

The Effect of Income Level on Educational Expectations

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Abstract: Based on the perspective of income level, this paper uses the 2016 China Family Tracking Survey (CFPS) data as the analysis data to examine the impact of income level on educational expectations from the individual level for the first time. The results show that income level has no significant effect on educational expectations. Educational expectations include parents' educational expectations for their children and children's self-education expectations. This disparity reflects the heterogeneity of their expectations for the educational level of their offspring. The gap between parents and children's educational expectations is too large, which is not conducive to children's educational acquisition and social class promotion. In recent years, educational anxiety in Chinese society has become increasingly serious. The educational chaos in the school district and extracurricular classes of Sky High School is closely related to the educational anxiety of parents. After the reform and opening up, with the continuous accumulation of family wealth, education has shown a competitive situation, and parents' educational concept has gradually changed. With the continuous improvement of the average family income, more and more parents have invested a lot of money and energy in their children's education in order to compete for limited educational resources and social resources such as employment. As a reflection of a family's socioeconomic status, studying its role in promoting children's education is conducive to finding out the impact of the wealth and income of the previous generation on the education level of the next generation, and is conducive to exploring the source. educational competition's reason.

Keywords: Educational expectation, Income level, Education.

1. Introduction

The study of "expectation" originated from Merton's "self-fulfilling prophecy", that is, in the absence of conclusive evidence of the prediction, a new action is generated, which will make the original prediction come true. As a social psychological tendency, educational expectations, especially parents' educational expectations, are of great significance to students' academic and professional development. The term educational expectation was first defined by Marini and Greenberger, who believed that educational expectation refers to parents' future expectations for women's income, education and occupation.

Educational expectations refer to the realistic predictions of parents, teachers or adolescents themselves on adolescents' future academic achievements, while parents' educational expectations for their children are considered to be parents' expectations and prospects for their children's future learning outcomes and achievements. [1] For a long time, parents' expectations for their children have been used to explain parents' evaluation of children's personal behavior and task performance. Parents' expectations for their children's education not only affect their children's own learning, but also indirectly affect social and economic development. Many scholars believe that parents' educational expectations for their children are the most important positive factors influencing their children's academic success. [2] Parents' educational expectations have a significant positive correlation with their children's achievement, and the influence of parents' expectations on their children can be mediated by behavior, suggesting that children can use their parents' predictions about their future to inform in a way that promotes their later achievements and regulate their current behavior. The family's economic condition is one of the most important conditions for parents to support their children's education. Since the reform and opening up, my country's

family wealth has increased rapidly, and residents' living standards have improved significantly. The rapid increase in family wealth directly affects residents' perception of quality. Foreign scholars have found through research that family wealth is conducive to children's learning achievements through activities, and that children's education at different stages of childhood, adolescence and adolescence has different effects.

The family's educational expectation will affect the family's educational investment, and then affect the formation of human capital, which will have a certain impact on the children's future education level and income level. Therefore, our investigation and research on the impact of income level on educational expectations will help us understand educational inequality, human capital differences, and income inequality and other economic phenomena.

Using comprehensive data from the China Household Tracking Survey, this paper attempts to analyze the impact of current Chinese household income levels on educational expectations.

2. Data, Variables and Methods of Analysis

2.1. Data sources

The data used in this article come from the "Chinese Family Tracking Survey" (CFPS) 2016 conducted by the China Social Science Survey Center of Peking University as the analysis data. By tracking and collecting data at three levels of individuals, families and communities, CFPS reflects the changes in China's society, economy, population, education and health. It has completed baseline surveys in 25 provincial-level administrative regions across the country, involving 16,000 families and more than 38,000 individuals. It is a comprehensive and tracking survey.

2.2. Variables

The explained variable of this article is educational expectation, which comes from the (CFPS) 2016 Questionnaire "Your desired educational level". Which educational level do you think should be completed at least? "; The measurement results of this question, the answers to the question include "2. Elementary school" "3. Junior high school" "4. High school" "5. College" "6. Undergraduate" "7. Master" "8. Doctor" "9. You don't have to study". After that, I recoded the analysis by setting dummy variables for educational expectations respectively.

At the same time, another variable in this questionnaire, "the child's total educational expenditure last year", was used to measure the level of educational expectations. From (CFPS) 2016 Questionnaire "Your desired educational attainment" yuan What was your family's education expenditure in the past 12 months? "; The measurement results of this question are powered by regression analysis.

In addition, the explanatory variable of this paper is the income level from the (CFPS) 2016 questionnaire "total work

income (yuan)", which includes all wages, bonuses, cash benefits, and in-kind subsidies, and deducts taxes and five insurances and one housing fund. How much did you get from this job in total in the past 12 months? "; the measurement of this question serves as a yardstick.

2.3. Assumptions

Hypothesis 1: Income level has a significant effect on educational expectations

Hypothesis 2: Income level has no significant effect on educational expectations

3. Result Analysis

Table 1 is the OLS regression model of annual gross income from work versus expected educational attainment. In Model 1, for better research, I set up dummy variables one by one for the indicator of educational expectations, and recoded for analysis. From the value of R2 in Table 1, we can clearly see that income level has no significant effect on educational expectations.

Table 1. OLS regression model of total job earnings on expected educational attainment

	educational expectations			
	Model1.1Expect to be in high school and above	Model1.2Expect to be in college and above	Model1.3Expected to have a bachelor's degree and above	Model 1.4Expected at Master's and above
annual household income	-.0000148 (.0000154)	.0000105 (.0000168)	.000013 (9.04e-06)	1.34e-06 (.0000108)
Cons	2.564921 (.5555208)	1.094764 (.2224183)	-.011126 (.1694245)	-1.425232 (.2397036)
R2	0.0707	0.0109	0.0191	0.0003
Obs	88	88	88	88

Model 2 uses "the child's total educational expenditure last year" as an indicator to measure educational expectations, establishes an OLS regression analysis, and explores the impact of income levels on educational expectations, as shown in Table 2; in the research results, we can see the R2, again demonstrating that income level has no significant effect on educational expectations.

Table 2. OLS regression model of Total Education Expenditure on Education Expectation

	educational investment
	Model 2
income	.0566132 (.0555755)
Cons	10336.38 (1179.143)
R2	0.0004
Obs	88

4. Conclusion

The conclusion that can be drawn from the results of my analysis is that income level has no significant effect on educational expectations.

Influenced by historical reasons, our society is influenced by the ideology of "everything is inferior, only reading is high". In China, no matter the family income level is high or

low, they attach great importance to children's education and are willing to invest in their children's education. Due to the limited productivity of the feudal agricultural society, most ordinary people were tied to the land, so they could only engage in agricultural labor. Due to historical reasons, we have always adhered to the idea that "the quality of educational resources determines the fate of children". Therefore, in China, no matter the family income level is high or low, parents attach great importance to their children's education and are very willing to help their children's education. Invest in education.

5. Policy Suggestions or Inspirations

5.1. Overcoming prejudice: parents should form a correct understanding of higher vocational education

In family expectations, family utilitarianism, blind comparisons and conformity behaviors lead to prejudice against the development path of higher vocational education based on the perspective of family support. Because vocational college students are regarded as the losers or outliers in the high school entrance examination and college entrance examination in the society, the occupations engaged by vocational college students are regarded as the occupations at the bottom of the society. [3] Therefore, receiving vocational education is regarded as a helpless move by the family and society, and higher vocational education is also given a stereotype. The essence of parents' prejudice against

higher vocational education lies in the "education-only theory". The fallacy lies in judging the merits of a person by a piece of paper. The harm is to destroy the environment for free competition of talents and limit the possibility of individual development. Therefore, in order to completely break the prejudice against higher vocational education, we should start with a clear understanding and recognition of him, and parents should form a correct understanding of higher vocational education.

5.2. Improve the tilt mechanism of financial support: reduce the impact of differences in educational structure

Regional tilt mechanism to promote coordinated and balanced regional development. In the old industrial bases in the Northeast region, it is necessary to further increase the allocation of education funds from the central government, and through scientific design of the funds, increase the allocation of special funds for education, and reduce the blindness of the allocation of financial funds. Encourage multiple methods of raising education funds, and adjust the supply of preschool education funds in the western region. [4] Such as social cash donations and park donations, to meet the education funding needs of the western region. The central and provincial finances should form a joint effort to invest in and build educational infrastructure in key mountainous and poor areas to ensure that preschool education infrastructure meets standards.

5.3. Encourage families to invest in education through fiscal and taxation policies

From the perspective of the source structure of educational funding, my country's educational investment currently relies too much on the government's public budget funding. Surveys

have shown that the demand for education, especially high-quality education, is growing among Chinese families, and family investment in education is an important force that cannot be ignored. The educational consumption expenditure of urban residents in my country accounts for about 5% of the total per capita annual expenditure, which is twice the average household expenditure on education in the United States. The K12 stage education expenditure accounts for 21% of the annual household income, and Chinese consumers' willingness to invest in education still has a large room for growth with the increase of disposable income. Therefore, for a period of time in the future, my country should pay attention to the important role of non-financial education investment in supporting education development, for example, to stimulate family investment in education through the adjustment of personal income tax.

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