

Analysis on the Influence of Social Resource Control on Educational Equity

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Abstract

This study aims to thoroughly examine the impact of social resource control on educational equity. Through literature review, case analysis, and comparative research methods, it comprehensively explores how disparities in social resource control affect various dimensions of educational equity. The findings reveal that differences in social resource control significantly influence access to educational opportunities, process fairness, and outcome equity. For instance, high-income families leverage abundant material resources, information networks, and connections to secure better admission opportunities and educational resources for their children, while low-income households face resource scarcity. Based on these insights, the study proposes policy recommendations including optimizing social resource allocation mechanisms, improving institutional frameworks, and implementing targeted measures at both school and family levels. These strategies aim to address educational equity issues caused by uneven resource distribution, providing theoretical and practical references for advancing educational equity.

Keywords

Social resources, resource control, educational equity, resource allocation, policy adjustment.

1. Introduction

1.1. Research Background

As the cornerstone of social development, educational equity directly impacts societal stability and sustainable progress. During this transformative era, resource distribution exhibits striking disparities that extend beyond urban-rural divides and regional disparities, profoundly reflecting unequal access to resources across social strata. Research indicates that educational equity issues are deeply intertwined with systemic challenges, both shaped by the exercise of public authority in education. Meanwhile, disparities in resource control have exacerbated educational inequality, particularly in higher education where stratified social structures increasingly expose unequal opportunities. Therefore, examining how resource control affects educational equity serves not only as an urgent response to contemporary demands but also as a crucial subject for advancing theoretical research and practical implementation in this field. From a macro perspective, China is at a critical juncture of rapid economic development and profound social structural transformation. During this process, the total amount of social resources continues to increase, but the allocation mechanism has not been fully optimized, leading to resource concentration among specific groups while disadvantaged populations face resource scarcity. For instance, urban areas have significant advantages over rural regions in educational funding, teaching resources, and infrastructure development. This imbalance in resource distribution directly hinders the realization of educational equity. Moreover, the rapid advancement of globalization and informatization has introduced new challenges to the

allocation of educational resources. How to achieve rational resource allocation under the backdrop of technological progress has become an urgent issue to address. In this context, in-depth research on the impact of social resource control on educational equity not only helps reveal the underlying causes of educational inequality but also provides crucial theoretical foundations for policy formulation.

1.2. Problem Statement

While existing research has conducted preliminary explorations into the relationship between social resource control and educational equity, several limitations persist. First, current literature predominantly focuses on analyzing the overall distribution of educational resources, yet lacks systematic studies on how specific types of social resources such as material assets, information access, and personal networks which specifically impact educational equity. Second, there remains a lack of unified theoretical frameworks explaining the mechanisms through which disparities in social resource control affect different dimensions of educational equity, particularly regarding differences in access to school opportunities, educational processes, and learning outcomes. Furthermore, research targeting specific groups (such as students from rural areas and children from low-income households) remains limited, making it challenging to fully capture the complex impacts of uneven social resource control on educational equity.

More crucially, current research on policy recommendations often remains at the macro level, lacking concrete actionable measures. For instance, while some studies propose principles for optimizing resource allocation, they fail to design specific implementation pathways tailored to real-world conditions. This disconnect between theory and practice makes it difficult to effectively translate research findings into policy implementation, thereby limiting their actual contribution to improving educational equity. To address this gap, this study aims to fill the research void by conducting an in-depth analysis of how social resource control impacts educational equity mechanisms. This approach provides more precise theoretical support and practical guidance for policy formulation, bridging the gap between academic discourse and real-world implementation.

1.3. Research Objectives

The core objective of this study is to systematically analyze the specific impacts of social resource control on various dimensions of educational equity, while proposing targeted solutions to advance both theoretical development and practical improvements in education equity. Specifically, the research will be conducted through three key approaches: First, by defining the scope of social resources and analyzing their current distribution status, we will reveal distinct characteristics in resource acquisition and utilization among different social groups. Second, through examining the three dimensions of educational equity which are access equality, process fairness, and outcome equity that we will systematically explore how uneven social resource control affects educational equity. Finally, we will propose concrete strategies to address education equity issues caused by resource inequality, including optimizing resource allocation mechanisms, refining policy frameworks, and strengthening collaboration between schools and families.

This study aims to provide new perspectives for theoretical research on educational equity while offering practical solutions for policymakers, thereby advancing the realization of equitable education. Additionally, it examines how social class disparities impact educational opportunities, with particular focus on how parental educational attainment and academic alignment within families influence children's academic performance. The research reveals concrete manifestations and operational pathways of resource allocation inequality in micro-level educational practices.

2. Literature Review

2.1. Theoretical Basis of Social Resources and Educational Equity

Social resources, as a crucial factor influencing educational equity, encompass multiple dimensions including economic capital, cultural capital, and social capital. According to Bourdieu's Social Capital Theory, social capital refers to an individual or group's ability to acquire resources through social networks, which largely determines their competitiveness in the education sector [10]. In his *"A Theory of Justice"*, Rawls proposed the "Differential Compensation Principle," emphasizing resource redistribution for disadvantaged learners to achieve educational equity. This theoretical framework provides a crucial perspective for understanding how uneven distribution of social resources impacts educational fairness [12]. Educational equity encompasses three dimensions: equality at the starting point (equal access to school enrollment), process fairness (rational allocation of educational resources), and outcome fairness (equality in academic achievement and development). The disparity in social resource distribution directly impacts the realization of these dimensions, with this influence becoming particularly pronounced when significant class capital differences exist [5].

2.2. Domestic and International Research Progress

Scholarly research on the relationship between social resource control and educational equity has evolved from theoretical exploration to empirical analysis. Early studies focused on the connotation of educational equity and its relationship with social resource allocation, such as the application of Rawls' "difference compensation principle." In recent years, incorporating sociological and economic perspectives, research has shifted focus to specific types of social resources influencing educational equity. For instance, Chinese scholars have explored the mechanisms by which economic capital, cultural capital, and social capital affect higher education equity through Weber's "trinity" social stratification theory [2]. Meanwhile, international studies have increasingly examined how information technology and social capital reshape educational resource distribution, particularly in the context of rapid online education development, where technological solutions to overcome traditional geographical constraints in resource allocation have become a research hotspot [4]. Recent 3-5 years of research trends indicate scholars are now paying attention to emerging social resource types like digital capital's impact on educational equity, while attempting to construct multi-dimensional resource allocation models to optimize educational equity policies [3].

2.3. Research Gaps

While existing research has made theoretical and practical progress, several gaps remain to be addressed. First, current literature predominantly focuses on urban-rural and class disparities affecting educational equity, with insufficient attention given to special social groups such as migrant workers' children and ethnic minority populations [1]. Second, studies on emerging social resource types (e.g., digital capital and information capital) impacting educational equity are still in their infancy, lacking systematic analysis [8]. Moreover, existing research predominantly employs quantitative methods while neglecting qualitative approaches to explore mechanisms through which social resource control affects educational equity. This study's innovation lies in incorporating special social groups and synthesizing multiple analytical methods to examine the impact of emerging social resource types on educational equity, providing precise theoretical support and practical guidance for policy formulation.

3. Scope and Control of Social Resources

3.1. Scope of Social Resources

Social resources, as a crucial factor influencing educational equity, encompass a broad and complex spectrum of categories including material resources, information resources, and social connections. Material resources form the most fundamental elements in education, covering educational funding, school facilities, and teaching equipment. These resources directly determine the basic operational conditions and learning environments of educational institutions. For instance, sufficient fiscal allocations enable schools to acquire advanced teaching devices, while well-developed infrastructure provides students with quality learning spaces. Information resources include enrollment information, policy interpretations, and academic research materials. These resources are characterized by their implicit nature and asymmetry, often requiring access through specific channels. In higher education admissions, students with access to abundant information resources can make more accurate choices and formulate effective strategies, whereas those lacking such resources may miss opportunities due to insufficient critical information. Social connections refer to supportive forces within family and social networks, typically manifested as parents' ability to secure educational resources through social ties. For example, families with high social capital can leverage their extensive networks to obtain hidden enrollment information or recommendation opportunities, thereby gaining competitive advantages. These three types of resources intertwine, collectively forming significant external factors that shape individual educational opportunities.

3.2. Status of Social Resource Control in Different Groups

Significant disparities in the control of social resources among different social strata and regional groups directly impact the realization of educational equity. From a socioeconomic perspective, high-income households typically possess stronger resource acquisition capabilities, demonstrating clear advantages in both material and informational resources. For instance, in economically developed regions, affluent families can not only afford exorbitant tuition fees and after-school tutoring costs but also leverage social networks to secure admission to prestigious schools or recommendation qualifications for their children. In contrast, low-income families, constrained by limited capital accumulation, often face resource shortages in their children's education, particularly during higher education stages where steep educational costs exacerbate this gap. Geographically, the imbalance in resource allocation between urban and rural areas is particularly pronounced. Urban regions concentrate abundant high-quality educational resources, including top-tier faculty, modern teaching facilities, and rich cultural assets, while rural areas generally suffer from educational resource scarcity. For example, rural schools face outdated infrastructure and severe teacher attrition, hindering quality improvement. Moreover, regional development disparities result in eastern coastal areas possessing far superior educational resources compared to central and western regions, further widening the educational opportunity gap between different groups. Data analysis and case studies reveal that uneven distribution of social resource control has become a critical barrier to educational equity [7].

4. Analysis of Dimensions of Equity in Education

4.1. Equity in Access to School

Educational equity fundamentally hinges on ensuring equal access to schooling opportunities, where each individual is guaranteed the right to education without being constrained by disparities in social resource distribution. The realization of this equity depends on multiple

factors, with school admission policies and resource allocation mechanisms playing pivotal roles. Regarding enrollment policies, significant differences in admission criteria exist between schools in different regions and educational tiers, which are closely tied to the distribution of social resources. For instance, prestigious schools are typically concentrated in economically developed areas or neighborhoods with high-income populations, where families often leverage their control over social resources to secure better educational opportunities for their children. Moreover, uneven resource allocation further exacerbates inequities in access. Take the urban-rural divide as an example: rural areas face relatively scarce educational resources, placing students at a disadvantage when competing for quality educational opportunities. This phenomenon directly reflects how disparities in social resource control directly impact educational equity.

The disparity in access to social resources profoundly impacts educational equity, particularly through family background dynamics. Research indicates that differences in economic and cultural capital directly determine children's competitive advantages in school admissions. For instance, high-income families can secure admission to elite schools by paying substantial tuition fees or leveraging social connections, while low-income households face resource constraints in achieving this goal. Concurrently, access to educational information proves equally crucial. Families with access to comprehensive policy insights can better strategize their children's academic paths, whereas those lacking such knowledge risk missing critical opportunities. Thus, disparities in social resource allocation manifest not only materially but also exert substantial influence on educational equity through information accessibility and social networks.

4.2. Equity in the Educational Process

Educational equity in practice refers to the equal access of all students to educational resources and high-quality teaching services during the implementation of education. This dimension encompasses multiple aspects including resource allocation, teaching quality, and curriculum design, where imbalances in social resource distribution are particularly evident. Firstly, regarding resource allocation, there exists a significant disparity between schools in terms of hardware facilities and software resources. For instance, urban key schools typically possess advanced teaching equipment and sufficient faculty, while rural or remote schools may face challenges such as outdated infrastructure and teacher shortages [9]. This imbalance in resource distribution directly results in disparities in educational quality, which consequently impacts students' learning experiences and academic development.

Secondly, disparities in social resource allocation are particularly evident in curriculum design and teaching content arrangements. High-quality schools can flexibly adjust course content according to student needs and social trends, offering diverse elective courses and practical activities. In contrast, schools with limited resources may struggle to implement such programs due to funding shortages or teacher shortages. This disparity in curriculum design further widens the learning opportunity gap between students from different backgrounds. Moreover, uneven distribution of teaching resources highlights another critical aspect of educational inequality. Areas with concentrated high-income populations typically attract top-tier educators, while low-income regions face challenges in retaining qualified teachers due to inadequate compensation and limited career development opportunities. This imbalance in teacher allocation not only compromises educational quality but also exacerbates systemic inequities in the education process.

4.3. Equity in Educational Outcomes

Educational equity in outcomes serves as the ultimate benchmark for measuring educational fairness, with its core mission being to ensure equal opportunities for all students in academic achievement and future career development. However, disparities in access to social resources

significantly impact educational equity. Research indicates that students from different socioeconomic backgrounds exhibit notable differences in academic performance and career progression, primarily stemming from variations in supportive resources provided by family environments. For instance, high-income families can offer children more learning resources like extracurricular tutoring and international exchange opportunities. These resources enhance children's academic capabilities and overall competencies, thereby giving them an edge in college admissions and job market competition [15].

Meanwhile, the role of social capital in educational equity remains equally significant. Families with extensive social networks typically provide children with more internship opportunities and career pathways, thereby facilitating their professional success. In contrast, disadvantaged groups lacking social capital may face constraints in career choices and development due to resource scarcity. Furthermore, educational equity is also influenced by institutional frameworks and policy disparities. For instance, certain regions or schools may receive more educational resources through policy biases, while uneven distribution of these resources further widens developmental gaps between students from different backgrounds. Consequently, the disparity in access to social resources creates multiple impacts on the educational process, ultimately resulting in pronounced stratification in educational outcomes. This not only hinders the realization of educational equity but may also lead to social stratification [6].

5. Case study on the Impact of Social Resource Control on Equity in Education

5.1. Case Studies of Different Social Strata

The disparity in control over social resources is particularly pronounced across different social strata, directly impacting the equity of children's education. To measure and examine specific indicators and comprehensive conditions of socioeconomic status, the renowned American sociologist Duncan proposed the Social and Economic Status (SES) scale. In this framework, parents' educational attainment, household income, and parental occupations serve as primary indicators for assessing members' socioeconomic status, with each indicator comprising five distinct tiers. This study references the measurement criteria from the SES scale, focusing on three key aspects—educational attainment, household income, and parental occupations—to investigate how different social strata affect higher education equity (see Table 1).

Table 1: Indicators of family socioeconomic status

metric	Indicator note	scoring
Occupation Classification	(1) Farmers, who have been farming or doing other things in the countryside	1
	(2) Workers	2
	(3) Private or self-employed persons	3
	(4) Commercial service personnel	4
	(5) Ordinary government workers and ordinary soldiers	5
	(6) Education, medical personnel, scientific research personnel, professional and technical personnel	6
	(7) Enterprise management personnel	7
	(8) Senior civil servants or senior administrative personnel of public institutions, military officers	8
	(9) Unemployed	0
	(10) Don't know	Recorded as missing
Parental education, etc Division of levels	(1) Never went to school	1
	(2) Primary school	2
	(3) Junior secondary	3
	(4) High school or technical secondary school	4
	(5) College	5
	(6) Undergraduate	6
	(7) Graduate students and above	7
Family Property	(1) Whether there is a separate bedroom in the family	Is counted as 1, and is counted as 0
	(2) Whether there is a study room in the family	
	(3) Whether there is a car in the family	
	(4) Whether there are more than two bathrooms in the family	
	(5) Does the family have a personal computer	
Overall score		

The key measure of cultural stratification lies in the cultural capital possessed by individuals within a society. Bourdieu defined cultural capital as the sum of knowledge, skills, temperament, and cultural background. In reality, the educational attainment of primary family members determines the level of cultural capital. This impacts educational equity: family cultural background influences access to educational resources and fairness; children of parents with higher education levels enjoy more educational opportunities; prolonged and rigid educational cycles affect stability. Relevant scholars have further confirmed through research that for every additional year of parental education, the weighted probability of their children receiving secondary-level education or higher increases by 16.1%. My survey results show that when fathers have an associate degree or higher, approximately 80% of their children pursue higher education. At elite institutions, nearly half (47.9%) of students have fathers with associate degrees or higher. Empirical studies by scholars conclude that children from families with limited cultural capital already face fewer academic advantages compared to middle-class children, while also confronting stricter selection systems. Consequently, more children from working-class families struggle to enter higher education [11, 14].

5.2. The Mediating Role of High-Level Education Investment in Intergenerational Transmission of Education

From a material perspective, high-level educational investment plays a crucial mediating role in intergenerational education transmission. Families with higher economic status can leverage capital advantages to provide children with superior educational opportunities, such as purchasing school district housing, paying premium tuition fees, and participating in international exchange programs. Meanwhile, parents with advanced education levels not only provide comprehensive learning tools like computers, books, and online resources for their children but also cultivate a rich family cultural environment that promotes holistic development. This accumulation of cultural capital further consolidates the educational advantages of high-income households, giving their children a competitive edge in academic performance and future prospects. Conversely, low-income families, constrained by limited resources, struggle to invest effectively in educational and cultural capital, placing their children at a disadvantage in educational competition. This intergenerational transmission phenomenon not only reflects how social resource control impacts educational equity but also reveals underlying mechanisms of social stratification. Ream and Palardy identify parental involvement in family education investment as a key pathway to activate cultural reproduction within households. Frequent communication and emotional exchanges between parents and children create positive emotional states that stimulate learning initiative, thereby enhancing academic achievement [17]. When parents actively engage in parent-child interactions and maintain healthy family relationships, they can activate the transmission of cultural capital within households, thereby achieving intergenerational educational inheritance. Coleman [16] emphasizes that if parents fail to maintain quality parent-child relationships that particularly when parental involvement in family education is insufficient, even highly educated parents struggle to ensure successful intergenerational educational transmission. [18] From the theoretical perspective of prior studies, family education investment may serve as a bridge in intergenerational educational transmission. This investment itself constitutes a multidimensional social indicator.

Through comparative analysis of research findings, this study reveals three core conclusions: First, parental educational attainment demonstrates a significant positive correlation with children's academic performance, meaning higher parental education correlates with superior academic outcomes. Second, compared to families with lower-educated parents, children from high-education matched households (where both parents have advanced degrees) exhibit more pronounced academic advantages. Third, in the intergenerational transmission of educational attainment, parental education primarily influences children's academic performance through two key mediating dimensions: cultural capital investment and parental involvement.

6. The Role of Existing Policies in Regulating Social Resource Control and Equity in Education

6.1. Policy Mapping

To address the impact of disparities in social resource control on educational equity, governments around the world have formulated a series of policies to regulate resource allocation and promote educational equity. In China, education poverty alleviation policies and balanced allocation of educational resources are at the core of these efforts. Education poverty alleviation policies aim to help students in impoverished areas obtain equal educational opportunities through financial support, special subsidies, and preferential policies. For instance, the national targeted poverty alleviation plan provides scholarships and tuition waivers for students from rural poor families, ensuring their completion of basic education. Additionally, policies for balanced allocation of educational resources strive to narrow resource

gaps between urban and rural areas, regions, and schools. Specific measures include strengthening under-resourced school construction, promoting the mobility of high-quality teachers, and increasing educational funding allocation in central and western regions. The goal of these policies is to compensate for educational opportunity gaps faced by disadvantaged groups due to insufficient social resource control through resource allocation mechanisms and compensation systems, thereby advancing the realization of educational equity.

From an international perspective, similar policies have been widely adopted. For instance, France's Education Council proposed the reform goal of "achieving zero failure rates," emphasizing the redistribution of public educational resources to reduce the impact of social class on academic outcomes. Meanwhile, some developed countries have established legal frameworks to ensure educational equity, such as the U.S. Affirmative Action policy. This legislation requires considering factors like race and gender in admissions and employment processes to address historical inequalities. Overall, current policies primarily focus on adjusting resource allocation and compensating disadvantaged groups, reflecting the government's commitment and efforts to promote educational equity.

6.2. Policy Effectiveness and Gaps

While existing policies have achieved notable progress in addressing uneven distribution of social resources and promoting educational equity, multiple shortcomings persist. First, the effectiveness of poverty alleviation through education has significantly improved educational conditions in underdeveloped regions. Data shows that China's rural areas have witnessed substantial growth in compulsory education coverage and a marked reduction in school dropout rates in recent years' outcomes closely linked to these targeted policies. Meanwhile, balanced resource allocation strategies have shown initial success, with some regions narrowing urban-rural education disparities through teacher rotation programs and digital infrastructure development. However, implementation challenges remain in practice.

On one hand, the inadequate implementation of policies remains a prominent issue. For instance, while education poverty alleviation policies specify the usage scope of special funds, some local governments have engaged in fund misappropriation or irrational allocation during execution, significantly undermining policy effectiveness. On the other hand, resource distribution still exhibits imbalances. Although the state has increased educational investment in central and western regions, these areas still face relatively weak infrastructure and teacher resources due to historical disparities, failing to meet practical demands. Moreover, certain policies lack sufficient consideration for special groups' needs during design and implementation, with educational equity issues in ethnic minority areas and disability communities remaining unresolved. Therefore, future efforts should focus on refining policy frameworks, strengthening supervision and evaluation mechanisms, and developing more targeted support measures to better address challenges posed by uneven distribution of social resources to educational equity.

7. Strategies to Address the Inequity in Access to Social Resources

7.1. Optimize the Allocation Mechanism of Social Resources

The optimization of social resource allocation mechanisms serves as a crucial approach to addressing educational equity issues. From a macro perspective, establishing a scientific resource allocation model is key to achieving rational distribution of educational resources. This model should be dynamically adjusted based on multidimensional factors such as regional economic development levels, population density, and educational demands to ensure precise and effective resource distribution. For instance, governments should increase investment in basic education infrastructure for rural areas and disadvantaged groups, compensating for

resource shortages through fiscal transfer payments [12, 13]. Additionally, Rawls' "difference compensation principle" emphasizes the importance of providing opportunities or benefits to disadvantaged groups, requiring greater focus on fairness in resource allocation. Particularly at the higher education level, support measures like scholarships and student loans should be implemented for low-income students to narrow educational disparities between social classes. Meanwhile, the introduction of digital resources offers new pathways for optimized allocation, such as leveraging internet technology to promote the sharing of high-quality educational resources, thereby breaking geographical constraints and advancing educational equity.

7.2. Improve the Policy System

Existing policies have achieved certain results in regulating social resource allocation and educational equity, yet numerous shortcomings remain that urgently require improvement. First, strengthening policy oversight and evaluation mechanisms is crucial to ensure transparency and effectiveness in policy implementation. For instance, during the execution of educational poverty alleviation policies, some regions face issues like uneven resource distribution or inadequate policy implementation. This necessitates regular monitoring and feedback through third-party evaluation agencies to promptly identify and resolve potential problems. Second, developing more targeted support policies is a key direction for improving the policy framework. For example, specialized education support programs could be introduced for ethnic minority areas and remote mountainous regions, including measures like teacher workforce development and curriculum reform to meet their unique educational needs. Additionally, accelerating the establishment of standardized human resource markets will create more equitable employment opportunities for college graduates, thereby indirectly promoting educational equity.

7.3. School and Family-Level Measures

From a micro perspective, schools and families play crucial roles in advancing educational equity. At the school level, implementing equitable education stands as a key initiative. Schools should establish well-structured classroom organizations to prevent uneven distribution of learning resources caused by rigid administrative hierarchies. For instance, rotating class leadership positions provides students with equal opportunities for development, thereby reducing the divide between "elite groups" and "working-class students." Simultaneously, schools must optimize resource allocation to ensure all students access quality education, such as through teacher rotation systems that promote balanced faculty development. At the family level, parents should cultivate children's proper understanding of resources, discouraging excessive reliance on material wealth or social connections for educational advantages. For example, fostering a strong family culture can help children develop good study habits and self-directed learning skills, compensating for limited external resources. Additionally, families should actively participate in school activities to jointly create an equitable educational environment that supports children's holistic development.

8. Conclusions

8.1. Research Summary

The impact of social resource control on educational equity manifests through profound and multidimensional dimensions across enrollment access, educational processes, and outcomes. Research indicates that diverse social resources which including material resources, information access, and social networks that play pivotal roles in achieving educational equity. Uneven distribution of material resources directly creates urban-rural and regional disparities, exemplified by significant gaps in educational infrastructure and teaching quality between developed and underdeveloped areas during basic education. Information inequality further

exacerbates this imbalance, particularly in interpreting enrollment policies and allocating educational resources, where high-income families leverage their informational advantages to secure better educational opportunities for children. Additionally, social networks as a form of implicit social capital influence educational resource distribution through relational networks, placing disadvantaged groups at structural disadvantages in resource competition and perpetuating a vicious cycle of social stratification.

From the perspective of group disparities, the ability to allocate resources among different social classes significantly impacts educational equity. High-income groups can provide their children with premium educational resources and opportunities, while low-income families face structural barriers in educational competition due to resource scarcity. Regional disparities are equally pronounced, with urban areas concentrating educational resources and rural regions suffering from resource shortages. This disparity manifests across multiple dimensions including infrastructure allocation, teacher quality, and educational investment. Such disparities in resource distribution exacerbate educational inequality, hinder social mobility for disadvantaged groups, and further reinforce systemic inequities.

Social stratification refers to the distribution of scarce resources and access opportunities among different social groups. Education equity is intrinsically linked to this phenomenon, requiring governments to implement policy interventions that ensure equitable provision of public education services. Key measures include universalizing nine-year compulsory education and securing adequate educational funding, thereby guaranteeing equal access to schooling for all citizens. This fairness-oriented distribution mechanism aims to transcend inherent disparities in individual social conditions, narrowing regional and individual gaps through educational pathways. Ultimately, it seeks to alleviate educational inequities caused by differences in social status.

8.2. Research Outlook

While academic discussions on the relationship between social resource control and educational equity have reached considerable depth, several critical issues remain unresolved. First, future research should focus on special groups such as migrant workers' children and ethnic minority students, conducting in-depth analysis of their resource constraints and their constraining effects on educational equity. Second, while emerging technologies like online education can transcend geographical limitations, they may exacerbate the digital divide where there is an urgent need to balance technological empowerment with traditional resource allocation. Third, policy research requires refinement. Current implementation issues such as uneven resource distribution and inadequate oversight mechanisms demand optimized policy design to enhance relevance and effectiveness, along with targeted recommendations for resource allocation policies. Finally, interdisciplinary approaches combining sociology, economics, and education should be comprehensively employed to provide fresh analytical perspectives for this field.

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