

The analyze on the restriction of rural school system in primary and secondary education in China

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Abstract – Since the layout adjustment in the rural primary and secondary schools in the end of last century, China has proceeded large-scale ‘teaching-school repealed and schools merged’. The implementation of this policy integrated and optimized the educational resources in the rural of China to a great extent, but derived a series of negative effects such as difficult to choose school for students, heavy burden for farmers and lots of safety hidden trouble etc. After the analysis according to the main negative effects appeared in the layout adjustment in the rural primary and secondary schools, the author put forward some countermeasures for reasonably implementing the layout adjustment in the rural primary and secondary schools.

Keywords –Primary and secondary education; Restriction of rural school system; Negative effects

1. Introduction

Since the end of the last century, in order to optimize configuration of rural education resources, comprehensively improve the investment efficiency and the quality of education for primary and secondary schools, promote the healthy and sustainable development of basic education in rural areas, the Chinese government carried out a comprehensive integration for China's rural education resources. Closing and merging schools and boarding schools integrated teaching resources largely, changed the traditional pattern of "village school", promoted the rational allocation of educational resources, improved the economies of scale of the rural schools, promoted the balance development of education in the region and improved the quality of education for rural schools in some extent. However, part of the local administrative department of education was lack of understanding of the actual situation of the local, cannot seek truth from facts during the process of layout adjustment for primary and secondary schools, triggered a series of negative effects. This article aims to analyze the negative effects triggered by China's rural school restructuring, and to put forward countermeasures of rational distribution of rural primary and secondary schools.

2. The negative effects of layout adjustment of primary and secondary schools in the rural

In 2001, the decision of the State Council on the reform and development of basic education will be listed

as an important task to adjust the layout of rural compulsory education schools, stressed the importance of "local conditions" to change the layout of rural primary and secondary schools. Pointed out that the primary should choose the nearest school, the secondary should be relative concentration, to optimize the educational resources, rational plan, and adjust the layout of the school. The rural primary school and teaching buildings should be merged, but appropriate to enable the students to the nearest school, and in inaccessible areas still need retain the necessary teaching location, to prevent layout adjustment caused students to drop out of school. Layout adjustment of the rural schools need to adjusted to the renovation of dilapidated buildings, regulation of the overall planning of the school system, the development of urbanization, relocation, so it can ensure for the development of education. If it is needed and has conditions of the local, they can organize the boarding school. However, many local governments did not properly understand the policies of the central authorities on school restructuring, not rely on the actual local situation, local conditions, and carry out the cutting and merging work in primary and secondary schools. Resulting in blindly cutting and merging of primary and secondary schools in some areas, increase difficulties for rural children to go to the local school, hurts farmers interests and casts a shadow to the fair of education.

The major negative impact of rural school restructuring:

2.1 Harder for students to go to school.

Complicated geographic environment of China's central and western regions, there are more mountainous

and hilly, especially in Yunnan, Guizhou, Sichuan, Guangxi, Hunan and other provinces. Some remote mountainous area sparsely populated, and due to blind revocation of the village's elementary school and teaching the children to go to school to become a "torture", they had to walk a few kilometers or even hundreds of kilometers in the mountain roads to go to school; rugged terrain and steep mountains, in some places even cannot drive vehicles, students may have to turn hilly, use sling raft to go to school, the trip cost them great strength and energy, naturally, have less energy on learning.

2.2 Increased security risks of the students.

Because of merging of schools, increasing the round trip of most of the children go to school, and some even increased several times for the kids struggling to run around. In plains and hilly areas, where conditions permitted may organization Busing, but most of these cars are private-based, not arranged by local government, and some are even farm vehicles, the driver of the vehicle don't have the safety awareness, usually drive in a rugged and remote mountain road, what's more, most of them are overloaded, it has huge security risk. In recent years, school bus accidents occur frequently not only reflects the low standardize on the management of the school bus, deeper refraction the unreasonable structure of the rural school system.

2.3 The farmers' burden becomes heavier.

After closing and merging schools, many parents need to spend the time to pick up the child, and waste the time in farm field. Far distance for the school's students, the parents take into account the problem of inaccessible and unsafe children to school, they can only choose to let their children ride to school, some even solve the lunch outside, this is not a small expenditure for rural households. With the strengthening of the adjustment of the layout, some schools require students to boarding in school, so unified management, and eliminate security risks to school. But the boarding adds several important expenses - the cost of living, accommodation, travel fees for rural families, with the burden of pressure on them, usually directly to the rise the rate of students' dropout.

2.4 The school management is chaotic.

Boarding school for most regions is still very fresh, and they do not have boarding school experience, in addition to funding constraints, the school management confusion. Investment in education is difficult to place coupled with the surge in the number of students, the student dormitories of schools become serious shortage, the student life supporting are poorly equipped, usually don't have toilets and bathrooms in the school dormitory in rural areas, because the inability of the schools to built the qualified cafeteria, many students only eat mills on their own desk or standing on the playground, the students daily diet, safety, health, medical are serious hazards. In addition, lots of schools don't have logistics management personnel, and some lack of the necessary

management experience, combined with the accommodation management system is far from perfect, the logistics management is very chaotic.

2.5 Problem students increased.

Elementary school or junior high school students often have poor living skills and self-restraint, combined with family education is essential for elementary and junior high school age students, layout adjustment lead to boarding students increased significantly, most of them time away from their parents, lack of family education and family care. With general lack of experience and the necessary management system is imperfect management of boarding students in rural schools, "problem students" significantly increased.

2.6 Teachers' task aggravated.

The number of classes and individual class size increasing not only bring a heavy burden to the education of teachers teaching, also increased physical and mental pressure of the teachers. There is an example in Hebei, the rate of the teachers and students is 1:29.4 in primary school, and 1:22.6 in junior, far higher than the national regulations of the rural primary school 1:23, junior high school 1:18. Plus boarding schools lack the preparation of the conservation officers, students in school conservation task can only be served by the classroom teachers. Rural primary and secondary school teachers teaching task was heavy, boarders living increase in the number of students, as well as additional management difficulties for the school, the burden of the teachers will be definitely added.

2.7 The lack of teaching resources coexists with idle.

Rational allocation of resources in education, re-layout of the school outlets need more of the funds for education, office, student activities venues, student dormitories, student cafeteria buildings. Otherwise it will not be able to meet students' learning and living needs who come from other schools. But a lot of places in the conditions, even have the basic conditions for running blindly merge neighboring schools, lead to idle or destruction of the schools, lots of educational resources, such as school buildings, playground are wasted, and the government-designated the centralized school because of inadequate infrastructure and cannot accommodate more students. Thus, on the one hand, made the original teaching resources wasted in the school, and on the other hand, the centralized schools are overcrowded, resulting in confusion on the management and teaching inefficient.

3. Suggestions for the rural school restructuring

The reasonable layout of rural primary and secondary schools not only related to the rational allocation of resources in education, but also directly related to the vital interests of the majority of rural primary and

secondary school students, parents and teachers, related to the sustainable development of rural education. Therefore, we must take practical measures to solve the problem of the rural school restructuring process in order to ensure the smooth progress of the layout adjustment and sustainable development of rural education.

3.1 The standard of teaching places' withdrawal and remain should be properly flexible, practical and realistic.

Rural school restructuring policy mind is to keep the premise for all students can attend a good school, then merge some small schools to improve operating efficiency and quality of education, it is not a simple merger of the adjacent school, should not blind pursuit scales. Concrete cutting and merging process should consider various factors, such as service radius of the new school, serving a population, the financial ability to pay, school size (the number of classes, class size), construction of facilities, teachers' scale, school-age population change, and not simply the distance between schools and the number of students in sole criterion. At the same time, some schools have fewer students but far from the new school, if it in the mountainous should be properly preserved. One of World Bank officials said that: the layout of the school have both rigid standards as well as a flexible standard, the minimum amount of the population's needs should be met, the school should be close to the student residence, in rural areas, even only one classroom of primary school is necessary. Therefore, the rural school restructuring must be suit for local reality, to avoid the "one size fits all" blindly cutting and merging to bring the plight of "studying hard" to students and parents who depend on agriculture, it will bring huge economic burden to farmers.

3.2 Improve the school management systems, and strengthen the quality of teaching staff.

An effective school management method can make up for the defects caused by the lack of teaching resources to some extent, after the adjustment of the layout, the new Central School is an urgent need for an effective management system to protect the teaching work, logistical services and supporting facilities benign operation. In addition, faculty development is also worth attention, the relative stability of teachers is not qualified, it would not have reasonable allocation of educational resources, and the rural school restructuring is just empty talk. After adjusting the distribution, the teachers have been relatively concentrated, the key now is to take effective measures to improve the overall level of the primary and secondary school teachers in rural areas in order to adapt to the needs of the development of rural education. Because of the multi-channel help, we can enrich rural teachers, and optimize the allocation of resources of rural teachers, also promote the professionalization of the primary and secondary school teachers in rural areas.

3.3 Affords to increase student financial assistance in poor rural areas to help farmers solve their practical difficulties.

In 2005, the State Council issued the "Notice on deepening the reform of rural compulsory education funds safeguard mechanism", it began in 2007, the students exempted from compulsory education tuition and fees. But in rural areas, there are still many students facing financial difficulties to complete the nine-year compulsory education. As mentioned earlier, because of remoteness, many students had to choose a boarding school for poor families, a terms of expenditure on education in a semester makes the entire family stretched. Our government should further increase the intensity of poverty in student financial assistance. Such as the living allowance and transportation allowance for the economically disadvantaged families, or take "grain folding models" to address the rural reality, to ensure the students from poor families have their meals, to dispel the concerns of parents afraid to spend money, relief farmers' economic burden, this is to help farmers solve their practical difficulties. So it can solve the problem of funding difficulties faced by poor rural students in receiving compulsory education.

3.4 Keep boarding schools in rural areas running well, and pay more attention on the mental health of students.

To run a boarding school well, the first thing is increase investment in the construction of boarding schools, governments at all levels should develop rural boarding school construction standards, to provide financial support in proportion to the construction of boarding schools in rural areas. The basic of school infrastructure construction such as waterways transformation from construction of dormitories, toilets, canteen and so on should be prepared. Boarding schools should have a special teachers be organized to management for the daily life of students, to ensure the safety of students in school, especially for food security and personal safety at night. In addition, the mental health of boarding students cannot be ignored. Primary and secondary school students are at a critical stage of growth, long-term away from their parents cause psychological miss, dependent, withdrawn mood and so on. The schools should concerned about the students' mental health issues on a regular basis, they can arrange some experienced teachers who is a psychiatrist, to detection and diagnosis and treatment of mental health problems timely, the boarders to help them solve their psychological confusion. The same time, the school can proceed from the characteristics of the boarding, to carry out a variety of extracurricular activities to meet boarders' extracurricular needs. To this end, the schools that have the conditions can increase students' sports and entertainment facilities to cater for students in the spiritual comfort and the pleasure of life.

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