

## Volunteer Teaching of High School Students: We Will See You Again

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### ABSTRACT

Since February 2006, responding to Chinese Government's policy, Three Support and One Assistance, short-term volunteer teaching has burgeoned in China. However, the effect of short-term volunteer teaching is rather concerning and unsatisfactory. We conduct our research from three parts: literature review, quantitative research, and qualitative research. Three major concerns are identified from literature review: inappropriate motivation, unprofessionalism, and inconsistency. An interview with a humanitarian organization Nuannuan is conducted to find the possible solution. Based on it, the hypothesis is that long-term and organized volunteer teaching is more effective so the solution could be a long-term volunteer teaching alliance. Two surveys are used to test the feasibility of the solution by analyzing children of migrant workers' attitudes and high school volunteers' attitudes. The results show that children are willing to participate and volunteers are willing to teach in the long-term. The hypothesis is proved and the solution is an establishment of a volunteer teaching alliance among all high school students in Beijing.

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### 1. Introduction

Starting from February 2006, responding to Chinese Government's policy—Three Support and One Assistance, three support means the support to agriculture, education and medical treatment, and the one assistance means the assistance to poverty—graduates from almost all Chinese universities go to remote and rural areas in China and do voluntary teaching. Graduates generally donate 2 or more years in voluntary teaching program, benefitting children who live and study in those areas. Voluntary teaching quickly became trend among schools. People regard the experiences of voluntary teaching as a symbol of their kindness and report that they have learnt much from these experiences. However, volunteer teaching is received controversially. In April, 13, 2011, an article "Dear Uncles and Aunts, Please Don't Do Voluntary Teaching Here" written anonymously, perhaps one child from those areas, shocked the whole internet. In the article the author states that the games the voluntary teachers taught, and the stories they told during the seven teaching days bring nothing to the children. Not only they couldn't learn useful knowledges from the 7 days of voluntary teaching, but also, they lost their precious opportunities to feel nature and to help their parents do some farm works. As Dear Uncles and Aunts, Please Don't Do Voluntary Teaching Here says, "Your kindness ruins the purity of our hearts; your devotion smashes our traditional goodness". (2011) These children are desperately in need of help. According to a project conducted by The Office of the Women and Children's Committee of the State Council, the China Children's Center and invested by the Ministry of Finance and the United Nations Foundation, the report shows that at present, there are about 20 million migrant children entering the country, accounting for 19.37% of the total migrant population. Among all migrant children, 74% of them are registered in the agricultural identity, that is, they move as the identity of farmer which means they earn less to support their children to get education. In other words, the number of migrant children who work in cities is nearly 15 million. And out-of-school rate for migrant children is as high as 9.3% due to city 4 school restrictions on them. What's more, according to The World of Survey and Research, the drop-out rate of children who moved with agricultural household registration has reached 68%, which is much higher than the drop-out rate of non-farm households which is 51%. As for children whose parents is still in prison, according to an experiment which has the sample size of 130 and is published in a magazine called Fazhibolan, the

core Journals of Chinese Humanities and Social Sciences, of the 123 underage children of a county, 47 students dropped out of school, accounting for 38% of the total number of children of prisoners, and 78% of the total number of dropouts. These samples show the severe problem that these three types of children are facing. Considering the fact that these children, desperately in need of help, are questioning the quality of the help offered through the current volunteer teaching, it is crucial to investigate and fix the existing problem in current system.

## **2. Literature Review**

There exists among the western Chinese countryside a series of problems hindering development of rural elementary education, among which the most worrisome is the scarcity of professional teachers (Mei, 2007). To address this shortage, Department of Finance of China, Department of Education of China, and many other Chinese institutions have together launched a program recruiting Chinese undergraduates for volunteer teaching in the western Chinese countryside for one to two years (Yao, 2016). Influenced by short-term volunteering in America, Chinese style short-term volunteer teaching has emerged. The question about whether short-term volunteer teaching is overall beneficial or harmful has incited many disputes among Chinese scholars (Miao, 2019). This review focuses on summarizing the shortcomings of short-term volunteer teaching.

### **2.1 Inappropriate Motivation**

According to Winniford, there are three categories of motivation, “social exchange, social obligation, and situational factors” (Winniford et al., 1997). In terms of short-term volunteer teaching, social exchange refers to students committing time in volunteer teaching in exchange for honors or self-gain; social obligation refers to students feeling obligated to engage in volunteer teaching to pay back his or her community which has bestowed upon them education and opportunities; situational factors refer to specific incentives particular to individuals. Motivations behind short-term volunteer teaching are disparate, while many are motivated solely by self-gain instead of passion for education and sympathy towards undereducated children (Huo & Li, 2019; Yao, 2016). Preoccupied by self-interest, these people neglect children’s feeling and needs in teaching, rendering short-term volunteer teaching superficial and ineffective. This irresponsibility tarnishes reputation short-term volunteer teaching and leaves indelible wounds among children (Wang & Ke, 2010; Gao et al., 2014). And this attitude brought by inappropriate motivation may also lead to the unprofessional volunteers who are willing to participate in the teaching.

### **2.2 Unprofessionalism**

The only requirement needed to join a short-term volunteer teaching team is a personal CV. Qualifications of both sponsor and participants is unauthorized by authority. Most of these teams are incapable of achieving the standard of decent education, often times misguiding children (Yao, 2016). This unprofessionalism lies not only in skill but also mindset. Sponsors put great emphasis on English speaking ability when seeking potential participants. However, the targets of short-term volunteer teaching are always elementary school pupils, who understand only Chinese. Therefore, what helps most in short-term volunteer teaching is communication and teaching skills. As undergraduates from schools other than that of education, these participants lack skills necessary to manage classes of students and conduct effective teaching (Wang & Ke, 2010). Moreover, many participants of short-term volunteer teaching regard themselves as saviors, who naively believe that children can be motivated and inspired by their accounts of outside world and exciting personal experiences. However, these participants neglect children’s features such as mentality, age, affiliated culture of poverty, which trigger frustration among children and pervert thoughts such as jealousy among children in short-term volunteer teaching (Gao et al., 2014).

### **2.3 Inconsistency**

There is one common and distinct phenomenon in short-term volunteer teaching nowadays: many participants lose contact with the volunteering school, rendering the short-term volunteer teaching ineffective and even potentially harmful (Shen et al., 2011). Participants disappear after just becoming familiar with the children, then the process occurs again with the new participants. Therefore, the former participants and current participants have no communication. As a result, contents that they teach may be utterly unrelated, repeating, or even contradictory, which greatly impair quality of short-term volunteer teaching. Without passing precious tips and information helpful to future participants in short-term volunteer teaching, children can merely obtain fragmented information instead of constructing a thorough framework about a subject (Yao, 2016). Furthermore, due to the its short duration, always two or at most three weeks, short-term volunteer teaching can be potentially can be mentally harmful to children. The mobility of short-term volunteer teaching renders children mentally unstable, because as soon as children gets familiar with participants, they have to part with each other, which can be particularly hurtful. In some cases, participants promise children of their revisiting in the following year. However, due to mobility these participants are unable to revisit according to what they have promised. This unintentional betrayal can particularly wound children, trigger aversion among children towards future participants and teachers (Hou et al., 2019).

## 2.4 Hypothesis

Therefore, our hypothesis is that long-term, organized volunteer teaching is more effective in helping unprivileged children educationally, typically children whose parents are in prison, children who come from other provinces and children whose parents are workers or farmers. In this case, long-term refers to one-semester or two-semesters long and more effective is based on children's ideas toward long-term teaching. By extending the term of service provided by one group of teachers, these children continue learning with teachers with who they have already established familiarity and teachers ensure the consistent accumulation of knowledge by building upon what they have previously taught. An organization with specific standards for volunteer teachers and education helping teachers achieve these standards eliminate inappropriate motivation and unprofessionalism among volunteer teachers, maximizing the quality of volunteer teaching. Therefore, addressing all the problems identified in literature review, the hypothesis is justified.

## 3. Methodology

### 3.1 Questionnaire for High School Students

We employ the voluntary sampling method to find participants to fill our questionnaire, which means that the link of the questionnaire is posted on the internet and all high school students in Beijing are allowed to fill it voluntarily. Finally, we received 59 questionnaires from 36 different high schools. 17 (28.81%) of them are males, while 42 (71.19%) of them are females.

In the first part of the questionnaire, we collect their demographic information, such as their gender and high school. In the second part, questions regarding their past experiences of voluntary teaching are asked. For example, they are required to answer whether they have participated in voluntary teaching and the longest time they have participated in voluntary teaching. In the last part, we ask about their willing to join a league of voluntary teaching and their opinions about how the league should work. For instance, how long they would like to teach each time, whether they hope the league to provide textbooks for them, and what subjects they are willing to teach.

### 3.2 Questionnaire for Primary School Students Receiving Voluntary Teaching

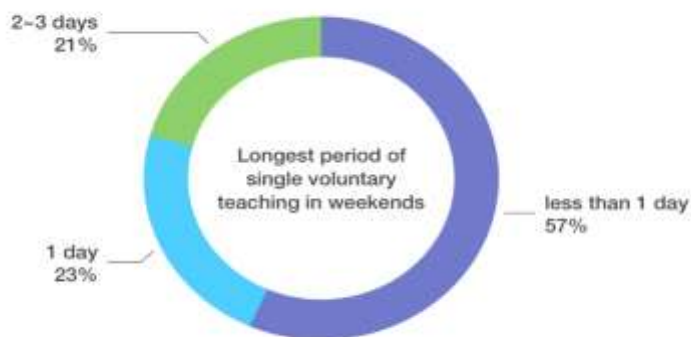
We randomly selected 3 schools that accepted voluntary teaching in Beijing by utilizing the random number generator. 60 students are then randomly picked from these school to participant in our survey. The first part of the survey intends to assess children's attitude toward extra-curricular courses. All questions in the second part of this survey are evaluated with a Likert scale below. Children are asked to choose their preference toward each subject by choosing from scores 1 to 4. The final score of each question is calculated by adding the scores gotten by each student together.

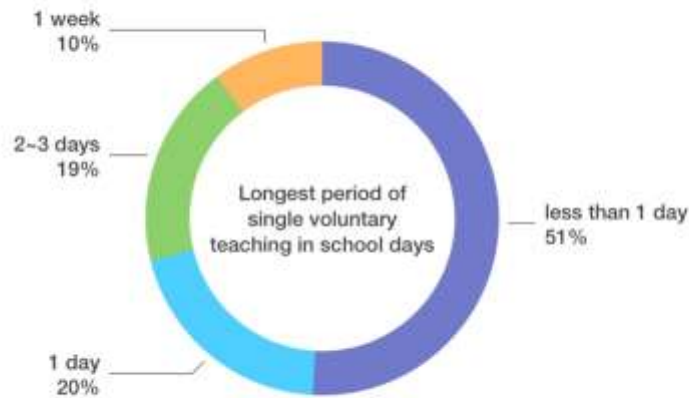
### 3.3 Interview

Nuannuan is a humanitarian organization, located in the Changping district of Beijing, which gives courses and lends free books for children of migrant workers in the nearby community. The organizer of Nuannuan, Wang Yunhe, is a volunteer who has been working hard to help children of migrants for 17 years and agreed to take our 4-hours interview as an expert in the field. The contents of the interview are mainly from three perspectives: the situation of migrant children in China; problems that Nuannuan and the volunteer organizations in China is Facing; and the way Nuannuan uses to address this issue.

## 4. Results and Discussion

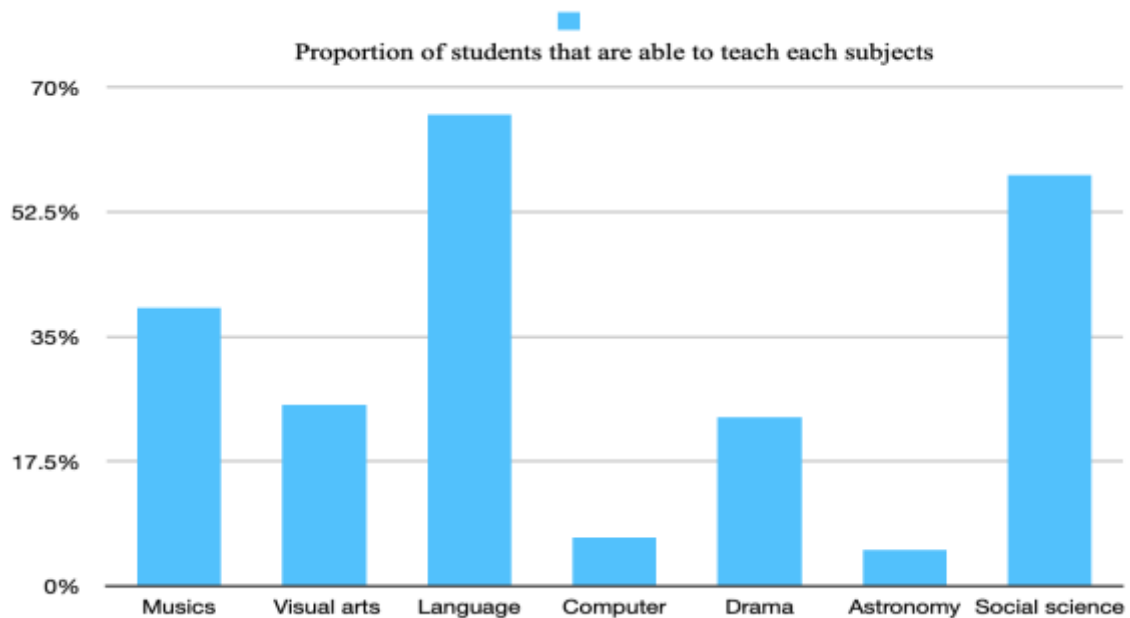
### 4.1 Survey response analysis--high school students





When asked about experiences in voluntary teaching, 25.42% of the respondents reports that they have such experience before, with 49.15% of them respond that their schools have already had voluntary teaching programs. Collectively these reveal that once our league is found, we are able to find experienced students to lead new participants and existed voluntary teaching resources as our cooperation partners, suggesting the feasibility of the league in terms of participation and resources. As we asked their opinions regarding with having the league we proposed, the result shows that up to 81.39% respondents are willing to join such organizations, further proving that we can recruit adequate number of voluntary teachers for the league.

Talking about the longest time period for which the respondents participated in voluntary teaching, the majority of them reports less than one day, either in weekends (57%) or in school days (51%). When it comes to long-term voluntary teaching, the one that lasts for more than one month, only 3.39% respondents(not shown in the figure) have such experiences, calls on the urgency of having such long-term voluntary teaching programs. When their preference for the single-day voluntary teaching time in this long-term program is collected. As we find that most students can only accept less than 1-day teaching time for a single turn, we will make every single round's teaching time shorter for each volunteer.



When the teaching model design is asked, most students report that Language, Social Science, and Musics are the course field that they can teach: high up to 66.10% survey population show willingness to teach languages. With these data, we are

able to better schedule the teaching and design course syllabus, as 69.49% of students say that they hope the league to provide textbooks and teaching outlines for them (not shown in the figure).

**4.2 Survey response analysis--students who accept voluntary teaching**

	Strongly agree	Agree	Disagree	Strongly disagree
I hope tp learn knowledges that are not on the textbook	11	21		
I have accepted long-term extra-curricular teaching	13	17	2	
The contents from the extra-curricular teaching are interrelated	8	23	1	
I hope to take extra-curricular courses in weekends or vacations	6	26		
I hope the extra-curricular classes can positively affect me in the future	9	21	1	
I believe that the extra-curricular courses can motivate me to study harder	8	23		

The first part of the survey intends to assess children’s attitude toward extra-curricular courses. The table above shows the result: most students agree with the statements provided in the questionnaire. This proves that children are willing to accept voluntary teaching classes and believe these classes would affect them positively.

All questions in the second part of this survey are evaluated with a Likert scale below. Children are asked to choose their preference toward each subject by choosing from 4 choices.

The final score of each question is calculated by adding the scores gotten by each student together. The result shows that children do not have special interests toward any subjects because the score gotten by all subjects all lie in the interval 105 to 108.

**4-point Likert scale**

<b>Strongly agree</b>	<b>4</b>
<b>Agree</b>	<b>3</b>
<b>Disagree</b>	<b>2</b>
<b>Strongly disagree</b>	<b>1</b>

**4.3 Interview response analysis**

**4.3.1 Today’s situation of Migrant children in China**

Migrant children in China are a large group of children without permanent urban residence certificate. They follow their parents and move into the city under the migration movement due to industrialization and urbanization. During the first decade of Reform and Opening Up in China when there weren’t many migrant children, government’s policy toward the migrant workers was basically restrictions, which meant that there was a restricted number of workers to come to cities from their hometown, so the education was still based on the location of household registration. After the 1990s, policy had changed from "control" to "orderly flow under macro- control", making a large number of people migrating into the city as a family instead of individual. More and more children came with their migrant-worker parents and started to be educated in cities. However, it resulted in a lack of education opportunities.

According to Mr. Wang, Beijing is executing a macroeconomic policy resulting in the demolitions of school of migrant workers. When we ask about children's opinions of the school lives in Beijing as well as Nuannuan, he said: *"Children of migrant workers do not worry about what kind of education they got in Beijing, instead, they worry about whether they are still able to be educated tomorrow"* Migrant children didn't have access to the same schools as local children, so the education resources soon became a scarcity for these migrant children (Ye, 2017). The situation was improved after the systematic management of the regional government and a construction of the public schools but migrant children in the largest city of China, Beijing, are still struggling with the over-population in urban area.

#### 4.3.2 Problems that Nuannuan and the volunteer organizations in China are facing

The main problems can be concluded into two parts: the lack of practices and inconsistency of volunteers as well as children.

Mr. Wang keeps emphasizing the word "exploration" during the interview. He thinks all the volunteer organizations are stuck in the process of finding resources and organizing the volunteer activities since the system is not as perfect as it should be. People have been striving to utilize the theoretical knowledge but neglecting the importance of practicing in the past decade. Education is a process that interacts with real people, therefore, there are many uncertainties that theories won't help.

For the whole week, Nuannuan has a tight schedule for children from parent-child reading to English classes. Mr. Wang suggests that sometimes he needs to receive more than 300 hundred volunteers per week, and the next time it will be totally unfamiliar faces. Although he thinks the most effective system should be stable and long-term, not so many volunteers can do that. Despite the in-consecutive participation of volunteers, another issue is children's non-continuous attendance. Not all children in Nuannuan are registered and have files that document their performances since their situations are unstable, therefore, a long-term course is not easy to achieve.

#### 4.3.3 The method Nuannuan uses to address the issue.

When Mr. Wang and his partners are designing the courses, they tend to focus on the accompanies that the volunteers can bring to the children and the deep thoughts that the volunteers can gain from teaching. Accompanies mean that volunteers should focus more on children's mental development and spend more time to stay by their sides, such as helping them to do handworks or guiding them to read a book. Their intention is to create a bidirectional process which encourage volunteers to have takeaway as well as build up a way of learning for children. Mr. Wang thinks:

*"Children are seeds, which needs water to supply. Water in Beijing and water in other places make little differences, it depends on how the seeds absorb them using their own strength."*

Children keep transferring between cities and towns which end up in drop-out of the school. A suitable mindset that lead them to find out the meaning of learning is more important than simply teaching. For volunteers, they will have more sympathy toward the environment around them and put more effort into helping others. For children, the expectation is that the accompanies from the volunteers will affect children's understanding toward education, so if they go back to their original province, they will still know how to learn.

In conclusion, the condition of migrant children in Beijing is facing large problems of having to go back to their original province due to lack of education opportunities and government policy. The volunteer organizations in Beijing haven't found the most proper way to address the issue of the in-consistence education that kids received: no large alliance is formed to achieve allocation efficiency. However, organizations such as Nuannuan are looking for solutions. They put their focus on fostering children's ability to learn and the feeling of engagement that volunteers have.

## 5. Conclusion

Thus, combining the interviews, the data that is collected and the literature review that is done, the harm of short-term voluntary education for children and the necessity of a long-term education system is shown. From literature review, we know that migrant children have large drop-out rate, which requires intervention from government and help from humanitarian organization. However, we also find out that the limitation of short-term volunteer teaching, including the inappropriate motivation, the unprofessionalism, and the inconsistency activity of the undergraduate volunteers, might result in bigger harm to the children. Therefore, we hypothesize that a long-term, organized volunteer teaching will be more effective to offset the three limitations and thus solve the current education problems. From deeper analysis of the information gathered in literature review, children of prisoners and migrant workers express their urge to receive a long-term volunteer teaching from various perspectives outside the school. Also in the interview with leader of humanitarian organization Nuannuan Mr. Wang, he pointed out a big issue of the volunteer system in China which is the imperfection of the system and told us how Nuannuan tries to deal with it by founding a better system. Through the authoritative literature

reviews, the analysis and combination of Nuanuan's plan with our own idea, we realize the emergence and necessity to build a systematic organization to give continuous, useful knowledge to children, to better train the volunteer to make sure the quality of each voluntary teaching, and to make the whole education teaching more sustainable and have continuous influence. The initial idea is to build up an alliance, a league, among the high school students in Beijing, and the results of the online qualitative and quantitative survey show large interest of participation which also proves the feasibility of our project. We plan to design a more systematic way to teach by gathering the resources of the volunteers and a continuous course toward the children. Just as we planned at the beginning, the teaching syllabus will be designed by teachers from the league and the volunteer-taught schools. All the volunteer teachers and high school students from member schools of the league should teach and design their class content base on the syllabus constructed by the league. In this case, we could at least guarantee the consecutiveness of the class contents, ensuring that all the kids can receive systematic and continuous knowledges.

Admittedly, there are several challenges that are encountered and overcoming them can make this project more authentic. The limited sample size and limited time of conducting complete procedure of interview is what need to be improved in the future. We will do so by enlarging the sample size to make the sample less biased and spending more time planning the procedure the interview to make it more effective. What we will do next is to aim specifically at different groups of children to see how their uniqueness of educational and personal situation may contribute to the final solution of giving kids long-term voluntary education. In other words, we want to find out the different demand of children about education. Through analyzing the information, we can come out with the solution specifically to resolve each question, and eventually, bring systematic and effective long-term voluntary education that will benefit the children the most. After this fundamental system is created, it is also important for us to enlarge the influence of our league since we as high school students understand the limitation that the high school voluntary teachers will have. Though the design of the syllabus and the continuous teaching content can ensure the consecutiveness of the study, the accuracy, quality of the teaching content and the concrete process of shifting class schedule between each high school voluntary students should be speculated and assisted by professional adult teacher. Thus, we, as a long-term voluntary teaching league, will keep enlarging our influence to gain more support from the society, especially from the educational department. Eventually, we expect to bring the long-term voluntary education trend throughout the country and thus encourage the government to inspect more on the short-term voluntary education institutions which is profit-aiming only and thus hypocrite. By doing so, this can better improve the voluntary environment domestically which is not only beneficial for the children who receive the education, but also helpful for the high school students who give the voluntary education since they can also gain justifiable moral value and consolidate the information, they've learnt previously by teaching it in a continuous sequence.

As time passes by, this idea of truly helping children to fulfill their dream will immerse in the whole generation and the heart of every Chinese people. This can, to some extent, spread out positive influence in other countries, for the foreign university will then receive the Chinese international students who have a genuine heart of helping others for others good, not their own. All in all, everyone should receive the appropriate and truly helpful education, it is incorrect to improve our education situation in expense of the future of those children. We should aim for the future where every child receives long-term voluntary education and truly benefited from it.

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