

Research on the Negative Influence of International Students on the Volunteering Teaching of Local Community

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Abstract: With the continuous development of economic globalization, educational globalization has become an inevitable trend. Due to the increasing number of overseas students in countries with rich educational resources, overseas students are bound to have varying degrees of influence on the culture of the places where they volunteer to teach. Such subtle effects are usually harder to detect and have not received sufficient attention. This paper analyzes the negative impact of international students on local community volunteer teaching, and proposes improvement methods for volunteer teaching based on the research of sociology and economics.

1. Introduction

In today's society, many schools, outdoor activity companies and students are organizing volunteer teaching. Students can go to the local community for a week and interact with the host community during the holidays.

If we use methods which related to economics to explain volunteer teaching, it can be defined as benevolent investment that raises other's human capital quality by transferring knowledge. However, we can consider volunteer working as the activity which can relieve the inequality of disturbing education resources.

These short-period of volunteering to the locals has another name which called voluntourism. Basically, we can separate the term Voluntourism to volunteer and tourism. A form of selective tourism: tourists who, for different motives, voluntarily engage in an organized manner that may involve helping or alleviating material poverty in certain areas of society, restoring a particular environment, or studying leisure time in all aspects of society or the environment.

Volunteer tourism has been consider as a promising tourism sector that can benefit both tourists and the host community .(Daniel Guttentag ,2009) People want to devote their money and vocations on volunteer work, this situation can be consider as a praiseworthy development for students to conduct volunteer teaching.

However, in reality, there is no difference between volunteer tourism and other forms of tourism. In some more economically developed country and developing country, volunteer tourism is unquestionably an expanding sector of the tourism industry. In recent years, more and more people are taking part in short-term, organized volunteer tourism programs.

Moreover, researchers found a few possible benefits provided by the volunteer tourism. Volunteers can make achievements during their teaching process; host communities or sending organizations can generate revenues; some departments can promote the environmental conservation; volunteers will experience personal growth so they can gain the intercultural experience which provide people with a better understanding between cultures. Personal growth intercultural l interaction may experience greater understanding and compassion for others.

However, the incentives behind the voluntourism cannot hold up to closer inspection. Most students prepare for volunteer teaching because it can provide them with benefits on their university application, CAS projects and even just tasting the rural life. On the another hand, our "kind" behavior might leave a negative impacts on the communities

2. Literature Review

Basically, the job of Volunteer teachers are provide host community with long or short-term educational support and assistance in impoverished areas(CTA. Org). The data based on Kompf and Dworet's research shows that volunteer teachers play important roles on host community's education program.

In China, government supports volunteer teaching in remote villages . UNWTO defined tourism as within-one-year volunteer teaching outside of volunteer's usual environment could be viewed as tourism activity.

Volunteer teaching can actually bring many possible benefits for people, for example the sense of personal achievement to volunteers, the exchange of culture understanding between the host community and the economic benefit generated from the volunteer program. Many researches are only focusing on the positive outcomes from volunteer teaching, for example the wearing(2001), researchers was focusing on the personal growth experienced by the volunteers at a project in Costa Rica, after a few discoveries and explanations, researchers believed that volunteer tourists can benefit both volunteers and the host community. Volunteer tourists contribute not only to volunteer's personal development but also positively and directly to the social, natural and economic environments in which they participated. Based on Broad and Jenkins(2008)'s research, they claimed that Volunteering on a wildlife conservation holiday is an intense type of experience, because this provide people with a chance to interact with wildlife, this is authentic and meaningful. Brown(2005) who analyzed American volunteer' motivations and perceived benefits claims that a new and unique market segment is been discovered. Implementing this concept will create an authentic cultural experience unique in the industry.”

Although volunteer tourists can bring many possible benefits, we should never ignored the negative impacts created by volunteers. Some possible negative impacts are also been proposed by a few studies. For example, McGehee and Andereck (2008) studied the dependency of the local community to the host family. Simpson(2004) and Raymond and Hall(2008) question the personal growth that volunteer touristsexperienced.

In contrast, most studies did not analyze the situation based on high school students, particularly the international students among Shanghai. Researchers discovered that there are some negative effects specially unique to high school students. As the result, this research would analyze the negative impacts of volunteer teaching programs conducted by international students among Shanghai, in Economics and Sociology perspective.

Primary data collection

Table 1 : Features Of Classical and Online Volunteer Teaching

	Classical (Offline) Volunteer Teaching	Online Volunteer Teaching
Program duration	One week	2-3 month
Student's year group	Year 2-5	Year 4-5
Teacher to student ratio	2-3 teachers: an entire class	One teacher: 1-2 students
Class and activity duration	Entire day	One to two hours
Frequency	Twice a year(holidays)	Every week(usually weekend)

Table 2 : Advantages And Disadvantages of Classical and Online Volunteer Teaching

Classical(Offline) Volunteer Teaching	Online Volunteer Teaching
Close contact with the local community <input type="checkbox"/> Immersed experience of volunteerism <input type="checkbox"/> Direct communication and physical contact	Remote contact that limits to verbal communication
Variety of classes <input type="checkbox"/> Physical activities	Limited class type
Long class and activity duration	Short class duration
Un-biased local student	Restrain to students who have computers or phones at home
Generate expenses for volunteers the financial cost of travel expenses and meals	No cost for traveling and meals
Occupy local resources <input type="checkbox"/> Accommodation- occupy space in students' dormitory	No need for local resources

<input type="checkbox"/> Take over local teachers' work.	
Low consistency and continuity of teaching	Better consistency and continuity of teaching
The large scale of teaching	The small scale of teaching
<input type="checkbox"/> Incapable of taking care of individual student	<input type="checkbox"/> More attention to individual student

3. Economics Impacts

This section would explain the negative economic affects caused by volunteer teaching.

3.1 Vicious Market Relationship

3.1.1 Phase I- Demand-Pull Supply

Theoretically, volunteer teaching is an activity that is caused by regional deficiency or demand in education. Volunteers, more specifically, the international students in Shanghai, go to the local community to satisfy their demand and relief the inequality of educational resources' distribution.

As Figure 1 shows, the original demand curve intersects the supply curve at the equilibrium point O. Volunteer teaching is a special market. The supply and demand have the character of public welfare, which is not influenced by the price. So we assume the price is a fixed value that does not change and influence by the market.

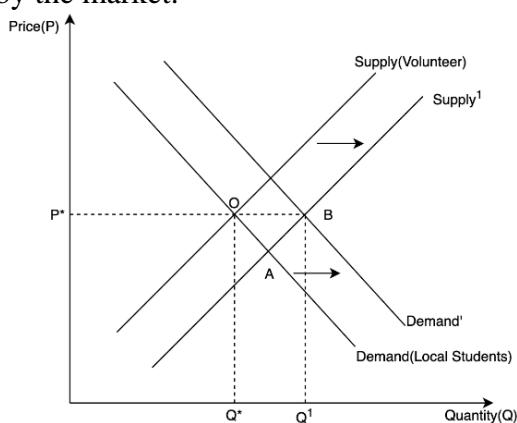


Fig.1 Chart of Volunteer Teaching Market

3.1.2 Phase Ii- External Interference

When it comes to the discussion of the motivation of international students to do volunteer teaching, common answers are the CAS projects and college application. As required by Diploma 1B, each student must complete at least 50 hours of study in three categories of CAS. Many students choose to volunteer because volunteer teaching is easy to start. Many volunteer education programs have minimum requirements for participants. Unlike other long-term projects, volunteers can only spend a week writing a CAS project in their local community.

This external interference would cause the supply curve increases.

3.1.3 Phase Iii-Supply Pulls Demand.

As supply increases to meet more demand, many local students choose to attend voluntary education for free. For local students, volunteer teaching is almost an activity with zero economic input. Getting the same level of support from other educational institutions outside the classroom requires financial input from the family. In addition, in order to maximize individual profits, local demand will also shift 1 from one demand to the right. Prices are fixed, so the demand curve should move towards the old price level and reach a new equilibrium. The new demand curve intersects the new supply curve, reaching a new equilibrium at point B. The total number of volunteers and local students has increased. From the above analysis, it can be seen that the change from demand-driven supply to supply-driven demand violates the original intention of volunteer education. To meet the need for outside interference from volunteers, local communities have increased their demand for free educational resources. The whole change is not being driven by the growing needs of local

communities. The result of this shift is a more formalistic approach to the project, focusing on the project itself rather than addressing issues of educational relations

3.2 Little Direct Economic Benefits

In theory, volunteers can bring direct economic benefits to local communities, such as increased demand for housing, food and goods, and ultimately local employment. Initial spending changes have a multiplier effect in local markets, increasing total spending. Local economic growth can raise money to build local facilities such as youth centres, schools and libraries, and ultimately improve local living standards

However, the direct economic benefits of the programs students take part in in Shanghai are relatively small. First, there is a time limit for volunteer teaching. Volunteers can only go to the local community during holidays. The project is only carried out twice a year and does little good to the local economy. In addition, the time spent teaching in the local community is usually one week, leaving little time for economic activities. Second, volunteers usually live in schools and eat with local students, which means they don't have much interaction with local communities. Given the lack of economic activity, voluntary education cannot contribute to local economic growth without a significant stimulus to local economic markets

Compared with other forms of tourism, voluntary tourism has no tourist attractions or commercial malls, which enables local people to make considerable profits. Due to the limited duration of volunteer programs, local communities are unable to provide expensive products to meet the needs of volunteers. Without the consumer market and the entire supply chain, the direct economic benefits would be minimal.

3.3 Inefficiency and Misallocation of Resource

Most of the international students in Shanghai are primary school students. For junior high school students, school work is relatively busy compared with primary school students. In order not to disturb the original curriculum system of local students, the target audience of volunteer teaching is the smallest. However, volunteers are usually high school students who have experienced elite educational resources. Many volunteers can teach junior high school students, but they can only teach primary school students. This leads to the inefficiency of volunteer teaching.

In addition, educational resources such as books, volunteers and time spent in local communities do not match the output, resulting in a waste of educational resources. The activity lasts for a week, twice a year. It is impossible for the local students to understand so much knowledge in such a short time. Online volunteer teaching once a week for one hour each time; It is difficult for students to understand knowledge beyond the syllabus, and they have no opportunity to practice during the working day, which greatly affects their understanding of knowledge. Neither of the two volunteer education modes brings significant returns to education, which is a waste of educational resources. According to the original data I collected, volunteer teaching is not conducive to students' academic understanding.

In addition, when volunteers teach local students, they first accept jobs assigned to local teachers. Local teachers are often unable to teach, resulting in low teaching efficiency. They can teach more initially throughout the school year, but volunteers take the time to teach. Because of the interference of the volunteer education program, the educational output is low.

4. Sociology Impacts

4.1 Culture Shock

Culture shock is the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture and way of life. (L auren McCluskey, 2020) There are four stages of culture shock, the honeymoon stage, negotiation stage, adjustment stage, and adaptation stage. Culture shock would cause demonstration effect, which is a term denoting the process by which a

host culture is impacted when tourists draw attention to their lifestyle and items of wealth. (Wall and Mathieson, 2006, p. 236)

While experiencing volunteer teaching, local students also experience culture shock, because unlike international students, local students are initially conservative both physically and psychologically. Volunteers from cities have different lifestyles and cultures from the original volunteers, causing culture shock. As volunteers enter the local community, the cultural arena begins to cycle. Local students can imitate the volunteers' behavior, language, lifestyle and even appearance, which is called the demonstration effect

Since local communities are often exposed to urban or foreign cultures, some volunteers may show signs of affluence to the local community of interest. Faced with wealthy volunteers, locals may try to imitate the spending patterns of volunteers or tourists, and resentment builds when the wealth is beyond the reach of the local community. (All and Mathieson, 2006, p. 236) In particular, international students usually come from the upper and middle classes of the country; The purchasing mode of students is higher than that of ordinary students. Unlike adults, children do not have mature values, so they are more susceptible, which leads them to see volunteering as a way of life." Cilfton and Benson (2006) in their study, "Where the income levels of tourists in remote areas are randomly shown to be low in wealth, the focus of ecotourism research can highlight cultural and economic differences between tourists and residents, leading to jealousy or desire that may not be realized, especially by members of young residential communities

4.2 Unsustainable Relationship

Firstly, the relationship between volunteers and local students lacks natural connection point, so this relationship is very fragile. Because compare to blood relationship group and geo-social relationship group; which are connected by blood, sharing working place, interest and common teachers; relationship between the volunteers and local students is forced to bind. In other words, without volunteer teaching projects, these two groups would not connect together.

Both of these two features of the relationship between the volunteers and local students would dissuade these two groups of people from putting effort to maintain this relationship. Moreover, the volunteers are not willing to devote emotionally effort to maintain the relationship. The unstable and fragile relationship are negative for long-term development. For example, the students will not review after clas S, because they know that these volunteers will leave after one week and it is unnecessary for them to treat the classes seriously. They tend to forget what they learn after classes because they initially do not want to put attention and effort. For the volunteers, they may not teach seriously,

There were two types of sustainable relationship groups, the blood relationship group, such as grandparents, parents and children, and the geographic social relationship group, such as friends, classmates and college. The two relationships are naturally combined. By contrast, the connection between volunteers and local students is unnatural. This relationship has several characteristics.

First of all, the relationship between volunteers and local students are lack of a natural connection, which means that it is fragile In other words, if there is no volunteer teaching program, the two groups will not be connected.

These two characteristics of the volunteers' relationship with local students made neither group willing to maintain it. In addition, the volunteers were not willing to put in the emotional effort to maintain the relationship. This unstable and fragile relationship is not conducive to long-term development. For example, students don't review after class, because they know that the volunteer will leave after a week, they don't have to take the course seriously. They tend to forget what they have learned after class, because they don't want to pay attention and energy to their study. For the volunteers, they may not take the teaching process seriously, because they also know that a week of teaching will not affect local student's academic study.

4.3 Different Educational System

Volunteers and local students have different education systems. Volunteers experience international education, experiencing global vision, holistic education and diverse interest

development. On the another hand, local students experienced the traditional education system, which is exam-oriented education. While teaching, volunteers also unconsciously convey their education to local students. This will improve the education system for local students. They may question their original system. For example, in Western cultures, teachers encourage students to explore their own learning interests. Therefore, they suggest that students read more books to learn grammar and words by reading. In the traditional education system, students learn English by memorizing words and memorizing grammar rules. Volunteers asked students to read more English books, and local teachers asked students to memorize new words. When local students been taught two different types of education, they may felt lost in the confusion of which side to listen to.

In addition, unlike professional teachers, volunteers didn't receive adequate training and guidance, which may lead to a series of consequences and might affect students' understanding of knowledge and learning results. In fact, the volunteers were also high school students who had received no training. Young local students are not mature enough to decide about what should they learn. They tend to imitate volunteers. In addition, international students are taught to criticize rather than follow the teacher's instructions. However, this may not be appropriate for the local education system. Local teachers may hate students who challenge their "authority."

5. Conclusion

From the perspective of sociology and economics, this paper makes a theoretical and in-depth analysis of supporting education tourism. From the perspective of economics, due to the requirements of school practice credits and low teaching threshold, the relationship between supply and demand in teaching areas has changed, which leads to the form of supporting education industry larger than the essence, the actual teaching results are far lower than expected, and the input and output are not in direct proportion. From the perspective of sociology, the relationship between teachers and students lacks stability and long-term, which is not conducive to the long-term development of teaching. Ir addition, teachers with better living standards will have different degrees of impact on students in poor areas in terms of cultural values, behavior patterns and so on. This influence or less will bring certain negative impact on children's life and psychology, and then affect their future growth.

Based on the discussion of sociology and economics, this paper tries to put forward two suggestions for the tourism industry of supporting education. The first suggestion is that the supporting education industry should consider raising the threshold of supporting education, formulating certain standards for the ability level of supporting teachers, and controlling the number of teaching teachers, so as to ensure the healthy development of the tourism market of supporting education. The second point is to carry out strict training for the supporting teachers, promote the standardization of the teaching class, and reduce the adverse effects of the group of supporting teachers on students.

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