An Economic Analysis of the rise of Folk basic Education in China and its Social effects

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Abstract. Folk basic education has made great contributions to Chinese education and has become an important part of the whole field of basic education, so its social contribution should be evaluated objectively and impartially. The rise of folk basic education is the inevitable result of the optimal allocation of resources in the education market, which makes the basic education market realize Pareto improvement, and the differential needs of some parents for children's education and the helpless choice of their children working in cities are the important reasons for the rise and development of folk basic education. The folk basic education has had the obvious "spillover effect" to the society, and has the "supplementary effect" to the public education insufficient investment. Private basic education has become a breakthrough in supply-side structural reform in the field of basic education. This paper makes a concrete analysis and objective evaluation of the causes and social effects of the rise of folk basic education by using the economic model, and on this basis, probes into the concrete strategies for promoting the healthy development of folk basic education.

1. The question raised
Private education has a long history in China. More than 2500 years ago, Confucius defined private education promoted the vigorous development of folk education. After the founding of the people’s Republic of China, private schools in China experienced a tortuous and rebirth process, which was once suspended and then rose again. Twists and turns are the price of exploration, and rebirth is the necessity of law.

Since China’s reform and opening up, folk basic education has gradually risen and developed, which has made great contributions to the development of national basic education, and has also promoted the reform and innovation of the education system. The Ministry of Education defineds 2018 education statistics show that at present, the total number of private basic education schools (primary and secondary schools) in China is 14857, and the number of students in school is 18491477, accounting for 11.6 percent of the total number of students in school. It can be seen that folk basic education has achieved a huge scale expansion, and gradually has a trend towards industrialization. As an important part of basic education in our country, folk basic education has the
characteristics of atypical supply and the advantages of flexible system and mechanism, which plays an important role in the supply-side structural reform in the field of basic education.

However, for a long time, in the understanding of the contribution of folk basic education to society and its significance, there are great differences between all sectors of society, different regions and departments, and then show great differences in policy and financial support, which also affects how to deal with the reform and further development of private education. It was not until the decision on amending the Law of the people’s Republic of China on the Promotion of Private Education, which came into effect on September 1, 2017, that the legal status of profit-making and non-profit private educational institutions was formally established.

This paper holds that folk education can be defined as: also known as private education, which is a form of public education relative to public schools. It refers to the social organizations or individuals of non-governmental organizations who run schools with non-financial funds, operate and manage independently, and provide selective educational services to the society. The difference between private education and public education is mainly reflected in three aspects: the source of funds for running schools, the composition of the main body of running schools and the operation mechanism of schools. The research object of this paper is mainly folk basic education, including private nine-year education school, private high school, all kinds of out-of-school tutoring institutions, all kinds of professional training institutions and so on.

In view of this, this paper holds that it is very necessary to adopt scientific analysis method to evaluate the causes and social functions of folk basic education objectively and impartially, which is not only conducive to an objective and accurate understanding of the social contribution of folk education from all walks of life, but also conducive to promoting the recognition and support of government departments to folk education, and also to better implement classified management. This is of great practical significance to promote the health and sustainable development of folk basic education and to promote the supply-side structural reform of the whole field of basic education.

2. A review of the research status at home and abroad
The research on private education (private schools) by foreign scholars mainly focuses on these aspects: (1) the evolution of private school status in various countries. Foreign scholars have found that private school education occupies a position in the education system of various countries, from a historical point of view, there are periodic ups and downs. Due to the interaction between different national conditions and the world climate, the evolution of different countries also has different manifestations. However, there is a common feature, that is, when private school flourishes, it is often when people lose confidence in public school, and when private school declines, public school is a period of vigorous development; (2) the causes of private education are mainly the different needs and excessive needs of parents for students;(3) the basic idea of running private schools in various countries lies in paying attention to the autonomy of educational administration, the publicity of social function and the high standard and characteristics of educational quality;(4) the legislative system of private school is a legal measure to ensure the healthy development of private school within the scope allowed by the state, and the appearance of "public aided private school" in the form of law can play a long-term role in alleviating the shortage of funds in schools.

The research on folk education in China mainly focuses on the definition of the concept of folk education, the reasons for its rise and the analysis of its contribution to society. (1) in the definition of the concept of folk education, Jia Dongrong (2006) redefined the concept of "private education" from many angles; Minghang (2008) discussed the property rights of private schools from six directions. (2) in the study of the reasons for the rise of private education and its social contribution, Liao Liangchu and Ma Xuebin (2003) discussed the reasons for the rise and development of private education from the aspects of economy, politics, society and history. Song Guangming and Chen Yong (2009) put forward the theory of differentiated demand and excess demand, and applied the statistical yearbook data to the statistical analysis of the influencing factors of the scale of folk education at all levels in the country. Deng Xiaochun (2009) pointed out that the contribution of Chinese folk education to
economic development and social progress is mainly reflected in two aspects: "supplementary benefit" and "spillover benefit". Ye Qingna (2012), based on the analysis of the national data from 2005 to 2009, holds that the reason for the steady increase in the development trend of rural private education is the differentiated educational demand of rural areas and the promotion of private education by the government. Wu Ni (2015) analyzes the present characteristics, problems and future trends of the development of folk education in China based on the comparison of statistical data and policy texts (2000 / 2011). On November 7, 2016, after the National People's Congress issued the revision decision of the Law on the Promotion of Private Education, the research on private education in domestic academic circles mainly focused on the classified management of private education. Wang Yitao (2018) believes that the classified management of folk education needs to solve the relationship between private education and public education, the relationship between public welfare and capital for profit, Wu Ni and Wang Shuai (2018) believe that the institutional system and policy focus of the reform and development of folk education in the new era should be reflected in five aspects: strengthening party building, overall design, classified management, standardizing supervision and improving quality. Tang Shirui and Wei Zhichun (2018) hold that in recent years, with the increase of the total supply of educational products and the transformation and upgrading of consumption structure, a single mode of supply is gradually unable to meet the increasing diversification of the people. The phenomenon of "spillover" of educational consumption caused by the shortage of effective supply is becoming more and more obvious. Private educational schools are an important breakthrough in realizing the structural reform of educational supply-side in our country at present.

Throughout the literature at home and abroad, we can see that the research on folk basic education has not formed a complete theoretical system, and the lack of economic model analysis and variable derivation method to carry out theoretical research on folk basic education. The domestic research on folk education is still in its infancy, lack of systematic and theoretical depth, the reason may be that the real rise and rapid development of folk education in our country is a matter of recent years, and has not attracted extensive attention of academic circles before. This paper applies economic theory to the study of folk basic education, and tries to use the economic model to analyze the reasons for the rise of folk basic education (training) and its social contribution in theory, so as to demonstrate and affirm the social contribution of folk basic education from the theoretical depth, and then promote the deep research of folk basic education theory and the supply-side structural reform in the field of basic education.

3. An economic analysis of the reasons for the rise of folk basic education

3.1. Folk Education: Pareto improvement in basic Education Market

With the help of Edgeworth block diagram in economics, this paper analyzes the existence of folk basic education, and then realizes Pareto improvement in the allocation of basic education market resources.
Figure 1. Improved Edgeworth block diagram of the basic education market

As shown in Figure 1, the length of the horizontal axis of the block diagram indicates the demand of the social education demanders (students and parents) for public basic education and private schools, and the length of the two vertical axes indicates the current price (or cost) of public basic education and private schools, respectively. OA represents the origin of the demand curve of a private basic education institution (named A) and OB represents the origin of the demand curve of a public school (named B). The demand of education demanders for private basic education changes in the opposite direction to their price (or cost), and when other factors affecting education demand other than price change, the demand curve of society for private basic education will move, and form a series of demand curves such as DA1, DA2, DA3, .... In theory, the demand for public basic education also changes in the opposite direction with its price (or cost). On the premise of only considering the relationship between educational demand and price, when the price (or cost) of public education is higher, the demand for public education will decrease and the demand for private education will increase (that is, more students choose to attend private schools); on the contrary, the demand for public schools will increase. As a result, DB1, DB2, DB3 has also been formed. Wait for a series of demand curves. In addition, the absolute value of the slope of the educational demand curve is equal to the ratio of educational cost to educational demand (that is, P/Q), which is the input-output ratio of studentsundefined education, and its size can indicate the rate of return on education.

A series of demand curves DA1 is tangent to a series of demand curves DBn to form countless tangent points, which constitute a curve, that is, the demand for public education and private education demand contract curve. The sum of the ordinate values at any point on the contract curve is the sum of the demanders for public and private education. At any point in the contract curve, the slope of the two demand curves is equal, indicating that the demanders get equal returns from public and private education, that is, the demand of the demanders for public and private education reaches the Pareto optimal state. If the demand for private education is increasing and the demand for public education is decreasing, the demand for public education is increasing and the demand for private education is decreasing.

The point C is the point of the Eichworth block diagram, which is located at the intersection of the demand curve DB1 of the public school and the demand curve DA2 of the private school, and represents the initial combination of the demand for public and private education on the society. At this point, the combination of the public school B is (PB1, QB0), and the combination of the private schools A is (PA0, QA1); that is, the demand for education is QB1 when the price of the public school is PB1, and the demand for the private school is QA1 when the price of the private school is PA1. At this time, if there is no folk basic education, the whole basic education market demand gap is OAQa1 in the figure, and the
gap is large. Civil basic education is needed to supplement the problem of insufficient supply of basic education. This is also an important reason for the rise of private schools.

Because point C is not on the contract curve, the overall demand for public and private schools in point C education does not reach the Pareto optimal state. At point C, the slope of the demand curve $D_{B1}$ of public schools (set as $K_B$) is greater than that of the demand curve $D_{A2}$ of private schools (set to $K_A$), to show that the rate of return on education received by demanders from public education is higher than that from private education. This means that at this time, the demand for private education is too much, so the rate of return is low; the demand for public education is too low, so the rate of return is on the high side. Therefore, at this time, educational demanders must reduce the demand for private education and increase the demand for public education. Therefore, from the economic theory analysis, point C must move along the demand curve $D_{B1}$ or demand curve $D_{A2}$ to B point or E point on the contract curve, so that the return of the two kinds of education is equal, so that the Pareto optimal state of educational demand can be realized. Then whether point C finally moves to B point or E point depends on the comparison of the specific cost (that is, price) between public education and private education at that time. Whether C point moves to point B or E, the demand for private education decreases, but the demand for increased or reduced education is somewhat different.

Similarly, the initial educational combination of educational demanders is at F point, which means that the demand for private education is too low at this time, so the rate of return is high; at the same time, the demand for public education is too much, so the rate of return is low. Therefore, at this time, the demanders of education must increase the demand for private education and reduce the demand for public education. F point will eventually move to point B or E to achieve the Pareto optimal state of educational demand.

It can also be concluded that the fusiform area CBFE surrounded by the public education demand curve $D_{B1}$ and the private education demand curve $D_{A2}$ is the Pareto improvement area of education, and any two adjacent fusiform areas surrounded by the private education demand curve are the areas that can realize the Pareto improvement.

From the above analysis, it can be seen that public school education has not brought impact and squeeze to private schools; at the same time, the existence of a large number of folk basic education has not crowded out public education, but made up for the gap of social demand for basic education. On the contrary, the existence of folk basic education makes the allocation of basic education market resources realize Pareto improvement. Therefore, the rise and development of folk basic education is the inevitable result of the optimal allocation of basic education market resources.

3.2. The demand can create the market, some parents' "Higher demand" to the children's education and the helpless choice of the children of the migrant workers, and the rise and development of the folk basic education

The main results are as follows: (1) while public schools undertake the national obligation of basic education, they also have the motivation to pursue the maximization of profits, among which teachers also have the motivation to pursue the maximization of income. However, the opportunity of "collective income generation" in public schools is reduced or even eliminated with the implementation of the new education mechanism and the implementation of measures such as random charge control, and the "extra income" of public school teachers disappears with the prohibition of holiday supplementary classes. In this way, the usual economic means to stimulate teachers' enthusiasm in teaching in public schools are difficult to realize, and the "extra contribution" of teachers in teaching in public schools disappears with the disappearance of "extra income". In addition, the identity advantages of "public teachers" in rural schools and the rigid management of career establishment have led to their easy to breed the idea of muddling along, the loss of pursuit of work, and the serious behavior of "hitchhiking". In this way, public basic education can not only meet the needs of most students for general basic education, but also can not meet the "additional" and "higher" demand of some students (and parents) for basic education, and this demand is growing (2) In the first
time, the children of the migrant workers were unable to attend the city public school because of the restriction of the household registration, but they had to borrow the private school. The demand can create the market, which is an important reason for the start of the private school. Most of the private-run schools are under the condition of poor conditions. At present, with the acceleration of the process of urbanization, the number of children in urban migrant workers has increased with the increase of the number of children. Higher enrollment conditions continue to be the biggest obstacle to access to public schools in the children of migrant workers, and therefore, private schools remain an important option for them. (3) The past government has deliberately concentrated the limited resources in a few schools, forming so-called "key school" undefineds history and realistic cognition. The centralized supply of the governmentundefineds basic education has widened the regional, urban and rural areas, and the difference between the resource allocation and the school conditions between the schools. As social competition is becoming more and more intense, many parents have to resort to the extra-school tutoring mechanism when the childrenundefineds "higher" undefineds educational needs are not met by the childrenundefineds access to the "key school". Some of the parentsundefined "excess demand" and "differentiated demand" (such as art, music education, foreign language training, etc.) of the childrenundefineds education can not be met from the public school education, and they also have to resort to various civil education training institutions. Therefore, various private schools and educational institutions rise and develop rapidly under the huge market demand, and have the brand name schools with certain characteristics and advantages.

4. Economic model analysis of social effect of folk basic education
The rise of folk basic education has further excavated the potential of all kinds of educational resources available in society. The social effect of folk basic education can be summarized as spillover effect and supplementary effect. The following economic model is used for specific analysis and objective evaluation.

4.1. An Economic Model Analysis of the spillover effect of Folk basic Education
Education realizes the improvement of the whole quality of the people by improving the quality of people, and then promotes the all-round progress of the society, so its function is "extensive". At the same time, the improvement of the overall quality of the people plays a role in promoting economic development and social progress overnight, but a long-term process of "integration and amplification", that is, the "long-term effect" of education. The "universality" and "long-term effect" of education on society make the input of education one of the most significant inputs of "spillover effect". Similarly, private basic education will also have an obvious "spillover effect" on society, that is, its effect on society will not only surpass the investors themselves, but also exceed the effects produced in the field of investment, so that the whole society can benefit. The following economic model is used for specific analysis.

As shown in FIG.2, according to the economic principle, if the CD curve is the marginal income curve of the private schoolundefineds individual, the AB curve is the social marginal income curve of the private school. Because the marginal income of the whole society from the private education is higher than the marginal income of the individual of the private school, the AB curve is located above the CD curve, and the vertical distance between the two is equal to the positive external effect of each unit of private education. EF is the marginal cost curve of the private school. Because the unit education cost of the private school can be regarded as fixed in a certain period, it can be assumed that the EF is a straight line.

According to the principle that marginal income is equal to marginal cost (MR=MC) in economics, if we analyze it according to the marginal income of private schools, the equilibrium point of market supply and demand should be G point, and the equilibrium supply should be OQ1, equilibrium price OE (equal to Q1G). However, because the private schools in the current society also have certain monopoly competition, the private schools should pursue the profit, therefore, the private schools will determine the social price per unit of education according to the social marginal income curve, that is,
the price is determined as $OC (Q_1K)$. At this time, the total cost of education in private schools is the area of rectangular $EOQ_1G$, and the total income is the area of rectangular $COQ_1K$. The difference between the two is the area of rectangular $CEGK$, that is, the excess profit of private schools. At this time, the total social effect (total income) of private education is the area of ladder $AOQ_1K$, which is more than the total income of private schools, that is, the area of triangular $ACK$, that is, the consumer surplus (or net income) of the whole society, that is, the social "spillover effect" of folk basic education.

Further analysis will find that from the point of view of the whole society, according to the principle that marginal income equals marginal cost ($MR = MC$), the equilibrium point of supply and demand of folk education in the whole society should be $H$ point, and the equilibrium supply and demand of folk education should be $OQ_2$, equilibrium price $Q_2H$, which is equal to the unit cost of folk education. However, the actual supply of folk education in society is only $OQ_1$, less than $OQ_2$. What is the reason for the shortage of folk education in society? This is because folk education is also a public good and has a positive external effect. If it is completely regulated by the market, the private income of private schools will be smaller than that of social income, so private schools are unwilling to provide enough basic education to meet the needs of society. The profound economic reason is that when a product has a positive external effect, the market price of the product does not reflect the whole effect of the product, but only reflects the internal effect of the product, so the resource allocation guided by the market price will be relatively insufficient. For example, in figure 2, when the market price is $OE (Q_2H)$, the supply of private education is only $OQ_1$, and there is always a problem of insufficient supply of $OQ_2$, relative to social demand. So, how can we realize that private schools can provide enough basic education to meet the needs of society? The only way is for the government to support and subsidize private schools with positive externalities to encourage them to increase their educational supply. As shown in figure 2, the government subsidizes private schools according to the external effects of private education per unit ($GK$ or $JH$ in the figure). In this way, on the one hand, the price of private education will drop from the original $OC (Q_1K)$ to the market equilibrium price $OE (Q_2H)$, which is just equal to the marginal cost; on the other hand, the supply of private education will increase to $OQ_2$. The private basic education market has achieved a balance between supply and demand.

![Figure 2. Analysis model diagram of social effects of private basic education](image)

4.2. An Economic Model Analysis of the "Supplementary effect" of Folk basic Education

From the above analysis, we can see that through the government subsidies to private schools, the supply of private education will increase to $OQ_2$, which is exactly equal to the optimal demand of society. As shown in Fig.2, at the demand level of $OQ_2$, the marginal income of private schools is equal to the price of products ($MR = P$), and the marginal income of society is equal to the marginal cost of society ($MR = MC$). At this time, the total social cost of the civil education is the area of the
rectangular EOQ; H, and the governmentundefineds subsidy for each unit of civil education is GK (or JH), and the governmentundefineds subsidy to the folk education is the area of the rectangular EIJH, and the part of the cost of the civil education is the area of the rectangular IOQ; J area. It is still borne by the demand-for-demand and is shared by a part of the studentundefineds tuition. The cost of this part of the basic education should have been borne by the government, and it is now transferred to the demand for civil education. In fact, this part of the cost makes up the insufficiency of the governmentundefineds input to basic education, which is the "supplementary effect" of the private education.

Further analysis will find that when the market equilibrium point is H point, the social net income increases the triangular KGH area, which means that the government subsidy to private education makes up for the effect that it is completely provided by the market. At this time, the interests of educational demanders and social interests have been optimized. Through the analysis of economic model, this paper explains once again the necessity that the government must support and subsidize the folk basic education.

5. Conclusions and countermeasures
The above analysis shows that the rise of folk basic education in China is the inevitable result of the optimal allocation of basic education market resources, and the development of folk basic education has improved the allocation of basic education market resources in Pareto. The "excess demand" and "differential demand" of some parents for their childrenundefineds education, as well as the helpless choice of their children working in the city, are the important reasons for the rapid development of folk basic education, especially all kinds of education and training institutions. Folk basic education has obvious "spillover effect" and "supplementary effect" on society, which makes up for the shortage of Chinese government investment in basic education and becomes an indispensable force of basic education. The analysis also shows that folk basic education is also a public product, and its non-competitiveness leads to the loss of efficiency provided by the market. Therefore, while providing public basic education, the government should support and subsidize the private basic education. In addition, because there is also a profit-seeking side of folk education, the government should standardize and classify management while supporting it. In order to ensure the quality and level of folk basic education and make it move towards science and sustainable development, it is suggested that the following countermeasures should be taken:

First, we should further change the functions of the government and construct a pluralistic supply system for basic education. In view of the two outstanding problems of supply and demand in the field of basic education in China at present, one is the single supply system set up by the government, the other is the supply mode of centralized allocation of resources. Supply-side structural reform in the field of basic education in China should be actively promoted. At the macro level: change the government function, construct the pluralistic basic education supply system, promote the reform of the education management system; at the micro level: introduce the market mechanism, clarify the relationship between the government and the market, and promote the reform of the school running system. The classified management of private schools is regarded as an important breakthrough to realize the supply-side structural reform of basic education.

Second, actively promote the classified management of folk basic education. The existence of folk education has improved the resource allocation of the whole basic education market, but the premise is that the government recognizes the legal status of private education rather than restricting its development. The decision on revision issued by China in November 2016 determines the legal status of private education. "Private schools carry out classified management and allow the establishment of for-profit private schools" is an important theoretical achievement in the process of the development of private education. It is also the system design to deepen the reform in the field of education under the background of supply-side reform. In the process of classified management of folk basic education:(1)It is necessary to deeply analyze the current environment of private education, clarify the realistic predicament of classified management policy, remove institutional barriers, perfect the top-
level design, explore the realization path of classified management of profit-making and non-profit private schools, in order to construct the policy support system of basic education differentiation; (2) To formulate a coordinated and unified policy, we should not only rely on the strength of the education sector, but also realize the full cooperation between departments and gradually popularize it on the basis of the successful experience of the pilot project. (3) Encourage the main body of private education to respond positively to the classified management policy, perfect the market mechanism, create a good investment environment, form a stable and free competition market, and promote the benign competition among private schools. (4) In the process of classified management of private schools, we should adhere to the governmentundefineds "decentralization" and "supervision", "standardization" and "support", deal with the relationship between public welfare and capital profit-seeking, and seek the balance between economic logic and educational logic of private education.

The third is to guide private schools to adhere to the basic principles of education, moral education first, classified management, public welfare orientation, management according to law, standardize running schools, encourage innovation, link up and down, and actively serve the needs of society. Private schools should always put social benefits in the first place, renew the concept of running schools, innovate the mode of running schools, deepen the reform of education and teaching, improve the quality of education and teaching, and take the road of healthy and sustainable development.

Fourth, insist on taking the road of characteristic running a school and build a famous brand school. Taking the characteristic brand road should be the future development direction of Chinese private schools. In the face of multi-level and diversified educational market demand and all kinds of profit-making private schools in the new period, non-profit private schools should find out their own orientation of running schools, adjust their ideas, concentrate their characteristics and advantages, enhance their own competitiveness, enhance their differentiated competitiveness with public schools, and form complementary advantages. The government should strengthen and support the qualified private schools to grow into high-level famous schools with characteristics, and cultivate their high-quality disciplines, courses, teachers and so on. In a word, all sectors of society should work together to build high-quality private basic education to meet the growing needs of Chinese society for better education.

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