



Family's Educational Spending in China

許, 僕塵

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論文内容の要旨

Family's Educational Spending in China (中国の家庭の教育支出に関する研究)

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経済学専攻

指導教員 梶谷 懐

許 僕塵

XU PUCHEN

Abstract

When we talk about the importance of human capital to the economy growth and political development of a country, we usually neglect a prerequisite, which is family and individual are willing to invest in education. Knowing how much family spend on education and attitude behind their behaviors, will help us discover and fix the fatal drawbacks of education system, which will contribute to a more efficient way for human capital to serve our economy.

In Chapter 1, we introduce the motivation of this dissertation and construction of it.

In Chapter 2, we introduce the fierce education competition in China, whose danger to Chinese families, students, and the whole economy is widely debated. Despite the harm, families are sparing no effort to participate the competition in education. The situation implies that there may exist additional benefits other than merely pecuniary wages, and the relative education, rather than absolute educated year is also bringing profit to individuals. In this chapter, we consider wages, employment chances and type of employment as the main motivations that drive Chinese families into the education competition.

By using CGSS 2003, 2010 and 2017 data of Chinese citizens, we show the importance of relative education, and examine how it affects individual's income and employment opportunity. Meanwhile, by comparing individuals from different cohorts and different years, we also test how the power of relative education changes over time. By empirical test using manipulated Mincer model and Heckman selection model, we found:

1. Relative education, measured by ECAS (Educational Competitive Advantage Score), has positive effect on personal wage, employment possibility and chance of having a job in governmental sectors.
2. As time passes and age increases, explaining power of ECAS on personal wage became weaker.

In Chapter 3, we pick up a particular educational activity called shadow education, to analyze family's behavior in educational spending. The definition of shadow education was firstly appeared around 1990, based on the private tutoring market that has been mostly observed in East Asia. It has been growing fast and it now generates impacts to the rest of the world. Since shadow education is now widely supported by families and the value of the related industries is considerable, its development has attracted many attentions from educational and economic fields.

Shadow education has been existing for years in China, but has not been taken seriously until about 20 years ago. With its astonishing speed of development, it has brought many family and social problems. To understand these problems, it is important to start analysis from the perspective of economics, and focus on both pecuniary and time expenditure of the families. Here in this thesis, I use CFPS data of 2016 to see how family characters influence family's pecuniary and time expenditure in shadow education. By using Tobit and Heckman two stage model, we found:

1. Family income has positive effect on both pecuniary and time spending
2. The expectation of parents, on children's educational degree, does not have significant influence on family's spending
3. Family is willing to spend time, instead of money, in shadow education

Based on these discoveries, we gave some advices, especially on the current strict policies about

shadow education industry, and try to emphasized the importance of researches about time spending.

In Chapter 4, we discussed how government educational funds on different education stages influences the educational spending of families in China. Because government dominate education by control its finance and contents, it is reasonable to assume the strong connection between school quality and government educational expenditure of particular area. Besides, the specialties of university entrance examination system in China makes the distribution of educational resources another key factor that affect family's spending decision. How family react to imbalanced distribution will be inspiring in future policies. By analyzing the panel data on China's provinces from 1999 to 2018, we found:

1. The directions of influence are opposite in primary and senior middle school
2. It is the relative education expenditure on higher education, which means the comparison of government funds, that significantly influence the spending of family, not only the absolute amount
3. Rural family are influenced by the educational funds on vocational middle school, while urban family are influenced by the funds on normal senior middle school, suggesting government differ its attitude towards different families.

Based on these discoveries, we suggest China's central government turns the more attention onto the compulsory education, to raise the education quality in especially rural areas, while let market help providing higher education, to achieve a balanced development across the country, and provide more resources for students of underdeveloped areas.

In Chapter 5, we summarize the research and give some personal opinion.