

# 教育程度与乡城移民城市融入

徐超<sup>1</sup>, 魏天保<sup>2</sup>, 杨政宇<sup>2</sup>

1. 210023  
2. 200433

**摘要:**在人口城市化大步迈进的时代背景下,乡城移民的城市融入问题备受关注。文章使用中国社会状况综合调查(CSS)数据,实证考察了教育程度与乡城移民城市融入之间的因果关系。为克服可能存在的内生性问题,文章借助1986年“义务教育法”颁布这一准自然实验构建工具变量,采用2SLS方法进行了稳健回归。实证结果显示,教育程度能够显著提高乡城移民的城市身份认同感。在基本结论的基础上,文章进行了相应的渠道分析,结果发现,教育在乡城移民获取城市户籍、城市住房以及嫁娶城市原著居民过程中发挥了积极作用,并由此促进了乡城移民的城市融入。根据研究结论可知,不断推进农村教育事业发展,努力提高乡城移民的受教育水平是加快实现乡城移民城市融入的可取之道。

**关键词:**教育程度;乡城移民;城市融入;城市身份认同

**中图分类号:**F062.3 **文献标识码:**A **文章编号:**1009-0150(2019)02-0080-13

## 一、引言

“ ”

2012 “ ” “ ”  
“ ”

“ ”

2011 2013  
“ ” “ ”

Nekby Rödén 2010 2016

收稿日期:2018-01-10

作者简介:徐超(1987—),男,山东潍坊人,南京财经大学财政与税务学院讲师;

魏天保(1985—),男,甘肃天水人,上海财经大学公共经济与管理学院博士研究生;

杨政宇(1988—),男,江西赣州人,上海财经大学公共经济与管理学院博士研究生。

“ ”

2014

2010

2013

2005 Meng Bai 2007

2015

20

Becker Murphy 2007

2009

2012

2015

Benham 1974

Schwartz Mare 2005

2015

2011

2013

2013

2016

CSS2011

1986

2SLS

2002

2012

2012

2013

2016

## 二、研究设计

### (一) 计量模型建立

Yue 2013 2016

$$Identity_i = \alpha + \beta Edu_i + \sum_j \delta_j Controls_{j_i} + \lambda + \xi_i \quad (1)$$

Identity Controls Edu  
Identity Probit  $\lambda$   $\xi$

1986 2016 2017

“ ”

1 1981 93% 2008

99.5% 30 7.0% 1981 68.3% 2008 99.7%

46.0% 1986 1986

2SLS

CLS 2SLS Edu\*

$$Edu_i = \alpha_0 + \alpha_1 CS L_i + \sum_j \delta_j Controls_{j_i} + \lambda + \mu_i \quad (2)$$

$$Identity_i = \beta_0 + \beta_1 Edu_i^* + \sum_j \theta_j Controls_{j_i} + \lambda + \varepsilon_i \quad (3)$$

1986 9

15 15

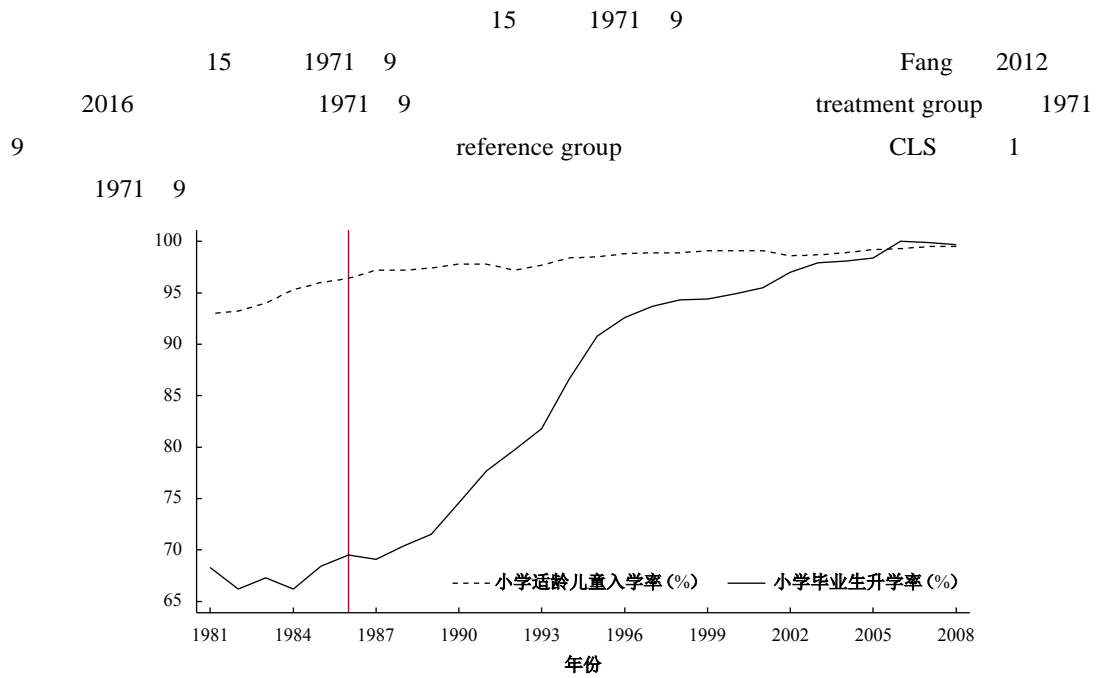


图 1 小学适龄儿童入学率和小学毕业升学率走势图

(二)数据来源

Chinese Social Survey CSS ” CSS 2006 2008 2011  
 2013 2015 5 5  
 CSS2011  
 2012 “ ”  
 2 075

(三)变量介绍

Identity CSS2011 “ Identity  
 1 0 “ ”  
 Edu CSS “ ”  
 =1 =1  
 =1 1

①本文用于构建城市身份认同(Identity)变量的问题仅存在于CSS2011问卷中。

表 1 主要变量统计性描述

	全样本		不认同组		认同组		均值差
	均值	标准差	均值	标准差	均值	标准差	
教育程度	8.60	4.55	7.87	4.36	9.38	4.61	-1.51***
性别	0.45	0.50	0.44	0.50	0.46	0.50	-0.03
年龄	46.51	17.22	43.04	14.97	50.21	18.65	-7.16***
民族	0.92	0.27	0.93	0.26	0.91	0.28	0.01
婚姻状况	0.79	0.41	0.81	0.39	0.77	0.42	0.04**
家庭人口规模	3.72	1.59	3.96	1.52	3.47	1.63	0.49***
本地居住时间	21.19	20.03	21.37	21.18	21.01	18.74	0.36
样本量(占比)	2 075(100%)		1 070(51.6%)		1 005(48.4%)		

注：\*\*\*、\*\*、\*分别表示1%、5%和10%的显著性水平；认为自己是城里人的乡城移民归于“认同组”，其余移民归于“不认同组”。



### 三、实证结果

#### (一) 基准回归结果

	Probit	2	1
1	0.037 3	1%	
	3.73	2	1
	0.035 2	1	

表 2 Probit回归结果

	全样本乡城移民		10岁后迁移的乡城移民	
	(1)	(2)	(3)	(4)
教育程度	0.037 3*** (0.002 5)	0.035 2*** (0.002 6)	0.036 0*** (0.002 6)	0.034 2*** (0.002 7)
性别	-0.029 2 (0.020 7)	-0.023 3 (0.020 4)	-0.030 2 (0.021 4)	-0.024 2 (0.021 1)

续表 2 Probit回归结果

	全样本乡城移民		10岁后迁移的乡城移民	
	(1)	(2)	(3)	(4)
年龄	-0.005 9 (0.004 1)	-0.005 3 (0.004 0)	-0.005 9 (0.004 2)	-0.005 5 (0.004 2)
年龄平方	0.000 2*** (0.000 0)	0.000 2*** (0.000 0)	0.000 2*** (0.000 0)	0.000 2*** (0.000 0)
民族	-0.101 9*** (0.037 2)	0.022 9 (0.048 8)	-0.120 7*** (0.038 2)	0.014 0 (0.050 9)
婚姻状况	-0.002 5 (0.028 3)	0.012 0 (0.028 1)	0.004 1 (0.029 4)	0.019 8 (0.029 2)
家庭人口规模	-0.027 3*** (0.006 4)	-0.023 6*** (0.006 6)	-0.026 1*** (0.006 6)	-0.023 5*** (0.006 9)
本地居住时间	-0.002 0*** (0.000 6)	-0.001 4** (0.000 6)	-0.001 9*** (0.000 6)	-0.001 5** (0.000 6)
地区固定效应		控制		控制
Pseudo R <sup>2</sup>	0.133 9	0.169 6	0.129 1	0.166 2
观察值	2 075	2 075	1 940	1 940

注：\*\*\*、\*\*、\*分别表示1%、5%和10%的显著性水平；括号内为系数标准差；回归系数已转化为边际效应，下同。

10  
2  
4  
0.036 0 0.034 2 1%  
1  
3.5  
(二)2SLS回归结果  
2SLS  
2SLS  
1%  
CLS 1.509 9

表 3 2SLS第一阶段回归结果

	(1)	(2)
	全样本乡城移民	10岁后迁移的乡城移民
CLS	1.509 9*** (0.345 6)	1.369 7*** (0.357 4)
控制变量	控制	控制
F值	28.42	25.84
R <sup>2</sup>	0.383 4	0.377 5
观察值	2 009	1 876

注：\*\*\*、\*\*、\*分别表示在1%、5%和10%的显著性水平上显著；括号内为系数标准差；控制变量与表2模型(2)一致，下同。

F

①由于CSS2011未提供受访者的出生月份，无法确定1971年出生的移民是属于对照组还是处理组。借鉴邹红和喻开志(2015)等的做法，我们剔除了1971年出生的观察值。

28.42 10 2 10

“ ”

2011

CLS 4 1 3

4 CLS 5%

CLS 4

2 4 1% CLS

CLS

表 4 排他性检验

	全样本乡城移民		10年后迁移的乡城移民	
	(1)	(2)	(3)	(4)
CLS	0.097 6** (0.043 0)	0.041 7 (0.041 7)	0.090 0** (0.044 6)	0.040 6 (0.043 3)
教育程度		0.034 7*** (0.002 7)		0.033 7*** (0.002 8)
控制变量	控制	控制	控制	控制
Pseudo R <sup>2</sup>	0.111 7	0.164 4	0.111 1	0.161 2
观察值	2 009	2 009	1 876	1 876

2SLS 5 1

表 5 2SLS回归结果

	(1)	(2)
	全样本乡城移民	10年后迁移的乡城移民
教育程度	0.067 3** (0.029 1)	0.068 3** (0.033 3)
控制变量	控制	控制
R <sup>2</sup>	0.144 2	0.134 7
观察值	2 009	1 876

0.067 3 5% 1

6.73 Probit

2SLS “ ”

5 2 10 0.068 3 5%

1

6.83

四、渠道分析

(一)城市户籍

1958

“ ”

2015

Urban\_hukou

1	Probit	0.031 3	1%	6
		3.13		2
2	2SLS	0.097 8	5%	
		9.78		10
		6		

(二)城市住房

2012 “

”

2016

---

①教育还可能通过城市公共服务获取、社会网络关系拓展等诸多方面影响乡城移民的城市融入,限于变量的可获得性以及中介渠道的交叠性,本文未一一考察。



“ ” “ ”  
“ ”

2012

“ ”

表 6 教育程度与城市户籍获取

	全样本乡城移民		10岁后迁移的乡城移民	
	(1)	(2)	(3)	(4)
	Probit	2SLS	Probit	2SLS
教育程度	0.031 3*** (0.002 6)	0.097 8*** (0.032 0)	0.030 4*** (0.002 7)	0.095 7*** (0.036 1)
控制变量	控制	控制	控制	控制
观察值	2 075	2 009	1 940	1 876

1998 7

1998

2016

Spence 1973

	City_house		
Probit	0.027 6	1%	7
	2.76		2
	0.060 9	5%	10
	6.09		10
	7		1
			2SLS

表 7 教育程度与城市住房获取

	全样本乡城移民		10岁后迁移的乡城移民	
	(1)	(2)	(3)	(4)
	Probit	2SLS	Probit	2SLS
教育程度	0.027 6*** (0.002 7)	0.060 9** (0.029 5)	0.027 8*** (0.002 8)	0.059 3* (0.033 5)
控制变量	控制	控制	控制	控制
观察值	2 075	2 009	1 940	1 876

## (三) 婚姻市场

CSS2011

8

表 8 教育与婚姻市场

	全样本乡城移民		10岁后迁移的乡城移民	
	(1)	(2)	(3)	(4)
	Probit	2SLS	Probit	2SLS
教育程度	0.013 2*** (0.003 3)	0.132 5** (0.061 2)	0.013 7*** (0.003 2)	0.120 2* (0.061 4)
控制变量	控制	控制	控制	控制
观察值	1 089	1 034	1 030	977

CSS2011

20

		Original		Original=1	
Original=0			1	Probit	0.013 2 1%
8					1.32
	2		2SLS		0.132 5
5%					
13.25		10			8

## 五、结论及政策建议

CSS2011

1986

2SLS

①发轫于20世纪60年代、止于70年代的“上山下乡”运动,使得一部分城市原著居民也获得了务农经历。由于无法识别出这一部分居民,按照父母“是否有务农经历”来判断子女是否是城市原著居民的做法可能会低估教育的作用。

②由于部分乡城移民尚未结婚等原因,样本量有所下降。

---

**主要参考文献:**

- [1] 陈建伟. 教育的婚姻回报:“学得好”与“嫁得好”[J]. 上海财经大学学报, 2015, (6).
- [2] 方颖, 赵扬. 寻找制度的工具变量: 估计产权保护对中国经济增长的贡献[J]. 经济研究, 2011, (5).
- [3] 何军. 代际差异视角下农民工城市融入的影响因素分析——基于分位数回归方法[J]. 中国农村经济, 2011, (6).
- [4] 胡荣, 陈斯诗. 农民工的城市融入与公平感[J]. 厦门大学学报(哲学社会科学版), 2010, (4).
- [5] 胡书芝, 刘桂生. 住房获得与乡城移民家庭的融入[J]. 经济地理, 2012, (4).
- [6] 李强, 何龙斌. 人力资本对流动人口的城市融入影响研究——兼论就业的中介作用[J]. 湖南社会科学, 2016, (5).
- [7] 李振宇, 张昭. 教育对个体健康人力资本的影响——以义务教育法实施为工具变量[J]. 教育与经济, 2017, (3).
- [8] 刘生龙, 周绍杰, 胡鞍钢. 义务教育法与中国城镇教育回报率: 基于断点回归设计[J]. 经济研究, 2016, (2).
- [9] 李辉文, 张质. 教育、社会资本与个人收入——来自 CHIPS 数据的经验证据[J]. 湘潭大学学报(哲学社会科学版), 2015, (1).
- [10] 卢海阳, 梁海兵. “城市人”身份认同对农民工劳动供给的影响——基于身份经济学视角[J]. 南京农业大学学报(社会科学版), 2016, (3).
- [11] 马云献. 就业能力对农民工城市融入的影响研究[J]. 统计与决策, 2012, (11).
- [12] 梅亦, 龙立荣. 农民工人力资本对城市融入的影响[J]. 江苏社会科学, 2013, (6).
- [13] 聂伟, 风笑天. 农民工的城市融入与精神健康——基于珠三角外来农民工的实证调查[J]. 南京农业大学学报(社会科学版), 2013, (5).
- [14] 宋严, 宋月萍, 李龙. 高等教育与社会资本: 性别视角下的审视[J]. 人口与发展, 2012, (6).
- [15] 王美艳. 中国城市劳动力市场上的性别工资差异[J]. 经济研究, 2005, (12).
- [16] 王佃利, 刘保军, 楼苏萍. 新生代农民工的城市融入——框架建构与调研分析[J]. 中国行政管理, 2011, (2).
- [17] 王雨磊. 工人还是农民——消费对于农民工身份认同的影响分析[J]. 南方人口, 2012, (4).
- [18] 吴贾, 姚先国, 张俊森. 城乡户籍歧视是否趋于止步——来自改革进程中的经验证据: 1989–2011[J]. 经济研究, 2015, (11).
- [19] 杨春江, 李雯, 逯野. 农民工收入与工作时间对生活满意度的影响——城市融入与社会安全感的作用[J]. 农业技术经济, 2014, (2).
- [20] 杨汝岱, 陈斌开. 高等教育改革、预防性储蓄与居民消费行为[J]. 经济研究, 2009, (8).
- [21] 张广利, 张瑞华. 城市外来人口“身份—认同”研究的范式转换——从“制度建构”范式到“文化场域实践”范式[J]. 山东社会科学, 2012, (5).
- [22] 张路, 龚刚, 李江一. 移民、户籍与城市家庭住房拥有率——基于 CHFS2013 微观数据的研究[J]. 南开经济研究, 2016, (4).
- [23] 张振宇, 陈岱云, 高功敬. 流动人口城市融入度及其影响因素的实证分析——基于济南市的调查[J]. 山东社会科学, 2013, (1).
- [24] 朱力. 论农民工阶层的城市适应[J]. 江淮学刊, 2002, (6).
- [25] 邹红, 喻开志. 退休与城镇家庭消费: 基于断点回归设计的经验证据[J]. 经济研究, 2015, (1).
- [26] Becker G S, Murphy K M. Education and consumption: The effects of education in the household compared to the marketplace[J]. Journal of Human Capital, 2007, 1(1): 9–35.
- [27] Benham L. Benefits of women's education within marriage[J]. Journal of Political Economy, 1974, 82(2):

- S57-S71.
- [28] Fang H, Eggleston K N, Rizzo J A, et al. The returns to education in China: Evidence from the 1986 compulsory education law[R]. NBER Working Paper No. 18189, 2012.
- [29] Fort M, Schneeweis N, Winter-Ebmer R. Is education always reducing fertility? Evidence from compulsory schooling reforms[J]. *The Economic Journal*, 2016, 126(595): 1823–1855.
- [30] Mchenry P. The relationship between schooling and migration: Evidence from compulsory schooling laws[J]. *Economics of Education Review*, 2013, 35: 24–40.
- [31] Meng X, Bai N S. How much have the wages of unskilled workers in China increased? Data from seven factories in Guangdong[A]. Garnaut R, Song L G. *China: Linking Markets for Growth*[C]. Canberra: Asia Pacific Press, 2007.
- [32] Nekby L, Rödin M. Acculturation identity and employment among second and middle generation immigrants[J]. *Journal of Economic Psychology*, 2010, 31(1): 35–50.
- [33] Schwartz C R, Mare R D. Trends in educational assortative marriage from 1940 to 2003[J]. *Demography*, 2005, 42(4): 621–646.
- [34] Spence M. Job market signaling[J]. *The Quarterly Journal of Economics*, 1973, 87(3): 355–374.
- [35] Yue Z S, Li S Z, Jin X Y, et al. The role of social networks in the integration of Chinese rural-urban migrants: A migrant-resident tie perspective[J]. *Urban Studies*, 2013, 50(9): 1704–1723.

## **Educational Level and Urban Integration of Rural-Urban Migrants: An Empirical Analysis Based on Self-identity**

Xu Chao<sup>1</sup>, Wei Tianbao<sup>2</sup>, Yang Zhengyu<sup>2</sup>

(1. *School of Public Finance and Taxation, Nanjing University of Finance and Economics, Jiangsu Nanjing 210023, China*, 2. *School of Public Economics and Administration, Shanghai University of Finance and Economics, Shanghai 200433, China*)

**Summary:** Since the Reform and Opening up, a large number of rural residents have flooded into the city, injecting vitality into urban development. As an important contributor to urban construction, the issue of urban integration of rural migrants has received much attention. Whether urban immigrants truly integrate into the city is not only related to the social justice, mental health and life satisfaction of the immigrants themselves, but also directly affects the sustainable development of the urban economy and the long-term stability of the society. In the context of the era of population urbanization, how to promote the rapid integration of rural migrants into cities has become an important issue for governments at all levels. Education is considered to be an important factor affecting the integration of immigrant cities in rural areas. In recent years, many studies have carried out in-depth research on the causal relationship between the two. However, due to the different selection of indicators and the existence of endogenous problems, the relevant conclusions have not been agreed. With the CSS2011 micro survey data, this paper re-examines the relationship between education and urban integration of rural-urban

create a refinance forecasting model. The main conclusions are as follows: (1) To predict whether users refinance in online lending, "hard information" (or personal basic information) provided by users has no signal effect. "Trajectory" information and "social interaction" information are more revealing of the trust signal. (2) Users who actively maintain their personal information and keep good repayment records on the online lending platform are highly likely to apply for loans again. The closer the time when users last modified their personal information, the higher the frequency of user ID application and maximum monthly repayment, the more likely they are to apply for refinance and become loyal users on the online lending platform. (3) Users who follow more friends on the online lending platform, have good social capital and actively maintain their social network relationships, are more likely to apply for loans again. Borrowers build social capital through social network relations of the platform and reveal their own reputation signals to investors. Such users will often refinance and become high/quality customers of the online lending platform. Therefore, the online lending platform can make use of its Internet and big data advantages to strengthen borrowers' constraint mechanism, enlarge their reputation mechanism, and reduce information asymmetry to improve the online transaction efficiency through data mining.

**Mg{"yqt fu"**online lending; behavioral track; social interaction; trust signal reveal

"

\* ;4 +

migrants. In the face of possible endogenous problems, this paper uses the 1986 Compulsory Education Law to promulgate this quasi/natural experiment construction tool variable, and adopts the 2SLS method for robust regression analysis. The empirical results show that the increase in the number of years of education does help the township immigrants identify with the city. On the basis of the basic conclusions, this paper also carries out corresponding channel analysis, and finds that education plays an active role in the process of urban migrants obtaining urban household registration, urban housing and married urban residents, and thus promotes the urban integration of immigrants. This study has important policy implications: Under the background of the urbanization of population, it is of great significance to continuously promote the development of rural education and strive to improve the education level of immigrants in rural areas. Based on the research conclusions, the following policy recommendations are proposed: First, gradually correct the urban bias of education expenditure, establish a long/term supply mechanism to guarantee rural education funds, narrow the gap between urban and rural education investment, and promote the rapid and steady development of rural education. Second, vigorously develop secondary education in rural areas, especially medium and high vocational education, and increase the educational opportunities and education level of rural residents. Third, actively formulate and improve education support policies for low/income families in rural areas and the scholarships and student loans for poor students, and create conditions for rural poor students to continue their studies.

**Mg{"yqt fu"**educational level; rural/urban migrants; urban integration; urban self/identity