance.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** School and family to cultivate students' interest and confidence, and create a good family environment and learning environment for students;

**Strategy 2:** Improve students' confidence and learning motivation, carry out rich campus cultural activities, and create teaching environment conditions;

**Strategy 3:** Rural teachers actively pay attention to students, and cultivate students comprehensive ability through rich extracurricular cultural activities and practical activities;

**Strategy 4:** Provide students with a good learning environment, such as visiting museums and science museums, through practical activities and volunteer service activities.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Urban schools have more excellent teachers, while rural schools face a serious shortage of teachers. According to statistics, the shortage of rural primary and secondary school teachers is more than 1 million. This has led to a shortage of teachers in rural schools, with only one or two teachers responsible for many subjects, and their educational level and teaching experience are relatively low. The professional quality of rural teachers can be improved by sending excellent teachers to rural areas and carrying out network training.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** By allowing "famous, special and excellent" teachers to achieve flexible and reasonable flow under the premise of completing their own work. This model can make full use of the resources of excellent teachers to improve the overall teaching quality;

**Strategy 2:** Optimize the allocation of urban and rural teacher resources, adjust the distribution of teachers' specialties, and promote the mutual support and cooperation of various high-quality teachers;

**Strategy 3:** Encourage excellent urban teachers to volunteer in rural schools and improve the teachers and teaching level of rural schools;

**Strategy 4:** To increase the training of rural teachers to improve their educational level and teaching experience.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: It is also helpful to increase funds for rural education and establish urban and rural interaction mechanisms. The government and educational institutions can create pair assistance plans between urban schools and rural schools, and promote the sharing of educational resources between urban and rural areas through personnel exchanges, sharing of resources and joint educational programs. Urban schools can send excellent teachers to rural areas and share advanced educational ideas and teaching methods; rural schools can feed back local culture and knowledge experience to urban partners.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Increase rural education funds, establish an urban-rural interaction mechanism, and help the development of rural education;

**Strategy 2:** Increase funds for rural education and create a pair assistance plan between urban schools and rural schools;

**Strategy 3:** Increase funds for rural education, and select excellent teachers to teach in rural areas;

**Strategy 4:** Increase the funds for rural education, and cultivate advanced educational concepts and teaching methods for rural teachers.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: In the training of rural primary and secondary school teachers, the school where the teachers are located also does not pay enough attention to the training, and lacks the corresponding management and assessment mechanism. First of all, the workload of rural teachers is large, especially in many remote mountain villages. A teacher has multiple roles, not only responsible for daily teaching, but also responsible for student safety, campus management and other affairs.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Strengthen the specialization, standardization and precision of teacher training, to ensure that the training content matches with the actual needs of rural teachers.

**Strategy 2:** Expand the special post plan and strengthen the directional training;

**Strategy 3:** Implement the urban and rural teachers' learning community project and optimize the allocation of teacher resources.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: The quality and balanced development of compulsory education in urban and rural areas is not only conducive to the integration of urban and rural areas, but also conducive to the goal of social equity and justice. In the process of compulsory education in urban and rural areas quality balanced development, policy support is to realize the education fair development goal of "stabilizer", influenced by social development gradient strategy, compulsory education development is the development of lightweight inertia, education policy also presents the city township, the development of compulsory education development funds, teachers and educational conditions to the key schools, the focus of the construction of Shaanxi province school mostly concentrated in the city, which makes the urban and rural school construction has a huge gap.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Leading the integration of urban and rural education with the scientific development view;

**Strategy 2:** Party committees and governments at all levels should attach great importance to, fully implement the strategic position of education priority development, accelerate the development of rural education, grasp education as grasping the economy, earnestly perform the leadership responsibility of education reform and development, establish the position of education "top" project, and narrow the gap between urban and rural education;

**Strategy 3:** Integrate and utilize educational resources, optimize the layout of urban and rural primary and secondary schools, and promote the common development of urban and rural education.

**Interviewee 9:**

1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province?

### What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: The distribution of basic education students in urban and rural areas in Shaanxi Province is unbalanced. The source of urban schools is relatively concentrated, and there are problems such as "difficulty in enrollment" and "large class size". With the acceleration of urbanization, more and more parents choose to send their children to urban schools, leading to a surge in the number of students in urban schools. Especially in some popular schools, due to the limited degree, there is a "difficult enrollment" problem. At the same time, due to the excessive number of students, some urban schools have a "large class size" phenomenon, which affects the teaching quality and students' learning experience. Rural schools have a serious loss of students and face the challenge of "hollowing out". Compared with urban schools, rural schools are difficult to attract and retain high-quality students due to their remote geographical location and relative lack of educational resources. In order to enable their children to receive a better education, some parents choose to send their children to urban schools, resulting in a decreasing number of students in rural schools and even a "hollowing out" in some schools. This not only affects the teaching quality of rural schools, but also brings severe challenges to the development of rural education.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** To solve the problem of "hollowing out", we should first improve the management level, and then improve the quality of teaching. At present, Shaanxi is taking active measures, focusing on the local urbanization process, the change of school-age population, traffic and school habits, reasonable layout of rural schools, adopt a variety of ways to ensure the school-age children in rural areas to the nearby school, promote the balanced development of urban and rural basic education students in Shaanxi Province;

**Strategy 2:** Actively explore the school district system management reform, through the high quality schools and rural schools form a common development of the alliance, the urban school management mode, excellent teaching method input to rural schools, thus the overall promotion of rural school level and teaching quality, keep can accept in rural education school-age children and teenagers, let them to accept fair education at home, rural school "hollowing out" problem, promote the quality of shaanxi urban and rural basic education students distribution balanced development;

**Strategy 3:** Strengthen education supervision and governance. Strictly crack down on illegal behaviors in the field of education, maintain the fairness and justice of education, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 4:** Strengthen the integration of urban and rural areas, stabilize the distribution of the quality of rural students, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: At present, the educational environment of urban and rural primary schools has been significantly improved in recent years. First of all, the school's hardware equipment has been basically improved. In the past, the school was poorly equipped, and the students studied in an uncomfortable environment. Through government funding, the school has purchased new teaching equipment, including electronic classrooms, computers and laboratories. The introduction of these devices has greatly improved the quality of teaching, and students can learn and grow in a better environment. Secondly, many rural village committees' special support for school work also plays an important

role. The village committee has actively carried out a series of activities to provide special support for the school. For example, prevent drowning every summer to ensure the safety of students; subsidize poor students to reduce their family financial pressure; care for left-behind children and help them solve difficulties in life and study. These activities not only improve the students' enthusiasm for learning, but also enhance the villagers' recognition and support for the school. The educational environment of rural primary schools has been significantly improved, but it still faces the problem of insufficient students and teachers. We look forward to more support and attention for rural education to create a better future for rural children.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** The school will continue to invest funds, improve the teaching facilities, and create a comfortable teaching environment;

**Strategy 2:** Rural basic schools can cooperate with the village committee to support the village committee to improve the teaching environment;

**Strategy 3:** Provide poverty aid to poor students in rural basic education schools, create a good learning and education environment for students, care for poor rural students and left-behind children, and narrow the gap of teaching environment in urban and rural schools;

**Strategy 4:** unite with all sectors of society to pay attention to the rural education and teaching environment and improve the teaching environment.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: The imbalance between urban and rural education in China has always been a topic of great concern. The gap between urban and rural areas is not only reflected in economic development and social resource allocation, but also profoundly affects the field of education. In terms

of teaching strength, urban teachers generally have higher educational background and professional level, while rural teachers have problems such as low educational background and different majors. The teachers of rural schools are relatively insufficient, the number of teachers is limited, and the training level and educational background of teachers are generally low. In contrast, urban schools have more high-quality teachers, who have more professional knowledge and educational experience. The imbalance of teachers leads to the gap in the quality of education of students in different regions.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Reform, supplement and cultivate training methods to improve the ability and quality of rural teachers;

**Strategy 2:** Constantly improve teacher training to enhance the applicability and effectiveness of teacher and principal training;

**Strategy 3:** reform teacher education, strengthen the localization training of normal university students, combine the reality of rural education, and train rural teachers or general teachers specializing in multiple skills, so that they can go, stay and teach well;

**Strategy 4:** Enhance teachers' basic skills, improve their teaching level, comprehensively improve the application ability of information technology, and narrow the gap between urban and rural teachers;

**Strategy 5:** Promote and drive the reasonable flow of teachers by sending principals from cities to rural areas. The dispatch of principals can promote the improvement of the teachers and management level of the whole school.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: There is an obvious gap in urban and rural

education investment. The educational investment of urban schools in Shaanxi is generally higher than that of rural schools. This gap is mainly reflected in the allocation of educational resources. Due to the high level of economic development, cities can provide more educational funds and resources, while rural areas are relatively scarce. To narrow this gap, the government needs to increase investment in rural education and improve the infrastructure and faculty of rural schools. In fact, some areas have taken corresponding measures. For example, Xi'an city has optimized the structure of capital investment and tilted funds to rural areas such as weak education to support the development of rural education. Joint non-profit organizations and social enterprises to invest education funds in rural schools, and the participation of non-profit organizations and social enterprises should not be ignored. For example, many charities have set up libraries in rural areas, set up scholarships, and sponsored students to participate in summer camps to vigorously support the development of rural education. In addition, commercial companies can provide educational resources and employment opportunities for rural students through CSR programs.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Increase the rural education funds and improve the infrastructure of rural schools;

**Strategy 2:** Increase the rural education funds, improve the teachers of rural schools;

**Strategy 3:** Increase the rural education funds, optimize the structure of capital investment, and tilt the funds to the outer suburban areas to support the development of rural education;

**Strategy 4:** Increase the funds for rural education, set up scholarships, sponsor students to participate in various practical teaching activities, and vigorously support the development of rural education.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted**

**to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: In the training of urban and rural teachers, it reflects the poor enthusiasm of some rural teachers in training, the relationship between teacher training and personal career development and teaching quality, and even the lack of understanding of the important role of rural education development. Therefore, many rural primary and secondary school teachers have a tired and fluke pass on teacher training psychology, which lead to the quality of teacher training is not ideal.

The strategies to improve the balanced development of teacher training in schools are as follows:

**Strategy 1:** Improve the training effectiveness and improve the incentive mechanism;

**Strategy 2:** Strengthen the evaluation and feedback of the training effect, and constantly improve the training method and content;

**Strategy 3:** Improve the enthusiasm of urban and rural teachers in training and establish a training incentive system.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: The development of China's basic education policy of private overall emphasis on balanced emphasis on the development of shaanxi province through in recent years through financial input to promote rural weak school standardization construction in order to realize the balanced conditions, the state issued "the culture plan" balanced school teachers team construction, basic education school admissions using "quota allocation"

"central allocation admission" guarantee students equilibrium, the basic narrow basic education imbalance between urban and rural areas.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** The fundamental to solve the problems of "agriculture, rural areas and farmers" is the starting point of narrowing the gap between urban and rural areas. The reasonable allocation, effective development and full use of educational resources such as teachers, layout adjustment, funds and investment can better promote the common development of education in the area;

**Strategy 2:** For the local changes of students, the withdrawal, relocation and new construction can be adopted to improve the rationality of the school layout;

**Strategy 3:** the investment of school resources should be considered comprehensively, especially to strengthen the transformation of rural primary and secondary schools, to narrow the gap between inter-school hardware construction.

**Interviewee 10:**

**1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The views on the current situation of quality distribution balance of students in urban and rural basic education in Shaanxi Province is as follows: In recent years, Shaanxi Province has made remarkable achievements in promoting the balanced development of urban and rural basic education. In order to alleviate the unbalanced distribution of students for basic education in urban and rural areas, the Shaanxi provincial government has taken a series of measures, such as increasing investment in education, promoting the balanced development of compulsory education, and optimizing the layout and structure of schools. The implementation of these measures will help to narrow the gap between urban and rural education, improve the education quality and attractiveness of rural schools, and thus promote

the balanced development of the distribution of urban and rural basic education students. The government has continuously increased its investment in basic education, striving to improve the quality of education and promote equity in education. Through the implementation of a series of policies and measures, such as the "elite schools +" group education project, the improvement of weak links and capacity improvement project of compulsory education, Shaanxi Province has effectively promoted the integrated development of urban and rural education. Some rural schools still face the dilemma of losing students, and the number of registered students is lower than expected, resulting in the inadequate use of school resources. With the depression of county economy and the aggravation of brain outflow, the problem of loss of high-quality students in rural areas is becoming more and more serious. In pursuit of better educational resources and environment, some qualified and capable families have sent their children to neighboring cities. This trend not only exacerbates the educational gap between urban and rural areas, but also brings great difficulties to the teaching and management of rural schools.

The strategies to improve the balanced and sustainable distribution of students' quality are as follows:

**Strategy 1:** Increase education investment, promote the balanced development of compulsory education, optimize the layout and structure of schools, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 2:** Narrow the gap between urban and rural education, improve the education quality and attractiveness of rural schools, so as to promote the balanced development of the distribution of urban and rural basic education students, and promote the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province;

**Strategy 3:** The government continuously increases the investment in basic education, strives to improve the quality of education, promote education equity, and promote the balanced development of the quality distribution of basic education students in urban and rural areas in Shaanxi Province;

**Strategy 4:** Establish the project of improve weak links and capacity of compulsory education. Shaanxi Province has effectively promoted the integrated development of urban and rural education and promoted the balanced development of the quality distribution of urban and rural basic education students in Shaanxi Province.

**2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The views on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province is as follows: Rural education has always been an important part of China's education system. However, rural education has faced many challenges due to various factors including history, geography and economy. Schools in rural areas often face infrastructure difficulties. Many rural schools have small classrooms, poorly equipped classrooms, and lack of necessary educational resources such as libraries and laboratories. In addition, inconvenient transportation and unstable supply of water and electricity also bring problems to rural education. In order to improve the rural education infrastructure, the government should increase the investment, increase the financial support for the rural schools, and improve the level of the infrastructure construction. At the same time, advanced scientific and technological means can be introduced, and the Internet and other technological means can be used to provide broader educational resources for rural students.

The strategies to improve the balanced development of teaching environment in schools are as follows:

**Strategy 1:** Create multimedia classrooms in rural basic education schools, so that students can enjoy a good education and teaching environment;

**Strategy 2:** To create a library in rural basic education schools, students can improve their reading volume and improve a good teaching environment for students;

**Strategy 3:** Establish a laboratory in rural basic education schools and offer science and technology courses to create a good teaching environment for students;

**Strategy 4:** Improve the rural school traffic, through the convenient traffic, to create a good learning environment for students;

**Strategy 5:** Improve the classrooms in rural schools. Some poor areas, the classrooms are very simple, so that students can enjoy a good teaching environment;

**Strategy 6:** To improve the rural education infrastructure, the government should increase the investment, increase the financial support for the rural schools, and improve the level of the infrastructure construction;

**Strategy 7:** Introduce advanced scientific and technological means, and use the Internet and other technological means to provide broader educational resources for rural students.

**3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The views on the current teachers' strength of urban and rural basic education schools in Shaanxi Province is as follows: Current shaanxi urban and rural teachers structure difference is bigger, rural schools and urban schools gap between teachers and students, rural primary school teachers professional degree is low, less number, the lack of sound and beauty art course professional teachers, large proportion of rural primary school teachers, and urban school teachers relatively younger, rural primary school teachers' overall degree is low, special post teachers become the backbone of rural compulsory education, its degree requirement for college, and urban schools requires teachers at least undergraduate graduation. Rural education needs to strengthen teachers, build a team of high-quality teachers, strengthen mutual learning between urban and rural areas, and narrow the gap faster.

The strategies to improve the balanced development of teachers' strength in schools are as follows:

**Strategy 1:** Provide more professional training opportunities for rural teachers, such as organizing regular training courses combining online and offline teaching skills and educational concepts, to help them update their knowledge and improve their teaching level. This helps to improve the overall quality of rural teachers;

**Strategy 2:** Establish a regular job rotation exchange system for urban and rural teachers, so that urban and rural teachers have the opportunity to learn from each other, share teaching experience and resources, and promote the integration of urban and rural education concepts and methods. This communication can optimize the allocation of teachers' resources and promote the balanced distribution of educational resources;

**Strategy 3:** Promote the reasonable flow of teachers within the group through the establishment of an elite school group. This mode can drive the development of other schools with the help of the resources of famous schools, and realize the balanced allocation of teacher resources;

**Strategy 4:** Promote the reasonable flow of teachers between urban and rural community schools through the management of good urban schools or the direct management of neighboring rural schools. This model can strengthen the connection between urban and rural schools, and realize the sharing of teacher resources;

**Strategy 5:** Promote the reasonable flow of teachers through the direct management or management of many nearby schools and teaching points. This mode can better coordinate and allocate teacher resources, and realize the optimal allocation of resources.

**4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The views on the current education funds of urban and rural basic education schools in Shaanxi Province is as follows: Improving the investment of rural education funds is a key link to solve the gap between urban and rural education. Government

spending in rural education should increase substantially. By increasing the investment in the funds of education in rural areas, efforts can be made in the construction and reconstruction of rural schools to improve the hardware facilities and educational resources of rural schools. In addition, the government can also increase financial aid for poor students to ensure that every child has equal access to quality educational resources.

The strategies to improve the balanced development of education funds in schools are as follows:

**Strategy 1:** Optimize the fund allocation structure to realize the balance between urban and rural education funds;

**Strategy 2:** The government should formulate scientific and reasonable education policies to ensure the reasonable distribution of educational resources in different regions and between different schools;

**Strategy 3:** an effective way to establish a diversified fund-raising mechanism to promote the balance of urban and rural education funds;

**Strategy 4:** Increase the funds of rural education, and increase the financial aid for poor students;

**Strategy 5:** Increase the rural education funds, improve the hardware facilities and educational resources of rural schools.

**5. What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The views on the current teacher training of urban and rural basic education schools in Shaanxi Province is as follows: The number of teachers in the remote and poor rural areas of Shaanxi Province is limited, and the professional ability, teaching and research ability, innovation ability, teacher training level and educational background of the rural teachers are also generally low. Teacher training is insufficient, in many areas due to financial restrictions, limited teacher training opportunities, it is difficult to improve the teaching level.

The strategies to improve the balanced development of teacher training in schools are as follows: Strategy 1: Establish a learning community for urban and rural teachers, and realize the sharing and sharing of high-quality educational resources through the guidance of famous teachers and the joint teaching and research of backbone teachers; Strategy 2: send teachers to the countryside to promote the exchange and cooperation between urban and rural teachers; Strategy 3: Improve the funding input of urban and rural teacher training, and create more training opportunities for rural teachers.

**6. What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The views on the current basic education policies and systems of urban and rural basic education schools in Shaanxi Province is as follows: Shaanxi Province has launched the policy of "teacher exchange and rotation" in urban and rural basic schools, which gradually expands the channels of urban and rural teacher exchange and rotation, and also promotes the integration of urban and rural teachers under the background of new urbanization. However, from the perspective of policy design, there are shortcomings that conflict with the logic of education itself. For rural students, the uncertain rotation cycle leads to the stable decline of the relationship between teacher and student, which affects students' academic performance and physical and mental development. This situation will not exist for urban students.

The strategies to improve the balanced development of basic education policies and systems in schools are as follows:

**Strategy 1:** Set up "national rural teacher positions" in poor rural areas, publicly recruit rural primary and secondary school teachers from the society, and stipulate a certain service period and relevant treatment enjoyed;

**Strategy 2:** Improve the system of sending teachers and classes to the countryside, strengthen the professional guidance for rural teachers, and constantly improve the school-based training mode;

**Strategy 3:** Strengthen teachers' awareness of professional development, and help schools to train academic leaders;

**Strategy 4:** Strengthen the poverty alleviation policy of urban and rural basic education;

**Strategy 5:** Closely combine the actual situation of education and economic development in underdeveloped areas, encourage developed areas and rural underdeveloped areas to help.

Through the implementation of semi-structured interviews with the participants and subsequent organization and analysis of the interview data, the findings reveal that:

**Question 1: What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?**

The current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. Current urban and rural basic education in shaanxi province students quality distribution exists the phenomenon of imbalance, urban school students high quality, excess students, and rural school students loss serious, uneven distribution of urban and rural education students, rural students flock to the city to school, degree, students to school difficult problem, rural school students the less.

To improve the balanced and sustainable distribution of students' quality ,several strategies can be implemented.1) The government issues policies to standardize urban and rural enrollment and strengthen the management of school status; 2) Strengthen rural school education and stabilize the distribution of students' source quality; 3) Optimize the layout, classify small-scale schools, divide school districts, and students go to school nearby; 4) Strengthen education poverty alleviation in rural and remote areas and provide fair education opportunities; 5)

Strengthen the degree management of urban students and ensure small classes; 6) Strengthen the investment of rural education funds and stabilize the quality distribution of rural schools; 7) Strengthen the integration of urban and rural areas and improve the quality of rural teaching.

**Question 2: What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?**

The current teaching environment situation of urban and rural basic education schools in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. Shaanxi Province has made significant progress in the educational conditions of urban and rural basic education schools, but it still faces some challenges. There is still a certain gap between the teaching environment of urban schools and township schools, and the comparison is very obvious. The most basic is the different teaching environment. Schools in big cities have relatively advanced teaching equipment, multimedia classrooms, libraries, laboratories, network learning resources, etc., while rural schools are relatively scarce. As for the family education environment, there are great differences between the concepts and values of rural families and urban families. The parents of urban students have relatively good family economy and attach great importance to students' learning, which will also create a good family learning environment for students. In terms of teaching environment, rural primary school students are generally faced with restrictions on living conditions, cultural environment and other aspects, which may bring psychological burden to students and affect their learning interest and self-confidence.

To improve the balanced development of teaching environment in schools, several strategies can be implemented. 1) The government should increase financial support for rural schools; 2) Provide poverty assistance to poor students in rural basic education schools; 3) Strengthen the improvement of school teaching environment and classroom construction; 4) Improve campus facilities and optimize the teaching

environment; 5) Increase multimedia equipment to promote the balanced development of basic teaching development of basic teaching environment; 6) Unite the community to improve the rural teaching environment.

**Question 3: What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?**

The current teachers' strength of urban and rural basic education schools in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. Shaanxi province urban and rural basic education teachers strength is unbalanced situation, urban school teachers, high number of high degree, teaching experience, participate in teaching activities, high salary, training opportunities are more, the current many rural teachers are to work in urban schools, the city school teaching resources are relatively rich, rural school teachers is relatively insufficient, the number of teachers is limited, teachers' training level and education background is generally low. Urban schools have more excellent teachers, while rural schools face a serious shortage of teachers.

To improve the balanced development of teachers' strength in urban and rural basic education, several strategies can be implemented. 1) Guide excellent teachers to teach in rural schools and improve the education quality of rural schools; 2) Comprehensively promote the reform of county management and school employment management system; 3) Establish the regular rotation and exchange system of urban and rural teachers; 4) Deepen the reform of professional title system; 5) Improve the treatment of rural teachers and attract more excellent teachers to rural schools; 6) Optimize the allocation of urban and rural teachers and adjust the allocation of teachers.

**Question 4: What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?**

The current education funds of urban and rural basic education schools in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. The educational investment of urban schools in Shaanxi is generally higher than that of rural schools. This gap is mainly reflected in the allocation of education resources, city due to the high level of economic development, to provide more education funds and resources, Shaanxi urban and rural school teaching fund difference is bigger, urban schools usually have more high quality education resources, such as advanced teaching equipment, rich curriculum resources and excellent teacher team, while rural areas are relatively scarce. To narrow this gap, the government needs to increase investment in rural education and improve the infrastructure and faculty of rural schools. In contrast, there are significant gaps in rural schools in these areas. There are also great differences in urban and rural families in Shaanxi province, and the investment of urban families in education is generally higher than that of rural families.

To improve the balanced and sustainable development of education funds in urban and rural basic education, several strategies can be implemented.1) The government shall increase financial support for rural education and improve the hardware facilities of rural schools; 2) Share educational resources to open high-quality urban education resources to rural schools; 3) Encourage the investment of social education funds and establish the supervision mechanism of education fund investment; 4) Implement precise assistance through educational poverty alleviation funds; 5) Increase education funds to provide professional training opportunities for rural teachers and improve teaching ability;6) Increase funds for rural education and transfer high-quality education resources to remote areas;7) Invest funds in education and implement the system of urban and rural teachers.

**Question 5: What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?**

The current teacher training in urban and rural basic education schools in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. There is also a large gap between urban and rural teacher training in urban and rural basic education schools in Shaanxi Province, which seriously affects the balanced development of rural education. Shaanxi Province has launched a series of teacher training to improve the personal quality and professional skills of rural primary and secondary school teachers. Due to the differences in training opportunities, resources and information literacy, the training effect is also unbalanced. The management system of urban and rural teacher training in Shaanxi Province is not perfect, and the main places for rural primary and secondary school teachers are often specialized in county-level training schools. However, we find that many county-level training schools have relatively loose management of teacher training, and there is no complete assessment mechanism. The number of teachers in the remote and poor rural areas of Shaanxi Province is limited, and the professional ability, teaching and research ability, innovation ability, teacher training level and educational background of the rural teachers are also generally low.

To improve the balanced and sustainable development of teacher training in urban and rural basic education, several strategies can be implemented. 1) Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and give the training to rural schools; 2) Increase the funds of rural teacher training, and promote the balance of urban and rural teacher training; 3) Establish a long-term mechanism to ensure the sustainable and balanced development of urban and rural teacher training; 4) Strengthen the specialization, standardization and precision of teacher training, ensure that the training content matches the actual needs of rural teachers; 5) Implement the implementation of urban and rural teacher learning community projects and optimize the allocation of teacher resources; 6) Enhance the enthusiasm of urban and rural teacher training, and establish the training incentive system.

**Question 6: What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What**

**strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?**

The current balance between urban and rural basic education policies and systems in Shaanxi Province, based on insights from ten interviewees, presents a multifaceted perspective. National education policy to balanced layout of compulsory education resources, the students quality distribution, teachers, teacher training, education funds balanced sustainable development, improve the county urban and rural education integration management system, with county rural level 3 collaborative education system continue to supplement the rural education, gradually narrow the gap between regional, urban and rural, school, group, constantly optimize the allocation of urban and rural education resources, promote the balanced development of education quality. However, the unbalanced allocation and low mobility of resources in urban and rural education also lead to the disadvantages of "urban and rural differences" and "urban orientation" in the compulsory education policy.

To improve the balanced balanced and systems development of basic education policies and systems in urban and rural areas, several strategies can be implemented.1) Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education; 2) Urban and rural basic schools constantly optimize the teaching conditions from their own, formulate corresponding incentive policies to improve the teaching quality; 3) The government should increase the investment in rural education, improve the rural education facilities; 4) Strengthen the cooperation and exchanges between urban and rural schools, and establish a regular resource sharing mechanism; 5) Use the "Internet + education" technology to break geographical restrictions and make high-quality education resources benefit every corner; 6) All urban and rural areas in Shaanxi Province should establish supporting incentive policies to ensure the balanced allocation of educational resources; 7) Implement the "post-rotation volunteer teaching" system, encourage high-quality teachers to serve in rural areas; 8) Strengthening poverty alleviation policies in urban and rural basic education.

**The details of the interview are as follows:**

The research team conducted 10 individual online interviews, ensuring a one-on-one setting to maintain confidentiality and minimize distractions for the interviewees. The collected data from these interviews were systematically analyzed and presented in Table 4.14.

Table 4.14 The interview content

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Frequency	Percentage
<b>Q1</b>	<b>Quality distribution of students</b>												
	1.The government issues policies to standardize urban and rural enrollment and strengthen the management of school status.	√	√	√	-	√	√	√	√	√	√	9	100%
	2. Optimize the layout, classify small-scale schools, divide school districts, and students go to school nearby.	√	√	√	√	√	√	√	-	√	√	9	90%
	3. Strengthen education poverty alleviation in rural and remote areas and provide fair education opportunities.	√	√	√	√	√	√	√	√	√	-	9	90%
<b>Q2</b>	<b>Teaching environment</b>												
	1. The government should increase financial support for rural schools.	-	√	√	√	√	√	√	√	-	√	8	80%
	2. Provide poverty assistance to poor students in rural basic education schools.	√	-	√	√	√	-	√	√	√	-	7	70%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Frequency	Percentage
	3. Improve campus facilities and optimize the teaching environment.	√	√	√	-	√	√	√	√	√	√	9	90%
	4. Increase multimedia equipment to promote the balanced development of basic teaching development of basic teaching environment.	√	√	√	√	√	√	√	√	√	√	10	100%
<b>Q3</b>	<b>Teachers' strength</b>												
	1. Guide excellent teachers to teach in rural schools and improve the education quality of rural schools.	√	√	√	√	√	-	√	√	√	√	9	90%
	2. Comprehensively promote the reform of county management and school employment management system.	√	√	√	√	√	√	√	√	√	√	10	100%
	3. Establish the regular rotation and exchange system of urban and rural teachers.	-	√	√	-	√	√	√	√	√	√	8	80%
	4. Deepen the reform of professional title system.	√	√	√	√	√	√	√	√	√	√	10	100%

Table 4.14 (Continued)

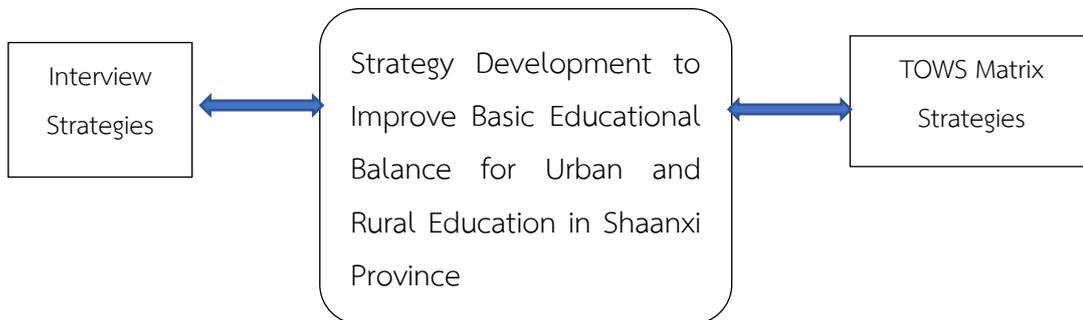
Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Frequency	Percentage
<b>Q4</b>	<b>Education funding</b>												
	1. The government shall increase financial support for rural education and improve the hardware facilities of rural schools.	√	√	√	√	√	√	√	√	-	√	9	90%
	2. Share educational resources to open high-quality urban education resources to rural schools.	√	√	√	-	√	√	√	√	√	√	9	90%
	3. Encourage the investment of social education funds and establish the supervision mechanism of education fund investment.	√	√	√	√	√	√	√	√	√	√	10	100%
	4. Implement precise assistance through educational poverty alleviation funds.	√	√	√	√	√	√	√	-	√	√	9	90%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Frequency	Percentage
<b>Q5</b>	<b>Teacher training</b>												
	1. Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and give the training to rural schools.	-	√	√	√	√	√	√	√	√	√	9	90%
	2. Increase the funds of rural teacher training, and promote the balance of urban and rural teacher training.	√	√	√	√	√	√	√	√	√	√	10	100%
	3. Establish a long-term mechanism to ensure the sustainable and balanced development of urban and rural teacher training.	√	√	√	-	√	√	√	√	√	√	9	90%
<b>Q6</b>	<b>Education policies and systems</b>												
	Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education.	√	√	√	√	√	√	-	√	√	√	9	90%

Table 4.14 (Continued)

Questions	Suggestions	Interviewer 1	Interviewer 2	Interviewer 3	Interviewer 4	Interviewer 5	Interviewer 6	Interviewer 7	Interviewer 8	Interviewer 9	Interviewer 10	Frequency	Percentage
	2. Strengthen the cooperation and exchanges between urban and rural schools, and establish a regular resource sharing mechanism.	√	√	√	√	√	-	√	√	√	√	9	90%
	3. All urban and rural areas in Shaanxi Province should establish supporting incentive policies to ensure the balanced allocation of educational resources.	√	-	√	√	√	√	√	-	√	√	8	80%



**Figure 4.1** Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

According to the results of the second part of the questionnaire analysis and the third part of the interview, the SWOT-PEST analysis and TOWS analysis of the interview content reveals that the balanced and sustainable development needs of urban and rural basic education in Shaanxi Province needs to be optimized in distribution of student sources, teaching environment, teacher strength, education funding, teacher training, education policies and systems. Based on questionnaires and interviews, this research proposed strategies for promoting balanced and sustainable development of urban and rural basic education in Shaanxi Province, which mainly includes six aspects, with a total of 40 strategies, as listed in Table 4.15 and Table 4.16.

**Table 4.15** List of strategies

NO.	Aspects of Strategies	Numbers of Measures
1	Distribution of student sources	3
2	Teaching environment	4
3	Teacher strength	4
4	Education funding	4
5	Teacher training	3
6	Education policies and systems	3
<b>Total</b>	<b>6</b>	<b>21</b>

**Table 4.16** Strategies to Promote Sustainable development to improve basic educational balance for urban and rural education in Shaanxi Province

Aspect	Strategies
<b>Distribution of student sources</b>	<ol style="list-style-type: none"> <li>1. The government issues policies to standardize urban and rural enrollment and strengthen the management of school status;</li> <li>2. Optimize the layout, classify small-scale schools, divide school districts, and students go to school nearby;</li> <li>3. Strengthen education poverty alleviation in rural and remote areas and provide fair education opportunities;</li> </ol>
<b>Teaching environment</b>	<ol style="list-style-type: none"> <li>1. The government should increase financial support for rural schools;</li> <li>2. Provide poverty assistance to poor students in rural basic education schools;</li> <li>3. Improve campus facilities and optimize the teaching environment;</li> <li>4. Increase multimedia equipment to promote the balanced development of basic teaching development of basic teaching environment;</li> </ol>
<b>Teacher strength</b>	<ol style="list-style-type: none"> <li>1. Guide excellent teachers to teach in rural schools and improve the education quality of rural schools;</li> <li>2. Comprehensively promote the reform of county management and school employment management system;</li> <li>3. Establish the regular rotation and exchange system of urban and rural teachers;</li> <li>4. Deepen the reform of professional title system;</li> </ol>
<b>Education funding</b>	<ol style="list-style-type: none"> <li>1. The government shall increase financial support for rural education and improve the hardware facilities of rural schools;</li> <li>2. Share educational resources to open high-quality urban education resources to rural schools;</li> </ol>

Table 4.16 (Continued)

Aspect	Strategies
<b>Teacher training</b>	3. Encourage the investment of social education funds and establish the supervision mechanism of education fund investment; 4. Implement precise assistance through educational poverty alleviation funds; 1. Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and give the training to rural schools;
<b>Education policies and systems</b>	2. Increase the funds of rural teacher training, and promote the balance of urban and rural teacher training; 3. Establish a long-term mechanism to ensure the sustainable and balanced development of urban and rural teacher training; 1. Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education; 2. Strengthen the cooperation and exchanges between urban and rural schools, and establish a regular resource sharing mechanism; 3. All urban and rural areas in Shaanxi Province should establish supporting incentive policies to ensure the balanced allocation of educational resources;

According to Table 4.16, the researchers provided strategies to improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province, which were divided into six aspects and included 21 measures. There are 3 measures for distribution of student sources, 4 measures for teaching environment, 4 measures for teacher strength, 4 measures for education funding, 3 measures for teacher training, and 3 measures for education policies and systems.

### Part 3: Evaluation of Appropriateness and Feasibility

The strategy for promoting balanced and sustainable development of urban and rural basic education in Shaanxi Province is evaluated based on its adaptability and feasibility. Expert evaluation adopts a structured form, presented through mean and standard deviation. This analysis demonstrates the overall effectiveness of the strategy and meets the current development needs of urban and rural basic education in Shaanxi Province. It can solve the problem of imbalanced development of urban and rural basic education in Shaanxi Province, and has certain adaptability and feasibility.

**Table 4.17** The average value and standard deviation of the evaluation of the adaptability and feasibility of strategies for improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province in six aspects

(n = 5)

Guidelines for the improving the balanced and sustainable development of urban and rural basic education	Suitability			Feasibility		
	$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
<b>Quality distribution of students</b>						
1 The government issues policies to standardize urban and rural enrollment and strengthen the management of school status	4.43	0.79	high	4.71	0.49	highest
2 Optimize the layout, classify small-scale schools, divide school districts, and students go to school nearby	4.14	0.38	high	4.71	0.49	highest
3 Strengthen education poverty alleviation in rural and remote areas and provide fair education opportunities	4.71	0.49	highest	3.86	0.38	high
<b>Total</b>	<b>4.43</b>	<b>0.55</b>	<b>high</b>	<b>4.43</b>	<b>0.45</b>	<b>high</b>

Table 4.17 (Continued)

(n = 5)

Guidelines for the improving the balanced and sustainable development of urban and rural basic education		Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
<b>Teaching environment</b>							
1	The government should increase financial support for rural schools;	4.86	0.38	highest	4.57	0.54	highest
2	Provide poverty assistance to poor students in rural basic education schools	3.86	0.69	high	4.57	0.54	highest
3	Improve campus facilities and optimize the teaching environment	4.29	0.49	high	4.71	0.49	highest
4	Increase multimedia equipment to promote the balanced development of basic teaching environment	4.14	0.38	high	4.29	0.76	high
<b>Total</b>		<b>4.29</b>	<b>0.49</b>	<b>high</b>	<b>4.54</b>	<b>0.58</b>	<b>highest</b>
<b>Teacher strength</b>							
1	Guide excellent teachers to teach in rural schools and improve the education quality of rural schools	3.86	0.69	high	4.29	0.76	high
2	Comprehensively promote the reform of county management and school employment management system	4.14	0.38	high	4.71	0.50	highest
3	Establish the regular rotation and exchange system of urban and rural teachers	4.14	0.38	high	4.86	0.46	high
4	Deepen the reform of professional title system	4.86	0.38	highest	4.01	0.82	high
<b>Total</b>		<b>4.25</b>	<b>0.46</b>	<b>high</b>	<b>4.47</b>	<b>0.51</b>	<b>highest</b>

Table 4.17 (Continued)

(n = 5)

Guidelines for the improving the balanced and sustainable development of urban and rural basic education		Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
<b>Education funding</b>							
1	The government shall increase financial support for rural education and improve the hardware facilities of rural schools	4.86	0.38	highest	4.43	0.54	high
2	Share educational resources to open high-quality urban education resources to rural schools	4.73	0.49	highest	4.57	0.54	highest
3	Encourage the investment of social education funds and establish the supervision mechanism of education fund investment	4.86	0.38	highest	4.57	0.54	highest
4	Implement precise assistance through educational poverty alleviation funds	4.72	0.46	highest	4.43	0.79	high
<b>Total</b>		<b>4.79</b>	<b>0.43</b>	<b>highest</b>	<b>4.50</b>	<b>0.60</b>	<b>highest</b>
<b>Teacher training</b>							
1	Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and give the training to rural schools	4.57	0.54	highest	4.57	0.54	highest
2	Increase the funds of rural teacher training, and promote the balance of urban and rural teacher training	4.43	0.54	high	3.57	0.54	high
3	Establish a long-term mechanism to ensure the sustainable and	4.43	0.54	high	4.71	0.49	highest

Table 4.17 (Continued)

(n = 5)

Guidelines for the improving the balanced and sustainable development of urban and rural basic education	Suitability			Feasibility		
	$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
balanced development of urban and rural teacher training						
<b>Total</b>	<b>4.77</b>	<b>0.54</b>	<b>highest</b>	<b>4.28</b>	<b>0.52</b>	<b>High</b>
<b>Education policies and systems</b>						
1 Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education;	4.57	0.54	highest	4.57	0.54	highest
2 Strengthen the cooperation and exchanges between urban and rural schools, and establish a regular resource sharing mechanism;	4.57	0.54	highest	4.61	0.69	highest
3 All urban and rural areas in Shaanxi Province should establish supporting incentive policies to ensure the balanced allocation of educational resources;	4.43	0.54	high	4.57	0.54	highest
<b>Total</b>	<b>4.52</b>	<b>0.54</b>	<b>highest</b>	<b>4.58</b>	<b>0.59</b>	<b>highest</b>
<b>Evaluation level of scale strategies</b>	<b>4.51</b>	<b>0.50</b>	<b>highest</b>	<b>4.67</b>	<b>0.54</b>	<b>highest</b>

According to Table 4.17, the adaptability and feasibility of the balanced development strategy of urban and rural basic education in Shaanxi Province were studied, at the highest level in six aspects, and its value was between 4.5 and 5.0 ( $\bar{X}=4.51$  and  $\bar{X}=4.67$ ), which indicates that the strategy of improving the balanced development of urban and rural basic education in Shaanxi Province is adaptable and feasible.

### Summary

Based on the current status of basic education development in urban and rural areas of Shaanxi Province, along with field investigations conducted in 5 urban schools and 5 rural schools across 10 cities within the province, we have comprehensively optimized the original 21 strategies. This resulted in 10 refined strategies that can be applied to basic education institutions in both urban and rural areas of Shaanxi Province. These strategies demonstrate strong adaptability and feasibility for improving the balanced development of basic education across the province. The 10 optimized strategies are as follows:

1. Building of urban and rural school community
2. To promote full coverage of matching assistance
3. Strengthen the targeted training of rural teachers
4. Guide the orderly flow of rural teachers
5. Improve the quality of education and teaching
6. Promote the sharing of quality education resources
7. Strengthen the care and care of key groups
8. Optimize the school layout structure
9. Increase financial input
10. Deepening the reform of curriculum and the reform of education quality evaluation mechanism

## Chapter 5

### Conclusion Discussion and Recommendations

The research in the guidelines for strategy development to improve basic education balance for urban and rural education in Shaanxi Province. The objectives of the study were as follows: 1) To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province. 2) To develop a strategy to improve the Basic Education Balance for Urban and Rural in Shaanxi province. 3) To evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province.

The sample group of this study included 175 teachers of basic education schools in Shaanxi Province. Through the systematic random sampling of 10 basic teaching schools in 10 cities in Shaanxi Province, 10 representative teacher experts of the education system were selected through purposeful sampling. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

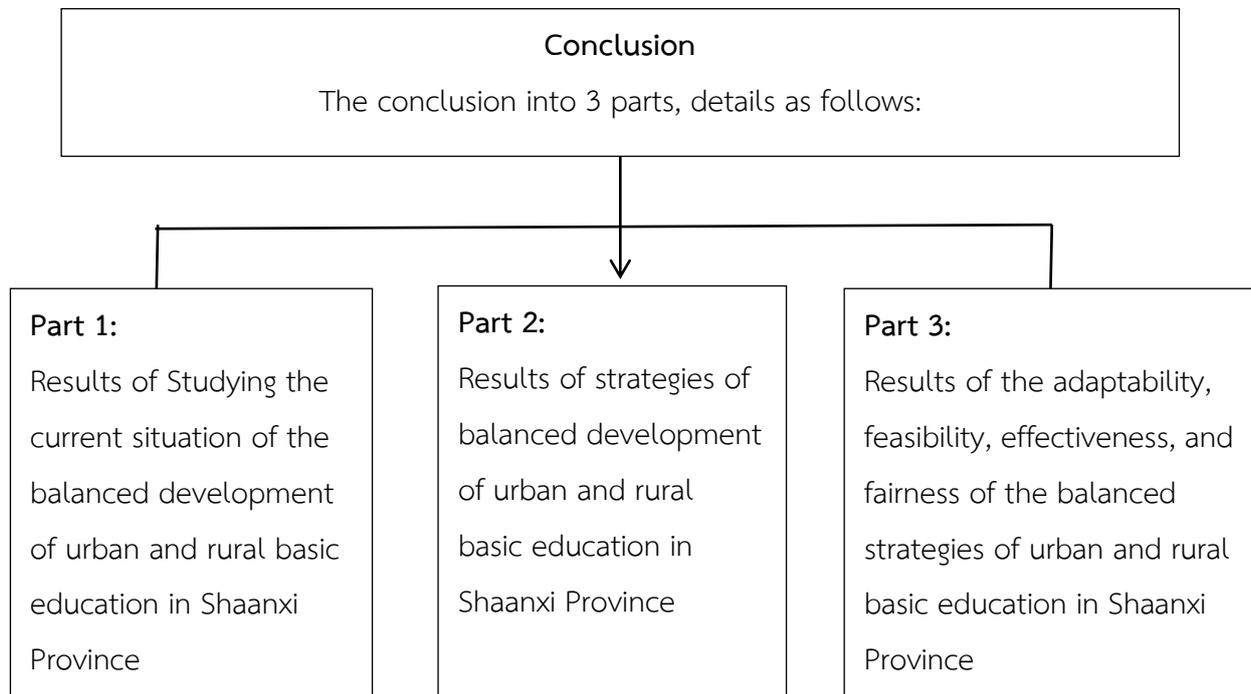
#### Conclusion

The research in the guidelines for strategy development to improve basic education balance for urban and rural education in Shaanxi Province. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: Results of Studying the current situation of the balanced development of urban and rural basic education in Shaanxi Province

Part 2: Results of strategies of balanced development of urban and rural basic education in Shaanxi Province

Part 3: Results of the adaptability, feasibility, effectiveness, and fairness of the balanced strategies of urban and rural basic education in Shaanxi Province



**Figure 5.1** The conclusion into 3 parts

The details of the research conclusions were as follow:

**Part 1: Results of Studying the current situation of the balanced development of urban and rural basic education in Shaanxi Province**

In recent years, Shaanxi Provincial government has always adhered to the strategy of giving priority to the development of education and put urban and rural basic education in an important position. Vigorously promoting the balanced development of urban and rural basic education in Shaanxi Province is an important part of deepening the comprehensive reform in Shaanxi Province. The development of basic education in 10 cities in Shaanxi Province is relatively balanced and at a high level.

The current situation of the balanced development of urban and rural basic education in Shaanxi Province lies in six aspects, including distribution of student sources, teaching environment, teacher strength, education funds, teacher training and education policies and systems, all of which are at a high level. The highest level

was education policies and systems, follow by teacher strength, and teaching environment was the lowest level.

The distribution of student sources was at high level. The highest level was satisfaction with the status quo of local students' nearby enrollment, follow by satisfaction with the academic level of the students in school, and students in the area enjoy the fair opportunities of basic education satisfaction was the lowest level.

Teaching environment was at high level. The highest level was satisfaction with various school teaching equipment, follow by satisfaction with the campus environment situation, and satisfaction with the situation of the school buildings was the lowest level.

Teacher strength was at high level. The highest level was satisfaction with the stability of the teachers in the school, follow by satisfaction with scientific research situation of the school, and satisfaction with the professional title of the school was the lowest level.

Education funds was at high level. The highest level was compared with other local schools on the overall situation of education funds satisfaction, follow by satisfaction with school teachers' fairness of educational funds, and extensive satisfaction with teachers in using educational funds was the lowest level.

Teacher training was at high level. The highest level was satisfaction with the intensity of teacher training, follow by satisfaction with teacher training with schools in other regions, and satisfaction with the teacher training system in the school was the lowest level.

Education policies and systems was at high level. The highest level was satisfaction with the government's optimization of the education policy and system, follow by satisfaction with the social recognition of the balanced development of urban and rural basic education, and satisfaction with the high-quality resource-sharing education system was the lowest level.

In conclusion, the current situation of balanced development of urban and rural basic education in Shaanxi Province can be summarized in three aspects: Firstly, the balanced development level of urban and rural basic education in Shaanxi

Province is relatively high, but the implementation level of all dimensions is unbalanced. Secondly, the balanced development of urban and rural basic education equilibrium status of the quality distribution of students in Shaanxi Province is the highest. Thirdly, the balanced development of urban and rural basic education teacher training in Shaanxi Province is the lowest.

This analysis lays the foundation for the balanced development strategy of basic education in urban and rural areas in Shaanxi Province. The next part will focus on the strategies formulated for these identified needs. SWOT analysis and TOWS matrix will be used to align the development strategy with the results of the needs assessment.

## **Part 2: Results of strategies of balanced development of urban and rural basic education in Shaanxi Province**

The strategies to improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province, which were divided into six aspects and included 21 measures. The guidelines for the balanced and sustainable development of urban and rural basic education in Shaanxi Province in six aspects, which The balanced and sustainable development needs of urban and rural basic education in Shaanxi Province needs to be optimized in distribution of student sources, teaching environment, teacher strength, education funding, teacher training, education policies and systems. The strategic formulation utilized SWOT and TOWS matrix analysis to address challenges and maximize opportunities.

Based on the SWOT findings, a TOWS analysis was used to create strategic recommendations by aligning internal strengths and weaknesses with external opportunities and threats. The TOWS analysis helped to formulate actionable strategies for enhancing sustainable professional competences, ensuring that the strategies leverage strengths, mitigate weaknesses, capitalize on opportunities, and address threats. Applying SWOT analysis method in the process of formulating urban and rural basic strategies in Shaanxi Province, a comprehensive evaluation of the internal and external environment is conducted. By comprehensively analyzing

strengths, weaknesses, opportunities, and threats, development strategies are determined.

There are three strategies for distribution of student sources. To guide the reasonable flow of students to the suburbs, to realize the relaxation of urban schooling, so as to promote the balanced development of student quality. Four strategies for teaching environment can effectively improve the urban and rural teaching environment and enhance the environmental education project. Four strategies for teacher strength can effectively promote the quality of township teachers and the optimization of urban teachers structure. Four strategies for education funding, "Finance" can help "teaching" to ensure the high-quality development of education. Three strategies for teacher training can effectively improve the education and teaching quality and ability of urban and rural teachers, 3 strategies can give full play to the guarantee role of financial funds and boost the high-quality development of education. and three strategies for education policies and systems. It can effectively promote education equity, promote the integrated development of urban and rural areas, and improve the quality of education.

There are three strategies to promote the balanced distribution of students sources in urban and rural basic education. 1) The government issues policies to standardize urban and rural enrollment and strengthen the management of school status; 2) Optimize the layout, classify small-scale schools, divide school districts, and students go to school nearby; 3) Strengthen education poverty alleviation in rural and remote areas and provide fair education opportunities.

There are four strategies to promote teaching environment in urban and rural basic education. 1) The government should increase financial support for rural schools; 2) Provide poverty assistance to poor students in rural basic education schools; 3) Improve campus facilities and optimize the teaching environment; 4) Increase multimedia equipment to promote the balanced development of basic teaching development of basic teaching environment.

There are four strategies to promote teacher strength in urban and rural basic education. 1) Guide excellent teachers to teach in rural schools and improve the

education quality of rural schools; 2) Comprehensively promote the reform of county management and school employment management system; 3) Establish the regular rotation and exchange system of urban and rural teachers; 4) Deepen the reform of professional title system.

There are four strategies to promote education funding in urban and rural basic education. 1) The government shall increase financial support for rural education and improve the hardware facilities of rural schools; 2) Share educational resources to open high-quality urban education resources to rural schools; 3) Encourage the investment of social education funds and establish the supervision mechanism of education fund investment; 4) Implement precise assistance through educational poverty alleviation funds.

There are three strategies to promote teacher training in urban and rural basic education. 1) Strengthen the training of urban and rural teachers, improve the teaching level of teachers, and give the training to rural schools; 2) Increase the funds of rural teacher training, and promote the balance of urban and rural teacher training; 3) Establish a long-term mechanism to ensure the sustainable and balanced development of urban and rural teacher training.

There are three strategies to promote Education policies and systems in urban and rural basic education. 1) Accelerate the integration of urban and rural areas, and constantly improve the policies and systems of urban and rural basic education; 2) Strengthen the cooperation and exchanges between urban and rural schools, and establish a regular resource sharing mechanism; 3) All urban and rural areas in Shaanxi Province should establish supporting incentive policies to ensure the balanced allocation of educational resources.

**Part 3: Results of the adaptability, feasibility, effectiveness, and fairness of the balanced strategies of urban and rural basic education in Shaanxi Province.**

The suitability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in six aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for the development of

financial aid education are suitable, feasible, effective, and fair. These strategies are suitability, feasibility, effectiveness, and fairness.

The suitability of strategies for quality distribution of students was at the high level with the value 4.43, and the feasibility of this aspect was at high level with the value 4.43.

The suitability of strategies for teaching environment was at the high level with the value 4.29, and the feasibility of this aspect was at highest level with the value 4.54.

The suitability of strategies for Teacher strength was at the high level with the value 4.25, and the feasibility of this aspect was at highest level with the value 4.47.

The suitability of strategies for education funding was at the highest level with the value 4.79, and the feasibility of this aspect was at highest level with the value 4.50.

The suitability of strategies for teacher training was at the highest level with the value 4.77, and the feasibility of this aspect was at high level with the value 4.28.

The suitability of strategies for quality distribution of students was at the highest level with the value 4.52, and the feasibility of this aspect was at highest level with the value 4.58.

In conclusion, the suitability and feasibility of the balanced development strategy of urban and rural basic education in Shaanxi Province were at the highest level in six aspects, and its value was between 4.5 and 5.0 ( $\bar{X}=4.51$  and  $\bar{X}=4.67$ ), which indicates that the strategy of improving the balanced development of urban and rural basic education in Shaanxi Province is adaptable and feasible.

## Discussion

The research in the guidelines for strategy development to improve basic education balance for urban and rural education in Shaanxi Province. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: The studying the current situation of the balanced development of urban and rural basic education in Shaanxi Province

Part 2: The strategies of balanced development of urban and rural basic education in Shaanxi Province

Part 3: The adaptability, feasibility, effectiveness, and fairness of the balanced strategies of urban and rural basic education in Shaanxi Province.

The details of the research conclusions were as follow:

**Part 1: The studying the current situation of the balanced development of urban and rural basic education in Shaanxi Province**

Through the concept and theory of urban-rural education integration, it is evident that this concept is crucial for promoting educational equity and balanced development. Yang and Tao (2023) found in Shaanxi Province, the balanced development of urban and rural basic education faces numerous challenges, such as uneven distribution of teachers and significant disparities in teaching resources. Guided by the theory of urban-rural education integration, Shaanxi Province should dismantle the barriers of the urban-rural dual structure, optimize the allocation of educational resources, promote the rational flow of teachers, strengthen the paired assistance between urban and rural schools, and achieve uniformity and coordination in curriculum design, teaching management, and evaluation standards. Zhang (2004) said this not only enhances the quality of rural education but also narrows the gap between urban and rural education, providing strong support for the balanced development of basic education across the province, helping to achieve the goal of educational equity, and laying a solid foundation for the modernization of education in Shaanxi.

The current situation of the balanced development of urban and rural basic education in Shaanxi Province in six aspects was at high level. The highest level was education policies and systems, follow by teacher strength, and teaching environment was the lowest level.

1. Differences in the development of student source distribution

The educational resources of Shaanxi Province are mainly concentrated in Xi'an, the provincial capital, and other cities, especially in rural areas, are relatively scarce. Xi'an city has many well-known middle schools, such as the High School

Affiliated to Xi'an Jiaotong University and the Affiliated Center of Northwestern Polytechnical University. The teaching quality and enrollment rate of these schools are among the best in the province. In contrast, the source education resources of primary and secondary school students in rural areas are relatively limited, the number of school students is small, and the quality education resources are more scarce.

### 2. Differences in the development of teaching environment

Urban schools usually have more advanced teaching facilities and abundant resources for extracurricular activities, while rural schools are relatively backward in this respect. Urban schools can provide more practical opportunities and rich learning resources, while rural schools are limited by funds and resources, which is difficult to provide the same level of teaching facilities and activities. There is also an obvious gap in hardware facilities in urban and rural schools. Urban schools generally have advanced multimedia teaching facilities and perfect teaching equipment, while rural schools often lack these facilities. For example, some rural schools are not able to have a computer, and the multimedia teaching facilities are not sound, which affects the teaching effect to a certain extent.

### 3. Differences in the development of teacher strength

The faculty between urban and rural areas is also one of the important factors causing the difference in basic education. Good teachers tend to stay in cities or big cities, while rural areas struggle to attract and retain good teachers. This unbalanced distribution of teachers leads to the further widening of the gap between urban and rural areas in the teaching level and educational concepts. To sum up, there are some differences in resources, teaching quality, hardware facilities and teachers in Shaanxi Province. In order to narrow these differences, the government, schools and all sectors of society need to make joint efforts to increase the investment and support for rural basic education, and improve the teaching quality and educational level of rural schools.

#### 4. Differences in the development of education funds

There is an imbalance of funds between urban and rural areas in Shaanxi Province. For example, Shaanxi Province has clear tasks and policies in promoting the balanced development of compulsory education and improving the running conditions of weak rural schools, which indicates that rural basic education may be relatively weak in terms of funds and facilities, and needs additional support and improvement. The total investment of education funds in Shaanxi Province and the increase of education funds in the general public budget of education students at all levels are directly different between urban and rural areas. From the policy guidance and side information, it is inferred that there is an imbalance in the allocation of funds between urban and rural areas.

#### 5. Differences in the development of teacher training

There are significant differences in the teacher training of urban and rural basic education in Shaanxi Province. This difference is mainly reflected in the training resources, opportunities and training content. 1) Differences in training resources and opportunities: There is an obvious imbalance in teacher training resources and opportunities in urban and rural basic education in Shaanxi Province. Since urban schools generally have more educational resources and financial support, they are able to provide more and better teacher training opportunities. In contrast, rural schools often have difficulty to provide the same level of teacher training due to limited resources. This imbalance leads to the widening gap in professional development between urban and rural teachers. 2) Differences in the training content: There may also be differences in the content of urban and rural teacher training. Urban teacher training may pay more attention to the training of innovative teaching methods, educational concepts and information technology application to meet the needs of modern education development. While rural teacher training may focus more on the improvement of basic teaching skills and teaching experience sharing, so as to meet the basic needs of rural education. This difference to some extent reflects the different levels and needs of urban and rural education development.

## 6. Differences in the development of education policies and systems

Shaanxi province is committed to promoting balanced development in the policy and system of urban and rural basic education, but there are still some differences. The Shaanxi provincial government has issued a series of policies to promote the balanced development of urban and rural basic education. These policies include increasing investment in education, improving school conditions, improving the quality of education, and promoting equity in education, aiming to narrow the gap between regions, urban and rural areas, between schools and among groups. For example, Shaanxi Province has implemented 13 years of free education, vigorously promoted the construction of standardized schools, and fully implemented the construction of "three links and two platforms", in order to promote education informatization. At the same time, the government has also earnestly implemented the policy of compulsory education exemption, so as to expand urban education resources and improve the conditions of weak rural schools. However, despite these policy efforts, there are still some differences between urban and rural basic education in Shaanxi Province. The reasons for this difference include the influence of the urban rural dual structure system, the urban-biased public policy, and the unbalanced development of teachers in urban and rural compulsory education.

### **Part 2: The strategies of balanced development of urban and rural basic education in Shaanxi Province**

According to the theory and concept of balanced educational development, it is evident that the balanced development of basic education in urban and rural areas of Shaanxi Province is a comprehensive project involving resource allocation, teacher training, and educational quality. Zhang (2004) pointed that balanced educational development emphasizes fairness, coordination, and overall improvement, requiring the rational distribution of educational resources between urban and rural areas to narrow the gap and achieve common development. Zheng and Chen (2023). In recent years, Shaanxi Province has gradually improved rural educational infrastructure through policy support, financial investment, and project

implementation. It has also strengthened teacher training and exchanges, promoted pairing assistance between urban and rural schools, and facilitated the sharing of high-quality educational resources. Additionally, Shaanxi Province focuses on enhancing educational quality through curriculum reform and innovative teaching methods, striving to improve the level of rural education. These measures have provided strong support for narrowing the gap in urban and rural education and achieving educational equity, and have laid a solid foundation for the high-quality development of basic education throughout the province.

The strategies to improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province, which were divided into six aspects and included 40 measures. Through these 40 strategies to promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province. Classify and summarize the 40 proposed strategies, and ultimately summarize them into 10 feasible and effective strategies, as shown in Table 5.1:

**Table 5.1** Balanced development strategies of urban and rural basic education in Shaanxi Province

No.	Strategies
1	Building of urban and rural school community
2	To promote full coverage of matching assistance
3	Strengthen the targeted training of rural teachers
4	Guide the orderly flow of rural teachers
5	Improve the quality of education and teaching
6	Promote the sharing of quality education resources
7	Strengthen the care and care of key groups
8	Optimize the school layout structure
9	Increase financial input
10	Deepening the reform of curriculum and the reform of education quality evaluation mechanism

These measures are summarized and discussed, mainly reflected in the following aspects:

**1. Building of urban and rural school community:** integrate rural schools, weak schools and newly built schools into the unified management of groups or school districts through collectivized schools running, school district system management and educational alliance assistance, so as to realize resource sharing, integrated assessment and synchronous development.

**2. To promote full coverage of matching assistance:** Shaanxi provincial level has provided key assistance to 15 key rural revitalization counties, and all cities (districts) and counties (districts) have organized quality education resources in urban areas to help rural schools to ensure full coverage of matching assistance.

**3. Strengthen the targeted training of rural teachers:** provincial normal universities and municipal governments jointly train local public funded normal university students, the evaluation and employment of senior professional titles of rural teachers implement directional evaluation and targeted use, and the new rural teachers practice in urban high-quality schools for one year.

**4. Guide the orderly flow of rural teachers:** the "county management school employment" is fully implemented, and the two-way communication and rotation of urban and rural teachers are regular. Teaching in rural schools for more than one year is a necessary condition for applying for senior professional titles, and more than three years is the priority for the selection and appointment of primary and secondary school principals.

**5. Improve the quality of education and teaching:** open up the courses of physical education, information and science to ensure the funds for after-school services and professional teachers. Counties (districts) carry out collective lesson preparation and centralized teaching and research every quarter, and expand the targeted enrollment plan from high-quality regular high schools to rural junior high schools.

**6. Promote the sharing of quality education resources:** Through the application of smart education platform for primary and secondary schools and Shaanxi Education and wisdom platform, support urban and rural schools to carry out double-teacher classes and demonstration classes for famous teachers, so as to promote teaching research and resource sharing.

**7. Strengthen the care and care of key groups:** organize the "everyone visit", implement the orphans and virtually unsupported children, "the head teacher asks every day, the school (kindergarten) chief sees every Monday, and the county (district) education administrative department sees every month". Provide mental health education teachers in rural primary and secondary schools, carry out mental health assessment of students, and improve the working mechanism of crisis intervention.

**8. Optimize the school layout structure:** Governments at all levels shall establish the school layout and dynamic adjustment mechanism to adapt to the urbanization development, and focus on the adjustment of the school layout in urban areas, new areas, economic development zones and rural areas above county seats. In the preparation of urban and rural construction overall, the school will be planned simultaneously.

**9. Increase financial input:** governments at all levels in the province account no less than 4% of the national financial expenditure on GDP, and gradually increase with the development of national economy and the growth of fiscal revenue. We will implement 13 years for free education, vigorously promote the construction of standardized schools, and promote information application in education.

**10. Deepening the reform of curriculum and the reform of education quality evaluation mechanism:** promoting the connotation development of basic education, and comprehensively improving the quality of education and the level of running schools.

### **Part 3: The suitability, feasibility, effectiveness, and fairness of the balanced strategies of urban and rural basic education in Shaanxi Province.**

Based on the concepts and theories of educational equity and quality education, further research indicates that achieving balanced development in basic education between urban and rural areas in Shaanxi Province is a crucial task for modernizing education. Zhang, Fan, Bai, Cai, and Liu (2014). Educational equity ensures that every student has equal access to educational opportunities, while quality education focuses on enhancing educational standards and promoting personalized development. Zhang (2004) found that there is a significant disparity in basic education between urban and rural areas in Shaanxi Province, with rural regions facing challenges in teacher resources, facilities, and curriculum resources. In recent years, Shaanxi Province has improved the conditions of rural schools through policy support and financial investment, strengthened teacher training, promoted pairing assistance between urban and rural schools, and facilitated the sharing of high-quality educational resources. Additionally, the province has used information technology to narrow the gap in educational quality between urban and rural areas and enhance the quality of rural education. These measures have laid a solid foundation for reducing the educational gap between urban and rural areas and achieving balanced educational development, providing strong support for the province's educational modernization and helping Shaanxi's education reach a higher level of development.

The suitability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in six aspects were at highest level with the values between 4.00 and 5.00, which means the guidelines for the development of financial aid education are suitable, feasible, effective, and fair. These strategies are suitability, feasibility, effectiveness, and fairness.

The urban and rural basic education strategy in Shaanxi province has high applicability and feasibility. In the process of promoting the balanced development of urban and rural basic education, Shaanxi Province has formulated and implemented a series of strategies. These strategies aim to optimize the allocation of

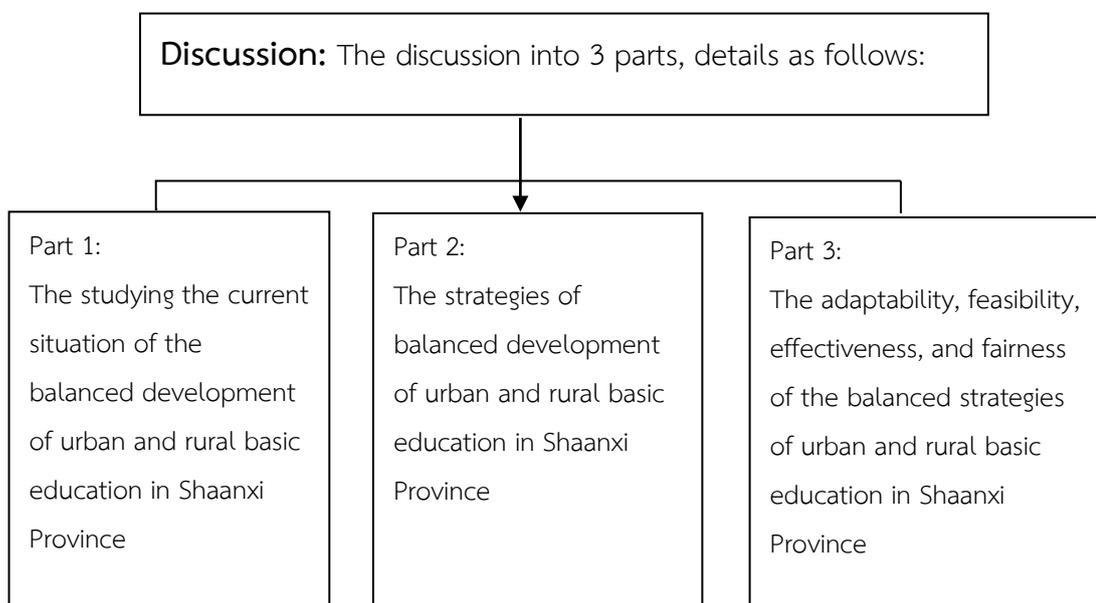
educational resources, improving the quality of education, promoting educational equity, and narrowing the gap between urban and rural education. From multiple aspects, these strategies have high applicability and feasibility.

First of all, Shaanxi Provincial government attaches great importance to the development of rural education and regards it as the fundamental way to build a well-off society in an all-round way and solve the problems of "agriculture, rural areas and farmers". This understanding provides a solid ideological foundation for the formulation of urban and rural basic education strategies. On this basis, the Shaanxi Provincial government has increased the investment in rural education, and made great efforts to improve the running conditions of rural schools and improve the teaching level of rural teachers, so as to improve the overall quality of rural education.

Secondly, Shaanxi province has achieved remarkable results in promoting the integration of urban and rural education. Through the implementation of the second and three-year action plan for preschool education and the evaluation and identification of counties with the basically balanced development of compulsory education, the gap between urban and rural compulsory education in Shaanxi Province has gradually narrowed, with inclusive kindergartens accounting for more than 50%, and many counties and districts have passed the evaluation and identification of counties with the basically balanced development of compulsory education. These results prove the feasibility and effectiveness of the urban and rural basic education strategies in Shaanxi Province.

In addition, Shaanxi province also pays attention to optimizing the planning and construction of compulsory education schools, giving priority to the construction land and funds for education projects, and strictly regulating the construction of schools in urban residential areas to ensure the rationality of the layout of urban and rural schools. These measures will help to solve the problems of "rural weakness" and "urban crowding", and further promote the balanced development of urban and rural education.

To sum up, the urban and rural basic education strategies in Shaanxi Province show high applicability and feasibility in terms of ideological understanding, practical results, planning and construction, and specific implementation. These strategies are helpful to narrow the gap between urban and rural education, promote educational equity, improve the quality of education, and provide useful reference for the balanced development of urban and rural basic education in Shaanxi Province and even the whole country.



**Figure 5.2** The discussion into 3 parts

## Recommendations

### General Recommendation

#### Suggestions on optimizing the balanced development strategy of urban and rural basic education in Shaanxi Province

Based on the strategies and theories of balanced basic education development, the urban and rural basic education in Shaanxi Province can be further optimized. Yang (2014). The theory suggests that balanced development should focus on resource allocation, teacher development, and educational quality. Shaanxi

Province can enhance financial investment to improve the hardware facilities of rural schools, thereby narrowing the gap in educational conditions between urban and rural areas. Yan (2020) stressed implementing a teacher exchange and rotation system can facilitate the rational flow of high-quality teachers between urban and rural schools, enhancing the professional skills of rural teachers. Utilizing information technology for remote teaching and resource sharing can enrich the curriculum resources of rural schools. Additionally, establishing a coordinated development mechanism for urban and rural education, promoting paired assistance between urban and rural schools, and sharing management experiences and teaching models can further support this effort. Through these measures, Shaanxi Province's urban and rural basic education is expected to achieve a higher level of balanced development, laying a solid foundation for educational equity and modernization across the province.

The adjustment and optimization of urban and rural basic education strategies in Shaanxi Province should focus on expanding and improving the quality, balancing the allocation of resources, strengthening the construction of teachers and promoting education informatization.

First of all, expanding quality and improving quality is the core of urban and rural basic education strategy adjustment in Shaanxi Province. According to the requirements of the Implementation Plan of the Action Plan for Expanding the Excellent and Improving the Quality of Basic Education in the New Era in Shaanxi Province, a fairer and higher quality of basic education should be effectively run. This includes increasing investment in education, improving educational conditions, improving the quality of education, and making efforts to narrow the gap between regions, urban and rural areas, between schools and among groups.

Secondly, balanced resource allocation is the key to optimize the strategy of urban and rural basic education. The Shaanxi provincial government has clearly proposed to coordinate the development of urban and rural compulsory education and promote the balanced allocation of educational resources. This requires governments at all levels to further implement the responsibility of running

compulsory education in rural areas, accelerate the adjustment and optimization of the distribution of rural primary and secondary schools, and ensure the normal needs of funds for rural compulsory education. At the same time, we should optimize the planning and construction of compulsory education schools, give priority to the construction land and funds for education projects, and strictly regulate the construction of residential schools in urban areas, so as to solve the problems of "weak rural areas" and "urban crowding".

Third, strengthening the construction of teachers is an important guarantee to improve the quality of urban and rural basic education. Shaanxi Province has launched the "Urban and Rural Teachers' Learning Community--Famous Teacher Leading Action" to promote the coordinated development of urban and rural education through an education system in which urban and rural teachers help each other and support each other. In the future, we should continue to strengthen the targeted training and mobile management of rural teachers, improve the professional quality and teaching level of rural teachers, and at the same time promote high-quality urban education resources to help rural schools, so as to achieve full coverage of matching assistance.

Finally, promoting education informatization is an important means to optimize the strategy of urban and rural basic education. Through the application of the intelligent education platform for primary and secondary schools and the Shaanxi Education and wisdom platform, urban and rural schools are supported to carry out activities such as double-teacher classes and demonstration classes for famous teachers, so as to promote teaching research and resources. This will help narrow the gap between urban and rural education, improve the quality of education and achieve equity in education.

To sum up, the adjustment and optimization of urban and rural basic education strategies in Shaanxi Province should focus on expanding the quality and quality, balancing the allocation of resources, strengthening the construction of teachers and promoting the informatization of education, so as to comprehensively improve the overall level and quality of urban and rural basic education.

### **Suggestions for Further Research**

#### **Policy prospect of balanced and sustainable development of urban and rural basic education in Shaanxi Province**

The prospect of urban and rural basic education policy in Shaanxi Province is mainly reflected in promoting balanced development, improving the quality of education and deepening the reform of household registration system.

First, Shaanxi province will continue to devote itself to promoting the balanced development of basic education in both urban and rural areas. Through the implementation of a series of policies and measures, such as building a community of urban and rural schools and promoting the full coverage of matching assistance, it aims to narrow the gap between urban and rural education and realize the balanced allocation of educational resources. These measures will help to improve the quality of education in rural schools, so that rural students can also enjoy the same educational resources as urban students.

Second, Shaanxi province will step up efforts to improve the quality of education. The quality of education at all levels and of all types will be comprehensively improved by strengthening the construction of teachers, promoting the informatization of education, and implementing the project to improve the quality and expansion of preschool education. In particular, for rural education, a comprehensive revitalization plan will be implemented to improve the overall level of rural education by means targeted training of rural teachers and guiding the orderly flow of rural teachers.

In addition, Shaanxi province will also deepen the reform of the household registration system and promote the citizenization of the migrant agricultural population. (Zhao and Zhang 2015). This reform will help to eliminate the urban-rural dual structural barriers, enabling the migrant farmers and their children to better integrate into the urban life, and enjoy the same educational resources as the urban residents. Through this reform, Shaanxi province will further promote education equity and realize the balanced development of urban and rural basic education.

### **Advantages of research strategies**

#### (1) Policy orientation

Studying balanced development strategies for urban-rural basic education in Shaanxi Province aligns closely with national educational policies, such as the policy on balanced compulsory education development. This research provides scientific evidence for implementing these policies within the province. For instance, while the policy emphasizes securing teachers' benefits, strategic studies could explore how to enhance compensation across different urban-rural regions in Shaanxi. Such measures would help attract and retain top educators, thereby advancing educational equity.

#### (2) Improvement of fairness

By studying balanced development strategies, we can effectively narrow the education gap between urban and rural areas, ensuring both groups of students have access to relatively equal educational resources and opportunities. For instance, in resource allocation, such research could drive more educational funding and teaching facilities toward schools in rural and underdeveloped regions, enabling children from these areas to learn in supportive environments.

#### (3) Strong pertinence

By conducting strategic research on the actual conditions of urban and rural basic education in Shaanxi Province, we can accurately identify existing issues such as disparities in teaching resources between urban and rural areas and differences in educational philosophies. Subsequently, practical solutions can be proposed, including implementing teacher exchange programs between urban and rural areas and promoting advanced teaching models to rural schools.

### **Shortcomings of research strategies**

#### (1) Pressure on financial input

Implementing balanced development strategies may require substantial financial support. For instance, upgrading rural schools' hardware facilities, including modern laboratories and multimedia classrooms, demands significant investment. In regions with limited fiscal revenue, this could create financial burdens that hinder the full and rapid implementation of these strategies.

### (2) Difficult implementation

In practice, implementing certain strategies faces multiple challenges. Take the teacher rotation program as an example: Due to disparities in compensation and living habits between urban and rural teachers, participation enthusiasm tends to be low. Moreover, mismatches between school management systems, evaluation mechanisms, and strategic requirements further hinder implementation.

### (3) Urban and rural conceptual differences

Educational philosophies differ between urban and rural areas. While cities tend to emphasize innovative education and holistic development, rural regions focus more on imparting fundamental knowledge. Such conceptual disparities may lead to resistance from rural schools and parents when implementing balanced development strategies, ultimately undermining their effectiveness.

## **How to apply research strategies**

### (1) Formulate plans in light of local conditions

Based on the current status of basic education in urban and rural areas across Shaanxi Province, including factors such as school size, faculty resources, and student numbers in different regions, a detailed educational resource allocation plan should be formulated. For instance, teacher staffing should be rationally distributed according to factors like student enrollment numbers and geographical locations, ensuring every school has sufficient teaching staff.

### (2) Strengthening the construction of teachers

Applying research strategies can enhance teacher quality through multiple approaches. On one hand, targeted training programs for rural educators can improve their teaching skills and educational philosophies. On the other hand, establishing urban-rural teacher collaboration communities allows outstanding urban educators to guide rural teachers in conducting pedagogical research and classroom instruction, thereby fostering mutual learning and professional growth among educators.

### (3) Advancing educational in formalization

By leveraging modern information technology, we can achieve the sharing of high-quality educational resources. For instance, through online education platforms,

rural students can access premium course materials from urban areas. Meanwhile, analyzing educational data gaps between urban and rural regions provides crucial insights for formulating future policy adjustments.

#### **How to further develop it**

##### **(1) Strengthening financial support**

The government should further increase fiscal investment in balanced development of basic education across urban and rural areas. A special fund for educational equity could be established to improve school facilities in rural schools and teacher training programs. Simultaneously, the fiscal allocation mechanism should be rationally adjusted to ensure funds are precisely directed toward addressing key challenges in educational equity between urban and rural areas.

##### **(2) Improving Policies and Regulations**

Develop and refine relevant education policies and regulations to provide solid legal safeguards for balanced development of basic education. For instance, clarify policy details regarding teacher rotation programs-including rotation periods, compensation guarantees, and performance evaluations to boost teachers' engagement. Concurrently, strengthen supervision and assessment of policy implementation.

##### **(3) Establishing Multi-stakeholder Collaboration Mechanism**

Build a collaborative framework involving government, schools, society, and families to advance balanced development of basic education. Encourage social participation in educational initiatives, such as corporate donations and educational fund establishment to support rural education. Additionally, enhance family education guidance to improve parents' awareness and involvement in educational equity.

## Summary

### Comparison and Prospect of Balanced Development of Basic Education in Urban and Rural Areas of Shaanxi Province

The current situation and comparison: Although there has been significant progress in basic education between urban and rural areas in Shaanxi Province in recent years, a noticeable gap still exists. Urban basic education leads in terms of hardware facilities, teaching staff, and educational quality. Urban schools typically have more advanced teaching facilities, richer educational resources, and higher-quality teaching staff. (Zhao 2020). Rural basic education faces numerous challenges, including weak infrastructure, outdated teaching equipment, a shortage of teachers, and the need for improved professional skills. The disparity in educational quality between urban and rural areas is also evident, with urban students generally performing better academically and having higher overall qualities compared to their rural counterparts.

Despite the disparities in basic education between urban and rural areas, the Shaanxi provincial government has implemented several measures to promote balanced development. These measures include implementing a balanced development plan for compulsory education, enhancing the standardization of rural schools, and optimizing teacher resource allocation. As a result, the gap in educational quality between urban and rural areas is gradually narrowing. Moving forward, Shaanxi should continue to increase policy support and financial investment, further improve the conditions of rural schools, enhance the benefits for rural teachers, and attract more talented individuals to rural education. Additionally, the use of information technology should be leveraged to facilitate the sharing of high-quality educational resources, promoting the integrated development of urban and rural education. Through sustained efforts, it is hoped that comprehensive and balanced development in basic education between urban and rural areas can be achieved, laying a solid foundation for the sustainable development of the province's education sector.

This research strategy focuses on the critical issue of educational equity, providing a practical path to achieve equitable education goals through multi-dimensional measures such as optimizing resource allocation. Practical evidence shows that this approach has demonstrated significant effectiveness in enhancing educational quality and promoting equal access to education, notably improving the educational conditions of disadvantaged groups. Looking ahead, with further in-depth research and broader implementation, this strategy is expected to continue exerting its influence. It will provide stronger support for the Education Sector Development Goal (SDG 4) under the United Nations Sustainable Development Goals (SDGs), becoming a crucial force in advancing global educational equity. This initiative aims to build a more inclusive and equitable global education system, ensuring high-quality educational resources reach every corner of society, thereby laying a solid foundation for sustainable human development.

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## Appendices

Appendix A  
List of Specialists and Letters of Specialists Invitation  
for IOC Verification

### Specialists for IOC Verification

NO	Name	Personal Introduction
1	Chollada Pongpattanayothin	Associate Professor of Bansomdejchaopraya Rajabhat Univerity
2	Narongwat Mingmit	Associate Professor of Bansomdejchaopraya Rajabhat Univerity
3	Pawich Pholngam	Professor of Bansomdejchaopraya Rajabhat Univerity
4	Cao Jing hua	Senior teacher of Northwestern Polytechnical University Affiliated Middle School
5	Wang Kun li	Professor of Chinese at Shaanxi Normal University

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1 September 2024

Subject Invitation to validate research instrument  
Dear Assoc. Prof. Dr. Chollada Pongpattanayothin  
Attachment Questionnaire

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

- |   |               |
|---|---------------|
| 1. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
| 2. Assistant Professor Dr.Phadet Kakham         | Co-advisor    |
| 3. Assistant Professor Dr.Sarayuth Sethakhajorn | Co-advisor    |

In this research,the researcher requires to check the content validity of the instrument to get the most complete research instrument.Knowing your experience in the field of the said research,the researcher would like to ask for your assistance in validating the said instrument.Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Thank you for your kind considerations.

Yours faithfully

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Subject Invitation to validate research instrument  
Dear Assoc. Prof. Dr. Narongwat Mingmit  
Attachment Questionnaire

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Subject Invitation to validate research instrument  
Dear Dr. Pawich Pholngam  
Attachment Questionnaire

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansorndejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Subject Invitation to validate research instrument  
Dear Senior teacher Cao Jing hua  
Attachment Questionnaire

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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|---|---------------|
| 4. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
| 5. Assistant Professor Dr.Phadet Kakham         | Co-advisor    |
| 6. Assistant Professor Dr.Sarayuth Sethakhajorn | Co-advisor    |

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Subject Invitation to validate research instrument  
Dear Professor Wang Kun li, Shaanxi Normal University  
Attachment Questionnaire

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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|---|---------------|
| 7. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
| 8. Assistant Professor Dr.Phadet Kakham         | Co-advisor    |
| 9. Assistant Professor Dr.Sarayuth Sethakhajorn | Co-advisor    |

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Appendix B  
Official Letter

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6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Chen Liang, Xi'an bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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|---|---------------|
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6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Wang Xiaojing, Xianyang bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Liu Jingping, Weinan bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Zhan Manli, Baoji bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Itsaraphap Road,Hiranruchi,  
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6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Wang Qiang, Ankang bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educatioal Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Itsaraphap Road,Hiranruchi,  
Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Qiao Kun, Hanzhong bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

- |   |               |
|---|---------------|
| 1. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
| 2. Assistant Professor Dr.Phadet Kakhm          | Co-advisor    |
| 3. Assistant Professor Dr.Sarayuth Sethakhajorn | Co-advisor    |

In this research,the researcher requires to check the content validity of the instrument to get the most complete research instrument.Knowing your experience in the field of the said research,the researcher would like to ask for your assistance in validating the said instrument.Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

Thank you for your kind considerations.

Yours faithfully

(Assistant Professor Dr.Inukul Sarawong)

Dean of Graduate School

Tel.+662-473-7000

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Bansomdejchaopraya Rajabhat  
University  
1061 Soi Itsaraphap 15,  
Itsaraphap Road,Hiranruchi,  
Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Luo Hualin, Tongchuan bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Zhang Kangkai, Shangluo bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

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Itsaraphap Road,Hiranruchi,  
Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Cao Lili, Yan'an bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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| 1. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
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| 3. Assistant Professor Dr.Sarayuth Sethakhajorn | Co-advisor    |

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Thonburi,Bangkok,Thailand 10600

6 September 2024

Subject Invitation to validate research instrument  
Dear Teacher Huang Rui, Yulin bureau of education  
Attachment 1. Questionnaire  
2. Structured interview

Regarding Mrs.Li Miao with student code 6573139016,a doctoral student majoring in Sustainable Development Education Management at Bansomdejchaopraya Rajabhat University.The thesis is entitled "Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province." The thesis committee is as follows:

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|---|---------------|
| 1. Assistant Professor Dr.Luxana Keyuraphan     | Major Advisor |
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Thank you for your kind considerations.

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E-mail: academic.grad@bsru.ac.th

Appendix C  
Research Instrument

## Questionnaire

Title: Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

### Section A. Thesis introduction

Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

#### Principle

Sustainable Development Goal 4 (SDG4) of the United Nations 2030 Agenda for sustainable development is to ensure inclusive and equitable quality education, and lifelong learning opportunities for all. Currently, countries around the world are actively formulating and adopting their own strategies to promote educational equity, balanced and sustainable development based on their own educational development situations. China is currently facing a huge challenge of uneven development of basic education, and the problem of imbalanced and insufficient education development in urban and rural areas of Shaanxi Province is evident. Basic education is the cornerstone of national education, and today's world education is undergoing revolutionary changes. Basic education balance refers to the balanced distribution and use of educational resources among different regions, schools, and students through various measures and policies in the field of basic education, in order to promote the fairness and quality improvement of education. The fair and balanced development of basic education has gradually become a new goal for the development of world education. Realizing balanced development of compulsory education between urban and rural areas is an important prerequisite for promoting social education equity and a crucial feature for eliminating urban-rural disparities.

Therefore, researchers have studied the current situation of uneven development of urban and rural basic education in Shaanxi Province. Through survey questionnaires, structured interviews, expert evaluations, data collection and analysis, strategies for balanced and sustainable development of urban and rural basic

education in Shaanxi Province have been formulated to solve the problem of uneven development of urban and rural basic education and provide reference for the balanced development of urban and rural basic education in Shaanxi Province. Implementing balanced basic education between urban and rural areas in Shaanxi Province can promote educational equity, improve the quality of rural education and teaching, and promote sustainable development of urban and rural education.

### **Research Questions**

1. What is the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province?
2. What is the strategy for improve the Basic Education Balance for Urban and Rural in Shaanxi province?
3. What are the adaptability and feasibility of the developed basic education equality strategy in rural and urban areas of Shaanxi province?

### **Research Objectives**

1. To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province.
2. To develop a strategy for improve the Basic Education Balance for Urban and Rural in Shaanxi province.
3. To evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province.

### **Population and sample group**

#### Population

The population for this research is 320 basic education teachers from 10 urban and rural basic education schools in 10 cities in Shaanxi Province.

At present, there are a total of 40000 urban and rural basic education teachers in ten cities in Shaanxi Province. This study randomly selected 10 representative urban and rural basic education schools from these ten cities in Shaanxi Province.

Among these 10 schools, 5 schools are high-quality urban education and teaching schools, and 5 schools are rural schools. The five urban schools are Xi'an Experimental School, Xianyang Rainbow School, Weinan Experimental School, Baoji Xijie Primary School, and Ankang Guoyuan Primary School. The five rural schools are Hanzhong Songshu Elementary School, Tongchuan Xingshuping Elementary School, Shangluo Majiashan Elementary School, Yan'an Beiguan Elementary School, and Yulin Zhaowujiawan Elementary School. There are a total of 320 basic education teachers in 10 schools, and this is taken as the research object.

### **Sample group**

According to Krejcie and Morgan(1970) sampling table, the sample group of this research consists of 175 representative education teachers from basic education schools in urban and rural areas of 10 schools in Shaanxi Province. Using systematic random sampling and sample random sampling methods, select urban and rural basic education schools in Shaanxi Province.

The interviewees of this study are 10 middle-level teacher managers from schools in Shaanxi Province, all of whom have rich experience in basic education teaching. The qualifications of the interviewees are as follows: 1) at least 15 years of work experience in basic education teaching management, and 2) rich experience in education teaching management. 3) Familiarize and master the basic situation of education work in local schools. 4) Education managers with senior professional titles.

The 5 experts are senior education management personnel of basic education in Shaanxi Province, and are experts in evaluating the adaptability and feasibility of the policy of sustainable and balanced development of urban and rural basic education in Shaanxi Province. They come from five high-quality education schools in five different cities in Shaanxi Province. The qualifications of experts are as follows: 1) Senior professional title. 2) At least 20 years of experience in basic teaching management.

### **Content**

1. Study the current situation of balanced development of urban and rural basic education in Shaanxi Province, and promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province.
2. Strengthen the formulation of strategies and concepts for balanced and sustainable development of urban and rural basic education in Shaanxi Province, and verify the adaptability and feasibility of the strategies.

### **Time**

In September 2024, through questionnaire surveys and interviews, we will understand the current situation of balanced development of urban and rural basic education in Shaanxi Province, analyze the problems and reasons for the imbalance in the development of urban and rural basic education in Shaanxi Province, and propose a strategic draft to promote the balanced and sustainable development of urban and rural basic education in Shaanxi Province.

### **Benefits of the study**

1. For Shaanxi Province, provide feasible references for the balanced development of urban and rural basic education in Shaanxi Province through research.
2. For school, research will help optimize the allocation of educational and teaching resources in basic education schools in urban and rural areas of Shaanxi Province.
3. For teacher, through literature review and empirical investigation, this study aims to further promote the balanced development of urban and rural basic education in Shaanxi Province, and achieve harmonious and sustainable development of urban and rural teacher teams, student academic levels, teaching and research.

### **Research Concept Framework Diagram**

In order to formulate the framework of ideas for this study, the researchers introduced concepts and theories from the literature and research results related to development concepts.

### **Research Framework**

In the research and analysis of the current situation of urban and rural basic education in Shaanxi Province, SWOT and TOWS matrix hybrid research methods were used to create and develop sustainable development strategies.

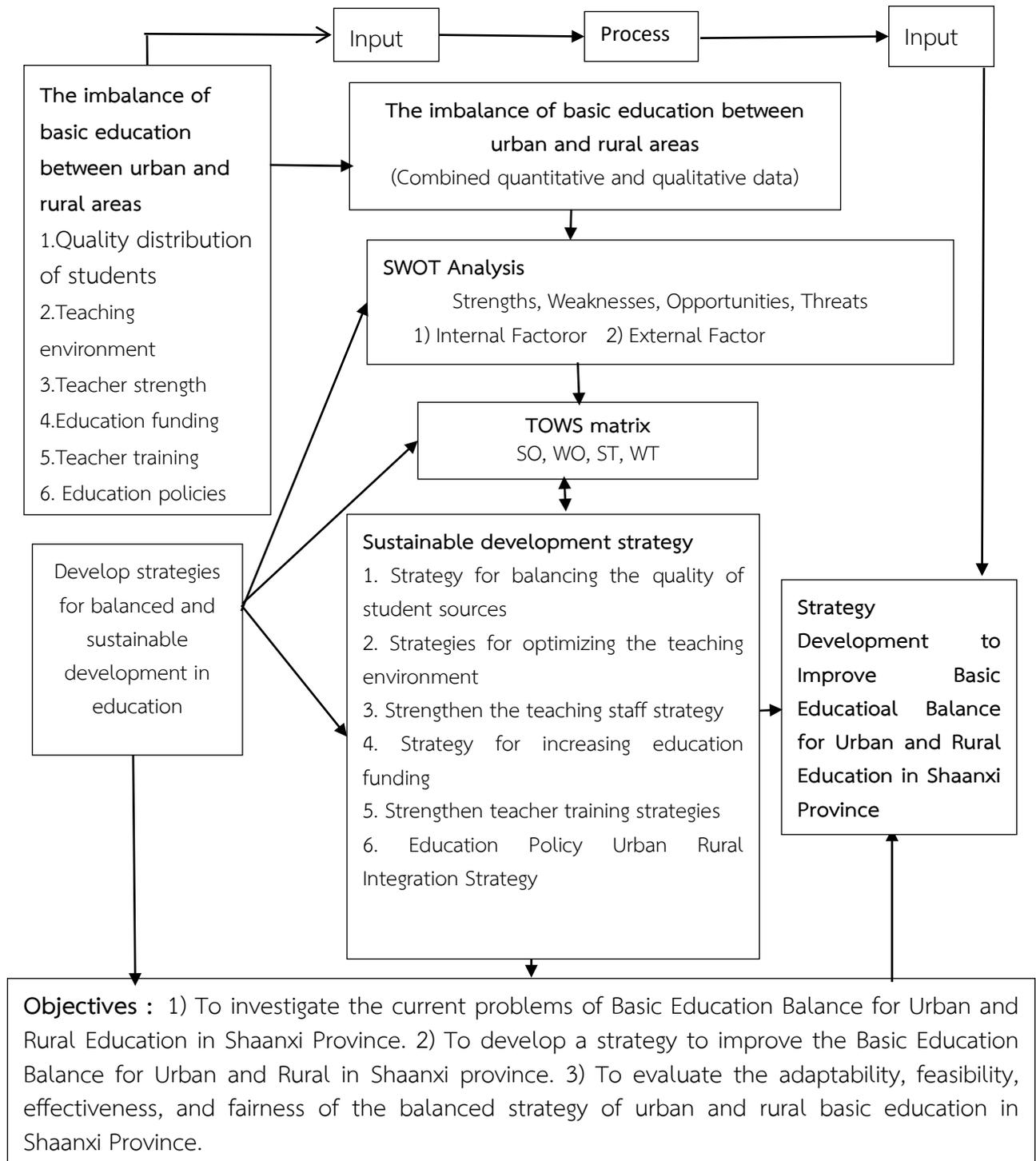


Figure 1.2 Research Framework

## Section B. Research instruments

### B.1: Questionnaire on the Current Situation of Balanced Development of Urban and Rural Basic Education in Shaanxi Province (Teachers)

#### Description:

In order to understand the current situation of the balanced development of urban and rural basic education in Shaanxi Province and put forward the strategy conducive to the balanced development of urban and rural basic education in Shaanxi Province, a questionnaire survey was conducted on 175 basic education teachers from 10 urban and rural basic education schools in Shaanxi Province.

There were no right or wrong answers to each question in this questionnaire. This questionnaire survey is an anonymous answer, and we will keep the relevant content confidential. The answers you provide are only for overall statistical analysis and will never be processed or published separately. This information will be kept strictly confidential and will not be disclosed to anyone. You do not need to provide your personal name when filling out the questionnaire, please feel free to answer these questions. Your real feelings and suggestions are of important reference value for understanding the development of education in various places. Please choose the option that best reflects your actual feelings.

Thank you for your cooperation in answering this questionnaire.

Mrs. Li Miao

Bansomdejchaopraya Rajabhat University

### Part I: Respondent Identity (Personal Information)

1. Gender:

Male  Female

2. Age:

Under 30 years old  30-39 years old  40-49 years old  Over 50 years old

3. Working years

0-5 years  6-10 years  10-15 years  15 years above

4. teaching discipline level

primary school  junior middle school  senior middle school

5. education background

less than a bachelor's degree  Bachelor's degree  Master's degree

Doctor's degree

6. Professional title

Primary  Intermediate  Deputy Senior  Senior

7. school area of teachers engaged

urban  rural

### Part 2 Questionnaire

Please read the following items carefully and select your actual understanding of the current status of The current balanced development of urban and rural basic education in Shaanxi Province based on your actual situation and experience. Likert 5-point rating scale (5 satisfied, 4 fairly satisfied, 3 basically satisfied, 2 average, and 1 very dissatisfied)

5 indicates that the balance of basic education between urban and rural areas is at a relatively high level

4 indicates a high level of balanced basic education between urban and rural areas

3 indicates a balanced and average level of basic education between urban and rural areas

2 indicates a low level of balance in basic education between urban and rural areas

1 indicates that the balance of basic education between urban and rural areas is at an extremely low level

NO	To improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province	Level				
		1	2	3	4	5
<b>Urban and rural basic education in Shaanxi Province</b>						
1	Distribution of student sources					
2	Teaching environment					
3	Teacher strength					
4	Education funding					
5	Teacher training					
6	Education policies and systems					
<b>Equilibrium status of the quality distribution of students</b>						
1	Students in the area enjoy the fair opportunities of basic education satisfaction					
2	Satisfaction with basic education in the area					
3	Satisfaction with the status quo of local students' nearby enrollment					
4	Your satisfaction with the size of the number of students in your school					
5	Your satisfaction with the academic level of the students in your school					
<b>The current situation of teaching environment</b>						
1	Satisfaction with various school teaching equipment					
2	School information facilities and equipment education and teaching situation satisfaction					
3	Satisfaction with the situation of the school buildings					
4	Satisfaction with the campus environment situation					
5	Satisfaction with the complete teaching environment					
<b>The current situation of teachers' strength</b>						
1	Satisfaction with the stability of the teachers in the school					
2	Satisfaction with the teachers' teaching level in the school					
3	Satisfaction with the teachers' ethics level in the school					
4	Satisfaction with the scientific research situation of the school					
5	Satisfaction with the professional title of the school					
<b>The current situation of education funds</b>						
1	Satisfaction with the sufficient educational fund investment in the school					
2	Satisfaction with the reasonable use of education funds					
3	Extensive satisfaction with teachers in using educational funds					
4	Satisfaction with school teachers' fairness of educational funds					

NO	To improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province	Level				
		1	2	3	4	5
5	Compared with other local schools on the overall situation of education funds satisfaction					
<b>The current situation of teacher training</b>						
1	Satisfaction with the teacher training system in the school					
2	Teacher training system fairness situation satisfaction					
3	Satisfaction with the intensity of teacher training					
4	The school supports teacher training intensity and satisfaction					
5	Satisfaction with teacher training with schools in other regions					
<b>The balance of education policies and systems</b>						
1	Overall satisfaction with the current education policy and system					
2	Satisfaction with the local educational equity policies					
3	Satisfaction with the high-quality resource-sharing education system					
4	Satisfaction with the government's optimization of the education policy and system					
5	Satisfaction with the social recognition of the balanced development of urban and rural basic education					

### Recommendation

Thank you for your kind cooperation in completing the questionnaire!

Researcher  
Mrs.Li Miao

**B.2: Interview Form for Balanced and Sustainable Development  
Strategy of Urban and Rural Basic Education in Shaanxi Province  
(Middle-level teacher managers)**

**Description:**

The interviewees of this study are 10 middle-level teacher managers from education bureaus in the ten cities in Shaanxi Province, all of whom have rich experience in basic education teaching. The qualifications of the interviewees are as follows: 1) at least 15 years of work experience in basic education teaching management, and 2) rich experience in education teaching management. 3) Familiarize and master the basic situation of education work in local schools. 4) Education managers with senior professional titles.

**Part I: Interviewee Identity (Personal Information)**

1. Name (Interviewee):
2. Gender:
3. Age:
4. Position:
5. Work Unit:
6. Cultural level:
7. professional title:
8. Years of service:
9. Interview Date:
10. Interview Duration:

## Part II Interview Outline

Content	Questions
Equilibrium status of the quality distribution of students	1. What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?
The current situation of teaching environment	2. What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?
The current situation of teachers' strength	3. What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?
The current situation of education funds	4. What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?
The current situation of teacher training	What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?
The balance of education policies and systems	What is your opinion on the current balance between urban and rural basic education policies and systems in Shaanxi Province? What strategies should be adopted to improve the balanced and systems development of basic education policies and systems in urban and rural areas?

NO	Questions	Evaluation result			Remarks
		-1	0	1	
1	What is your opinion on the current equilibrium status of quality distribution of urban and rural basic education students in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable distribution of the quality distribution of students?				
2	What is your opinion on the current teaching environment situation of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced development of teaching environment in schools?				
3	What is your opinion on the current teachers' strength of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teachers' strength in urban and rural basic education?				
4	What is your opinion on the current education funds of urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of education funds in urban and rural basic education?				
5	What is your opinion on the current teacher training in urban and rural basic education schools in Shaanxi Province? What strategies should be adopted to improve the balanced and sustainable development of teacher training in urban and rural basic education?				

## Section C. Assessment Form for Validity

### C1: Questionnaire validity evaluation form of the balanced development status of urban and rural basic education in Shaanxi Province

**Research title:** Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

**experts group :** These 5 experts are senior education managers of basic education in Shaanxi Province, who are experts in evaluating the adaptability and feasibility of policies for sustainable and balanced development of urban and rural basic education in Shaanxi Province. They have rich experience in evaluating the quality of education and teaching, and are recognized as experts in the evaluation of urban and rural basic education by the Shaanxi Provincial Department of Education. Over the years, they have evaluated the current situation of balanced development of basic education in various urban and rural areas in Shaanxi Province, and provided relevant suggestions for the balanced and sustainable development of urban and rural basic education in Shaanxi Province. They come from five high-quality basic education schools in urban and rural areas of Shaanxi Province, which have been recognized as demonstration schools in the development of education in Shaanxi Province. The expert qualifications are as follows: 1) Senior professional title. 2) At least 20 years of experience in basic education teaching management. 3) Having over 5 years of evaluation experience in assessing the balanced and sustainable development of urban and rural basic education.

#### Research Objectives

1. To investigate the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province.
2. To develop a strategy to improve the Basic Education Balance for Urban and Rural in Shaanxi province.
3. To evaluate the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province.

### Basic information of the evaluation experts

1. Name (expert):
2. Gender:
3. Age:
4. Position:
5. Work Unit:
6. Cultural level:
7. Years of service:
8. Interview Date:
9. Interview Duration:

When using the questionnaire, please evaluate whether the contents of the questionnaire about the actual perception of the current status of basic educational balance for urban and rural education in Shaanxi Province are consistent. After the evaluation, please tick the corresponding box. Please evaluate according to the following criteria: -1=does not match the definition, 0=not sure whether it meets the definition, +1=corresponds to the definition.

NO	Improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province	Evaluation result		
		-1	0	1
<b>Information about the identity of the respondents</b>				
1	School: <input type="checkbox"/> Primary School Affiliated to Northwestern Polytechnical University <input type="checkbox"/> Xianyang City Experimental Primary School <input type="checkbox"/> Beitang Experimental Primary School <input type="checkbox"/> Jinling primary school <input type="checkbox"/> Ankang Middle School			
2	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female			
<b>Equilibrium status of the quality distribution of students</b>				
1	The balanced distribution of student quality can make urban and			

NO	Improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province	Evaluation result		
		-1	0	1
	rural students in Shaanxi Province to enjoy fair opportunities for basic education			
2	The balanced distribution of the quality of students contributes to the improvement of the penetration rate of basic education			
3	A balanced distribution of the quality of students helps local students to enroll nearby			
4	The balanced distribution of student quality helps to stabilize the number of students in schools			
5	The balanced distribution of student quality contributes to the school students' academic level			
<b>The current situation of teaching environment</b>				
1	Schools have intensified their efforts to increase all kinds of school teaching equipment			
2	The school pays attention to the school information facilities and equipment education and teaching			
3	The school holds a positive attitude towards the construction of school buildings			
4	Strengthening the construction of campus environment is helpful to promoting the sustainable development of education			
5	The teaching environment of urban schools is better than that of rural schools			
<b>The current situation of teachers' strength</b>				
1	The school's teaching staff is well stable			
2	High teaching level of teachers in the school			
3	The overall moral cultivation level of teachers in the school is good			
4	Teachers in the school have achieved more scientific research results			
5	Teachers in their school are willing to actively participate in the evaluation of professional titles			
<b>The current situation of education funds</b>				
1	The school has sufficient investment in education funds			
2	Educational funds can be used reasonably			

NO	Improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province	Evaluation result		
		-1	0	1
3	Teachers use educational funds widely			
4	Teachers in their schools should use educational funds fairly			
5	Compared with other local schools, the overall situation of educational funds is good			
<b>The current situation of teacher training</b>				
1	The teacher training system of the school is perfect			
2	The teacher training system is fair			
3	Participate in teacher training efforts			
4	The school actively supports teacher training			
5	Teacher training is satisfactory when compared with schools in other regions			
<b>The balance of education policies and systems</b>				
1	At present, the education policy and system are generally improved			
2	Local education policy is fair			
3	The education system for sharing quality resources has been improved			
4	The government can actively optimize the education policy and system			
5	Social recognition of a balanced basic education between urban and rural areas			

Signature:

Date:

**C2: Effectiveness Evaluation form of the interview outline on the strategy of balanced and sustainable development of urban and rural Basic Education in Shaanxi**

**Research title:** Strategy development to improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

**Assessor Name:**

**Title/Position:**

**Work Unit:**

When using the interview, please evaluate whether the interview is correct about the interview outline on the strategy of balanced development of urban and rural Basic Education in Shaanxi. After the evaluation, please tick the corresponding box. Please evaluate according to the following criteria: -1=does not match the definition, 0=not sure whether it meets the definition, +1=corresponds to the definition.

Content	Questions	Evaluation result		
		-1	0	1
Equilibrium of the quality distribution of students	In view of the current situation of the balanced development of urban and rural basic education in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in the quality distribution of students?			
The balance of the teaching environment	In view of the current situation of the balanced development of urban and rural basic education in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in the teaching environment?			
The balance of teachers'	In view of the current situation of the balanced development of urban and rural basic education			

Content	Questions	Evaluation result		
		-1	0	1
strength	in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in teachers' strength?			
The balance of education funds	In view of the current situation of the balanced development of urban and rural basic education in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in education funds?			
The balance of teacher training	In view of the current situation of the balanced development of urban and rural basic education in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in teacher training?			
The balance of education policies	In view of the current situation of the balanced development of urban and rural basic education in Shaanxi Province, what strategies should be adopted to improve the balance of urban and rural basic education in education policies?			









## Appendix D

### The Results of the Quality Analysis of Research Instruments









Appendix E  
Certificate of English



This is to certify that

**LI MIAO**

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 13<sup>th</sup> December 2025

A handwritten signature in black ink, appearing to read 'K. A.', is positioned above the name of the official.

Assistant Professor Dr Kulsirin Aphiratvoradej,

Director

Appendix F  
The Document for Acceptance Research



**ACCEPTANCE OF MANUSCRIPT**

**Date: March 3, 2025**

**Dear Authors,**

I am pleased to inform you that your paper has passed the review process after a careful and thorough perusal of the manuscript. The journal Editor-in-Chief, and reviewers have recommended your manuscript, titled **Strategy development to Improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province**, authored by **Li Miao, Luxana Keyuraphan, Sunate Taveethavornsawat, and Thanida Sujariththam** for publication in *International Journal of Education & Literacy Studies*. It is an excellent paper that will improve the readership of the journal. The paper will be published in Volume 13 Issue 2 of *IJELS* on March 31, 2025.

Yours sincerely,

Vahid Nimehchisalem, PhD  
Editor-in-Chief  
International Journal of Education & Literacy Studies

ACN:160969755  

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## Strategy Development to Improve Basic Educational Balance for Urban and Rural Education in Shaanxi Province

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### ABSTRACT

The objectives of this research were to: (1) Investigate the current problems in achieving balance in urban and rural basic education in Shaanxi Province, (2) Develop a strategy to improve this balance, and (3) Evaluate the adaptability, feasibility, effectiveness, and fairness of the proposed strategy. The study involved 175 teachers from urban and rural schools across 10 prefecture-level cities, 10 middle-level school managers, and 5 senior education experts. Research instruments included questionnaires, structured interviews, and expert assessments, with data analyzed using frequency, percentage, mean, standard deviation, and content analysis. The findings indicate that urban education in Shaanxi Province is significantly more developed than rural education, with disparities in teacher performance, student quality, resource distribution, and funding. Many rural students migrate to urban schools, leaving behind a declining student population. To address these imbalances, the study proposes strategies such as strengthening teacher training, enhancing rural school quality, improving educational funding, and optimizing resource allocation. Expert evaluations confirmed that these strategies are highly adaptable and feasible for promoting balanced and sustainable urban-rural education development. These findings highlight the urgency of policy-driven educational reforms to bridge the urban-rural gap and ensure equitable learning opportunities in Shaanxi Province.

**Key words:** Urban and Rural Basic Education, Sustainable and Balanced Development, Educational Resources

### INTRODUCTION

Sustainable Development Goal 4 (SDG4) of the United Nations 2030 Agenda for Sustainable Development is to ensure inclusive and equitable quality education and lifelong learning opportunities for all. Fair and high-quality education is an inherent requirement and strong support for a strong education country, as well as a common educational development goal pursued by countries around the world. In recent years, many countries around the world have taken a series of measures to promote education accessibility, balance, and sustainable development, making new progress in promoting education development. However, achieving an education balance globally still faces significant challenges. Educational equity is regarded as a social responsibility in all countries, as well as an important foundation for bridging social disparities, maintaining social stability, promoting human capital development, and ultimately achieving national prosperity. Striving to provide every child with fair and quality education is not only an inherent requirement for building an educational powerhouse but also a powerful support for its construction. Governments around the world should set

clear goals, increase investment in education, strengthen international cooperation, and enable more children to enjoy fair and high-quality education. Given this, promoting the balanced and sustainable development of education is a very important and necessary thing (Yu et al., 2024). It is pointed out that the rural revitalization strategy proposes the requirement of talent revitalization, and the prerequisite for achieving talent revitalization is that rural areas have a high-quality educational environment and conditions. Quality Education (2024) elaborated on the similarities and differences between the design and implementation of project-based learning in rural small-scale schools and urban schools, Liu and Zhang (2021) proposed that at present, China is in the period of building a new type of industrial and agricultural urban-rural relationship, comprehensively implementing the rural revitalization strategy and achieving high-quality development. The Chinese government attaches great importance to national basic education. In recent years, measures such as increasing education investment, improving teaching quality, and reducing the digital divide have been taken to promote education popularization, balance, and sustainable development.

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The problem of imbalance and insufficiency in the development of education in urban and rural areas of Shaanxi Province is evident. Under the strategic deployment of the Central Committee of the Communist Party of China, the "Several Opinions on Coordinating the Reform and Development of Urban and Rural Compulsory Education Integration in Counties" issued by the State Council in 2016 clearly stated that achieving balanced development of urban and rural areas in counties is the goal of coordinating the development structure of urban and rural compulsory education. The balanced development of basic education is a decision-making choice of the government for educational development strategies, and the responsibility for promoting the balanced development of basic education mainly lies with the government. Zhang (2014) pointed out that due to various factors such as rights, economic conditions, opportunities, information, and security, there is a certain gap in the development of urban and rural basic education, which limits the level of development of basic education.

Urban education and rural education in Shaanxi Province are interdependent, and the changes in the education system and economic and social structure in Shaanxi Province are also interdependent. Therefore, the sustainable and balanced development of urban and rural basic education in Shaanxi Province can solve the problem of low education quality for rural students through the radiation and driving effect of cities. Developing rural education can address the shortcomings of urban students in comprehensive development through the complementary role of rural areas. Quality Education (2024) elaborated on the similarities and differences between the design and implementation of project-based learning in rural small-scale schools and urban schools, to provide a reference for the development of project-based learning in rural small-scale schools in China.

From this, it can be seen that based on the new development stage, top-level design in promoting the integration of urban and rural compulsory education no longer only focuses on one-way "rural tilted policies", but emphasizes promoting the free flow of factors and optimizing the spatial allocation of resources to promote the integrated development of urban and rural basic education.

Liu and Zhang (2021) proposed that at present, China is in the period of building a new type of industrial and agricultural urban-rural relationship, comprehensively implementing the rural revitalization strategy and achieving high-quality development. Looking forward to the future, the CPC will give priority to the development of rural education, strengthen the integration of urban and rural education, improve the quality of rural education, promote education equity, and accelerate the pace of moving from a large education country to a powerful education country.

### Objectives

The objectives of this research were to:

1. Investigate the current problems in achieving balance in urban and rural basic education in Shaanxi Province,
2. Develop a strategy to improve this balance,
3. Evaluate the adaptability, feasibility, effectiveness, and fairness of the proposed strategy.

### Research Questions

1. What are the current problems of Basic Education Balance for Urban and Rural Education in Shaanxi Province?
2. What is the strategy for improving the Basic Education Balance for Urban and Rural in Shaanxi province?
3. What is the adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in Shaanxi Province?

### METHOD

#### Population and Sample

The population for this research is 320 basic education teachers from 10 urban and rural basic education schools in 10 cities in Shaanxi Province. At present, there are a total of 40000 urban and rural basic education teachers in ten cities in Shaanxi Province. This study randomly selected 10 representative urban and rural basic education schools from these ten cities in Shaanxi Province. Among these 10 schools, 5 schools are high-quality urban education and teaching schools, and 5 schools are rural.

According to Krejcie and Morgan's (1970) sampling table, the sample group of this research consists of 175 representative education teachers from basic education schools in urban and rural areas of 10 schools in Shaanxi Province. Using systematic random sampling and sample random sampling methods, select urban and rural basic education schools in Shaanxi Province.

The interviewees of this study are 10 middle-level teacher managers from schools in Shaanxi Province, all of whom have rich experience in basic education teaching. The qualifications of the interviewees are as follows:

1. Minimum 15 years of work experience in basic education teaching management,
2. Rich experience in education teaching management,
3. Familiar with the basic situation of education work in local schools, and
4. Skilled education managers with senior professional titles.

The 5 experts are senior education management personnel of basic education in Shaanxi Province and are experts in evaluating the adaptability and feasibility of the policy of sustainable and balanced development of urban and rural basic education in Shaanxi Province. They come from five high-quality education schools in five different cities in Shaanxi Province. The experts held senior professional title and had a minimum of 20 years of experience in basic teaching management.

### Research Instruments

#### Questionnaire

The purpose is to investigate the current problems in achieving balance in urban and rural basic education in Shaanxi Province, a questionnaire is designed from the following aspects:

The survey focuses on various aspects of basic education in urban and rural areas of Shaanxi Province, including the following two parts:

1. Basic information of the survey subjects, including gender, age, years of work experience, subject level, educational background, professional title, and school area of teachers engaged in basic education, and
2. A satisfaction survey on the following aspects of current urban and rural basic education among respondents:
  - a. Student allocation
  - b. Teaching environment
  - c. Teaching quality
  - d. Education funding
  - e. Teacher training, and
  - f. Education policies and systems

The above six aspects are mainly investigated from the perspective of teachers' situation, future development expectations, school software, and hardware situation, teaching quality, survey subjects' understanding of the urban and rural basic education environment, government school district division, exemption from entrance examination policies, and high school entrance examination policies.

The questionnaire answers are in the form of simple scoring or options to simplify the survey difficulty as much as possible and facilitate statistical analysis by using Likert scale (1932). The general satisfaction is evaluated using five dimensions: "5 satisfied, 4 fairly satisfied, 3 basically satisfied, 2 average, and 1 very dissatisfied"; therefore:

- 1 Indicates that the balance of basic education between urban and rural areas is at an extremely low level
- 2 Indicates a low level of balance in basic education between urban and rural areas.
- 3 Indicates a balanced and average level of basic education between urban and rural areas.
- 4 Indicates a high level of balanced basic education between urban and rural areas.
- 5 Indicates that the balance of basic education between urban and rural areas is at a relatively high level

The construction process of the questionnaire was as follows:

1. Review and analysis of the literature, concepts, and theories related to the balanced development of urban and rural basic education in Shaanxi Province
2. Development of a survey questionnaire on the current situation of balanced development of urban and rural basic education in Shaanxi Province (teacher part), sending the paper to the guiding teacher for review, and modifying the questionnaire content according to the teacher's suggestions
3. Evaluation of the items of the questionnaire using the Objective Consistency Index (IOC), which involves the evaluation of each item by experts based on whether it measures the degree of specific goals listed by the testing developers; the IOC of this questionnaire is 1.00
4. Modifying the questionnaire based on expert advice
5. Pilot survey by publicly distributing questionnaires to 175 basic education personnel in Shaanxi Province

#### **Evaluation form**

The researchers developed this form by:

1. Sending it to 5 experts in urban and rural basic education in Shaanxi Province for evaluation
2. Inviting 5 experts to conduct a qualitative analysis and rating of the adaptability and feasibility of the evaluation
3. Determining the demarcation points based on Likert (1932). The data is interpreted as follows:
  - 4.50 - 5.00 Indicates the highest level
  - 3.50 - 4.49 Indicates the high level
  - 2.50 - 3.49 Indicates moderate level
  - 1.50 - 2.49 Indicates low level
  - 1.00 - 1.49 Indicates the lowest level

#### **Data Collection**

##### **Collection of questionnaires**

This instrument helped the researchers address the first research objective, following the steps below:

1. The researchers distributed invitation letters for questionnaire work to teachers engaged in urban and rural basic education in 10 schools in Shaanxi Province and obtained the consent of the participants in the questionnaire survey, who were 175 teachers engaged in urban and rural basic education from 10 schools in Shaanxi Province.
2. The researchers distributed questionnaires to 175 teachers engaged in urban and rural basic education, distributed 175 survey forms, and collected a total of 175 survey forms, with a participation rate of 100%.

##### **Collection of structured interviews**

Structured interviews helped the researchers address the second research objective, following the steps below:

1. The researchers made sure the selected interviewees were middle-level managers from urban and rural basic education in 10 cities in Shaanxi Province.
2. Based on the actual situation of 10 urban areas in Shaanxi Province, the researchers visited the interviewees in Xi'an and Xianyang cities and conducted face-to-face interviews.

##### **Collection of the evaluation form**

Evaluation forms helped the researchers address the third research objective, following the steps below:

1. According to the setting conditions, five experts come from representative educational system units that manage basic education schools in Shaanxi Province, with rich experience in balanced education evaluation, and are recognized as evaluation experts by Shaanxi Province.
2. Based on the expert evaluation work, organize an evaluation seminar for experts to exchange evaluations, score, collect data information from expert evaluations, and analyze the data.

### Data Analysis

In this phased, the researchers:

1. Analyzed the personal information of the respondents by frequency and percentage, categorizing them by gender, age, educational level, subject level, education level, professional title, and school region.
2. Analyzed the current situation and causes of the uneven development of basic education between urban and rural areas in Shaanxi Province from the following six aspects:
  - a. Distribution of student sources,
  - b. Teaching environment,
  - c. Teaching quality,
  - d. Education funding,
  - e. Teacher training, and
  - f. Education policies and systems.
3. Through content analysis, a structured interview was conducted on the guiding principles for the balanced development of urban and rural basic education in Shaanxi Province.
4. Analyze the applicability and feasibility of the guidelines for balanced development of urban and rural basic education in Shaanxi Province through mean and standard deviation.

### RESULTS

According to Table 1, it was found that the current situation of urban and rural basic education in Shaanxi Province in six aspects was at a high level ( $M = 3.89$ ). Considering the results of this research aspects ranged from the highest to lowest level as follows: the highest level was education policies and systems ( $M = 3.93$ ), teacher strength ( $M = 3.91$ ), and teaching environment was the lowest level ( $M = 3.86$ ).

According to Table 2, the researchers provided strategies to improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province, which was divided into six aspects and included 40 measures. There are 7 measures for the distribution of student sources, 6 measures for teaching environment, 6 measures for teacher strength, 7 measures for education funding, 6 measures for teacher training, and 8 measures for education policies and systems.

According to Table 3, the adaptability and feasibility of the balanced development strategy of The urban and rural basic education in Shaanxi Province were studied, at the

highest level in six aspects, and its value was between 4.5 and 5.0 ( $M = 4.54$  and  $M = 4.51$ ), which indicates that the strategy of improving the balanced development of urban and rural basic education in Shaanxi Province is adaptable and feasible.

### DISCUSSION

The research was to study the strategy development to improve basic education balance for urban and rural education in Shaanxi Province. The researcher summarizes the discussion into three parts, details as follows:

1. The current situation of the balanced development of urban and rural basic education in Shaanxi Province
2. The strategies of balanced development of urban and rural basic education in Shaanxi Province
3. The adaptability, feasibility, effectiveness, and fairness of the balanced strategies of urban and rural basic education in Shaanxi Province.

The findings of the research are discussed in the following sections.

#### Current Situation of the Balanced Development of Urban and Rural Basic Education in Shaanxi Province

The balanced development of urban and rural basic education in Shaanxi Province exhibits significant disparities across six key areas: student distribution, teaching environment, teacher strength, education funding, teacher training, and education policies. Urban schools, particularly in Xi'an, benefit from abundant educational resources and well-equipped facilities, whereas rural schools struggle with limited funding, outdated equipment, and a lack of extracurricular activities (Li, 2024). Additionally, the disparity in teacher distribution exacerbates the quality gap, as experienced educators prefer urban areas, leading to a shortage of qualified teachers in rural schools (Hu et al., 2023). Financial imbalances further hinder rural education, despite government policies aimed at supporting weaker schools. Teacher training programs also differ, with urban educators receiving more advanced and technology-driven training, while rural teachers focus on fundamental skills. However, the government has implemented initiatives such as 13 years of free education and the construction of standardized schools to bridge the gap, but structural and policy-based urban biases persist. To achieve educational

**Table 1.** The average value and standard deviation of the current situation of urban and rural basic education in Shaanxi Province in six aspects (n=175)

NO	Urban and rural basic education in Shaanxi Province	M	SD	level	Rank
1	Distribution of student sources	3.90	0.91	high	3
2	Teaching environment	3.86	0.88	high	6
3	Teacher strength	3.91	0.88	high	2
4	Education funding	3.89	0.92	high	4
5	Teacher training	3.87	0.87	high	5
6	Education policies and systems	3.93	0.91	high	1
Total		3.89	0.89	high	

equity, increased investment, policy refinement, and targeted support for rural schools are necessary (Yang, 2023).

#### Strategies for Balanced Development of Urban and Rural Basic Education in Shaanxi Province

The balanced development of urban and rural basic education in Shaanxi Province faces disparities in six key aspects: student distribution, teaching environment, teacher strength, education funding, teacher training, and education policies. Urban schools, particularly in Xi'an, benefit from abundant educational resources and well-equipped facilities, whereas rural schools struggle with limited funding, outdated equipment, and fewer extracurricular activities (Roberts & Hannum, 2018). The uneven distribution of teachers further exacerbates educational inequalities, as experienced educators prefer urban areas, leaving rural schools understaffed (Chunhai et al., 2022). Financial imbalances hinder rural education, despite government policies supporting weaker schools (Duan et al., 2017). Additionally, teacher training opportunities differ significantly between urban and rural schools, with urban teachers receiving advanced training while rural teachers focus on fundamental skills (Chen et al., 2022). Tiang-Uan (2023) highlighted the role of online applications in improving English learning, engagement, and knowledge retention among Thai EFL students, demonstrating the effectiveness of digital tools in language education. Similarly, the strategy development for basic educational balance in Shaanxi Province emphasizes digital integration to address urban-rural disparities. Both studies underscore the need for targeted teacher training to enhance digital

literacy and ensure effective implementation of technology-driven learning strategies, ultimately promoting equitable education.

To address these disparities, Shaanxi Province has implemented policies such as 13 years of free education, standardized school construction, and digital education platforms (Fan, 2021). However, structural barriers and urban-biased policies persist. Solutions include increasing investment in rural schools, improving teacher incentives, and enhancing technology integration for equitable education (Yang, 2023; Hei, 2019). These strategies aim to ensure balanced educational development across urban and rural areas.

#### Adaptability, Feasibility, Effectiveness, and Fairness of The Balanced Strategies

The adaptability, feasibility, effectiveness, and fairness of the balanced strategy of urban and rural basic education in six aspects were at the highest level, with values between 4.00 and 5.00. This indicates that the guidelines for the development of financial aid education are suitable, feasible, effective, and fair (Fan, 2021). The urban and rural basic education strategy in Shaanxi Province has high applicability and feasibility. In the process of promoting the balanced development of urban and rural basic education, Shaanxi Province has formulated and implemented a series of strategies aimed at optimizing the allocation of educational resources, improving the quality of education, promoting educational equity, and narrowing the gap between urban and rural education (Deng & Zhang, 2021). From multiple aspects, these strategies demonstrate high applicability and feasibility. Research highlights that measures such as financial investment, teacher training, and school infrastructure improvements contribute to a more balanced educational system (Duan et al., 2017; Chen & Li, 2019). Moreover, promoting digital education and equitable resource distribution further supports educational fairness (Yang, 2023; Hei, 2019). The findings from Karanjakwut and Sripicharn (2024) on digital literacy training for older Thai EFL teachers parallel the challenges identified in strategy development for urban and rural education balance in Shaanxi Province. Both studies highlight issues of technological accessibility, resource availability, and disparities between different teacher groups. While Karanjakwut and Sripicharn found that older teachers struggled with computer

**Table 2.** A List of strategies

NO.	Aspects of strategies	Numbers of measures
1	Distribution of student sources	7
2	Teaching environment	6
3	Teacher strength	6
4	Education funding	7
5	Teacher training	6
6	Education policies and systems	8
Total	6	40

**Table 3.** The average value and standard deviation of the evaluation of the adaptability and feasibility of strategies for improving the balanced and sustainable development of urban and rural basic education in Shaanxi Province in six aspects. (n = 5)

Guidelines for improving the Balanced and sustainable development of urban and rural basic Education	Adaptability			Feasibility		
	M	SD	level	M	SD	level
Quality distribution of students	4.49	0.54	high	4.47	0.50	high
Teaching environment	4.43	0.49	high	4.55	0.57	highest
Teacher strength	4.41	0.46	high	4.53	0.60	highest
Education funding	4.74	0.46	highest	4.57	0.56	highest
Teacher training	4.62	0.50	highest	4.38	0.52	high
Education policies and systems	4.54	0.51	highest	4.55	0.55	highest
Total	4.54	0.49	highest	4.51	0.55	highest

specifications, teaching style adaptation, and Internet accessibility, similar barriers were noted in Shaanxi, where rural teachers faced limitations in professional development, funding, and infrastructure. To sum up, the urban and rural basic education strategies in Shaanxi Province show high applicability and feasibility in terms of ideological understanding, practical results, planning and construction, and specific implementation.

### CONCLUSION

The prospect of urban and rural basic education policy in Shaanxi Province is mainly reflected in promoting balanced development, improving the quality of education and deepening the reform of the household registration system.

The current situation of urban and rural basic education in Shaanxi Province in six aspects was at a high level ( $M = 3.89$ ). Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was education policies and systems ( $M = 3.93$ ), followed by teacher strength ( $M = 3.91$ ), and teaching environment was the lowest level ( $M = 3.86$ ). Additionally, the strategies to improve the balanced and sustainable development of urban and rural basic education in Shaanxi Province were divided into six aspects and included 40 measures. There are 7 measures for the distribution of student sources, 6 measures for teaching environment, 6 measures for teacher strength, 7 measures for education funding, 6 measures for teacher training, and 8 measures for education policies and systems. Furthermore, The adaptability, feasibility, effectiveness, and fairness of the balanced development strategy of urban and rural basic education in Shaanxi Province were studied, at the highest level in six aspects, and its value was between 4.5 and 5.0 ( $M = 4.54$  and  $M = 4.51$ ), which indicates that the strategy of improving the balanced development of urban and rural basic education in Shaanxi Province is adaptable, feasible, effectiveness, and fairness.

The findings of this research on the development of strategies to improve the balance between urban and rural basic education in Shaanxi Province emphasize critical areas where disparities persist. Urban schools benefit from better resources, more qualified teachers, and superior facilities, while rural schools face challenges such as inadequate funding, outdated equipment, and teacher shortages. These imbalances exacerbate the educational gap between urban and rural areas, impacting students' overall development.

The research proposes several strategies to address these issues, including increased investment in rural schools, enhanced teacher training, and better allocation of resources. These strategies focus on improving the teaching environment, student distribution, funding, and education policies. The study also underscores the importance of digital education and the development of infrastructure to bridge the gap between urban and rural education.

It is recommended that the government continue its efforts to implement policies that promote equitable education by focusing on teacher incentives, rural school quality, and improved access to digital tools. Additionally, continuous evaluation of the feasibility and effectiveness of these

strategies is necessary to ensure their long-term success in promoting balanced and sustainable education development in Shaanxi Province.

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