

Factors Influencing Effectiveness of Volunteer Teachers Training in Non-Profit Organizations: Taking Angel Education as an Example

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Abstract

As the basic unit of composing society, the position and role of education cannot be ignored. With the development of social welfare and growing awareness for basic education, the volunteer teaching is becoming a great mass fervor in China. Many specialized non-profit organizations establish, numerous teaching programs undergo, and countless volunteers throw themselves in rural areas. The devotion of both non-profit organizations and volunteers will have great and far-reaching significance in public welfare. However, as this career is in full swing, problems also shadows. Due to the late start of volunteer teaching service in our country, the research on training theory, practice and legal guarantee is relatively laggard. Although everyone is equipped with enthusiasm for making contribution, their actual performance and teaching achievements are by no means satisfactory. An indispensable reason behind in most non-profit organizations is that training on voluntary teachers is relatively weak at different level, which may be the pivotal intermediate that influences the service result directly. After the research and analysis on a non-profit organization, the writer has found the training in the non-profit organization insufficient in training needs, forms, instructors, contents, evaluations and leadership. Therefore, the obstructive factors influencing the effectiveness of the training should be modified, to improve the service ability of non-profit organizations.

Key words: Training; Volunteer teachers; Non-profit organizations

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INTRODUCTION

A. Research Background

The transformation of contemporary society has brought tremendous changes in China. Volunteer teaching in rural and poor areas is among these changes. The movement of school closure and merger is an educational reform officially implemented in 2001. Basically speaking, it refers to massive shuts of schools in rural areas, in order to centralize students to towns. However, this education improvement has created many new social problems that governments and enterprises can hardly solve. It has contributed to the injustice faced by rural education, increased moral hazard of rural children, and accelerated the desolation of rural society (Cai & Kong, 2014). So, under the situation that town schools couldn't accommodate village students and village teachers were compelled to be retired, there was an urgent need for neutral organizations which are also called non-profit organizations, to set up teaching teams to support village education. Non-profit organizations have therefore become the common appeal of the Chinese for such service. At present, volunteer teaching has become one of the most popular social practices among youth. The nonprofit organizations specialized in volunteer teaching have developed like mushrooms and become a social phenomenon.

Volunteer teaching couldn't exist without volunteers. Therefore, volunteer participation is the basis for the survival and development of nonprofit organizations. Today, non-profit organizations in many countries are actively absorbing and using volunteers, and the

volunteers in non-profit sectors accounts for nearly half of the total volunteers (Zhai, 2014). Different from regular employees who possess the characteristics of compulsion, remuneration and stability in one organization, volunteers have unpaid, unstable and non-mandatory features. They work not for wealth, but for welfare. So, the ordinary conception of training is no longer working. Therefore, the volunteer teacher training needs to have more specific and tailored requirements in nonprofit organizations.

The author studies the problems existing in volunteer teachers' training in nonprofit organizations with the purpose of promoting the development of nonprofit organizations so as to inject new vitality into their own development and eventually promote a healthy and harmonious development of the entire society.

B. Research Questions

Questions involved in the study are:

- a) Before the training, how's the balance between the organization's needs and volunteer teachers' needs?
- b) On the training, what factors impede an effective training?
- c) After the training, what factors influence improvement?
- d) What are the measures to make up and form an efficient training?

C. Research Aims and Significance

The aims of this study are to find out the reasons for the problems and to build corresponding strategies, to provide professional guidance for volunteers, to improve their teaching abilities and qualities, and thus to make a continuous development in volunteer teaching.

This research also embodies significance. For volunteers, a set of comprehensive training does impose a beam of light in their life and guide their life paths to some extent. A good training doesn't just provide a pile of books and rigid knowledge volunteers need, but it can give something more meaningful, such as some practical tips, a new idea on volunteer teaching, or even a broader view towards life. These are all volunteers' valuable gift which is unmeasurable. For the education in those rural areas, volunteer teaching guarantees the fixed number of high teaching quality and protects the education in poverty areas. The advanced thinking method and teaching method the volunteer teachers have helped to broaden horizons of the local students and help students to establish ambitious goals to change their lives, so as to realize the all-round development of students. For the volunteer service, as an infinitely honorable and noble job, the supportive behavior effectively promoted the volunteer spirit and formed a good atmosphere of voluntary service throughout China.

1. LITERATURE REVIEW

1.1 Foreign Literature

In *Benefits and Barriers among Volunteer Teaching Faculty: Comparison Between Those Who Precept and Those Who Do not in the Core Pediatrics Clerkship*, the author points out the reasons why preceptors volunteer their time. With the previous literature, the author realizes that intrinsic and extrinsic motivators encourage undergraduates to serve as preceptors. Intrinsic motivators include satisfaction from sharing knowledge, demonstrating the primary care model, interacting with other volunteer faculty, and directly participating in the education of future physicians (Foley, Yonke, Smith, Roe, & Vance, 1996). Extrinsic motivators include direct financial compensation, awards, recognition, and access to university resources (Peters, Schnaidt, Zivin, Rifas-Shiman, & Katz, 2009). After conducting research, the author finds that among these factors, the intrinsic rewards of teaching students more valuable than extrinsic benefits (Michael, Allison, Thasia, & Molly, 2013).

In *Teaching Volunteer Educators to Tinker*, the author identifies the gap between the instructors and volunteers. The instructors may give the lecture the volunteers don't need at all. Volunteers found that educators interpreted the directions in a variety of ways, based on their own ideas and values about teaching (White, 2017). Educators may need content expertise, but worker says that just having that is not enough. They also need to understand how their pedagogical practices help shape learning outcomes (Ibid.). It shows that volunteers are confused when applying those knowledge and theories to the actual operation. They want to understand why they should teach students in this way, and what's the underlying values, otherwise they don't know the essence and emphasis of a teaching theory. Volunteer teachers should have an ability to tell the difference between knowing how and knowing why.

In *Passion: Burning in the West: An Investigation on College Students' Volunteer Teaching in Western China*, the author depicted a general situation in volunteer teaching in west China by analyzing achievements and problems in volunteer teaching. Among those problems, an interesting point is raised that many teaching volunteers were not assigned to teach subject course related to their majors, which hinders the teaching quality and full utilization of their expertise (Li, 2008). As we know, a large proportion of volunteer teachers are not graduated from normal university. An investigation in Zheng'an county of Guizhou province showed that in 2004, among a total of forty-four volunteer teachers in the entire county, 91 percent had not graduated from normal universities (Ibid.). When they throw themselves in practice, many of them feel that they overestimate their abilities. Because they not only know nothing about the subjects they are teaching, but also don't know the skills in managing and getting along with students. In consequence, an effective

training is of importance in transforming a novice teacher into a sophisticated one.

In *Short-term Volunteer Teachers in Rural China: Challenges and Needs*, previous studies on successful volunteer teaching programs and successful volunteer programs in general have identified three areas that are closely related to program impact: (a) quality of the volunteers, (b) screening, training and supervision provided by the agency, and (c) cultural competency of the program (Zhou, 2011). In terms of training, the researcher thinks quality of the volunteers and supervision are also parts of factors that contribute to an efficient training.

Regarding the quality of the volunteers, motivations to volunteer are often considered a major factor influencing commitment and performance of volunteers (Cappellari & Turati, 2004; Cnaan & Goldberg-Glen, 1991). Studies in Western countries found that individuals who volunteer out of altruistic or value-based motivation (e.g., religious beliefs, supporting an important cause) have better commitment and performance than those with utilitarian (e.g., enhancing human capital) and social motivations (e.g., extending social networks, responding to social pressures) (Moreno-Jiménez & Villodres, 2010). A recent study in Hong Kong, however, found that fulfillment of utilitarian and social motives was the most salient factor in predicting volunteers' persistence with volunteer activities (Cheung, Tang, & Yan, 2006).

During training, supervision is a good way to help volunteers to realize their problems and adjust their work timely. Particularly in the early stages of a volunteer's assignment, staff members or experienced volunteers may help them "get through the rough spots that might otherwise lead to frustration and departure" (Grossman & Furano, 2002). Supervision can also facilitate communication between volunteers and the organization. Timely feedback and evaluation increase volunteer commitment (Dailey, 1986).

In addition, the role of training instructors is high lightened in the article. When it comes to volunteer teachers, it is generally agreed that access to education professionals who can provide ongoing training, feedback and support is the key to success (Baker et al., 2000; Fitzgerald, 2001; Invernizzi, Rosemary, Juel, & Richards, 1997). Although different training instructors use different methods and forms to give volunteers guidance, all these supports are quite helpful inordinately.

1.2 Domestic Literature

After years of efforts by many experts and scholars, the research on volunteer training in China has begun to take shape. But at present, the research on Chinese volunteer teacher training is still not mature. Many scholars describe common and superficial problems in volunteer teaching but seldom focus on the training and discuss it in depth. Among these topic-related researches, there are three features that most researches target at

college students, short-term volunteer teaching, and governmental projects.

Training Design for College Students to Short-term Volunteer Teaching is the most topic-closed thesis. Yuan (2014) takes two different cases and makes the comparison in terms of training content and methods. Based on abundant training theories and the research, the author designs and constructs two types of training models for short-term volunteers of university students, which satisfy both need of organization and volunteers. The research also uses the task analysis method at three levels of training needs to determine the ability of college students. But the research also contains several deficiencies. First, the author only picks up two interview objects in each organization on average. Such data is not able to support the designing of new training models. This is not precise in qualitative research. Although the author designs two training models and applies his design in another organization, the feasibility of this design should be questioned because this design previously focuses on the two organizations he mentioned. The model may be suitable for the two but can't be applicable to others. Such generalization should be questioned.

Other researchers have found out that domestic training is not thorough and systematic. In terms of volunteer needs and motivation, the motivation of college students' volunteer service is divided into altruistic motivation, self-interest motivation, investment motivation and no obvious motivation (Chen, Guo, & Yang, 2013). Based on Maslow's Hierarchy of Needs, some scholars divided the motivations of volunteer teachers into utilitarian, passive, happy, developmental, and responsible motivations (Wang & Di, 2013), and suggested that most volunteers' motivations will change with experience. The process of change often goes along with the deepening of the experience of volunteer service, from the initial utilitarian or passive motivation to the joyful motivation, developmental motivation, and responsible motivation. At present, the main problems in China's voluntary incentives include individual social responsibility, compassion and other behavioral incentives, constraints of non-profit organizations, limited training resources, and recognition from external environments such as government and society (Ibid.). For most volunteer teachers, they choose to do volunteer teaching is not because salary or other material benefits. On the contrary, being a volunteer teacher is regarded as a kind of self-devotion, so they are taking a responsibility to do something inglorious but meaningful. The salaried employees want to get money or advancement, but the volunteers want to get honor and recognition (Zhe, 2014). With the gradual development, nowadays, more and more scholars began to emphasize the individual benefits, putting volunteers in a higher position. At the 56th session of the United Nations General Assembly in 2001, the UN Secretary-

General's report stated bluntly that "this traditional view that volunteerism is purely altruistic is evolving into a thought that it is beneficial to all concerned. In other words, it is a reciprocal service (Lu & Wan, 2006). In fact, voluntary behavior and its incentives can be unified with the motivation of egoism. The unremitting dedication of adhering to volunteerism reflects the human conscience, while the assertion of "rational self-interest" reflects the natural choice of human beings (An & Guo, 2004).

In terms of training contents, as is discovered, the vast majority of volunteers have only been trained in teaching knowledge and skills. The lack of emergency and logistical training is particularly serious (Gong & Chen, 2014). As said before, volunteer teachers should know how to teach, but more importantly how to manage students. Without this part, disorder class is very likely happened, which directly results in low teaching quality and even invalid teaching. Training course not only focuses on knowledge, but also cultivate volunteerism awareness. Because knowledge alone is not enough, knowledge is not equal to service ability, and it does not mean that volunteers have a mature mind and a sound personality. Therefore, in addition to the knowledge-based training course, we also emphasized the need to conduct skills training and attitudes training for volunteers (Zhang, 2011). In addition, volunteer teachers should also understand the country's policies, and the basic conditions of the teaching sites, especially the educational status quo in the aided schools, the local living environments, and the people education backgrounds, etc., so that the support volunteers can get into the groove of works and lives as soon as possible (Lu, 2012).

In terms of training evaluations, any type of training must be evaluated for effectiveness, otherwise the training will become a mere formality. Timely assessment and feedback can not only monitor whether the training has achieved the expected goals, but also can optimize future training. It checks the final result of the training, and also regulate the related personnel in the training (Zhang, 2011). In the management of student volunteers, it is necessary to give the organizers some guidance on feasibility and direct them how to implement the management system in volunteer teaching. At the same time, the agency also has the function of supervision. It supervises the management of volunteers throughout the teaching activities, finds problems in a timely manner, corrects them in a fast way, and ensures progress in an orderly march (Fang, 2016).

2. THEORY FRAMEWORK

2.1 Definition

2.1.1 Volunteer and Volunteer Service

The most frequently quoted definition on volunteer by domestic scholars is Professor Ding Yuanzhu's (2001) that volunteers are those who have the public spiritedness.

They can take the initiatives to shoulder their social responsibilities not for remuneration.

Volunteer service is any type of work that is done free of charge. Volunteer service can be informal, like raking your elderly neighbor's lawn. Volunteer service can also be formal such as volunteering for nonprofits, churches, schools, homeless shelters, youth groups, and senior centers (Eve, 2015). Volunteers of nonprofit organizations are special because nonprofit organizations are not designed to make money, and so are the volunteers in non-profit organizations.

2.1.2 Volunteer Teaching

Volunteer teaching refers to support basic education in backward areas. Specifically speaking, according to the needs of social development, the education sector is designed to balance the current situation of education among different regions and select some educated personnel to support the local education in underdeveloped areas (Xiao, 2013). The emergence of volunteer teaching is caused by China's uneven economic development, uneven development of education, imbalance of teacher resources and insufficient education funds (Xin, 2001).

Taking the length of teaching time as a standard, the volunteer teaching can be divided into aperiodic volunteer teaching, short-term volunteer teaching and long-term volunteer teaching. Aperiodic volunteer teaching refers to occasional education conducted by social groups, school organizations and individuals. The time and frequency of such activities are not fixed. This kind of teaching may even be a one-time teaching. Short-term volunteer teaching generally refers to volunteer teaching lasting six months to one year. The teaching time, frequency, and location are generally fixed, except the time and frequency each volunteer takes in such kind of teaching. Long-term volunteer teaching refers to a well-planned and organized teaching organized by the government, social institutions, schools and so on. Such kind of teaching usually spends one to three years. This research focuses on long-term volunteer teaching organized by non-profit organizations.

2.1.3 Nonprofit Organizations

Non-profit organizations are a kind of organization with legal personality whose mission is to serve the community rather than pursue profit. Nonprofit organizations do not allocate profits to the internal staffs. The core objective of the organization is to seek world peace and stability and protect the human environment. Most non-profit organizations in our country are directly funded or organized by the government. Most of these organizations have a wide sphere of influence in the country and basically are government-backed (Zhai, 2014).

2.2 Theory

2.2.1 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his paper "A Theory

of Human Motivation". Maslow used the terms "physiological", "safety", "belonging and love", "esteem", "self-actualization", and "self-transcendence" to describe the pattern that human motivations generally move through. Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental needs at the bottom and the need for self-actualization and self-transcendence at the top (Steere, 1988).

In terms of physiological, the needs include basic requirements in daily life. The needs for food, clothing, housing, and transportation are all at the lowest level. However, to achieve high-level demands, we must ensure that these needs are met. From the aspect of safety, the needs include safety and satisfaction in human life. From love aspects, the needs include friendship, love, and affiliation with other people. In terms of esteem, the needs include the satisfaction and recognition that an individual's success brings about, and the respect of other individuals. From the aspect of self-actualization, the needs include the realization of self-worth. Those who want to achieve self-actualization are mainly expressed in the pursuit of work, study and life.

For volunteer teachers, they are in the need of belonging and love. Volunteer teachers are afraid of being alone. They want to establish collaboration and relationship with others and obtain care, friendship, support, and so on. Therefore, volunteer teachers join non-profit organizations to meet this demand.

Volunteer teachers also pursue esteem. Volunteer teachers' participation in voluntary activities is largely not to obtain material rewards, but to pay more attention to spiritual encouragement and honor brought about by participating in voluntary services. They themselves will be proud of being volunteers because they are appreciated by their students and are recognized by the society for their contributions in education.

Volunteer teaching is an experience to gain self-actualization as well. In fact, the terms "altruistic" and "social" have been used in describing this personality type (Maslow, 1970). Volunteer teachers devote and love teaching in rural areas. Therefore, the differences between work and joy disappeared. They are all immersed in some way to seek meaning of "existence". In the volunteer group, volunteer service activities just give college students the opportunity to demonstrate their abilities and achieve self-worth (Zhao, 2016).

2.2.2 Experiential Learning Theory

D. A. Kolb, an American organizational behaviorist, puts forward an empirical theory on learning, which is Experiential Learning Theory. He argues that before receiving education and training, the learners themselves have got the certain knowledge and experience. In order to acquire new knowledge, they can extract the useful information from previous experience. Kolb (1974) views learning as an integrated process with each stage

being mutually supportive for the next. Kolb's learning theory (1974) sets out four distinct learning styles, which are based on the four-stage learning cycle. The diagram also highlights Kolb's terminology for the four learning styles; diverging, assimilating, and converging, accommodating.

For volunteer teachers' training, learning is from experience. Knowledge from experience requires volunteers to constantly reflect on their behaviors, wherefore volunteers draw out abstract concepts and practical approach. These summarized knowledges instruct volunteers to apply a tailored theory into their teaching, which is the purpose of volunteer training. In such training, the problems and challenges faced by volunteer teachers during practice can help them to put their knowledge and skills into problem solving, which will facilitate the application of such knowledge to the actual work in the future. Case studies, role-playing, action learning, game methods, and coaching are commonly used in experiential learning. Therefore, how to make volunteers extract some basic service skills, reflect on themselves and sum up in limited volunteer experiences? That is a very important aspect of volunteer training (Xiu, 2008).

2.2.3 The ADDIE Model

ADDIE is an instructional systems design (ISD) framework that many instructional designers and training developers use to develop courses (Morrison & Gary, 2010). What is important about ADDIE, though, is that it is iterative, involving review and revision throughout the design process (Hess & Greer, 2016). It has 5 phases: analyzing a learning situation; designing objectives and principles to address the issues in the learning situation; developing of resources to meet these specifications; implementing the learning resources in the learning situation; and evaluating how these resources addressed instructional needs (Branch, 2009).

2.2.4 The Systematic Training Model

The systematic training model is a teaching and training method adopted by the United States Army in the 1960s (Gao, 2000). It is also by far the most widely used training model. Its construction is an important milestone in the development of training theory, which sees training as a series of coherent steps. Since then, a famous scholar Boyell made a systematic study of this model and proposed a ten-step cycle. The model can be simplified into the following areas.

There are 3 features of this model. First, it reflects a systematic design. Many corporate training models are using systematic and highly operational design, so that enterprises can eventually achieve an integrated use of assessment, management and motivation. Training must be integrated into other works as a part of daily work. The training design transmits the focus from the ability analysis to the actual implement.

Second, training objectives and needs analysis will generate the integration of organizational and personal development. Organizations should regard training as part of the management development and combine the individual development with the organizational development strategy to design training contents. This is an important guarantee for establishing a sound training mechanism. Before the planning and implementation of training activities, the organization needs to take a series of methods to systematically analyze the objectives, capabilities of the organization and its members to determine the training necessity and training content.

Third, the form of training emphasizes the combination of team learning and personal learning. In the development

tendency of enterprise training mode, systematic training focuses on the combination of team learning and personal learning. It should be noted that the development strategy of enterprises can encourage or inhibit employee self-development. In the context of lifelong learning, personally continuous learning has become a necessity. Team learning in improving the interest of learning is also conducive to staff innovation and team spirit.

2.3 Conceptual Framework

After collecting and comparing the above-mentioned theories, the author designs a more appropriate framework because of the unique features of volunteer teachers and non-profit organizations.

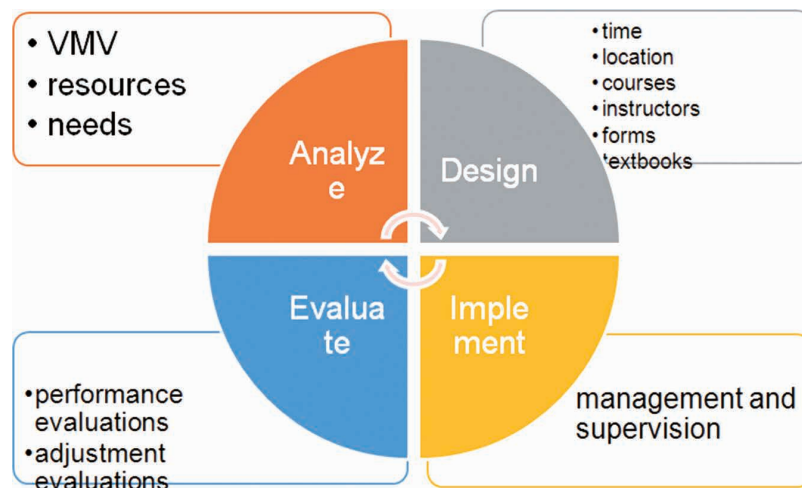


Figure 1
Conceptual Framework

3. RESEARCH DESIGN

3.1 Methodology

3.1.1 Document Analysis Method

Relevant researches, expositions, laws and regulations on volunteer and management are abundant at home and abroad, which provide theoretical support and empirical evidence for the dissertation. Combing these documents, the writer comprehensively analyzes relevant research results and literature at home and abroad to understand the history and current situation of the development of voluntary services.

3.1.2 Sampling Method

The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable the researcher to answer research questions. Usually, the sample being investigated is quite small, especially when compared with probability sampling techniques (Lund Research, 2012).

In each non-profit organization, at least a manager and 2 volunteers were going to be selected. If more people

are willing to participate in the interview, no number limits should be imposed on them. The reason to choose one manager is because the manager has a general and systematic grasp on training. The procedure and contents of training are usually fixed and objective from managers' words, so little divergence could happen in interview. Choosing at least two volunteers is because their opinions on training are objective and different from person to person. Therefore, collecting information as much as possible increase the accuracy of the data. After contacting each organization, one manager and three volunteer teachers received interviews in Teach for China, and one manager and two volunteer teachers successfully received interviews in Angel Education.

3.1.3 Interviewing Method

With the researcher herself as a research tool, the research used unstructured interviews, to describe the social phenomenon in an in-depth and detailed manner. The analysis method is mainly induction, which understands the significance of the phenomenon or perceive things from the perspective of the subjects and establish

assumptions and theories but don't generalize the results of the study (Chiovitti & Piran, 2003).

Theory comes from practice, so every theory needs to pass the test of practice. In this paper, the author interviewed 4 volunteers and 2 managers in total in Angel Education and Teach for China to understand the volunteers' opinions about the present training and problems. With the interview data support of Teach for China, the author tries to discover the shortcomings the Angel Education have and provide a few useful measures for Angel Education to construct an efficient training.

3.1.4 Analyzing Method

After collecting data and transcription, all transcripts are sorted and analyzed by Nvivo. By giving codes to the transcripts, the author collates data into different pattern and category, combining different transcripts together. In virtue of Nvivo, the data could be analyzed in a more efficient and systematic way.

3.2 Trustworthiness and Ethical Concerns

3.2.1 Trustworthiness

The quality of qualitative research is determined by the credibility of the study. Researcher ensured the trustworthiness through the following aspects:

Rapport relationship. Establishing a relationship of trust and give informants right and opportunity to express freely. The researcher didn't raise questions directly but asked some topic- irrelevant questions to build a relaxed atmosphere.

Verification. The researcher always explained and asked participants to verify the accuracy of their words and avoid misunderstanding.

Audibility. The researcher provided a very clear and comprehensive account of the research process so that the reader can evaluate the credibility of the study.

3.2.2 Ethical Concerns

Don't harm informants. The researcher got the acceptance from informants to make interview. The researcher made an explanation and elaboration on the project and guarantee the safety of the informants. The researcher didn't invade privacy. The informants had rights to refuse answering questions related to privacy.

In qualitative research, the interviewer is a tool to observe the informants. However, during the interview, the researcher couldn't totally separate herself from the interview because she should raise some questions for further information, or probe in to encourage interviewees to tell more.

4. FINDINGS

4.1 Needs Assessment

4.1.1 Organizational Needs

In designing the training program, on the one hand, the organization naturally took account of the organizational

needs. From the manager's perspective, he thought the organizational needs on volunteer teachers include attitude and capability volunteers had. Angel Education has some official requirements on the qualification of volunteer teachers. First, the volunteer teachers' age should be over 20. Second, volunteer teachers should have at least graduate university education. But in reality, the organization didn't have a very strict requirement on the teaching capability. According to the manager, he thought the education background can be neglected if volunteer teachers proactively think over education deeply and get in touch with children on their own initiative. He believed those who care about children and education were automatically equipped with qualification certificates. A volunteer, who is around 50 without education certificate, said:

In the beginning, in fact, I was planning to sign up for the China Non-Governmental Aid Education Foundation. The brand was particularly famous and made me feel very formal, but it asked me to take a picture of the diploma certificate. I didn't know where my certificate was.

From her words, Angel Education had a relatively loose regulation on education background. Although it states volunteer teachers should have graduate education, the actual enrollment does not strictly follow this requirement. Teach for China also faced such dilemma. The manager in Teach for China expressed her worries that the lower academic standard owing to the enrollment expansion resulted in the lower quality of volunteer teachers. In this aspect, although non-profit organizations had their own needs for professional volunteer teachers, they didn't emphasis on this kind of needs too much.

Angel Education showed a more preference on attitude than teaching capability. The organization didn't require volunteer teachers to have a full-scale knowledge on teaching. On the contrary, the organization highlighted that a volunteer teacher should be prominent at the cognition on volunteer teaching and volunteer spirit. This kind of needs belong to the Esteem Need in Maslow's Hierarchy of Needs. It encourages volunteer teachers to establish a consciousness that they should show their respect and care to local student, so as to gain self-esteem and sense of achievement. During the interview, the manager said:

To get a good lesson, you must firstly be a good teacher. This good teacher is not necessarily the one who only knows how to teach class. Being a good person and understanding of education are at a higher level that I think teachers need. This is what he (volunteer teacher) needs he doesn't realize, and we realize he (volunteer teacher) need it.

Therefore, people with serious attitudes will certainly not be poor at ability. Because your attitude is to improve your ability, so I do not care about your ability. When I ask for something more advanced, such as service attitude, do you think I should still worry about ability?

4.1.2 Individual Needs

In a common sense, most volunteer teachers must have their own needs on training. However, after interviewing

volunteers, just as the manager said, volunteer teachers wanted to learn how to teach and manage local students, and some volunteer teachers even had no expectation or needs on training. The followings are words from two volunteer teachers in Angel Education.

Volunteer teacher A:

The personal need is definitely how to improve your teaching ability. There are two main areas of professional competence. One is teaching, and the other is managing students and managing classes. Qualified teaching teachers should reach both two standards, and the most important affirmation is the achievement in teaching ability.”

There is no clear understanding. I just think that the institution is more professional. When I was in training, I was just a good student. I didn't have any idea when I was studying. I could say that I totally accepted and then slowly digested. Afterwards, you will have your own judgment and choose again.

Volunteer teacher B:

I feel like I am calmer than others. I decided that before doing this, I wouldn't do a lot of expectation, such as what I want to look like, what I think I should get, and what I think I can learn. I basically don't have too many such ideas. I just do my mental preparations that I accept all kinds of situations. I accept all sorts of difficulties. Then when things are in front of me, I will consider how to do it. Afterwards, I will consider whether this matter has value or not, what I have learned and how to improve it next time. I don't worry too much in advance and look forward excessively.

After comparing organization's needs and volunteers' needs, we could discover the mismatch between two kinds of needs. What's more, the organization has already known the individual needs, but the manager never attempts to take volunteer needs into account and bridge this gap: “About the realization of what he (volunteer teacher) needs, I think it is a minor problem. If he (volunteer teacher) has other personal demands higher than or contrary to our needs, then we may give him (volunteer teacher) up.” In a word, the organization doesn't meet volunteer teachers' reasonable needs which is at the lower level of Maslow's Hierarchy of Needs, let alone the higher level of needs and a dynamic integration of organizational needs and individual needs.

4.2 Training Forms

The training form in Angel Education is not as manifold as Teach for China. The main training form is lesson-giving. During the lessons, the training instructors sometimes organized some activities to let volunteers get involved in the learning. For example, when an instructor was giving a music demonstration lesson, she organized an activity encouraging volunteers pretending as local student to participate activities from local students' views. The other form is giving trial lectures at the end of training by every volunteer to receive 3 professional teachers' assessments. Such forms inspire volunteer teachers to have a better understanding and steer them to treat training seriously. However, from the existing interviews

and online information, the whole training is mainly in a form of lesson giving without teaching practice and in-person experience. Although the organization claimed that many kinds of activities and practices are provided for volunteers, it seems that these practices have become formulate burdens which simply waste volunteers' time. At the first stage of training, the organization took the volunteer teachers to a village in the west of Hunan Province to feel the local life and the beauty of scenery. This is a good chance for volunteers to have a personal involvement in local culture, but it functions less on training. Simply a folk custom tourism certainly does little on knowledge gaining. From a volunteer's recall, the whole activity had nothing special but tedious and exhausted by walking into the village.

4.3 Training Instructors

The training instructors of the organization are all invited from other schools without payments. Most instructors give thematic lessons for a day. They didn't stay with volunteers more than a week. Some instructors only gave one-off lessons, then they left. According to the manager, “the training instructors we invited all had big influence in China.” But the requirements on those instructors are only focused on the teaching qualifications. In fact, these instructors are quite professional and experienced in teaching from their schools, but it doesn't necessarily mean they know how to train. The actual performances of the instructors vary from person to person. In volunteers' eyes, some are good, some are unprofessional. A volunteer shared her annoying experience when an instructor giving comments on a politic issue:

I think, you can communicate this kind of thing with others on your own privately. Your speaking (against a political leader) in the classroom is a guide for students (volunteers). I do not agree with this approach. So when I was there, I was not very happy and offended him.

The other volunteer also mentioned a case criticizing the quality of the instructor:

This is a male teacher. Just at beginning I felt that he was frigging awesome. He seems stayed abroad and often gives big bosses training. But the more I listened, the stronger feeling that his teaching was disordered. (...) At the end of the class, the principle line of the lesson was fuzzy, and the content was totally irrelevant to (the content of) PPT. At that time, I was very sleepy.

To this problem, the volunteer showed her comprehension:

It is impossible for the staffs of the organization to listen to the lessons taught by each teacher beforehand. It (the selection of instructors) is only based on some of his (instructor's) curriculum vitae and his teaching level. Then he (instructor) is invited to come and do this course. Therefore, the quality of the class is also variable.

Tu sum up, the training instructors are varied in training quality, and formal standards are not clearly

imposed on instructors. Instructors have a large room to decide the content they are going to share.

4.4 Training Contents

From the time duration and contents of the training, it seems the training contents in Angel Education are abundant. The training contents were divided into four parts: education concepts, teacher literacy, teaching literacy, and organization introduction. From the training modules the manager showed, it seems the training contents are structured and comprehensive. But when having an insight to each module, the contents are chaotic and incomplete. For example, in teacher literacy, the contents include Chinese teaching, music teaching, establishing sense of safety, caring students' mentality, developing course resources and so on. In teaching literacy, the contents include designing Chinese lesson, Math teaching, the centric role of students, inspiring creativity, organization celebration activity and so on. First, it can be found that the contents of each part are relatively chaotic without any formal procedure and logic. The superficial and unsystematic training contents are extremely worse than Teach for China's. Teach for China had well-arranged contents that the training set fixed and rigorous courses with fixed instructors from beginning to end and different subjects had different contents. The arrangement on training contents in Angel Education greatly depended on the instructors the organization invited. The instructors had a big room and liberty to decide and give play to what they want to talk about. In different subjects, the instructors introduced their own favorite teaching concepts or methods by giving simulated lessons. After taking all these training lessons, volunteers would find out that each instructor had a set of teaching theory and educational concepts which may be contradictory to other instructors and even the organizational concept.

Second, a volunteer in Angel Education praised the training that "all knowledge volunteers needed were given by the organization". But as the volunteer the organization nominated to participate in the research, she said she was obliged to say something good rather than criticism. The truth is, a big proportion of training was given to the comprehension of being a teacher in a conceptual level rather teaching knowledge in a practical level. The manager gave an explanation:

Of our entire 30 days of training, there are about 3 to 4 days related to real classroom teaching. Then when volunteers really got involved in the classroom teaching, we left this problem until they went to school. Then our teachers continued to give them guidance. For example, there is a training content called teaching order. We waited for three weeks after our teacher going to the local school, and then invited a professional teacher who studies the teaching order to do this training for them. That is let you encounter problems and then tell you how to solve these problems.

From the interview, the volunteers are receiving the training unable to meet their needs. The organization fails to design a rigorous training content with norms.

4.5 Training Evaluations

The evaluation on volunteers of the Angel Education was onefold, primarily on the compliance of discipline. The organization had a strict management during the training. If the volunteers didn't follow the rules, they would face the consequence of being knocked out. The manager gave two examples as follows:

Volunteers must obey our schedule during the training. For example, we confiscated mobile phones. If volunteers did not accept this, then they left.

For instance, when we went to the countryside to experience life, all people must walk. If you didn't go there, I was sorry, you had to quit. The total distance is around 15 kilometers.

In regard to this, the organization only evaluated the compliance of the rules, neglecting collecting opinions of volunteers on this thing. Actually, the volunteers were quite grouchy on such regulations. A volunteer complained the walking:

I called it demonic training. They asked us to go to the village on foot. We walked a long way and my foot and legs pained a lot. Although I reached the end by persistence, I got illness afterwards. He (the manager) said you can't teach if you can't hold on straight to the end. Anyhow, I didn't attend the training for the next year.

Besides, the scope of evaluation is restricted. According to the volunteer, there was a summing-up meeting every day for volunteers to express their reflections. But no staff would collect these ideas and analyze timely. It can be said that no specific evaluation can be found in the training regarding training content, training instructors, daily management, learning outcome and so on. No professional evaluation is a reflection of no concern for the training quality and no responsibility for volunteers.

In addition, the feedback was not distinct in the training. The organization neither provided a chance for volunteers to speak out their opinions nor a chance for the organization to find out problems, thus an effective feedback was groundless for no problem were emerged. The manager said that "after each training session, we would have a meeting to discuss what problems this training had and how to adjust in the next training. First, the evaluation is subjective. The analysis is based on staffs' feeling but not the ideas of volunteers and objective facts. Second, the feedback is too laggard to give any timely support on volunteers and the whole operation of the training.

Unlike Angel Education, Teach for China sets a good example. The manager in Teach for China introduced:

We also have a department called the Impact Assessment Department. Although there are only two people in the department, it is very important. That is, they will design the

questionnaire. They will give out questionnaires at each week's summary meeting, and then count and analyze questionnaires and making reports.

A volunteer also praised this evaluation a lot:

Teach for China has a better mechanism. After finishing the class, it will let you fill out questionnaires, such as what classes you have today, and how satisfied are you with this course. There are also dedicated teams to do the assessment. (...) Basically there is a questionnaire to do a feedback every day. (...) There are questionnaires for life. For example, (they would ask) whether the food in the cafeteria is good or not good. Every team in charge of different responsibilities will have corresponding questionnaires to do a feedback. I think this is a particularly good point for Teach for China. (...) And the feedback does produce the desired result timely. For example, if volunteers complain about less water appliance, the organization will bring a water dispenser. So, the entire team is still quite awesome.

4.6 Leadership

From the interviews, a crucially obvious factor which influences the training success is leadership, which is not mentioned in the literatures and theories but appears in the organization. For Angel Education and other small-scale non-profit organizations, the leader is the core of the organization. According to the manager, who is also the leader of the organization, he possessed a great power and authority in designing and implementing the training. At the designing stage, although he stated that other staffs would gather together to discuss and design a new training in the next phase, he said it was him who finally decided all the aspects of training. From the following conversation, the conclusion can be drawn that the manager told a lie pretending teamwork was functioning in the training:

Researcher: Do you have a design of this entire training and will you develop it in advance?

Manager: Um, yes, this (training) is what I designed because I have been doing this for 10 years or 11 years. I am very clear about what problems occur in each year. So, every time you want to solve the previous problem, you need to raise a new idea. No use? Just change another one, so that we constantly add and adjust. From the overall point of view, it's me who controlling it to be more reasonable. It should be said that, anyway, I feel that my training in 2017 is the most reasonable one for so many years.

From his words, a problem emerges that such arbitrary decision may not be as good as the leader hopes because his concept doesn't represent staffs' ideas and volunteer teachers' needs. Without the verification and the consent, the subjective design is divorced from the objective situation. As the manager mentioned, without collective wisdom, the manager has to make the tedious and repeated revision at the designing stage.

At the implementing stage, the training also reflected a sign of administrative centralization. The organization had no specific department to manage and monitor the progress of the training. The assessment on volunteer

teachers was interpreted by the manager. So, whether the management was proper leaves a question open. From volunteers' views, they were quite resentful on compulsive confiscation of mobile phones and the forcible 15-kilometer-walking. But the manager persisted thinking his management was right. Once the volunteers broke such regulations, they would come to a sticky end. The authoritarian leadership and few departments splitting the power, directly influenced the training effects.

5. DISCUSSIONS

Although the training in Angel Education lasts over a month, the training outcome seems by no means satisfactory. At the designing stage, the organization plays a dominant role disregarding volunteers' opinion and needs. The whole procedure of the training is all designed by the top manager, indicating the centralized power in manager's hands. Lack of evaluation limits the manager to figure out existing problems he may overlook, and lack of staffs leads to a situation that all decisions are made by one person, giving the manager a centralized power to interpret and decide the whole training subjectively. At the implementing stage, the training content is unsystematic for few content regulations are possessed on training instructors and lack of training knowledge. Lack of practice aggravates the difficulty for volunteers in learning. During and after the training, the organization doesn't conduct an all-round evaluation on volunteers and the organization itself.

5.1 Training Needs

In terms of training needs, if there is no in-depth analysis on needs, the result is often like this: there is a certain gap between the organization's objectives and the actual training outcomes, and volunteers feel a strong aversion. This not only wastes a lot of training costs, but also loses some excellent resources and active volunteers (Zhai, 2014). Thus, a full and all-sided analysis on training needs is of importance.

For organization needs, the research finds out that non-profit organizations have a relatively less strict need on education backgrounds of volunteer teachers. What Angel Education pays attention to is attitude. This may be explained that teaching capability is easy to be measured, but attitude isn't. In terms of teaching knowledge and managing capability, the requirements are direct and clear indicators to weight volunteer teachers' capability. However, attitude is a virtual standard which is difficult to measure. Hence, for the organization, less clear and strict requirements give the organization more chance to attract and enroll more volunteers. For small non-profit organizations, such as Angel Education, it is very difficult to attract volunteers. When Teach for China is enrolling numerous of volunteers from top 5 universities in China, Angel Education is experiencing an extreme and

hardship in enrollment for ages. This dilemma impedes the organization to set a lot of standards and expectations on volunteer teachers. Therefore, the organization needs for volunteers is loose and unmeasurable.

For volunteer needs, volunteer teachers don't need the cultivation in attitude but in professional knowledge of teaching, which is totally opposite to the organization needs. This could be explained that these volunteer teachers lack such education knowledge, so that's why they desperately long for professional and systematic knowledge as a guidance. A useful training can improve individual skills which can be learned from neither the school nor the company (Zhe, 2014). Generally speaking, besides the need to serve others, most young volunteers now participate in voluntary service activities aiming at exercising themselves more (Zhang, 2011). As most volunteer teachers are not from normal universities, they lack a set of comprehensive knowledge in teaching, which is the reason explaining they are crying for teaching knowledge. Volunteers are mostly not normal university students who are short of teaching theory, practical experience, and certain standards for doing things. (Yuan, 2016) The two volunteers in Angel Education interviewed are not normal student. The one majors in environmental engineering, the other majors in engineering science. What situation volunteer teachers are facing is that they are strong in will but weak in power. Therefore, enhancing teaching ability is volunteers' priority. Their needs for knowledge guarantee they could have a compatible capability in working to ensure that they won't make mistakes and lose their job. They are under threats that no professional knowledge may lead to bad performance and unprosperous career in teaching lives. In consequence, this need belongs to the Safety Need in Maslow's Hierarchy of Needs. Maslow (1971) states, "Self-actualizing people are gratified in all their basic needs (of belongingness, affection, respect, and self-esteem)". The pursuing of higher level needs should be under the condition that lower level needs are satisfied. If the volunteer need acquiring knowledge and skills is not met, the organization need advocating volunteer spirit has no foundation. To fulfill both needs, it is better to meet the need for lower level first, which is volunteer need.

The neglect of volunteers' needs lies in the organizational concept that volunteers work without much payment, so the organization does not need to spend a lot of manpower, financial resources, and energy on training them. In reality, managers cannot position volunteers as merely "service providers". More and more organizations are shifting their perceptions on volunteer teachers that volunteer teachers should not merely give and devote, but also receive and gain something beneficial for themselves. Teach for China takes volunteers' personal development into account. This organization provides a very comprehensive and scientific training on career training

to equip volunteers the most cutting-edge information on job-seeking. This training contains courses teaching wearing, job interviewing tips, career planning and so on. This shows a fulfillment of volunteers' needs and the responsibility to concern about volunteer teachers. The non-profit organizations should actively jump out of its own business circle through changing the angle from self-centered to volunteer-centered. More considerations for volunteers to bridge the gap between organizational needs and individual needs, naturally lifting the satisfaction of volunteer teachers and achieving win-win.

5.2 Training Forms

As for the training forms, volunteer teachers need more than just a taught-lesson. On the one hand, the quality of taught-lesson is questioned. Although those training instructors are sophisticated teachers, it doesn't necessarily confirm these instructors have a good experience on training. On the other hand, a big drawback lies in the rigid class. The insistence on the instructors to be the center will undoubtedly make the teaching fixed and unitary. Although volunteers can complete the teaching tasks, imparting knowledge is harmful for students. Different from Angel Education, the training forms in Hong Kong non-profit organizations are diversified. These organizations appreciate and adopt a variety of training methods which are flexible and innovative, such as role-playing, case studies, group discussions, field trips, and experience sharing meetings (Liu & Tan, 2010). Such training forms invite volunteers to participate in not just with ears and eyes, but with hands, mouths, and active minds. It tempts volunteers to draw on proactive minds.

What's more, volunteer service is a very operative social activity. Simply theoretical teaching cannot effectively improve the service ability of volunteers. It must be combined with realistic scenarios and practices (Zhang, 2011). As Experiential Learning Theory defines, knowledge results from the combination of grasping and transforming experience (Kolb, 1984). Immediate or concrete experiences are the basis for observation and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn (Kolb, 2001). Training nowadays always like talking and being engaged in the idle theorizing. But action is always more useful and powerful than words. From the interview on Teach for China, the organization has a significant investment of time and money for volunteer teachers to practice. The organization designed a summer camp particularly for the volunteers to put knowledge they learned into practice through interacting with local students. The volunteers give real lessons in the morning and reflect in the afternoon. The volunteers in teaching for China appreciated this summer camp a lot, saying they made astounding advances from it. This indicates that combatting in a hot site can authentically enhance the fighting ability.

5.3 Training Instructors

As Angel Education is a small-sized non-profit organization, it has limited human resources and capital to form a professional faculty to steadily support the training, so seeking external assistance is the feasible solution. Smaller organizations often resort to external agencies when training content is professional (Zhang, 2011).

In improving the quality of external instructors, the selection of training teachers is very important. Teachers must not only have knowledge of training content, but also have knowledge of the training theory itself, knowing how to train, how to communicate, how to teach, etc. As long as there is a deficiency in any aspect, the effectiveness of training will be compromised (Chen, 2009). For those invited instructors, what the organization ought to do is not restricted to favorably receiving them and backing them up to ensure an efficient training. Furthermore, the organization should formulate principle and set a specific object on the course by the instructors are going to give. As the manager himself said, some ideas or concepts the instructors advocate were inconsistent with the organizational concepts. It is conceivable that the manager had to put the introduction of the organizational value and idea on education after the instructors' lessons, in case of the instructors mislead which confused volunteer teachers. Actually, this kind of disjointed, incoherent and skimble-scamble training can be avoided at the designing stage by giving a clear training plan stipulating instructor to follow the organization's training plan.

What's more, the composition of instructors is onefold. The high dependency on external teachers also has potential threats. For one thing, the instructor resources are unfixed and unstable every year in Angel Education because a minority of instructors establish long-term cooperation, so that the organization is facing a high uncertainty of inviting suitable instructors. For the other thing, the strong reliance on external instructors means weak freedom of the organization to design and adjust the training schedule and contents. The organization doesn't have a set of training standard, so different instructors can depict training lessons in diversified way.

5.4 Training Contents

As the training contents of the organization are unsystematic, the organization could use some training theories and other more professional organizations for reference, such as Teach for China. After interviewing the related staff and volunteer teachers in Teach for China, the writer highly recommends imitating the normative and precise training content Teach for China operates. The training contents of the organization include professional knowledge, managing knowledge, psychological knowledge, and teaching site introduction.

According to the manager, the professional knowledge is in a small proportion which takes only three to four days a month. The organization doesn't request volunteer

teachers to have excellent teaching quality, because the manager thinks a virtuous attitude is the basis and the precondition of teaching knowledge. The question is, even a volunteer owns a right heart, would be the so called rigid knowledge be automatically mastered? What we have to admit is the spirit of volunteer service is the soul and core of voluntary work. It fundamentally affects the performance of volunteers in voluntary service. The cultivation of volunteers is essentially the cultivation of volunteerism. Therefore, the primary task of building a volunteer training mechanism is to focus on the cultivation of volunteerism. In the training, the content related to volunteerism should occupy a certain proportion (Zhang, 2011).

But attitude alone is not enough. There are too many volunteers strong in will but weak in power. It is known to all that, unlike to other ordinary voluntary activities which have less professional skills, such as voluntarily directing the way, volunteer teaching is a voluntary service which requires a relatively high requirement on teaching knowledge and skills. But knowledge alone is not equal to service ability, and it does not mean that volunteers have a mature mind and a sound personality. Therefore, in addition to the knowledge-based training courses, we also emphasized the need to conduct skills training and attitude training for volunteers (Ibid.). Only integrating attitude and capability can play the best result. In reality, the training should also include teaching ability, teaching skills, class management, lesson preparation, student management, communication skills and so forth (Wang, 2009).

5.5 Training Evaluations

The finding, that the organization only evaluated whether volunteers obey the regulations in terms of confiscating phones, forcing changing rooms and forcing walking, reflects that the organization puts compliance above everything else. It indicates that the organization centers on the organization regulations and turns back to volunteers' views. Such kind of evaluation is unidirectional: the organization has the right to assess volunteers, but volunteers have no channel to express their opinions and assess the organization correspondingly.

The organization has no independent department doing evaluations, thus resulting in vacant evaluations on volunteers and organization. Any type of training must be evaluated for effectiveness, otherwise the training will become a mere formality and will not have any effect. Timely assessment and feedback can not only monitor whether the training has achieved the expected goals, but also can reform and optimize future training. It checks the outcome of the training and regulate the related personnel in the training (Ibid.). Lack of evaluations does harm to both volunteers and organization.

For volunteers, weak evaluations on their performances means neglecting their learning outcome

and missing an opportunity to judge their endeavors. In addition, the volunteers rotated annually cannot receive feedbacks on the results, and they cannot profoundly feel the achievements they have made in their works. Timely feedback and evaluation increase volunteer commitment (Dailey, 1986). However, no feedback and evaluation incur that they lose the motivation to encourage dedicating themselves to teach again. And there is no supervision and correction over errors in their teaching activities. This seriously undermines the harmony of the teaching activities and directly affects the fundamental meaning of the voluntary teaching (Min & Zhang, 2015).

For the organization, the lack of evaluations means cutting off a channel for the organization to collect suggestions for a better improvement. The organization misses an opportunity positively listening to others' voices and doesn't analyze the existing problems promptly. This would bring about the consequence that the effectiveness of volunteer teaching cannot be correctly confirmed, the completion of the goals cannot be ensured, and the progress of the organization is stagnant (Zhu, 2017). Angel Education seems too proud of the results they have worked out to give a thought to close the gap when problems arising. The actions of the organization takes when problems arising during the training are hastily hiding the risks rather than squarely facing. As a sophisticated non-profit organization, Teach for China hold an opposite attitude to evaluation. Although the training in Teach for China is tiptop in China, it still values every opportunity to collect all-round voices to make progress. It cares about the whole training, aiming at volunteers' learning and living. Being open to suggestions is a sign of a mature organization.

5.6 Leadership

For small-sized non-profit organizations, leaders are backbones for the organizations. Leaders represent their organizations, and their actions are often related to followers' behaviors (Aquino et al., 1999). Leadership has been conceptualized as the process of influencing the activities of an organized group towards the task accomplishment (Chemers, 1997). In Angel Education, an authoritarian leadership is depicted in many aspects, which constraints or even hinders the training improvement. Authoritarian leadership asserts absolute authority and control over subordinates and demand unconditional obedience. As the manager said, he compulsively claimed confiscating mobile phones and walking 15km on foot just because he thought these are right and beneficial, without caring the opinions of others and explaining the reasons behind. High leadership authority means low sharing of power and information with followers, as well as strong control over followers' behaviors (Jiang, H. et al., 2017). What's more, after establishing such rules, the manager also emphasizes the completely obedience of rules. Once volunteers break them, they would face a

severe punishment that they have to quit the voluntary teaching immediately. Authoritarian leaders are inclined to exert control by issuing rules and threatening punishment for disobedience (Aryee et al., 2007).

When leaders manage their followers with an authoritarian approach, subordinates are demanded to comply with leaders' requests without dissent and subordinates may experience negative emotions towards leaders (Farh et al., 2006). In volunteers' minds, these kinds of activities and regulations are nightmares for them. They are reluctant to walk for such a long way to the village. But the reality is, although they had complained it privately, or even they got sick owing to the torturous walking, they dared not or had no access to question the manager's design. This strained and alienated relation between the volunteers and the manager is adverse to the training results. What's worse, it may sharpen contradictions, doing harm to the whole project or even the organization. Prior research has shown that authoritarian leadership is linked with employees' job dissatisfaction (Shaw, 1955). Furthermore, when employees are dissatisfied with their job, they may exhibit deviant workplace behaviors like absenteeism, low performance and violence (Mount et al., 2006). Such negative reactions have happened in the training projects more or less. Hence, when a great amount of problems appears due to the authoritarian leadership, the organization should pay attention to the defects of the leadership.

SUGGESTIONS

(a) Combining organization needs and individual needs

Prior to the following suggestions, the organization should change attitudes in advance and regard training as an investment rather than an expense, so that every step the organization makes is out of free will. When design a training, a binding of organizational needs and individual needs can produce the best possible results. Angel Education emphasizes volunteer spirit which is altruistic, while the volunteer teachers highlight teaching knowledge which is self-interested. These two needs actually can be added to the training contents respecting and facilitating both sides.

To improve both professional skill and personal quality, in the designing stage, the organization can infuse the knowledge and skills needed by volunteers into training contents to ensure that volunteers perform well in the voluntary teaching. Moreover, the organization should provide volunteers with non-obligatory supportive education for the self-growth of volunteers. A better understanding on voluntary teaching and self-development may trigger a long-term dedication to welfare. The improvement of personal qualities and ideas will virtually help voluntary organizations achieve their goals and

enable both organizations and volunteers to achieve “win-win” in training, so as to truly achieve satisfactory training results (Yuan, 2014).

(b) Developing diversified training forms

In the practice, from the introduction of the manager, the volunteer teachers would go to the village to experience local life for a week, which is a precious chance for volunteers to improve teaching skills as well. Besides enjoying the beautiful scenery, the volunteer teachers can get in touch with local students by giving lessons, to test their utilization of knowledge and reflect on their performances. After tapping into the local community for several days, the volunteers can identify the knowing-doing gaps, and they could gain more rules-of-thumb knowledge the textbooks can't tell, such as local culture, rural life, local language. These are impossible to be learned in class. As a proverb goes, only social practice can be the criterion of truth.

For the taught lesson, the training form could be more diversified. Besides the one-way indoctrination, the class could adopt more forms, such as case study, watching video, role playing and e-learning. First, role playing drags volunteers into the relatively real context, so they can personally experience the characteristics of the roles from a subjective view that deepens the learning impression and improve training initiative. Second, through the explanation and analysis of typical volunteer service cases, case study improves the ability to analyze and solve problems. Third, e-learning, a new learning method brought about by informatization, can utilize the Internet to pass knowledge anytime and anywhere. It can not only fulfill the requirements of training, but also provide a platform to enhance information literacy for volunteers.

(c) Constructing internal and external faculty

For internal instructors, the organization should consider fully about the selection and management of instructors. The instructors must be divided into different teaching faculties according to different subjects and

stay with volunteers for fixed periods to give volunteers a comprehensive introduction of a module in a specific subject. The organization should give an explicit requirement on the contents of the instructors are going to share, guaranteeing a uniform teaching objectives and teaching outcomes.

Besides these professional external instructors, the organization should also build an internal teachers base data as a supplement to cover the shortage the external instructors have. The external instructors are good at passing theoretical knowledge, but the defect impart on practical knowledge could be made up by internal instructors. The current volunteer teaching lacks the summarization and inheritance of the teaching experience. As a result, as the ex-volunteers completed their supportive education, the fresh volunteers must “start from scratch”. Therefore, the current support education needs a better mechanism to ensure that the former volunteers' experience can be passed on to the next generation who participates in the teaching (Wang, 2009). What rural children know, want to know, and might be capable of understanding at a particular age, are crucial information that could be collected by each cohort of volunteers through their direct contact with the students and careful consultation with their teachers and the rural residents. When such information is passed to the next cohort of volunteers, it will help them choose appropriate teaching subjects and activities (Zhou, 2011). Thus, giving former volunteers chances to share their experience to the present volunteers equips present volunteers with pragmatic information to be carried out in actual teaching, and it offers former volunteers job opportunities to play their abilities to the full as well.

(d) Enriching training contents

The training contents can be categorized into three parts. According to Yuan (2014), the volunteer teachers' training is divided to teach skills training, managing skills training and basic concepts of training, which is showed as follows:

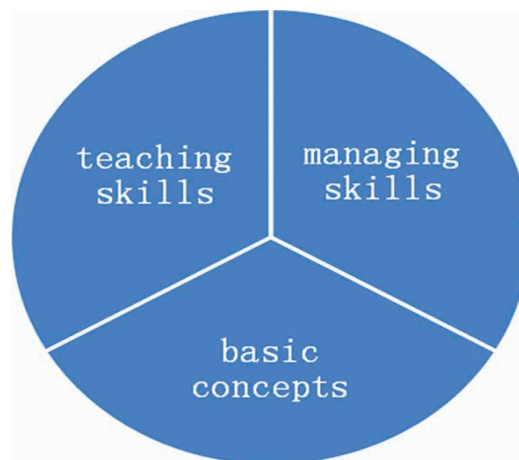


Figure 2
Training Courses Classification

Table 1
Training Contents and Training Methods

Training courses classification	Training contents	Training forms and support strategies
Teaching skills	Teaching design, developing teaching materials, teaching skills, teaching reflection and comments, organizing extracurricular activities, coaching individual students, home visit skills	Lecturing method, demonstration method, group discussion, case study method, watching video, micro teaching method, volunteer guidebook, massive open online course, game method, role playing
Managing skills	Interpersonal communication, teamwork, time and emergency management, leadership skills, resource management, information processing	Gameplay, role playing, team building, mentoring, volunteer guidebook, volunteer forum, massive open online course
Basic concepts	Organization development and mission, voluntary teaching ideas and goals, organization's operating methods, voluntary service concept and mentality, principles of volunteerism, training objectives and plans	Lecturing method, watching video, supervisor support

The training contents in Angel Education can follow the three parts which have covered nearly all knowledge the volunteer teachers need.

The teaching skills curriculum is for volunteers who need to have the ability to directly support the teaching objects. It is the foundation for volunteers to directly transfer knowledge and ideas to the teaching objects. The course content not only includes the teaching design and teaching skills, but also includes the counseling outside the classroom. In such training courses, volunteers must learn the professional knowledge, practice the teaching skills and organize activities.

The managing skills curriculum includes basic ability training for volunteers. Organizations can provide volunteers with some examples of the importance of communication, teamwork, and other elements in the teaching process, so that volunteers can apply the learned skills to practice. In the managing skills curriculum, the volunteers can get some useful tips in controlling class order, keeping a proper distance with students,

establishing praising and punishing system and so on. Through mutual exchanges and learning, they can expand the understanding in volunteer teaching that volunteer teaching is never about knowledge delivery.

In order to ensure that volunteers can serve the local students with a high degree of dedication, the non-profit organization must introduce the vision and mission to volunteers through training, enabling volunteers to recognize themselves, understand the teaching, and establish a correct concept of voluntary service. It must be combined with volunteers' teaching skills and managing skills to keep volunteers motivated and improve their performances.

(e) Adding training evaluations

According to Kirkpatrick and Kirkpatrick (2006), the four levels represent a sequence of ways to evaluate programs. Table 2 illustrates the basic Kirkpatrick structure at a glance, listing the four levels, evaluation type, description, tools and methods, and the relevance and practicability.

Table 2
Donald Kirkpatrick's Learning Evaluation Model

Level	Evaluation type	Description and characteristics	Tools and methods	Relevance and practicability
1	Reaction	How the delegates felt about the training or learning experience	Happy sheets, feedback forms, reaction, post-training surveys or questionnaires	Quick and easy to obtain Not expensive to gather or to analyze
2	Learning	Measurement of the increase in knowledge before and after	Assessments or tests before and after the training Interview or observation	Relatively simple to set up; clear-cut for quantifiable skills Less easy for complex learning
3	Behavior	Implementation	Change, relevance of change, and sustainability of change	Cooperation and skill of line managers
4	Results	The effect on the business or environment by the trainee	Measures are already in place via normal management systems and reportin: the challenge is to relate to the trainee	Individually not difficult; unlike whole organization Process must attribute clear accountabilities

Note. From "Kirkpatrick's four levels of training evaluation" by A. Chapman, 2007. <http://www.businessballs.com> website. Copyright 2007 by A. Chapman. Adapted with permission.

The reaction evaluation assesses volunteer teachers' satisfaction. It includes volunteer teachers' opinion on instructors, subjects, facilities, methods, contents, self-gains and so on. This is proceeded at the end of the

training each day by collecting questionnaires to know volunteers' reactions on the training effectiveness.

The learning evaluation assesses how much knowledge volunteers have obtained. It measures the level of mastery

of the volunteers' training contents on theories, skills, attitudes, etc. It can be examined using written tests and field operations. Based on the taught knowledge in the training, the test also highlights detailed topics in order to weigh up volunteers' interest in teaching. For those who have not passed the examinations, several alternate echelons can be set up according to their evaluation results so that volunteers can be supplied at emergency (Zhang, 2011).

The behavior evaluation assesses volunteers' appliance of knowledge. It refers to the assessment on the changes of volunteers' behaviors after soliciting opinions from the supervisor, coworkers, and local students. This level of assessment can include comparisons of behavioral changes in colleagues' eyes before and after the training. For the self-evaluation, it is about volunteer's written thoughts and score cards. The mode of peer assessment is mainly about the comments from direct responsible managers, and it should also be combined with the assessments of peer volunteers (Fang, 2016).

The results evaluation measures the benefits of the training generates, which is evaluated at the organizational level. This can be measured by indicators such as volunteer turnover, volunteer activity quality, volunteer morale, etc. Through the analysis of such organizational indicators, the organization can understand the effectiveness of training.

(f) Establishing democratic leadership

The organization should change the former leadership for a sustainable development. Different from authoritarian leadership, the democratic leadership emphasizes group participation, discussion and group decisions encouraged by the leader (White & Lippitt, 1960).

The manager should no longer keep tight governance over group decisions and activities. On the contrary, the democratic leader tries to be a regular group member in spirit without doing too much of the work (White & Lippitt, 1960). The manager shouldn't play a role who always giving orders. What the manager ought to provide is the related information or knowledge for group members to stimulate the insights and discussions. The final decision on training is made by all staffs who participate in the training. The manager gradually learns to share decision making with other members, which is beneficial to a more mature training. Although democratic leadership inescapably lead to time consuming debate over training, participation plays a key role for increasing productivity of leadership.

The manager also encourages the participation of internal staffs and external parties, such as volunteer teachers, instructors, managers in local schools and so on. More resources and information about the organization collects, the more angles the organization could cut into, and consequently the more systematic training procedure the organization would design.

CONCLUSION

In conclusion, this study has found out several factors that challenge the effectiveness of training on volunteer teachers. Future studies should evaluate the factors through the quantitative research to test the effectiveness of these interventions. With the unceasing improvement, the importance of training on volunteer teachers would be appreciated, and the training would be more sophisticated as time progresses.

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APPENDIX A: INTERVIEW QUESTIONS

Interview Questions on Volunteers

1. Please introduce yourself, including age, the current occupation, degree of education, and so on.
2. Before training
 - 2.1 Why do you choose to be a volunteer teacher?
 - 2.2 Why do you choose this non-profit organization?
 - 2.3 Do you agree with the mission and vision of this organization? Why?
 - 2.4 Before the actual work, do you need training? Why?
 - 2.5 Do you know the job content and responsibility before training?
 - 2.6 Before training, do you have any need or requirement on training?
 - 2.7 Specifically, what needs do you have?
3. On training
 - 3.1 Generally, what's the whole training process?
 - 3.2 What's the location of the training activity?
 - 3.3 Who give the lessons?
 - 3.3 What facilities are equipped in training?
 - 3.4 What kind of teaching form do you have?
 - 3.5 During training, do the organization has a strict management in discipline, such as time, task or so on?
 - 3.6 Whether you experience something unexpected? Can you say it more?
4. After training
 - 4.1 Do you have summary and reflection periodically? Can you say it more?
 - 4.2 Does the organization evaluate your behavior? How?
 - 4.3 Could your opinions be responded? Can you say it specifically?
5. Opinions
 - 5.1 Generally speaking, what do you think of the training?
 - 5.2 Do you think this training is effective? How much the things you learned could be applied?
 - 5.3 Is there anything needed to be improved?

Interview Questions on Managers

1. Could you generally introduce the volunteer teams in term of number, age, sex ratio and the ratio in full-time and part-time volunteers?
2. Before training
 - 2.1 What are the training needs of the organization?
 - 2.2 Do you know the volunteers' needs on training? What are they?
 - 2.3 How do you get volunteers' needs?
 - 2.4 Do you consider both needs of the organization and volunteers? How to bridge them together?
 - 2.5 How to design the whole training?
 - 2.6 Do you have enough resources to support the training? Why?
 - 2.7 Could you introduce the general process of the training?
 - 2.8 What is the training time?
 - 2.9 Who give lessons?
 - 2.10 What facilities are equipped in the training?
 - 2.11 Do you test the designed training before actual application?
3. On training
 - 3.1 Whether the training achieve the previous goal?
 - 3.2 Is there anything unexpected?
 - 3.3 Do you have a strict management on volunteer teachers?
 - 3.4 Do you monitor and evaluate the performance of volunteer teachers?
 - 3.5 Do you organization volunteer teachers to summary and reflect?
4. After training
 - 4.1 Whether the training is effective?
 - 4.2 What impedes the training?
 - 4.3 Do you timely respond to the problems and adjust timely?
 - 4.4 Generally speaking, what do you think of the training?