

Research on Investment in Rural Family Education in China

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Abstract. In China's rural areas, family education investment is generally regarded as an investment behavior with a very high rate of return on investment. Through investment in education, the "carp jumping through the dragon gate" transformation from rural to urban can be realized, so the fate of rural children and even the whole family change. There is a big gap between the situation of family education investment in rural China and that in urban areas. This paper mainly discusses the driving mechanism, restricting factors and investment risks of family education investment in rural China, and puts forward some policy suggestions to promote the optimization of education investment in rural families.

1. Introduction

Parents in China's rural areas are both motivated and confused when it comes to investing in their children's education. The study on this issue can help clarify the reserve of human capital in China's rural areas.

2. The dynamic mechanism of investment in rural family education in China

2.1 Expected economic gain

"Knowledge changes fate" is the most familiar sentence for the majority of Chinese people on the issue of family children's education and investment, which is recognized by most Chinese parents and inspires their enthusiasm in the investment in family children's education. They generally agree that after receiving better and higher level education, one's ability to observe and judge things, professional quality and knowledge level as well as employment space will be improved and improved, so that the corresponding individual's possible income level can be significantly and reliably improved. Especially in rural areas of China, the family education investment is widely considered to be a kind of return on investment by investing in education to realize from the countryside to the cities, "carp jump Longmen" type change. Therefore the investment can make the rural children change the fate of individuals and the whole family and the quality of life can be improved.

2.2 Abundant psychological payoff

First, Parents in China's rural areas look forward to the future after the children's academic success for individual and family brought about by the expected good economic benefits in the process of investment in their children's education from time to time. At the same time the benefits will also include children can attract more ideal spouse, gain higher social status by accepting education in the future and the whole family will probably get a higher level of social benefits such as health and quality of leisure. The psychological benefits are also important to promote China's rural areas parents invest in their children's education. In addition, the psychological need "glory of ancestors" formed in thousands of years of Chinese society and the wish of many Chinese parents in rural areas making up their own failure to have the opportunity to receive higher education are also parents' psychological rewards in China's rural areas.

3. The restrictive factors of family education investment in rural China

The educational demand we are discussing here is not just a subjective desire of family education investment. According to the principle of consumer behavior theory, the demand with both subjective desire and ability to pay for consumption can be regarded as an effective demand. Without the desire to consume, there is no way to generate consumption behavior, but the consumption demand without the ability to pay can only be called potential demand. The ability to pay is the decisive factor in transforming the desire to consume into actual economic behavior.

The bearing capacity of family education investment is the limiting factor for the ultimate realization of family education investment, and the main factors to measure a family's education investment ability are the level of family income and the level of education cost. Some scholars in China have found that the income level of most rural families in China is positively correlated with their children's educational investment ability, but it is not always a linear positive correlation. When the income level of rural families in China is in the state of extreme poverty or wealth, their investment in their children's education and their family income show a regular linear positive correlation, but in the state of extreme poverty, it is a very inelastic linear relationship, and in the state of wealth it is a relatively elastic linear relationship; And when the income level of rural households in China is in a state of between poor and rich, the children education investment out of abject poverty relative to the growth of income level is very flexible, which are embodied in the rapid increase of nonlinear sharply, but when the children education investment reaches a certain level, the education of their children investment relative to income growth will show the inelastic approximate linear relationship. This is mainly because when our country rural families meet the basic survival needs of family members and get rid of the abject poverty, in Chinese social culture atmosphere, under the parents in China's rural areas will often regard children education investment as the preferred overwhelming spending choices. Family education investment nonlinear increase rapidly; And when our country rural family education investment increases to a certain level of their children, our country rural area commercial education industry development level compared with the cities is very obvious gap, and rural families children education investment relative to income growth will show the inelastic approximate linear relationship; When the income level of rural families in China are in a state of the rich, because the children get to the city and study abroad and it can already be the alternatives in the rich state of rural households which get rid of the restriction of the development level of the commercial education industry in the rural area where his family is located. In this way rural family's education investment in the rich state and their family income levels present a more elastic linear relationship.

4. Analysis on the risk factors of rural family education investment in China

4.1 Weak decision-making ability of education

If a family wants to make investment decisions on their children's education, their decision-making ability will be greatly restricted by their parents' knowledge and education level. Comparing to big and middle sized cities, the lack of education investment, rural human capital stock in the education opportunities are low. The cultural knowledge level of the parents in rural families is limited, so it is difficult for them to make effective prediction for the development of economic and social change and forecast social talent demand in the future several years or even decades. The parents of rural families are confused about universities recruit professional setting and selection problem and they has great blindness when choosing the direction of their children's education investment. Their decision-making ability of education investment is weak. In fact, this is one of the consequences of the social and economic effects of the relatively scarce education investment in rural areas in the past, which were transmitted between generations of rural families.

4.2 Weak information acquisition ability weak and the deficient family's social capital

The rural family education investment in China is mainly based on the expected return made by children's future work in the city. For the rural parents or children, information about whether a

specific professional is fit with the basic conditions of their own as well as the professional and career development prospect of future is usually seriously insufficient, and this makes that the rural family's education investment decisions are influenced by the social capital to a large extent, that is to say, relatives and acquaintances, especially relatives and acquaintances in the city, may have an important influence on the choice of majors and occupations and the acquisition of employment opportunities of children in rural families, but most rural families are short of resources in this respect.

4.3 Rigid wages at the top end of the job market

Wage rigidity is when nominal wages go up or down or at least wage doesn't go down. The children of rural families who invest in education to obtain higher diplomas or skills are hoping to enter the high-end job market for better returns. Due to the rapid increase in the supply of high-end employment market caused by the expansion of college enrollment,

Wages at the top end of the job market should be falling. However, due to the wage rigidity in the high-end employment market, the wage level will remain at previous level, so there will be employees who are unable to find jobs in the high-end employment market. Unfortunately, these unemployed people have to enter the low-end job market, where the wage is not rigid, and the wage level drops, thus achieving a new equilibrium is at lower level. The return of these workers who originally want to work in the high-end job market is greatly reduced compared with the investment in education.

5. Summary

The family education investment behavior in rural areas of our country is under the influence of its dynamic mechanism, restricting factors and investment risk factors. It is of positive significance to optimize the education investment of rural families to clarify the relationship between various factors.

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