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Beijing as a Case Study of Educational Inequalities and Class-Induced Middle-Classization of School Districts

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ABSTRACT

The negative impacts of class inequality on educational equity in terms of gender, regional development, economic capital and cultural resources have gradually become a major social problem in China, but so far, relatively little academic attention has been paid to regional educational inequality. Therefore, this paper takes Beijing as a case city and adopts a questionnaire survey form that can reflect the real education gap in the class inequality situation to carry out a study on the generation mechanism and risk hazards of regional education inequality in Beijing. Comprehensive data from government reports, real estate markets, questionnaires, and other sources show that economic development, cultural background, and geographic location are the main causes of regional educational inequality in Beijing. Regional educational inequality further contributes to the high premium price of school district housing and middle-classisation in Beijing, and even class group solidification and human rights inequality issues. By exploring the two-way relationship between class inequality and educational inequality, this study attempts to fundamentally propose innovative measures to promote the equalisation of regional educational resources, which will contribute to the equitable and sustainable development of the city in the future.

1. Introduction

In a vast number of countries, social stratification is firmly rooted and almost hard to eradicate due to the country's historical and cultural traditions. It is possible to come across it in any setting, and it is the factor that keeps people from various socioeconomic backgrounds from attaining the same levels of success. The term "class inequality" will be used throughout the majority of this piece to refer to differences in access to economic prosperity, cultural resources, and gender roles. In the context of a debate about the various regions of a country, we refer to the presence of regional inequality when there is a disparity in the availability of services, the quality of education, or the

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degree of economic growth. This may be the case for a number of different factors. The disparity in treatment that exists between men and women as a result of their respective sexes is one cause of the inequality that exists between the sexes. Inequality of economic capital and inequality of cultural assets are two words that refer to discrepancies in economic capital and cultural assets, respectively. Both of these expressions may be used interchangeably. disparities in monetary riches are referred to as economic capital, whilst disparities in cultural assets are referred to as variances in intangible cultural heritage. Economic capital may be seen in the form of a person's financial assets as well as their resources. On the other hand, examples of cultural capital include a person's knowledge, skills, education, and many other cultural assets, all of which have the potential to be translated into economic and social benefits. The right to get an education is regarded as one of the most basic of all human rights, as stated in the Declaration of Human Rights ratified by the United Nations. The idea of educational equality refers to the idea that all individuals, regardless of where they originate from or what they've gone through in life, should have the same opportunity to continue their education and should not be discriminated against because of it.

However, educational disparity becomes a problem when there are obstacles to advancing one's social standing at each class level. A substantial amount of study and documentation has been done on the topic of educational disparity in a number of countries, including the United States, France, and China, to name just a few of these nations' examples. According to Posey-Maddox, *et al.* [1], the movement of middle-class families from cities to the suburbs is one of the key causes that contributes to the educational gap in the United States. This migration has occurred over the last few decades. According to Fack and Grenet, [2], the class-based school district distribution law in France may be to blame for the educational achievement gaps that exist in the nation. Since quite some time ago, China's educational disparity issue has been created in large part by true characteristics of class inequality, such as variations in regional and urban-rural development. The educational inequality in China is mainly reflected in two aspects of educational resources: one is the inequality of educational opportunities, and the other is the inequality of educational quality. One example of this is the gender gap in China's education system. The data that was released by the National Bureau of Statistics of China in the year 2020 indicated that the average number of years spent in school by Chinese people over the age of 15 was 10.8 in urban areas and 7.3 in rural regions. This difference was due to the fact that urban inhabitants spent much more time in school than rural residents. In addition, the rate of illiteracy is 4.2% higher in rural regions than it is in urban areas, which has a rate of only 0.5%. This serves as a perfect illustration of the significant educational divide that exists in China between urban and rural regions. On the other hand, not only is there a divide in terms of access to education between those who live in cities and those who live in rural areas, but there is also a divide even amongst people who live in metropolitan regions themselves. Education discrepancies are common in modern China, and they are not limited to the divisions that exist between urban and rural areas, between classes, or across other socioeconomic groups. Rather, education disparities occur across all of these categories. As an instance, as a consequence of the severe household registration system that is used in Beijing, residents are only permitted to register their children in schools that are situated inside the district in which their household registration is located. This is the only circumstance under which they are permitted to do so. Children of migrant workers who do not have a Beijing hukou are not permitted by law to attend schools located in more affluent regions of China. It's possible that this will put these kids at a disadvantage. They were forced to attend substandard private schools that were established specifically for the children of migrant workers, and when they were old enough for more advanced education, they were required to go back to their hometowns. There was a time when they weren't even permitted to register in public schools.

This article investigates the effect of various socioeconomic classes on educational difference from

four distinct vantage points, including gender, regional development, economic capital, and cultural resources. Specifically, the essay focuses on how socioeconomic classes affect educational discrepancy. In order to study these concerns, the article uses a mixture of qualitative and quantitative research approaches. a disparity in the number of available high-quality educational possibilities for each individual. According to the data, the differences in the levels of educational attainment seem to have their roots in the disparity that exists between social classes. Gentrification in school districts, which is a direct effect of educational disparity, has led to a widening of class differences among families, regions, and urban and rural areas. This is because educational disparity is the root cause of gentrification in school districts. This article presents actionable countermeasures and suggestions based on the findings of research; these will help to end the education marginalisation dilemma faced by people of low income as well as the education involution phenomenon experienced by middle-class families; and they will lay the groundwork for the creation of a fair social mobility mechanism in the future as well as the growth of cities. The concept of sustainable development is provided here as a point of reference.

2. Literature review

2.1 Inequality in Educational Opportunities Caused by Class Inequality

Traditionally, differences in economic capital and gender are attributed to unequal access to education assumed by most authors [3-6]. Due to compulsory schooling, the gender disparity in education has been significantly reduced, but there are still significant social class-based constraints on gender inequality across classes proven by Breen, et al. [7]. Nonetheless, poverty is a significant contributor to the educational opportunities disparity between men and women. By 2020, when a complete moderately prosperous society is established, China will have eradicated absolute poverty, but relative poverty will persist for decades. Absolute poverty differs from relative poverty. It accentuates the denial of participation rights in society and the absence of access to basic necessities such as education and healthcare. Recent scholarship [5, 7, 8] has focused on the role of education in preventing the re-povertization and worsening of poverty in already disadvantaged communities. In the historically impoverished province of Yunnan, where "men are superior to women" was a common Confucian belief, locals have not given sufficient attention to women's education, and women's awareness of their own personal development is also relatively low. weak. Historically, women in Yunnan have been underrepresented in the province's higher education institutions and less likely to receive funding per student than men.

In reality, the dominance of traditional Confucianism over women in the culture of Yunnan has resulted in pervasive gender inequality, even in the sphere of education. Women in Yunnan are subordinate to men in all spheres, including the household, as a result of the province's patriarchal culture. Women lack economic independence from men, property ownership or inheritance rights, and a sense of individuality and self-worth. In such a society, staying at home and caring for the children is considered a "vocation" for women, and they are prohibited access to education. As Yunnan's economy has developed and poverty alleviation policies have been implemented, new characteristics have emerged in Yunnan's education under the patriarchal culture: according to several authors [6, 9, 10], the female enrollment rate has increased, but so has the dropout rate. The "Yunnan This Decade" series of press conferences in 2022 projected that the consolidation rate of women's nine-year compulsory education, the gross enrollment rate of high school, and the higher education enrollment rate in Yunnan Province would increase from 92.71%, 75.55%, and 27.89% in 2012 to 96.52%, 93.67%, and 59.12% in 2020, respectively, all exceeding the rate for men and reaching the national average. Zhou [11] discovered through the study of Huize County, a typical area of Yunnan Province, that this is not the case due to inadequate public resources, unattractive courses,

and the professional level and professional skills of teaching staff. There is still a significant disparity between women's and men's educational levels in the local community due to issues such as absence of education and low active engagement of impoverished families. Typically, women abandon the labour force to care for their children or labour on the family property. Yi, et al. [10] believed the availability of free basic education has not precluded females from dropping out of school.

2.2 Inequality in Educational Quality Caused by Class Inequality

2.2.1 The uneven development among different regions has resulted in unequal education quality.

According to Some authors [12, 13], due to the decentralisation of public funding in China since the 1980s, elementary and secondary institutions are now supported by local governments. Therefore, the quantity of economic development in a region has a strong relationship with the calibre of fundamental education. There is a significant disparity in the availability of educational resources between and even within provinces, which was discovered by Guo, et al. [9] and Xiao and Liu [14]. The capacity of local governments to invest in education has varied according to their respective levels of economic growth. According to Wu and Zhang [13], local governments in many underdeveloped areas struggle to generate sufficient funds to pay for educational infrastructure and teacher salaries; as a result, fundamental education in these areas frequently lacks adequate resources. It makes sense that the quality of education provided in economically developed areas would be higher, as their local governments will have access to more educational resources, be able to equip better educational facilities, and be able to recruit better teaching staff. Consider the abundance of academic opportunities in Beijing as an example. According to the Beijing Municipal Education Commission, Beijing is home to 3,200 elementary schools, 1,600 middle schools, 1,200 high schools, and 91 colleges and universities, some of which are internationally renowned, such as Peking University and Tsinghua University. Meanwhile, Beijing has made significant educational infrastructure enhancements. Educators at a number of Beijing institutions now routinely utilise online resources. As part of a blended learning paradigm, some classrooms feature interactive whiteboards and digital textbooks, and online learning platforms are used to supplement traditional classroom instruction. Moreover, Beijing is home to a large number of qualified educators. The student-teacher ratio in Beijing is 13:1, which is greater than the national average of 16:1, and the overwhelming majority of Beijing's educators have a bachelor's degree or higher and are licenced to teach in China. Beijing's abundance of educational resources, state-of-the-art facilities, and large number of highly qualified instructors entirely guarantee the rights and quality of education for students in the city. The disparities in education between urban and rural regions are significantly greater than in Huize County, Yunnan, as previously stated. This reflects that as well.

2.2.2 Even in megacities like Beijing, the quality of education in the same city varies due to regional development and inequality in cultural capital.

Wang and Jang [15] held that central Beijing is home to a number of the city's finest public schools, which feature expansive, cutting-edge campuses, state-of-the-art facilities, and knowledgeable faculty and staff. These institutions ensure the quality of their student body and enrollment pool by actively searching out and admitting only the most qualified local students. Due to the limitations of the Beijing household registration system, authors [15-17] discovered that many students from immigrant families are forced to attend private schools in the suburbs, where they have access to fewer and lower-quality educational resource services. Academic achievement is a direct reflection of the immense disparity in the quality of education and significant school segregation between native-born citizens and immigrants, which may result from differences in their familial backgrounds. After graduating from high school, local students who attended top-tier public schools frequently

have access to the nation's most prestigious colleges and universities. However, according to Wang and Jang [15] and Lu and Zhou [18], without adequate cultural resources, private immigrant school students are unable to flourish on nationally competitive college entrance exams. After completing nine years of compulsory education, students have only two options: vocational institutions or the workforce. Using the summary data from Beijing's 2022 college entrance examination, the districts with the highest admission rates are Qingbei, Xicheng, and Haidian in the central urban area, followed by Dongcheng, Chaoyang, Fengtai, and Shijingshan. In China, Qingbei District has the highest and second-highest admission rates, with 1.74 and 1.65 percent, respectively. The education level in the remaining ten Qingbei districts is significantly lower than in the central six. The majority of these districts have a zero percent admission rate.

3. Methodology

3.1 Case study

This article uses Beijing as a case study to examine the disparities in access to high-quality education that exist throughout the various socioeconomic strata of China's capital. Extensive research has been conducted on the education disparity in China between urban and rural areas and between regions, but national comparisons have not been made. As the nation's capital, Beijing is responsible for functioning as a centre for government, culture, diplomacy, and technological advancement. It is emblematic of China's evolving real estate market and educational reform.

Beijing's school districts which had been introduced by authors [19, 20] lack the geographically defined boundaries that distinguish school districts in other, more established cities. The Beijing Municipal Government designates specific residential buildings or complexes as school district housing based on annual construction demolition and education authority policies, with the list of these buildings or complexes published in each school's annual enrollment brochure. We treat the central urban area (Dongcheng District, Xicheng District, Chaoyang District, Haidian District, Fengtai District, Shijingshan District) and the other suburbs (Daxing District, Tongzhou District, Shunyi District, Changping District, Mentougou District) under Beijing's jurisdiction as 16 separate school districts in this article to avoid the impact of the short-term school district division adjustment on this research. According to the "Beijing Urban Master Plan (2016-2035)" and the seventh national census data in 2020, the core urban region of Beijing covers approximately 1,378 square kilometres (8.40%), whereas the total area of other municipalities is approximately 15,032 square kilometres. The core urban region has the highest concentration of residents (91.6%), followed by the adjacent suburbs (approximately 10.905 billion or 49.81%). Using a spatial latency model, it is essential for the development of urban policy to gain a better understanding of the bidirectional causal link between class inequality and education disparity between the core urban centre of Beijing and surrounding suburbs.

The geographical distributions of public primary and secondary schools in Beijing are represented in Figure 1 from the central urban areas to the suburbs. Figure 2 more intuitively shows the high-density gathering areas of public primary and secondary schools, that is, the central metropolis is home to a number of the finest elementary institutions in the surrounding area.

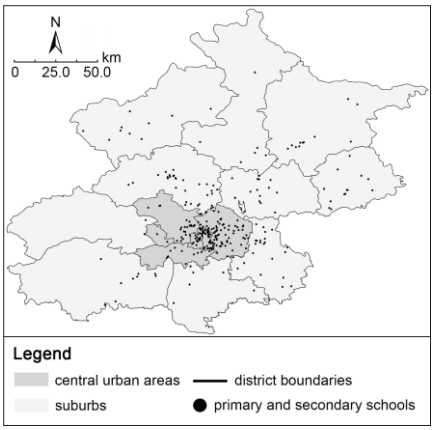

Fig. 1. Spatial distribution of primary and secondary schools in Beijing

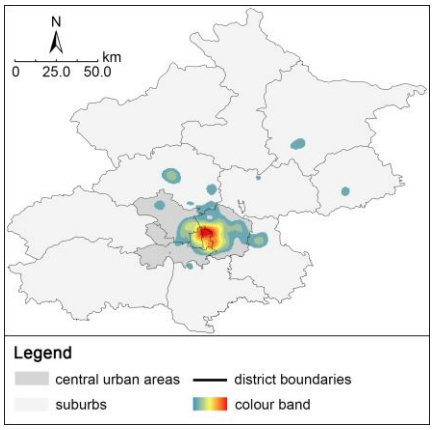

Fig. 2. Heat map of primary and secondary schools in Beijing

3.2 Methodological design

The methodological design of the study is presented in Figure 3.

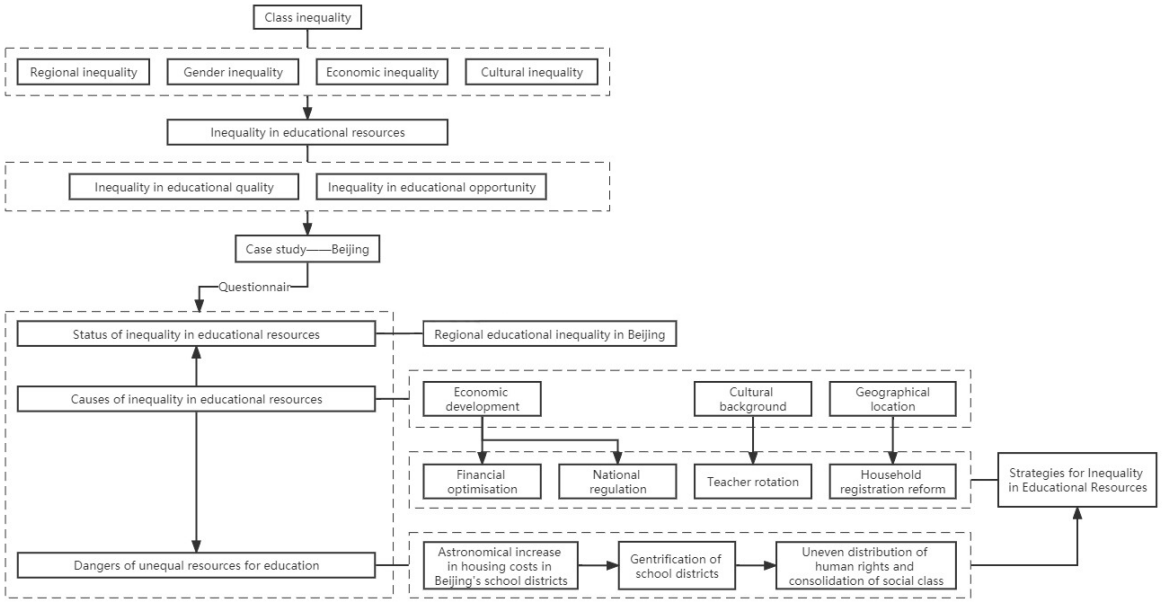

Fig. 3. Technology roadmap

3.3 Data collection

This article concentrates on the administrators, instructors, students, and parents who work in Beijing's elementary and secondary schools, and it divides the sample collection locations into the 16 districts that fall under Beijing's jurisdiction. In April, May, and June of 2023, we sent 213 questionnaires to the aforementioned researchers, and 213 of them were complete and functional. All respondents were either Beijing natives or lawful permanent residents; 35.68% of respondents were male and 64.32 % of respondents were female. In terms of the identity of the respondents, 11.27 % were school staff, 22.07 % teaching staff, 42.25 % students, 21.6 % parents and 2.82 % others. Due to the fact that they are all located in China's most prosperous megacities, their fortune is above average.

The information obtained from the survey is highly reliable. We use surveys to make researchers more comfortable asking intimate questions without fear of repercussions. The statistics are more

effective and accurate than the official data frequently used in previous research, and they represent the genuine perspectives of a large number of stakeholders as well as the genuine education difference in the context of class disparity. In addition, the information collected via questionnaires has been normalised to facilitate quantitative analysis. After standard processing, the original data obtained is easily converted into numbers for quantitative analysis using the same questionnaire, which not only reflects the average trend and general situation of the same region and the same class, but also permits comparative analysis between regions and classes.

4. Discussion and results

4.1 Current Situation of Regional Educational Inequality

There are obvious educational differences amongst the several districts that make up Beijing due to the uneven allocation of educational resources among those districts. As shown in the original data (Figure 4), the majority of Beijing's educational resources are concentrated in the city's six central urban areas: Chaoyang District, Haidian District, Xicheng District, Dongcheng District, Fengtai District, and Shijingshan District. On the other hand, Daxing District, Tongzhou District, Shunni District, and other suburbs have very limited educational resources that have become "thin." This has led to a greater realisation among Beijing local researchers, particularly those with household registration in Beijing's suburbs, that the disparity in educational resources between Beijing's various regions is only surpassed by the disparity between urban and rural areas and the disparity in economic capital. This has resulted in a greater realisation among Beijing local researchers. The principles of equality are broken down into their component parts in tables 1 and 2. Core metropolitan districts like Chaoyang District and Haidian District have a major advantage over outer suburbs like Haidian District and Chaoyang District as a result of the concentration of educational resources in the former.

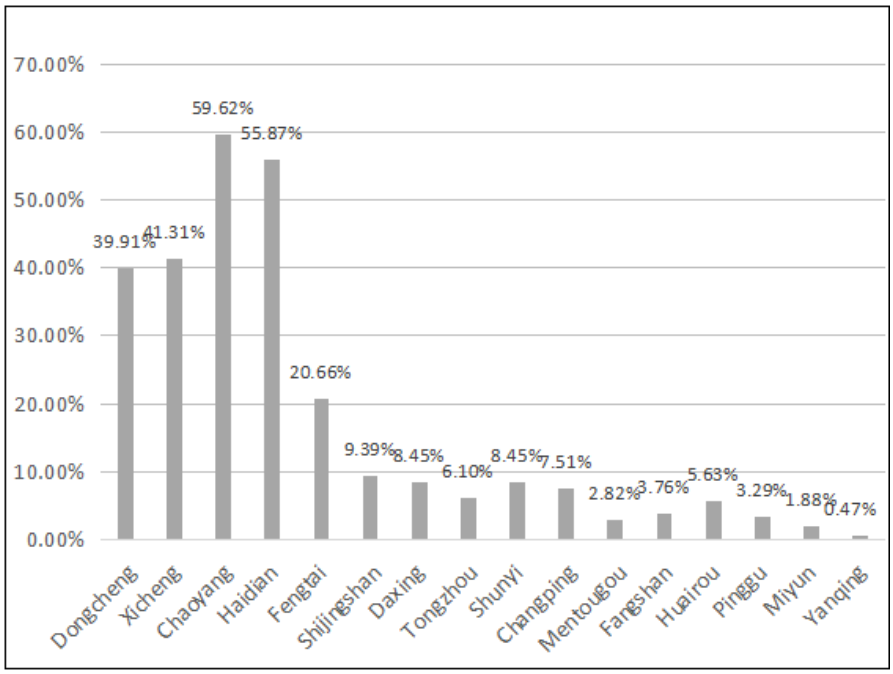

Fig. 4. Major Concentration Areas of Education Resources in Beijing

Table 1
Perceptions of the degree of uneven distribution of educational resources between regions among Beijing and non-Beijing resident researchers

	1	2	3	4	5	Total	Average
Beijing residents	**1(0.62%)**	**4(2.48%)**	**35(21.74%)**	**73(45.34%)**	**48(29.81%)**	**161**	**4.01**
Non-Beijing residents	**1(1.92%)**	**3(5.77%)**	**19(36.54%)**	**20(38.46%)**	**9(17.31%)**	**52**	**3.63**

Table 2
Perceptions of the degree of uneven distribution of educational resources between regions among researchers with different household registration

	1	2	3	4	5	Total	Average
Household registration in Beijing's central urban areas	**0(0.00%)**	**3(3.33%)**	**25(27.78%)**	**37(41.11%)**	**25(27.78%)**	**90**	**3.93**
Household registration in Beijing's suburbs	**2(2.27%)**	**2(2.27%)**	**17(19.32%)**	**39(44.32%)**	**28(31.82%)**	**88**	**4.01**
Non-Beijing household registration	**0(0.00%)**	**2(5.71%)**	**12(34.29%)**	**17(48.57%)**	**4(11.43%)**	**35**	**3.66**

4.1.1 The unequal input of educational resources caused by differences in economic development.

Both the amount of resources that regional governments commit to supporting educational development and the pace at which educational development occurs in an area have a significant bearing on the rate at which economic growth occurs. The wealthy central district of Beijing makes a far larger investment in the city's educational system than do the city's disadvantaged outlying areas. Poor economic growth in the suburbs leads to a lack of education financing and inefficient instructors, which in turn impacts the academic level and enrollment rate of children, which in turn exacerbates the discrepancy in educational resources that exist across areas. Education spending in Beijing's six core urban districts (Chaoyang District, Haidian District, Xicheng District, Dongcheng District, Fengtai District, and Shijingshan District) is projected to reach a combined total of 45.523 billion yuan in the year 2021, according to statistics that was recently made public by the Beijing Municipal Education Commission. The eight remaining suburban areas.

4.1.2 The unequal distribution of high-quality educational resources caused by cultural background differences.

In China, high-quality educational resources often refer to top-tier elementary and secondary institutions that are well recognised for their superiority in a range of metrics, including but not limited to: educational facilities, educational personnel, student resources, enrollment rates, and so on. This is because these schools are widely recognised for their superiority in a variety of metrics. Because of the influence of exogenous factors such as history and legislation, these illustrious primary and secondary educational establishments have existed in their respective locations for decades, if not centuries. At the same time, the Chinese Ministry of Education, which was influenced by the concept of "short-term education" during the early stages of reform and opening up, proposed a policy of preferential investment in key schools during the basic education stage. This policy promoted the rapid development of key primary and secondary schools, which meant that more scarce high-quality educational resources were allocated to key schools. During this time period, reform and opening up were still in their early stages. It might be difficult for traditional schools to get teaching resources of a high quality, especially among primary and secondary schools. The Beijing Municipal Government chose 25 municipally significant middle schools in 1978, and 19 of those schools are situated inside the city proper, accounting for 76% of the total. The other 6 schools, accounting for

24% of the total, are spread out among the suburbs. The core urban area has developed a larger accumulation of educational resources and has produced higher educational advantages as a result of the local government's investment in major primary and secondary schools as compared to ordinary schools. This is because the core urban region has a greater accumulation of educational resources as a result of the local government's investment in major primary and secondary schools.

4.1.3 Unequal opportunities for high-quality educational resources from differences in geographical location.

Some private immigrant schools in the suburbs have, historically speaking, accepted a higher number of children from immigrant families in contrast to locally registered pupils. This is because private immigrant schools in the suburbs are more likely to offer lower tuition rates. As a direct consequence of this, the overall quality of the student body has declined, as has the rate of academic progress. As a result of the inflow of new immigrants, there is considerable reluctance among local parents to enrol their children in schools and daycares that are already at capacity. Instead, parents will do everything in their power to enrol their children in a good public school in a more rich portion of the city. This is because there are fewer kids who are likely to create issues in these schools, and there are also more resources that can be utilised to aid students in attaining success in these schools. The coexistence of the "can't sit down" and "dissatisfied with recruiting" phenomena exacerbates the geographical pattern of urban public service supply disparity, generates educational segregation between native-born citizens and immigrants, and gives birth to the idea of "school segregation." In addition, the "can't sit down" and "dissatisfied with recruiting" phenomena both contribute to the "can't sit down" phenomenon. The supply and demand mismatches at various institutions are unique, and the "can't sit down" and "dissatisfied with recruiting" issues coexist. The Matthew effect, in which the strong become stronger and the weak get weaker, has emerged in places of the globe with a large concentration of so-called "high-quality" educational resources. This effect sees the strong becoming stronger while the poor get weaker. As a result of this consequence, those who are already powerful will become even more so, while those who are already impoverished will become less so.

4.2 Harm of regional education inequality

4.2.1 The astronomical increase in housing costs in Beijing's school districts is partly attributable to the educational disparity that exists in the city.

There is a clear link between the options for education and housing in China due to the fact that receiving an education is a legal requirement. As a direct result of this, educational inequality will undoubtedly have a significant impact on the housing market as well as the geographical disparities that exist inside cities. According to the data collected from the primary sources, 62.44 percent of the researchers are of the opinion that the unequal distribution of educational resources has contributed to the worsening of the problem of high housing costs in Beijing school districts. This information was gained from the sources. The high home costs in school districts are not just an issue with the Chinese housing market as a whole, but they are also at the core of the current conundrum. At its core, the issue may be boiled down to the tension that arises between China's limited educational resources and the country's severely unequal regional growth. Using as an example Beijing's Tianyong School District, which is situated in Beijing's Dongcheng District, it is anticipated that the average transaction price of homes in this school district would rise from 74,583 yuan/square metre in 2021 to 83,090 yuan/square metre in 2022. This is an increase from the previous year's price of 74,583 yuan/square metre. This reflects an annual growth of 11.41%, which is much higher than the increase in the price of housing in Beijing during the same year. The growth was taking place at a rate of 4.4% on an annual basis.

4.2.2 Inequality in educational opportunities contributes to the gentrification of school districts.

The conclusion reached by the great majority of research is that this is due to the fact that different regions of the city have drastically different numbers of schools, differing levels of student enrolment, and varying quality of teaching. There is a substantial gap between the number of people who express interest in attending high-quality public schools and the capacity of such schools to actually admit new pupils. The already present anxiety that parents have towards the education of their children is further made worse by the restricted resources available. In order to take advantage of greater educational prospects, 87.32 percent of those who participated in the study said that they would be willing to spend as much as they could afford on a home located in a school district, or even spend more than they could afford on such a home. In addition, among the respondents to the poll who did not want to buy a home in the school district, 12.68 percent of them said that their choice was restricted by a lack of economic capital. As a result, more than half of the staff members say that they have no other option but to give up trying to buy a house in the school district because they cannot afford to do so. Because of this, the middle class in China is more likely to acquire homes in close proximity to excellent public schools as a result of China's severe "school district" system, "nearby enrollment" policy, and educational disparity. In addition, the high cost of admission required to acquire high-quality public school educational resources has resulted in the establishment of housing communities that are located entirely inside school districts. Because they are unable to afford the high cost of purchasing a home in light of the persistent rise in the amount of premiums and the persistent concentration of people from middle- and upper-class backgrounds in school districts that offer high-quality educational facilities, families with low incomes sometimes have no choice but to relocate because they are unable to afford the high cost of purchasing a home. Relocating is sometimes the only option available to these families. The problem of costly housing in school districts has made urban space and educational opportunities even more uneven, and it has sped up the process of gentrification of housing in school districts. Moreover, it has made educational opportunities even more difficult to access for low-income families.

4.2.3 The uneven distribution of human rights and the consolidation of social class are both made worse by inequalities in educational opportunities.

Because of the inequitable allocation of educational resources and the presence of high housing prices in school districts, educational resources have been re-distributed among various classes via the use of the real estate market. According to the primary sources of information, 84.98 percent of the researchers are certain in their conviction that the development of school district housing has, to some degree, denied pupils who originate from low-income households of the right to take part in an equitable and high-quality educational experience. The upper-middle class is able to use the real estate market to acquire educational resources of a higher quality, and economic capital is further transformed into cultural capital and cultural privileges. Additionally, the reproduction of class that is brought about by cultural capital actually brings about the consolidation of class for the entire society. There is a phenomenon known as the solidification of class groups between schools and school districts. This means that children from more privileged classes are more likely to be concentrated in schools that provide a higher quality of education, whereas children from families with lower incomes who are unable to afford housing in school districts must deal with the challenge of having fewer educational resources available to them.

4.3 Improvement Countermeasures of Regional Educational Inequality

4.3.1 Make the most of the available financial resources to achieve the spatial optimisation of educational resources.

In order to realise the potential of sharing high-quality educational resources, to realise the balanced development of education, to decrease the gap in educational resources that exists across urban areas, to decrease the gap in educational resources that exists across urban areas, to realise the potential of sharing high-quality educational resources, and to close the gap, the current manner and structure of local governments should be adjusted. The execution of policy should only take place to the level that is necessary in order to accomplish the goals of comprehensive financial planning and equitable distribution of educational resources. Give priority to regions with education that is somewhat behind that of the rest of the country in order to build a balance in the amount of cash spent between regions and schools and to promote the equalisation of the space that is committed to the distribution of educational resources. The goal is to create a balance in the amount of space that is committed to the distribution of educational resources. This will be achieved by giving preference to parts of the nation whose educational standards lag considerably below those of the rest of the country.

4.3.2 Achieve a price restriction on housing in school districts via the implementation of national regulation.

The People's Bank of China, the State Financial Regulatory Administration, and the State Administration of Taxation of China all implemented differentiated loan tax policies, adjusted school district housing loans and school district housing property taxes, and other measures. These policies and measures led to an increase in the holding cost of school district housing, which in turn reduced the amount of school district housing that was available. This finding was also affected by other factors and measurements. Violent speculation, as well as the taxes at issue, may be used to generate funds for education, which the government could then redistribute in order to improve investment in basic and secondary education. The questionable taxes together with violent speculation have the potential to be utilised to fund educational initiatives.

4.3.3 Implement a programme that will rotate teachers in order to address the quality of education gap.

The potential benefits of these changes can be realised if we take the following steps: gradually improving the mechanism for teacher exchange; promoting the regional flow of teachers; achieving organic integration and balanced distribution of regional teachers. Increasing the flow of high-quality teachers to schools with relatively inadequate educational resources. Systematically increasing the flow of high-quality teachers to schools with relatively inadequate educational resources. For instance, frequent exchanges, integrated administration of school districts, school partnerships, well-known institutions operating branch schools, and group school running are some of the strategies that have been used to encourage the exchange and rotation of administrators and teachers, and ultimately to establish a more balanced education quality. Other strategies include frequent exchanges, integrated administration of school districts, school partnerships, well-known institutions operating branch schools, and group school running. Other tactics include regular exchanges, integrated administration of school districts, school alliances, well-known institutions managing branch schools, and group school running. All of these are examples of integrated administration.

4.3.4 Implementing changes to how household registration is handled will result in a more equitable selection of educational possibilities.

The problem of gentrification in school districts, which is caused by the combined restrictions of the "nearby school" policy and the household registration system, is something that has to be addressed in order to accomplish the goal of reforming the household registration system. This is something that needs to be addressed in order to achieve the goal of reforming the household registration system. To find a comprehensive solution to this problem, the most essential step that has to be taken is to decouple the "enrollment nearby" policy from the current state, which is bound up with household registration. Only then can the problem be solved. This issue has to be handled in order to receive educational opportunities through a testing system that is more fair and to ensure that all members of the public have equal access to educational possibilities. Moreover, this problem needs to be solved in order to guarantee that all members of the public have equal access to educational opportunities.

5. Conclusions

This article takes the urban area of Beijing as the research area, picks 213 valid samples, and performs an empirical study on the educational disparity in the study region and the readiness to acquire home in the school district. The research is based on questionnaires, and the article uses the urban area of Beijing as the research area. The following are the primary inferences to be drawn:

Using quantitative methods, we assessed the degree of regional education disparity in Beijing, and we used qualitative methods to explain the generation mechanism behind the inequality issue by analysing it from the points of view of economic development, cultural history, and geographical location.

1 There is a huge difference in the investment in educational resources between different regions in Beijing because of the economic development gap between Beijing's well-developed central urban area and other relatively underdeveloped suburbs; 2 Due to the influence of history, policies, and other factors, more educational resources have been accumulated in the central urban area. Higher educational advantages have been developed; 3 The superior geographical position of the centre city has made it a concentrated area of "high-quality" educational resources in the conventional notion of inhabitants. These advantages have been produced as a result of the city's superior geographical location.

An investigation into the potential dangers posed by education disparities across Beijing's various regions has been undertaken.

1 The unequal distribution of educational resources has largely contributed to the high housing premium in Beijing school districts; 2 The scarcity of high-quality educational resources has led to the gentrification of school district housing; 3 The gentrification of high-priced school district housing has further exacerbated the solidification of class groups; and Inequalities in human rights have ultimately caused low-income families to fall into a vicious circle of unaffordable housing.

This study comes to the conclusion, based on the findings of the research, that we should continue to pay attention to and investigate the effect mechanism and repercussions of educational disparity on housing prices in school districts. In addition, we should continue to deepen the reform of education policies and the systems used in school districts. This paper puts forward a number of innovative measures to balance educational resources, increase the strength of teachers, and improve teaching facilities, such as: 1 financial support to support weak schools; 2 national regulation and control of school district prices; 3 teacher post mobility; 4 household registration reform, separation of household registration and enrollment system, and so on. In order to fundamentally promote the equalisation of regional educational resources, this paper puts forward a number of

innovative measures to balance educational resources, increase the strength of teachers, and so on. There will be a greater number of high-quality schools as a result of efforts to close the gap that exists between ordinary schools and important schools. Additionally, variations between individual schools will become increasingly less pronounced. Only in this manner will the supply and demand of school districts become more balanced, and only then can children from regular households and children from poor families be able to get an education of similar quality. The provision of educational opportunities in order to achieve genuine educational equality.

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Conflicts of Interest
The authors declare no conflicts of interest.

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