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The Influence of Educational Level on Rule Acceptance: An Empirical Analysis Based on CGSS 2015

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Abstract

Based on the CGSS2015 (Chinese General Social Survey, 2015) data, this study uses descriptive statistics, regression analysis, and other statistical methods to conduct empirical research. The results show that education level significantly impacts the degree of rule recognition, and the effect of education level on the degree of rule recognition leads to situational, nonlinear, and potential features. Based on drama theory, social norm theory, and rational choice theory, this paper summarizes the internal logic of education's influence on rule recognition as the contextualization of rule recognition. The result of education level on the degree of rule identification shows prominent situational characteristics. Based on the drama theory, it can be attributed to the contextualization of rule identification, including the contextualization of identity construction and the contextualization of identity expression. Because the respondents' rule identification is not only affected by the previous construction situation but also by the given expression situation. The influence of education level on the degree of rule recognition is nonlinear, which can be attributed to the diversity of educational subjects based on social norm theory. Social norm acquisition is not only affected by the influence of education level but also by other personal experiences. In constructing the rule identity of the educated subject, there are multiple socialization intermediaries and value situations, which lead to the diversification of social norms, which in turn affects the socialization effect of education.

Keywords: Education Level, Rule Identification, Contextualization, Identity Construction, Identity Expression