

教育程度与乡城移民城市融入

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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

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一、引言

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2012 “ ” “ ”
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2011 2013
“ ” “ ”

Nekby Rödin 2010 2016

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“ ”

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 λ ξ

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

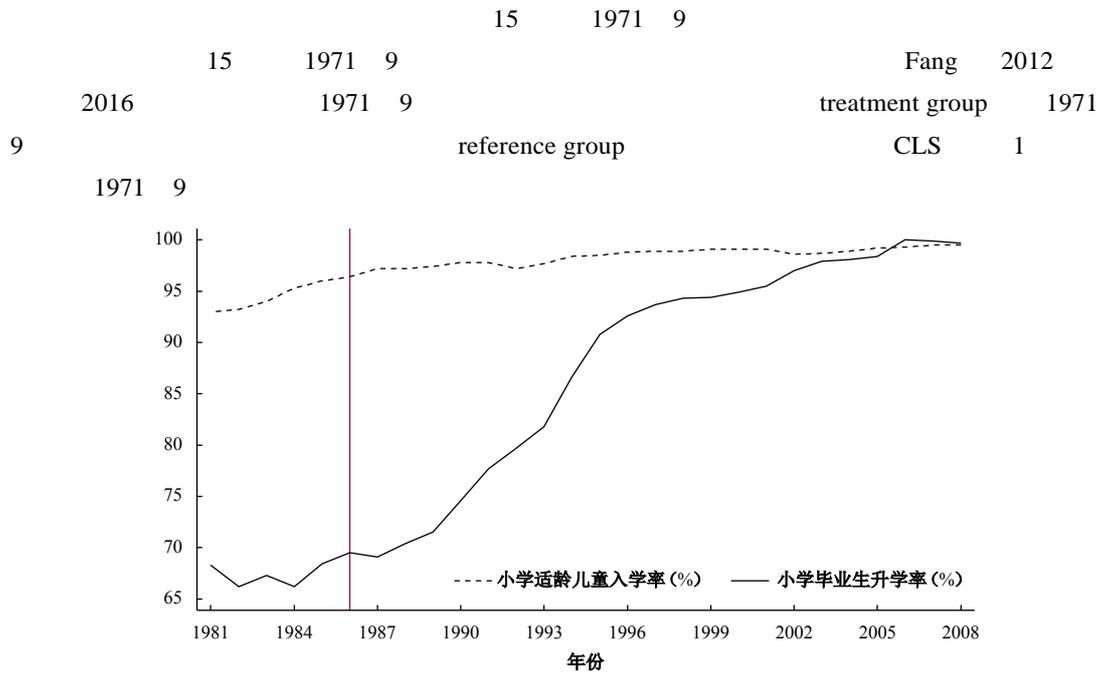


图 1 小学适龄儿童入学率和小学毕业升学率走势图

(二)数据来源

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

(三)变量介绍

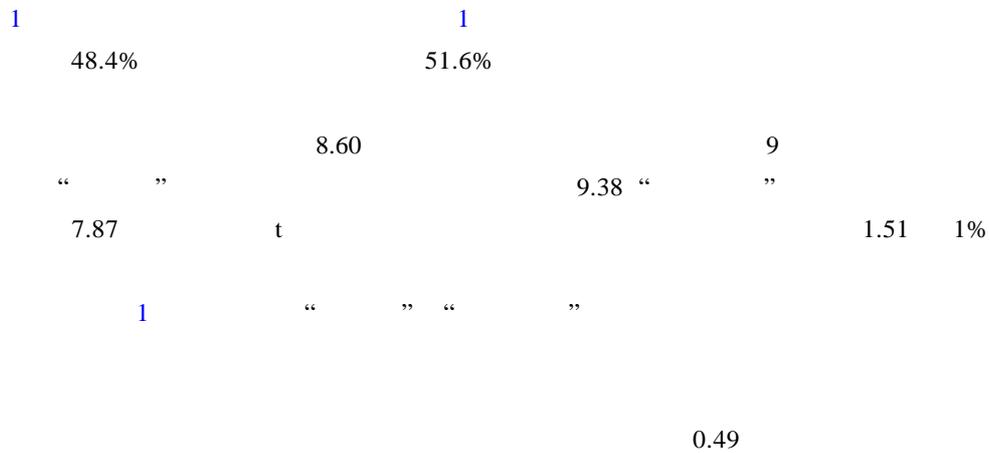
Identity CSS2011 “ Identity
 1 0 “ ” Identity
 Edu CSS “ ”
 =1 =1
 =1 1

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 ²	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
F

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 ²	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。

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 ²	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

0.067 3 5%

1

6.73

2SLS

“

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Probit

	(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 ²	0.144 2	0.134 7
观察值	2 009	1 876

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	1
	2.76	2	2SLS
	0.060 9 5%		
	6.09	10	
	7		

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。

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

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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

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* ;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