



# The Variance Analysis of Future Social Class Status of Vocational High School Students and General High School Students Under the Background of “Vocational and General” Education Diversion

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**Abstract.** Education, as an important means to realize class crossing in today’s society, undertakes the important task of realizing social progress. In our whole education system, secondary education plays a very important role as the link between compulsory education and higher education stages. Adjusting the development direction of Chinese secondary education has a very important role in our economic development. Based on the theory of education divergence and social stratification, this paper analyzes the social class status of the members of society whose highest education is senior high school and who have received different types of education by using the data of China General Social Survey (CGSS) in 2017. In addition, the different influence of education type is further analyzed by replacing social class status from three aspects: total economic income, occupational status and political prestige. Using the statistical methods of multiple linear regression and Logistics regression analysis, the empirical research is discussed at three levels.

**Keywords:** General occupational diversion · General high school education · Vocational high school education · Social class status

## 1 Introduction

Education, as an important means for the lower masses to realize class leapfrog, is particularly important in today’s immobilized society. The state has also promulgated a series of policies in the cause of education to support and guide it, pushing forward education in our country. However, under the implementation of the policy, there are many social problems, such as the anxiety of parents, the discrimination of enterprises and the dwarfing of vocational education by the government. In the final analysis, the cause of the problem is the one-sided and stereotyped understanding of vocational education and general education. Starting from the social class status, this paper analyzes the differences of future social class status of individuals who receive vocational education and general education from the micro level. So as to enhance the acceptance and recognition

of the social members of the general occupational diversion. So as to provide reference for our country to formulate a better education policy which conforms to our present society.

## 2 Literature Review

Under the background of China's transformation, driven by modernization and marketization, China's economy is developing at a remarkable speed. The channels of social mobility in China are becoming more smooth, the stratum structure has undergone significant changes, the social relations of people have been significantly adjusted, and the mechanism affecting people's social status has become more fair and reasonable. And the education of the general division also conform to the current development of education appeared [1]. It conforms to our country's educational strategy positioning. Vocational education and general education have gradually become two types of education that adapt to the development of the current era. General job distribution not only plays a great role in secondary education and higher education, but also has a significant impact on people's social class status after receiving education. These two different types of education also lead to differences in their social class status [2]. The class status of social members can be compared and analyzed by occupation, income, political prestige and other aspects. At the level of secondary education, there are different views on the differences in future social class status obtained by students receiving different types of education. One group of people think that vocational education can help students gain a higher social status [3]. Some people have analyzed the data on the career income development of some people and found that those who received vocational education earned more in the first half of their career development than those who received general education [4]. On the other hand, some people think that students who receive general education can get higher social class status [5]. However, there are still a few people who believe that general education and vocational education have no difference in the role of social members to obtain social class status, which can be said to be negligible [6].

However, most scholars believe that the competitiveness of the secondary education is stronger than that of the secondary vocational education.

## 3 Variables Analysis

There is only one independent variable in this paper, namely the different education types whose highest degree is high school. The main research of this paper is to analyze the difference in the future social class status obtained by the students under the background of the general vocational distributional education. It is based on the study of the impact of education under the policy of general employment separation. Since the general vocational distribution began at the end of the nine-year compulsory education, it was also the period before students entered the higher education stage, namely the secondary education stage. In secondary education, our education type is common education and

vocational education. At the same time, because ordinary high school students and vocational high school students can participate in the college entrance examination to enter the stage of higher education and even to master's and doctoral students, in order to eliminate the influence and complexity of such factors. This paper excludes those whose highest education level is lower than high school, and also excludes those whose highest education level is higher than high school. Therefore, the independent variable of this paper is different types of education whose highest degree is high school. The dependent variable involved in this paper is social class status. However, since social class status is not well measured in practice, this paper further analyzes its social class status by specifically studying three factors that affect social class status, namely, economic income, occupational status and political prestige. These three variables are the three dependent variables of this paper. In the process of data model construction, in addition to the independent variables and dependent variables mentioned above, other variables that may affect social class status are also included as control variables. These variables include four control variables, such as gender, age, ethnicity and household registration of the respondents.

## **4 Empirical Analysis**

### **4.1 Multiple Linear Regression Analysis of the Influence of Education Type on Total Economic Income**

Two models are constructed in this study. One is the benchmark model which only includes control variables. The second model includes the variable of education type on the basis of the benchmark model, which is also the full model including all explanatory variables and control variables. According to the regression results of Model 2, under the condition of controlling gender, age, ethnicity and household registration, education type has a significant impact on total economic income. After adjustment,  $R^2$  increased from 0.092 to 0.104, and compared with Model 1, the overall explanatory power of the model increased. By analyzing the data in the table, it can be seen that variables such as gender, age, household registration and ethnicity remain unchanged. The total economic income of those receiving vocational high school education is 1.33 times higher than that of those receiving regular high school education. It also reflects that in the aspect of economy, among the group whose highest education is high school, those who receive vocational education earn more income than those who receive general education.

### **4.2 Multiple Linear Regression Analysis of the Influence of Education Type on Socioeconomic Status Index**

Two models are constructed in this study, among which model 3 is the benchmark model which only includes control variables. The fourth model includes the variable of education type on the basis of the benchmark model, which is also the full model including all explanatory variables and control variables. According to the regression results of Model 4, under the condition of controlling gender, age, ethnicity and household registration, education type has a significant impact on total economic income. After adjustment,  $R^2$

increased from 0.091 to 0.112. Compared with Model 3, the overall explanatory power of the model increased. As can be seen from the figure, when gender, age, household registration, ethnicity and other variables remain unchanged, the socioeconomic status index of people receiving vocational high school education is 13% higher than that of people receiving ordinary high school education, and the variables discussed are significantly correlated at the level of 0.001. It also shows that the occupational status of those who receive vocational high school education is higher than that of those who receive ordinary high school education among those whose highest level of education is high school.

### **4.3 Logistic Regression Analysis of the Influence of Education Type on Political Prestige**

Logistic model was used to discuss and analyze the relationship between the type of education (the type of education received by people with the highest education level of high school) and political prestige. The independent variable is the type of education (the type of education received by people with the highest education level of high school), and the dependent variable is political reputation, which is divided into party members and non-party members in this study. There are four control variables: gender, age, household registration and ethnicity. According to the regression results of Model 5 and Model 6, under the condition of controlling gender, age, ethnicity and household registration, education type (the type of education received by people with the highest education level of high school) has no significant relationship with political prestige. Little impact on his political popularity.

## **5 Conclusion**

Based on the data of China General Social Survey (CGSS2017), this paper analyzes and discusses the differences between the types of vocational education and general education and social class status of individuals with the highest education of high school in the data from the perspectives of total economic income, occupational status and political prestige respectively, and draws a conclusion through analysis and comparison:

First, when entering high school, students who choose to receive vocational high school education will gain higher social class status and returns in the future compared with those who receive ordinary high school education under the background of general occupational distribution. Under the condition of controlling variables such as age, gender, household registration and ethnicity, the method of multiple regression analysis found that in terms of total economic income, people receiving vocational education were 1.33 times more than those receiving general education. In terms of socioeconomic status index, which is translated from occupational status, those who received vocational high school education are 13 percent higher than those who received regular high school education. After using Logistics model to study political reputation, it is found that the relationship between party members and non-party members has no significant correlation in terms of education type, and the difference in education type has little impact on political reputation. However, a comprehensive analysis of the three aspects shows

that individuals who directly enter the society after high school graduation and receive vocational high school education are more conducive to obtaining higher social class status and more returns than those who receive ordinary high school education.

Second, in the analysis of the difference between education type (the type of education received by people with the highest education level of high school) and social class status, it can also be found that women's social class status and returns are lower than men's. In terms of economic income, men earn 1.59 times more than women, holding all other variables constant. In the occupational status analysis, the socioeconomic status index was 4 percent lower. In addition, the number of women who are party members is lower than that of men, but the number of women in the public is higher than that of men, so women's political prestige is lower than that of men. In conclusion, women's social class status is lower than men's in many aspects, and the return is lower. It is up to States to further ameliorate these phenomena.

Thirdly, in the analysis of the difference between education type and social class status, it can be seen that, under the condition that other variables remain unchanged, the total economic income of students receiving vocational education and general education increases with the growth of age, and the status of social class is higher, which is more obvious among older respondents. Combining with the reality of different times, we know that vocational education was more expected than general education in our country in the 80s and 90s, but up to now it has been gradually replaced by the expectation of accepting the common education. This has also led to uneven distribution of general jobs and an imperfect educational structure that needs to be further improved.

Fourthly, in the analysis of the difference between education type and social class status, it can also be found that although household registration is not significantly correlated with political prestige, it is significantly correlated with total economic income and socioeconomic status index (namely, occupational status). According to the observed data, when other variables remain unchanged, the total economic income of people with non-rural household registration is 1.26 times higher than that of people with rural household registration, and the socio-economic status index of people with non-rural household registration is 27% higher than that of people with rural household registration. We know that the difference between urban and rural areas has obvious difference in economic income and occupation status, which needs to promote the improvement of the dual structure of urban and rural areas.

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