

Factors Influencing the Effect of College Teachers Studying Abroad

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Abstract: This paper discusses the factors that influence the effect of Chinese college teachers studying abroad, and analyzes the effects of language ability, acculturation, social network, tutor guidance, subject correlation and other factors on the income of teachers studying abroad through literature review and empirical research. The results show that the effect of Chinese college teachers studying abroad depends on the complex relationship between many factors, and the influence of different factors on the income of studying abroad is also different.

Keywords: College Teachers; Effect of Studying Abroad; Language Ability; Acculturation; Social Network; Tutor Guidance.

1. Introduction

With the intensification of economic globalization and internationalization, more and more Chinese college teachers go abroad to study. A comprehensive discussion on economic benefits and non-economic benefits is needed in order to view the reasons for the decision-making of studying abroad by Chinese college teachers in the new era in an objective way and to explore the effect of their overseas study.

The Philippines has been lively in recent years, and the number of students studying in the Philippines has been growing. Popularity among Chinese students studying in the Philippines is not only driven by the attractive facets of the quality education of the country and its amiable environment and friendly people but also results from the related policies between China and the Philippines. This study aims at exploring the factors influencing the effects of overseas study of Chinese college teachers, which is trying to measure the level of influence from a quantitative perspective and identify the influential factors affecting such level of influence from a qualitative perspective.

2. Materials and Methods

This article interviews and investigates the factors influencing the effect of studying abroad of Chinese college

teachers in Hebei province. The interviews are statistically analyzed from two aspects: personal development and professional advancement.

Through this survey, the level of influence of Chinese-foreign education upon Chinese college teachers can be seen. So that some effective measures can be taken to improve the effect of overseas education.

The research of this article selected 20 teachers from five universities in Hebei province as the subjects of the investigation. They are all English language teachers with working experience of at least 5 years. They have certain theoretical foundations and practical teaching experience, and have been engaged in teaching work for different lengths of time in front-line teaching positions. They have certain expectations and influences on teaching plans.

This article uses a questionnaire survey to understand the influential factors of the effect of overseas education upon Chinese college teachers to collect relevant information.

3. Results and Discussion

Based on the results of the interviews, this article explores the factors that influence the effect of overseas education upon Chinese college teachers in 5 universities in Hebei province.

Table 1. Influential factors

Influential Factors	Frequency	Sample Response
Classmates' help	7	T7:I need my classmates' help when I was in need. T9:I need my classmates when I was in trouble.
Cross-cultural communicative ability	6	T1:Cross-cultural competence affected my living quality. T5:I need improve my cross-cultural competence.
English language Ability	6	T7:My oral English need to be improved. T9:I need to improve my English language.
Independent self-management	5	T7:I must be independent and deal with trouble by myself. T12:I need to be independent.
Advisor's guidance	5	T4:I need to get well along with my advisor. T9:I need advisor's guidance.
Research ability	4	T2:My research ability need to be improved. T3:I need to improve my academic background.
Academic resource	4	T8:I touched the latest academic achievement. T10:Academic resource ia important to my research.
Economic strength	3	T15:Living costs are expensive. T17:Scholarship helped a lot.

Table 1 shows that Factors affecting the effect of overseas education of Chinese college teachers include:

Financial status: College teachers need to spend a lot of money to study abroad, including visa fees, tuition fees, living expenses, etc. Therefore, financial status is an important factor affecting study abroad.

Educational background and professional background: The educational background and professional background of university teachers have a great guiding role in the choice of study destination and study content. Universities in some countries or regions only accept international students with specific academic or professional backgrounds.

Work pressure: The busyness and work pressure of college teachers are also one of the important factors affecting studying abroad. Some universities or disciplines require longer periods of focused research, making it difficult for university teachers to spare more time for study abroad.

Family and personal factors: College teachers' family and personal factors may also affect their choice of overseas study. Some teachers have family responsibilities and burdens that may cause them to abandon their study abroad plans.

Career development planning: The career development planning of university teachers is also crucial to the consideration of studying abroad. If studying abroad is not related to career development, teachers may think that studying abroad is too expensive and not cost-effective. Conversely, if studying abroad is critical to their career development, teachers are likely to identify with the study abroad opportunity and actively support the program.

In general, the factors that affect the overseas study experience of college teachers are multi-faceted and multi-dimensional. The number and strength of the influencing factors will also affect the overall attitude of teachers to the study abroad program.

There are many factors that affect the overseas study experience of college teachers, including the following aspects:

Study destination: The cultural background, social atmosphere, foreign language environment and safety of the destination will have an important impact on the study abroad experience. If the destination is too unfamiliar to the cultural background of university teachers, or the security situation is poor, it may affect their study abroad experience.

Study abroad institutions and programs: The quality and service attitude of different study abroad institutions or programs will also have a profound impact on teachers' study abroad experience. If the service provided by the institution or program is not good enough or professional enough, it can disrupt the teacher's study abroad plans and affect the experience.

Study and living environment: Study and living environment is also an important factor in teachers' study abroad experience. If environmental conditions are poor or do not meet expectations, it may affect teachers' learning effectiveness and quality of life, thus negatively affecting the overall study abroad experience.

Language ability and cultural awareness: Different proficiency levels of language ability and cultural awareness will directly affect teachers' overseas study experience. If the teacher is not fluent in the language, or is not familiar with the local cultural habits, it may be difficult to solve many problems in life, more difficult to integrate into the local community, and affect the entire study abroad experience.

Social and communication skills: Teachers' social and communication skills have a great impact on their overseas study experience. When teachers can meet, communicate and collaborate with local colleagues, students and other students, it is easier for them to adapt and integrate into the culture, making the study abroad experience more memorable.

In conclusion, the overseas study experience of college teachers depends on the complex interaction of many factors. Understanding and aiming at the influence of these factors on the overseas educational experience is helpful for college teachers to better enjoy the benefits brought by the overseas learning experience after making the decision to study abroad.

4. Conclusion

Based on the findings of the research, the following conclusions were drawn.

The factors affecting the effect of overseas education are classmates' help, cross-cultural communicative ability, English language ability, independent self-management, advisor's guidance, research ability, academic resource and economic strength.

In addition, some other items also have some impact on the effect of overseas education, such as necessary overseas study training, professional and personal support, help of solving life problems, appropriate rewards and incentive mechanisms, which can help Chinese college teachers better adapt to and make use of the opportunity of studying abroad, and gain more academic and life experience from it.

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