

The Behavior Analysis of the Higher Education Investment of Rural Households in Chongqing of China

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Abstract: *Since the founding of new China, the charging system of the higher education is developing all the time. The rural families' behaviors in the higher education investment become an important part to study the rural economy and education. We use the rural family in Chongqing as the research object by the way of using the sampling questionnaire survey and the interview method to collect related information about the higher education investment of rural households in Chongqing. Then we get factors to influence the rural investment behavior in the higher education and analyze how these factors work. At last, we put forward countermeasures and suggestions to improve the rural family education investment at the point of to help to solve problems in the investment of the higher education.*

Keywords: *the higher education investment behavior; the investment ability and risks; the system innovation*

1. INTRODUCTION

In order to understand the basic situation of the higher education investment behavior of rural households in Chongqing accurately, our research group had a sampling questionnaire survey among a part of rural households in Chongqing from June to August in 2014. (The questionnaire is in the appendix.) The paper mainly discusses how the rural family's economic condition influences the higher education investment. The investigation object is the rural family having children who are old enough to go to school. The survey questionnaires were delivered 400 portions and recovered 346 copies. Its' effective rate was 86.5%.

According to the research of WanPeng Lei, the family education investment has a broad sense and a narrow sense. The generalized family education investment refers to the family invests money into education in the form of the tax payment indirectly. The narrow family education investment refers to the direct investment from the family to a particular object or organization and this part of the expenses including the children's tuition, living expenses, and other expenses for their children to receive higher education. The higher education investment of rural families mentioned in this paper refers to a kind of activity that a certain amount of the manpower and financial and material resources were put into the children's normal education in order to achieve the directly or indirectly economic and social benefits in the future.

2. THE CORRELATION ANALYSIS BETWEEN INDIVIDUAL CHARACTERISTICS OF HEADS OF RURAL FAMILIES AND HIGHER EDUCATION INVESTMENT BEHAVIOR

First of all, the effect of the higher education investment in rural families is largely influenced by rural family householders' individual characteristics such as gender, age, health, level of education, health,

family income, and attitude towards the higher education investment and so on .In general, the man who is in good condition and has a stable source of income and accepts the higher education has a relatively high cultural level. And the members of the family who have a high cultural level relative to other family members are not only to have the higher educational requirements, but to pay more attention to their children to accept the higher education in the aspect of the investment behavior. By the result of the questionnaire survey, it indicates that female heads of family are 220 people, accounted for 63.58 percent and male are 126 people, accounted for 36.41 percent. From the perspective of the age, 41.33 percent of family householders' ages are between 35 and 45 years old and informants between 25 and 35 years old are 1.15 percent and informants between 45 and 55 years old are 39.59 percent and informants between 55 and 65 years old account for 16.47 percent and informants over 65 account for 1.45 percent. The degree of education of heads of the rural families has the direct contact with children's growth and the way to success. Based on the cultural level of rural families, the culture level of rural households which can reach the senior high school accounts for 30.92 percent and 28.61 percent of informants have gone to the junior high school and informants having the bachelor degree or above account for 12.72 percent and people having the college degree account for 22.25 percent and informants who have the level of the primary school or below account for 5.49 percent.

Based on the source of the income of rural households, 39.88 percent of investigated rural families' income sources relied on the individual business and 22.83 percent of investigated rural families' income sources was mainly from the traditional agriculture which includes 11.56 percent in the planting industry, 3.18 percent in fisheries and the animal husbandry and 4.91 percent in the horticulture. The per capita net income of rural households above 3000 Yuan accounts for 34.39 percent and the per capita net income between 1000 and 2000 Yuan accounts for 29.77 percent and the per capita net income of rural households between 2000 and 3000 Yuan accounts for 28.90 percent and there are also 6.94 percent people having the per capita net income of families which is below 1000 Yuan. Rural families' investment in higher education is mainly based on the current families' constituted numbers of children and the gender structure. So the number of children and the gender structure are also important factors of leading rural households to make the higher education investment. In the survey, we found that rural families with more than three children accounted for 12.43 percent of the survey population and families having a total of 2 children accounted for 34.97 percent and the rest of rural families only have one child. Three children in rural households receiving higher education accounted for 3.18 percent and two children are in the university accounted for 19.36 percent and 76.59 percent of rural households have only one child to accept the higher education. From investigators' attitude towards the higher education investment, 43.63 percent of rural households attach importance to the higher education investment. In addition, the health of rural families' heads also affects the higher education investment directly. 54.91 percent of households can achieve the healthy level and 5.78 percent of households are in bad condition, which only 1.73% of them do not take the higher education investment seriously. In the aspect of choosing their children to receive the higher education, 96.53 percent of rural households do not exist the gender discrimination and 3.47 percent of the households in rural areas still exist the gender discrimination.

From the survey, heads of rural households in Chongqing still have a low level in the culture and education degree. They are mainly in the culture level of the middle high school and the rural families' income source mainly relies on the traditional agriculture and the individual business. The per capita net income of rural residents is relatively low compared to the disposable income of urban residents' income. A part of the families does not take the higher education investment of their

children seriously and individual households take the sexism. All the reasons above would have a negative impact on the higher education investment.

Due to the narrow channel of collecting information on education investment and the limited ability of identifying information, the rural households, who are in bounded rationality, will mainly consider the following factors in the investment of the higher education: family educational notion, the family's economic ability, the quality of the local higher education, children's learning ability and the influence of the surrounding people. Among them, 61.27 percent of respondents believe that the main factor influencing the expenditure of the higher education investment of rural households is the education notion, because the education notion is the recognition and understanding of education. As a kind of ideology, the education notion plays an important role in guiding the education practice because it can directly or indirectly affect results of children to accept education. In addition, the limitations for rural families to get information will lead that the changes of the education concept in the rural residents of rural households is smaller than the urban residents and the education idea in rural areas is relatively backward. With the development of social economy, the idea of respecting knowledge and respecting talented people has been known by people and the rural family also realized the importance of knowledge and the culture. Even in the face of the most difficult employment season, 21.67 percent of rural households think that spending large sums of money and energy on their children's education training is very necessary. Followed by the family's economic ability, 19.36 percent of respondents believe they will also support their children to accept higher education in the allowing range of the family economic ability. The comprehensive evaluation of the local higher education quality from the head of the household may also affect the investment in higher education. If the local higher education quality is satisfied, it will make rural households increase the investment in the higher education. On the contrary, they will reduce the investment in higher education. From the results of the survey, 13.58 percent of rural households in Chongqing think that the teaching quality of the higher education is satisfactory and only 4.62 percent of them are dissatisfied. In addition, 14.16 percent of rural households would think of children's learning ability when they decide whether to invest in higher education. In general, the stronger children's learning ability is and the better children behave in school, the more support children will get from their family. On the other hand, the family will reduce or even eliminate the investment of higher education. Based on survey, 21.68 percent of homeowners know about the performance of their children during the period of university and 5.20 percent of rural households will be affected by the surrounding environment in the higher education investment. For example, when the around family's children choose the higher education, the family in the surrounding environment will be inclined to let their children receive higher education, which to promote higher education investment of rural households. When the surrounding families choose let their children to give up higher education, then the region's higher education investment will be reduced.

From the point of the rural family education expectations to their children, 0.28 percent of rural households hope that their children achieve the college education level and 45.82 percent of rural families want their children to accept the bachelor degree and 52.45 percent of rural families hope that their children are in master degree and above. Talking about the question whether there is a need to send their children to study abroad, 45.66 percent of respondents believe that they would try their best to let their children go abroad for further study if it's possible but they will consider the wishes of children. What's more, 54.36 percent of respondents believe that there is no need to send their children to study abroad, considering the family economic conditions.

Table1. Individual characteristics of rural family householder

Essential characteristic		Frequency	Effective percentage	Essential feature		Frequency	Effective percentage
Gender	Male	126	36.41	Income source	Working	129	37.28
	Female	220	63.58		self-employed	138	39.88
Age	25-35	4	1.15		fisheries	11	3.18
	35-45	143	41.33		horticulture	17	4.91
	45-55	137	39.59		Animal husbandry	11	3.18
	55-65	57	16.47		farming	40	11.56
	>65	5	1.45	<1000	24	6.94	
Level of education	Primary school and the following	19	5.49	The per capita net income	1000-2000	103	29.77
	Junior	99	28.61		2000-3000	100	28.90
	Senior	107	30.92		>3000	119	34.39
	College	77	22.25	Investment attitude	Indifference	6	1.73
	Bachelor degree and above	44	12.72		Appreciable	50	14.45
Health	Incapability	2	0.58	More appreciable	151	43.64	
	Poor	20	5.78		Very appreciable	144	41.62
	Common	134	38.73	Gender discrimination	No	334	96.53
	Healthy	190	54.91		Yes	12	3.47

Table2. Whether you are prepared to let your children or about to go abroad for further study

	Frequency	Percentage	Effective percentage	Cumulative percentage
Yes	158	39.5	45.66	45.66
No	188	47	54.34	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

Table3. Purposes of higher education for children

	Frequency	Percentage	Effective percentage	Cumulative percentage
To uphold	75	18.75	21.68	21.68
To learn knowledge	58	14.50	16.76	38.44
For personal interests	49	12.25	14.16	52.60
For work	125	31.25	36.13	88.73
For parents' obligation	39	9.75	11.27	100.0
Summation	346	86.6	100.0	
Missing value	54	13.5		
Total	400	100.0		

The chart shows that 21.68 percent of rural households who let their children accept the higher education want to uphold and the purpose of the 16.76 percent of rural families is to let children to learn knowledge. Parents who want to develop children's interest amounted for 14.16 percent. In view that social production is the main characteristics of Chongqing city economy and small-scale production is the main characteristics of the rural economy and the urban and rural dual economic structure still exists. In order to make their children's future for better working conditions and social status, 36.13 percent of rural families who want their children to accept higher education are to prepare for future employment, while 11.27 percent of rural households just want to finish parents' education duty for children.

3. ANALYSIS OF THE CAPITAL SOURCE CONDITION FOR RURAL HOUSEHOLDS IN THE HIGHER EDUCATION INVESTMENT BEHAVIOR

In the western economics, according to the budget constraint theory, when consumers buy goods and services, they think of not only the choice of preferences, but also their ability to pay and commodity prices. When commodity prices are established, consumers' limited ability to pay for different goods

and services is characterized by a budget constraint. The supply price of the higher education in China is established and then the family's ability to pay became the main factor to constrict children receiving the higher education under the condition of the equal opportunity to receive higher education. And the family's ability to pay is determined by the family economic conditions. From table 4, rural families' resource to support their children to accept the higher education mainly which comes from the family's income in that year accounts for 64.45 percent and 21.97 percent of the rural households' education cost is from savings over the years and the cost borrowed from relatives and friends amounts for 6.36 percent and 1.73 percent of the cost of the family education is from the prize and the financial aid in colleges and universities. In addition, 2.31 percent of the cost is from other aspects. 37.28 percent of respondents believed that the cost of higher education on their children is a larger proportion of the total expenditure of the family and the education expense will produce a certain effect to the quality of daily life. 57.8 percent of respondents thought they can undertake the total education cost and only 4.05 percent of respondents thought that the education expense is lesser in household spending so they can undertake the burden of higher education costs easily. Therefore, under the condition that the rural households' spending scale is established, the increase of the proportion of expenditure of higher education will take the space in other aspects of family consumption accordingly and restrict the structure of the escalation of rural residents' consumption upgrading, and then restrict the rural family life level improving.

Talking about whether the national scholarship and poverty grants reduced the family burden of the expenditure of the higher education, 37.86 percent of households thought that the support of the national scholarships and the poverty grants reduce the burden of expenditure of the higher education of rural families while 12.72 percent of households disagreed with this kind of thought and they thought that there are still many unreasonable educational fees. Therefore, the national scholarship policy still exists some disadvantages and it cannot thoroughly play the role of helping rural households and then affects the higher education investment of rural households.

In addition, 28.90 percent of rural households in the higher education expenditure have the will of loans while 63.58 percent of rural households do not exist this will. For rural households who have the will for the loan demand for the higher education, the will of the farmers from the credit department loans accounted for 3.18 percent and the rural households who borrowed money in 3000 Yuan or below each year for the higher education investment accounted for 13 percent and 47 percent of households need to borrow money between 3000 Yuan and 6000 Yuan and 30 percent of households need to borrow money between 6000 Yuan and 9000yuan and 10 percent of households need to borrow money in 9000 Yuan or more. The complexity of borrowing money from the credit department also can directly affect the rural family investment in higher education. 9.54 percent of loans demanders believe that it is not easy to borrow money from the credit department. As a result, it also limits the rural family investment in the higher education in some extent.

Table4. Sources of the higher education investment

Income	Borrowed money	Saving	Loan	Scholarship	Financial aid	Others
64.45	6.36	21.97	3.18	1.73		2.31

The result shows that the financing source of the higher education investment affects the rural household investment behavior of higher education in a great extent. In general, the higher education investment of rural households mainly comes from the family savings, the household income, the national scholarships and money borrowed from relatives and friends or credit departments. The source of the income of rural households is relatively single than urban residents and it is along with

the larger risks, which resulted in there is a big uncertainty for rural households in the higher education investment. So we can know that the stability of the source will largely affect the rural higher education investment behavior

4. THE COST ANALYSIS FOR RURAL HOUSEHOLDS IN THE HIGHER EDUCATION INVESTMENT BEHAVIOR

The bounded rationality means that human behavior is consciously rational but the rationality is limited. Firstly, the environment is complex and people should face a complicated and uncertain world in the form of impersonal exchange. The more the trade has, the greater the uncertainty is, the more incomplete the information will be. Secondly, the computing capacity and the cognitive ability of environment are limited and people may not know everything. In this article, the bounded rationality refers to the study of higher education investment behavior of the rural family is founded under the restriction of some conditions, such as the concept of rural family householders, economic conditions, the social environment and other conditions.

Rural households who are "bounded rationality" also tries to maximize their revenue. But the rural family's possession of capital is limited and rural households must make effective choices in the investment direction, the investment amount and the investment structure before investment in order to realize the maximization of their revenue under the limited capital to invest which led to that it has become the restricted factors of higher education investment behavior and then we can study the higher education investment behavior of rural families in a condition of limited rationality. For rural families, the investment of higher education for children plays a decisive role in families' total investment. From the generalized aspects, the higher education investment mainly involves the monetary investment and the psychological investment. The monetary investment mainly includes education expenses, children living expenses, the university accommodation expenses, the cost of transportation between families and universities, the expenses to participate in relevant skills or qualification certificate examination trainings and other direct costs. It also includes the opportunity cost of receiving the higher education such as the income from working and the job promotion. The psychological investment includes the pressure of the higher education investment risk, time and culture which are put into the process of higher education investment.

4.1. Analysis of the Direct Cost of the Higher Education

In consideration of the cost of the higher education, 20.23 percent of the rural family's expense was below 6000 Yuan each year, of which 4.05 percent of it was below 4000 yuan. 15.03 percent of the rural family spent between 6000 Yuan and 8000 Yuan on the higher education for rural families. 64.74 percent of rural households spent above 8000 Yuan on the higher education. During the period of their children to accept the higher education, 0.87 percent of rural households do not give their children the cost of living each month and 17.05 percent of rural households give their children a part of the cost of living during school and 81.5 percent of rural households give their children a full cost of living. In view of the cost of living for children in university, 15.93 percent of children spent below 800 Yuan on the living and the monthly cost of the living expense which is between 800 Yuan and 1000 Yuan accounted for 33.62 percent and 43.18 percent of the children living expense is between 1000 Yuan and 1200 Yuan and the monthly cost of living expense which is above 1200 Yuan accounts for 7.25 percent. During the period of school, some children will go outside to rent a house and the survey does not consider this kind of students and we only consider students who stay in school. Among them, 73.99 percent of the rural families paid below 1200 Yuan for the accommodation each year and 6.36 percent of them paid between 400 and 800 Yuan for it and 22.83 percent of the accommodation

fees are between 1200 Yuan and 1600 Yuan and 0.58 percent of the accommodation fees are between 1600 Yuan and 2000 Yuan. Accommodation costs which are above 2000 Yuan are 2.60 percent. Considering the cost of the transportation for local students in Chongqing, we assume that each student goes to the university for four years. 13.01 percent of the cost of the students are below 1000 Yuan and 39.31 percent of the cost of the students are between 1000 Yuan and 3000 Yuan and the cost between 3000 Yuan and 5000 Yuan are 23.41 percent and the cost more than 5000 Yuan accounts for 24.27%. The traffic safety situation is also an important aspect of this study. 12.43 percent of the students think the traffic is very safe and 81.215 percent of the students think it is relatively safe and students who think it is unsafe account for 6.36 percent.

The result shows that the mainly extra way of study for the investment of rural households for students is to study other majors and enter oneself for all kinds of qualification trainings in addition to accept the normal education. Among them, 63.01 percent of the students used spare time to minor in other majors. And 17.92 percent of the students take part in all kinds of certificates of training education. 56.07 percent of the relevant certificates need money below 2000 Yuan, including 22.25 percent who are below 1000 Yuan while 23.69 percent of the training expense is between 2000 Yuan and 3000 Yuan and 20.23 percent of the training expense is above 3000.

Table5. Education fees every year

	Frequency	Percentage	Effective percentage	Cumulative percentage
< 4000	14	3.5	4.05	4.05
4000-6000	56	14	16.18	20.23
6000-8000	52	13	15.03	35.26
> 8000	224	56	64.74	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

Table6. The living cost for children a month

	Frequency	Percentage	Effective percentage	Cumulative percentage
400-600	15	3.75	4.34	4.34
600-800	40	10	11.59	15.93
800-1000	116	29	33.62	49.55
1000-1200	149	37.25	43.18	92.73
> 1200	25	6.25	7.25	100.0
Summation	345	86.25	100.0	
Missing value	55	13.75		
Total	400	100.0		

Table7. The accommodation cost every year

	Frequency	Percentage	Effective percentage	Cumulative percentage
400-800	22	5.5	6.36	6.36
800-1200	234	58.5	67.63	73.99
1200-1600	79	19.75	22.83	96.82
1600-2000	2	0.5	0.58	97.4
> 2000	9	2.25	2.60	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

Table8. The transportation cost

	Frequency	Percentage	Effective percentage	Cumulative percentage
<1000	45	11.25	13.01	13.01
1000-3000	136	34	39.31	52.32
3000-5000	81	20.25	23.41	75.73
> 5000	84	21	24.27	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

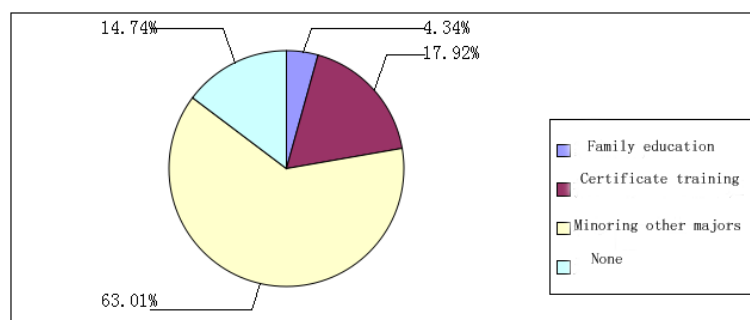


Figure1. Ways of the education investment for children

Table9. Expenses of relevant certificate trainings

	Frequency	Percentage	Effective percentage	Cumulative percentage
< 1000	77	19.25	22.25	22.25
1000-2000	117	29.25	33.82	56.07
2000-3000	82	20.5	23.69	79.76
> 3000	70	17.5	20.23	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

4.2. Analysis of the Higher Education Opportunity Cost

Western economists put forward the opportunity cost in view of the scarcity of economic resources, which means to give up the largest gains of the other products when a certain amount of economic resources are used for the production of a product. And receiving the higher education in our country requires four years and ways of consuming time have different alternatives to choose. If we could have sold the labor in exchange for wages or enjoyed leisure time which would lead to the increase of personal benefits and this part of income have to we have to give up our jobs or reduce the decline in personal welfare leisure due to accept education, which constitutes a personal education opportunity cost finally.

In the process of investigation, we also learned that 5.20 percent of respondents' spending in the higher education will be affected by the surrounding environment. For children, 76.30 percent of the rural peers who did not receive higher education and enter the society to participate in the work prematurely can get under 20000 Yuan. And the annual net income that is below 5000 Yuan accounts for 26.01 percent and 20.81 percent of the annual net income can be between 5000 Yuan and 10000 Yuan and 19.36 percent of the annual net income are between 10000 Yuan and 15000 Yuan and the annual net income which between 20000 Yuan and 25000 Yuan accounts for 8.38 percent and only 15.32 percent of the annual net income are above 25000 Yuan. According to the investigation, we can know the condition of the income of the peers who did not receive higher education and enter the society to participate in the work prematurely would affect the rural families for their children's higher education investment behavior. In order to maximize interests by using the minimum cost, some rural families may choose to make their children give up to accept the higher education and let them go into the social employment in advance .

Table10. The annual net income of around peers who did not receive the higher education

	Frequency	Percentage	Effective percentage	Cumulative percentage
< 5000	90	22.50	26.01	26.01
5000-10000	72	18	20.81	46.82
10000-15000	67	16.75	19.36	66.18
15000-20000	35	8.75	10.12	76.30
20000-25000	29	7.25	8.38	84.68
> 25000	53	13.25	15.32	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

4.3. Analysis of the Psychological Cost in Higher Education

The psychological cost refers to the customers' spiritual cost when they buy the product. As is known to all, it is a complex process for consumers to buy products that consumers should produce the demand and then find the information and make a judgment and decide to buy and to implement purchasing and they should make up their own feelings after purchasing. The psychological cost mentioned in this article refers to that rural families put into a series of costs in psychological aspects. For example, rural families would worry about the future and the security of their children during the period of accepting the higher education.

Generally speaking, the education includes the social education, the school education and the family education, of which especially the family education plays a decisive role to children's growth and to become a useful person. The rural family education refers to the time investment, the culture investment, investment of other aspects except for the money investment and the concerns of the traffic safety between family and university in the process of the higher education for children, which also constitutes the psychological cost produced by the higher education. The result of the survey shows that the more investment in the process of the higher education investment is financing, which accounted for 73.85 percent and time was occupied 14% and the cultural investment accounted for 5.23 percent and other aspects accounted for 14.62 percent.

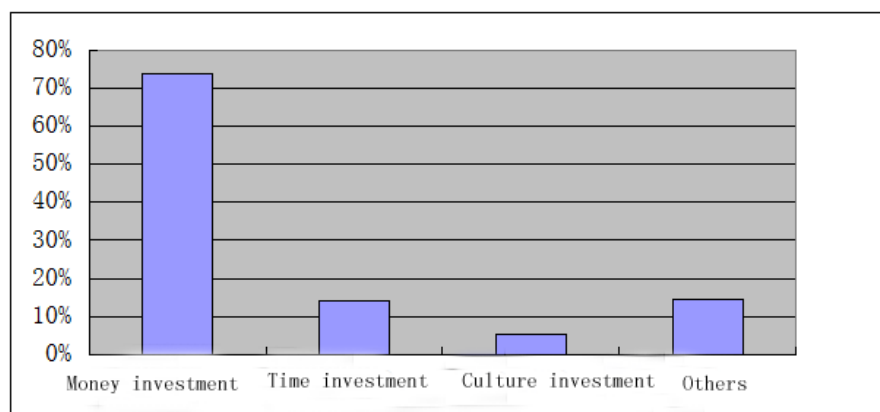


Figure2. Families investment of higher education

5. ANALYSIS OF INVESTMENT BENEFITS IN THE HIGHER EDUCATION BEHAVIOR FOR THE RURAL FAMILY

5.1. The Classification of the Education Benefits

Economic benefits in economics are the largest possible amount of consumption in the case of keeping the final as rich as the beginning, which includes the realized gains and the unrealized gains. And the education income is obtained after the reward by investing in education compared with the costs.

The basic classifications of educational benefits can be considered from two following dimensions. First of all, education benefits can be divided into private benefits and external benefits according to the different main body of education gains. Secondly, education benefits can be divided into mercerization benefits and non-mercerization benefits depend on whether the education benefits can use monetary measures.

5.2. Private Benefits of Marketization

Private benefits refer to the educators gain benefits from education and it generally refers to the increase of personal income. And marketization benefits refer to the benefit which can be measured

by the monetary from the education investment behavior. Private benefits of the marketization of higher education mentioned here mainly refer to pecuniary benefits that children from the rural family get from their work after accepting the higher education. According the understanding of the annual income of college students after graduation from the head of the household, the students' income that is below 30000 Yuan is occupied 60.97 percent and the annual income which is between 30000 Yuan and 50000 Yuan amounts for 31.79 percent and 7.23 percent of the students' annual income above 50000 Yuan. Students' income after graduating from the college is a direct and important influencing factor on higher education investment behavior of rural households, because the original purpose of the higher education investment is to get benefits through their children's higher education and to improve the lives and the social status of family.

Table11. *The annual income of the college students around you after graduation*

	Frequency	Percentage	Effective percentage	Cumulative percentage
< 10000	82	20.5	23.69	23.69
10000-30000	129	32.25	37.28	60.97
30000-50000	110	27.50	31.79	92.76
>50000	25	6.25	7.23	100.0
Summation	346	86.5	100.0	
Missing value	54	13.5		
Total	400	100.0		

5.3. Non-Marketization External Benefits

Non-marketization external benefits of the education refer to benefits for the entire society which cannot use the monetary to measure, including cultivating lawful citizens of the democratic society, promoting the civilization of all the society ,maintaining the social fairness and the liquidity, increasing the transformation and popularization of the enterprises' production technology, stabling the social order and reducing social crime, enhancing citizens' legal consciousness promoting the ecological environment protection and so on. In addition, education benefits also show in improving children's degree of education, influencing the child's IQ and academic performance, improving the health of children and so on. The family investment of higher education will determine the cultural level of the society and the non-marketization external benefits of the families' higher education investment will play a large role in build a harmonious society. The research of the higher education of the rural households investment behavior will be helpful to make the country's higher education policy.

6. ANALYSIS OF RURAL HOUSEHOLDS AND THE INSTITUTIONAL CHANGES OF THE HIGHER EDUCATION

In the 1970s, the research aiming to explain the economic growth has been promoted by the long-term economic history research. Finally, economists put the system as a variable to explain the function of economic growth. Due to the limited rationality of people and the scarcity of resources, the institutional supply is limited and scarce. As the external environment changes and the own rational degree rises, people will continue to put forward the demand for the new system when the existing system can't satisfy people's needs, to achieve the increase of expected earnings which would lead to the changes of the system. Along with the needs of the development of higher education and from the pressure of the economic and social development outside, all these things will put forward higher requirements for the existing education system so it is common that exists the education institutional changes in the field of education.

The higher education is the implementation of all kinds of special education after the secondary education. In our country, the higher education includes the full-time higher education and the adult

higher education, of which the latter belongs to the category of the adult education. Before 1949, China's senior specialized talents cultivation mainly depends on foreign countries and the scale of the domestic postgraduate education is small and only a handful of institutions of the higher education could recruit a limited number of postgraduates and there is no the doctor's degree. Since 1978, China's higher education system which can adapt to the national economic and social development of a variety of levels, a variety of forms and of which has complete basic disciplines has been initially formed after continuous reform and adjustment. As the national economy recovers, the national economic development requires a lot of technical talents which lead to that the scale of ordinary higher education institutions has greater development and obviously improves the school effectiveness and the structure of talent cultivation inclines to reasonable and the professional structure set tends to be better. At last, they conveyed a large number of senior specialized talents to the society.

With the establishment of the socialist market economy, our country's enrollment system of the higher education has generated great changes, which gradually replaced the plan by the market. And the private higher education has also been rapidly developed. The higher education is no longer all managed by the nation and carries out the investment cost sharing and compensation system gradually. The state and the individual share the higher education cost in a certain proportion and the proportion of individual cost-sharing is increasing and eventually to implement the mechanism that the individual pay all the money to go to school which makes rural households enhance for the higher education expenditure. And the rural economy development lags behind that of the higher education cost growth, leading to relatively heavy burden on higher education of rural households. In addition, the comprehensive implementation of the independent employment system also makes higher risks for children to receive the higher education, leading to make the higher education investment behavior of rural households be limited in a certain extent.

Through the theoretical analysis of system economics, the changes of the system of our country's higher education and forms of expression of the higher education investment benefits and risks are closely related with the social background of China's economic system reform. Therefore, the benefits and risks of the rural family investment of higher education for their children are closely linked with the social system development in some period. In the survey, we found that only 2.60% of the farmers know well about the changes of the higher education system in China and 33.24% of the farmers know the changes of the higher education system while 64.16% of the rural higher education investors don't know the changes of the higher education system. Although most people don't know the changes of the higher education system in China, but the changes of higher education have unconsciously influenced the higher education investment behavior of rural households. By combining the rural households investment behavior with the changes of the national higher education system, we can provide the theoretical basis and theoretical support for making the better national higher education policy.

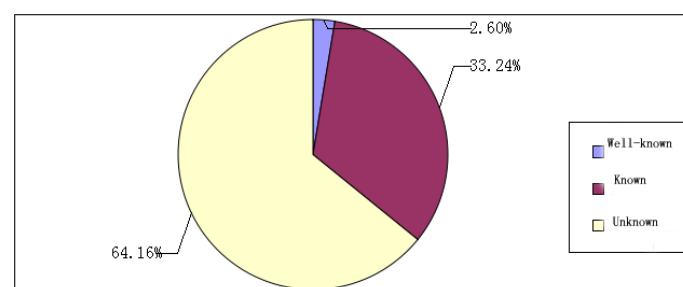


Figure3. The degree of knowing the country's education system changes

7. CONCLUSION

From our study, the higher education investment in rural areas of China is influenced by the education system and abilities and risks of the investment. In order to further improve the level of the higher education investment, the government should insist on developing the economy and improve the living standards of rural families. What's more, the government should popularize the cultural education in rural areas, especially in remote mountain areas. And the government should formulate a series of policies to reduce risks in the higher education. Changes of the education system should be more advantageous for students from rural families which will lead that every student can receive the higher education fairly and equally. The contradiction between the urban and rural area can be mitigated in some extent and it's advantageous to build socialism harmonious society.

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