

The Impact of Immigration Education in China

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Abstract: With the development of society, education immigration has become a widespread and universal phenomenon in China. Immigration education is also one of the hot research topics. Therefore, this study highlights the purpose of domestic education migration and its impact in many aspects. Through the college entrance examination data collection parts, regional migration, and education information resources, and analyzing the data, using the case method of literature study and investigation method, this paper explores the impact of education immigration from various perspectives. Research shows that the primary purpose of education transfer in China is for students to obtain better educational resources. In contrast, education transfer brings students more educational resources, fierce competition, and an unfair educational environment. Education migration promotes the development of some regions to a certain extent but also leads to the imbalance of regional development. Generally speaking, the influence of educational transfer is both positive and negative. However, China's education system has been reformed; whether education migration is positive or negative, we still need to continue studying.

Keywords: Education, Migration, Economics

1. Introduction

Migration education is a prevalent thing happening in China. Almost everyone will experience this migration in China, like moving their domicile for their education. The education of immigrants has had a particular impact on our life, society, and national economy. Still, up to now, China has not had a clear and definite evaluation of the education of immigrants. The Chinese education system does not provide a clear explanation for this phenomenon, and the education group's evaluation of this educational migration is inconsistent. Some people think educating immigrants is good, while others believe it is not. The human capital development of children has long been of great interest to social scientists. Children's current education and health outcomes have significant implications for their own social and economic well-being in the future. How they are faring today as a group will affect the quality of human capital supply for society as a whole [1]. However, through research, I find that the impact of immigration education does not only exist at the educational level but also has a particular effect on the economy and society. Despite the widespread phenomenon, China's education authorities have not defined the phenomenon clearly. They have always taken a vague attitude towards educational immigration, neither opposing nor approving, and have not formulated relevant policies to manage academic immigration nor given correct guidance to this phenomenon. However,

more and more people now choose education immigration; in addition to the positive impact, many education immigration hidden dangers have gradually emerged. Therefore, the purpose of this study is to give a clear reference standard for preparation.

This study will analyze the impact of Immigrant Education from the perspective of society, family, and the economy. Reveal the attitudes of different family environments towards immigrant education. The effect of Immigrant Education on the local area. The impact of Immigrant Education on education equity. And the attitude of China's education system towards immigrant education.

2. The Aims of Immigrant Education

2.1. Talent Training

Education transfer has an impact on the cultivation of talents. Because of the unequal distribution of social resources, students in remote areas enjoy far fewer educational resources than those in developed regions. Students in remote areas have little access to the same educational resources as those in developed regions.

In terms of access to resources. In medium or large cities, tutoring institutions can be found almost everywhere. Many parents, fearing their children's time is too tight, hire high-salary tutors. These extracurricular resources are not available to children in remote areas. Because the transportation is inconvenient or the cost is too high, many small and medium-sized tutoring institutions will not choose to run schools in remote areas.

Moreover, families in remote areas do not pay much attention to their children's education, especially girls' education, because their education level is not high [2]. For children, entering social work earlier, getting married, and having children earlier may be the way to solve the family's economic pressure [3]. Therefore, families in remote areas do not have a high demand for education. Without need, there will be no consumption. It will not attract education investors to remote locations. Secondly, the infrastructure in remote areas is not perfect, which makes it difficult for students in remote areas to obtain in-class resources. During the outbreak, many students could not go to school to study, and many courses were only completed online; however, many children living in remote areas, such as Tibet, did not live in a wireless network can use to get a better signal they listen to the teacher had to walk to a town far, far away, you even have to climb to the top of a mountain to get a wireless signal to learn. Therefore, many parents choose to migrate to developed areas so that their children can receive a better education. One purpose is to make it easier and more accessible for their children to access educational resources.

From the perspective of teachers. The low economic level will also lead to a lack of educational resources in remote areas. The financial status of remote areas is far lower than that of developed regions. The per capita income of urban residents in Shanghai was 79,000 yuan in 2021, while that of Xizang was just 21,000 yuan. With limited income, many teachers are reluctant to teach in remote areas. It is also easier to train teachers in developed regions. There are more normal schools in developed areas than in underdeveloped areas. Excellent teacher resources are reluctant to come to remote locations, and the outlying areas cannot train excellent teachers, so teacher resources will be increasingly scarce.

According to the results, students from developed areas are more likely to be admitted to critical universities than those from remote locations. In 2022, 45.4 percent of students in Beijing passed the first class, while only 17.5 percent were in Inner Mongolia. As seen from the table, the admission rate of students in remote areas is generally lower than that in developed regions.

2.2. Access to Educational Resources

China has a particular school district housing policy. Buying a house in a designated area around the school allows your child to enter the school without paying the school selection fee or taking the entrance examination. Some scholars argue that school district housing has more than just economic resources, the interpersonal resources in the different stages [4]. School district housing policies do not exist in some remote areas or third - and fourth-tier cities. Some parents migrate to help their children gain admission.

Educating immigrants can provide more resources for students' education. We know that the distribution of educational resources in China is not equal. Students in developed areas have more resources and educational opportunities. For example, compared with Henan, students in Guangdong have more schools to choose from. Zhengzhou University is the only one of the 211 universities in Henan, while Guangdong has three 985 and two 211 universities.

China has its own set of rules for assigning higher education levels. They are Project 985 and Project 211. Project 985 refers to the significant decision made by the Communist Party of China and The State Council of the People's Republic of China at the turn of the century to build world-class universities. The project selected 39 universities as the first batch of key universities in China [5]. Project 211 refers to constructing about 100 critical higher learning institutions and several vital disciplines oriented to the 21st century [6]. It was officially launched in November 1995 after the approval of The State Council.

Although on November 28, 2019, the official website of the Ministry of Education released a statement that crucial construction projects such as "Project 211" and "Project 985" have been integrated into the construction of "world-class universities and first-class disciplines," the media still prefer to use 985 and 211 to classify universities.

Secondly, the developed areas have more developed economies and teaching resources than the remote areas. Students living in Beijing and Shanghai have more opportunities to study abroad. Economics will not be a barrier to their learning. Moreover, families living in developed areas pay more attention to children's education and are willing to devote more time and energy to cultivating children. For example, there are far more bilingual schools in Beijing, Shanghai, and Guangdong than in Xizang, Xinjiang, or Gansu. Children living in developed areas can learn English in kindergarten, while children in remote areas do not begin to learn English until the third grade of primary school. In developed regions, extracurricular education has become the norm. In addition to extracurricular education, they also tend to let children learn other arts, such as painting or Musical Instruments. Essential teacher resources are scarce in remote areas, and art education is almost non-existent. Few art teachers are willing to go to remote locations.

2.3. Entrance Examination Immigration

China's university admission policy is discriminatory. Different regions will use other difficulty papers, and each area will have additional admission cutoff points. China's Ministry of Education has divided provinces deemed incapable of writing their questions into three grades. Except for Beijing, Shanghai, Tianjin, and Zhejiang, all other areas use the national examination paper for college admissions.

The three levels are national Volume one, National Volume two, and National volume three. The three tests are complex and use different admissions standards in the regions. However, the minimum score required for Sichuan students to get into critical universities is 515, while Xizang students need 400. Because the educational resources in Tibet are scarcer than those in Sichuan, it is more difficult for students in Tibet to obtain scholarly resources. Therefore, to ensure a certain level of fairness and for students in Tibet to enjoy equal opportunities for higher education, the state will lower the

admission score of Tibet so that students in Tibet can get more admission opportunities. The same policy applies to all of China's remote areas. This policy aims to ensure equitable access to education in remote areas. However, the selection criteria, which discriminate between regions, also allow some people to find shortcuts. Some parents send their children to developed regions for education but return to undeveloped areas for the college entrance examination. For example, parents in Tibet send their children to Sichuan for three years of teaching and then return to Tibet for the college entrance examination. Such behavior is not fair to the students in Tibet or Sichuan.

However, the parents do it so their children can be admitted to better colleges and universities and get a better education. The current college entrance examination proposition is limited to the teaching syllabus, centered on "knowledge concept," and disdains ability training. Admission criteria are dogmatic. For a long time, the "one-size-fits-all" college entrance examination system has placed too much emphasis on fairness and neglected the performance of personality and characteristics [7]. Therefore, parents always worry that their children cannot play their strength in the college entrance examination; they do not want their children's years of hard work to be denied by one study. However, the college entrance examination is a national exam and cannot be changed by a small number of students. China's education authorities want to ensure the exam's fairness as much as possible, so the college entrance examination has been in the process of reform.

3. The Positive Impact of Immigration Education

3.1. Optimized Allocation of Educational Resources

Optimize the allocation of educational resources. Regarding demand, education migration is an optimal resource allocation to a certain extent. There is a demand for development. For example, there are many ports in coastal areas, and many jobs require a direct dialogue with foreigners. So like Guangdong. There are so many bilingual schools in these parts of Shenzhen. In first-tier cities like Shanghai and Beijing, the future development direction of many students is to study, work and live in other countries. Therefore, their foreign language needs are extensive, so the foreign language tutoring institutions in these areas are far more than those in inland areas such as Tibet and Xinjiang. Therefore, the optimal allocation of educational resources objectively promotes the rapid development of local education.

Secondly, the optimal allocation of educational resources also brings a certain amount of local mobility. These migrants will bring more education-related activities to the local area. Moreover, the overall redistribution of educational resources concentrates scattered academic help to a certain extent so that students can obtain a better and more comprehensive education. Take, for example, the establishment of central schools. The scattered rural primary schools scattered in various villages will be abolished, and the teacher resources of all rural primary schools will be integrated to establish central schools in central towns. This way, all teaching resources can be combined, and children can receive a better education. Litang County in Sichuan has only two middle schools but eight primary schools. However, if these eight primary schools are integrated into one central primary school, it can incorporate the scattered teachers and provide a better education for the children. Central education also led to the gradually gathering of scattered indigenous peoples into towns. They are promoting economic transformation.

3.2. Promote Economic Development

When parents move to follow a change in their child's school, the flow of a large number of the working population and technical talents promotes local economic growth to a certain extent. It alleviates the problem of uneven regional development.

There is a good example. There is a famous school called Maotanchang Middle School in China. Before the coronavirus pandemic, many students from all over the country would come to the school every year because of the high enrollment rate education model created by the school. Lu 'an is not a developed area, and this town is backward compared to other cities because it does not have the economic resources to support the whole village. Its economy and education level are not high. However, after Maotanchang Middle School, located in this small town, the small town that was called economically backward suddenly developed and gradually became a developed area. The influx of students to the area because of the middle school has brought rapid economic growth to Maotanchang. The city has developed its unique financial model around the school.

Although the school location may change, the house's value will not change quickly. While the home you buy will remain a school district house, it will continue to generate income for you, such as rent. No one worries about the lack of renters in school districts. This is a fascinating and unique phenomenon in China. Some scholars have put forward a complete conversion process of school district housing value. School district housing can bring economic benefits and potential deals such as interpersonal relationships [8].

Moreover, the school district housing purchase phenomenon closely relates to China's local conditions and customs. Because most Chinese parents are very selfless that they may rarely express their feelings to their children but will be willing to do everything for them. So even though some families may not be able to pay an extra share of the rent, they would instead force themselves for the sake of their children to exploit their own time and do their best to give their children a better education.

3.3. Contribute to the Development of Outstanding Talents

With the development of education, the world gradually becomes a whole, and the relationship between countries is getting closer and closer. The phenomenon of educational migration has become more and more common. This phenomenon exists not only in China but also in other countries. There are many families whose parents are from different countries, and the children in these families receive cultural education from different countries and regions simultaneously. Moreover, the possibility of cultivating their own culture in the family context while acquiring elements of the host culture must be seen as an extraordinary opportunity for migrant and autochthone families [9].

This is very important for the cultivation of outstanding talents. Because science has no boundaries, each region and each country has its cultural treasures and intellectual wealth, which cannot be obtained in one area simultaneously. Education migration can help those outstanding talents to get more educational resources. Therefore, many universities in China have government-funded study-abroad programs. The goal is to support exceptional students gain access to better educational resources.

4. Abstract Negative Impact of Immigrant Education

4.1. Unfair of Education

First, education migration will lead to unfair educational resources for students from different regions and family backgrounds. Students living in developed areas have easier access to more scholarly resources. Moreover, their families are financially strong enough to provide them with more educational opportunities, such as studying abroad. But students in remote areas have little access to such opportunities, even because of inadequate infrastructure: transportation, for example, makes it difficult to get essential teaching resources.

Secondly, education migration will lead to unequal opportunities to receive an education. Gaokao migrants take place in higher education from students in remote areas. This is unfair to students in remote areas with poor educational resources.

Finally, education migration will lead to uneven distribution of talent and unbalanced regional development. Students move to more developed areas for education, and teachers need to move to more advanced areas for more job opportunities. This will drain teaching resources from remote locations. The remaining students who are unable to migrate will not receive a good education and will not be able to provide adequate educational resources for the next generation [10]. Education resources in remote areas will only get scarcer.

Otherwise, highly educated and skilled people returning from overseas will still choose developed regions or cities as their primary development targets [11].

4.2. Unbalanced Regional Development

Educational migration is not complicated for coastal residents and families living in developed areas. Some parents will go abroad because their children cannot get ideal results under the Chinese education model. Some parents want to give their children more educational resources and choose education migration.

In addition, the more affluent the educational resources in developed areas, the higher the academic demand of local students, and more education investors will be attracted to invest in developed regions. For example, particular study abroad institutions, such as after-school tutoring or art schools, and other additional learning resources are shared in developed first-tier cities. Still, they are almost absent in remote areas. However, people in areas with poor education levels do not pay much attention to education. However, people in areas with poor education levels do not pay much attention to education. Learning institutions, unable to generate revenue in remote areas, no more extended target remote areas as investment targets. It is a vicious circle, with fewer and fewer educational resources in remote areas and more and more in developed regions.

Loss of workforce. Wealthy families can easily send their children to study abroad, but the children living abroad cannot consistently achieve success. If a student succeeds academically in an advanced country, it will be worth the effort, but too many students fall by the wayside. The country should prevent this loss of workforce and national tragedy [12].

4.3. Student Will Face more Significant Pressure

With the popularization of education migration, many wealthy families will choose to send their children to other countries for education. Gradually, studying abroad has become a condition of job hunting. However, studying abroad is not a very easy thing. It requires your family to have a solid economic foundation. This means that students cannot compete on a level playing field at the educational level. Many children can quickly obtain more educational resources based on their family conditions. In contrast, children with low-income family conditions need to make more efforts to compensate for the gap caused by their families.

More and more families are studying abroad, which is increasing social inequality. Not all students studying abroad have the same learning environment and learning resources. Different families have more choices for their children to learn overseas, which also causes more inequality.

5. Conclusions

Through research, this paper finds that most of the migration in China is caused by Chinese parents hoping that their children can obtain more and better educational resources. At the same time, for students in remote areas, the overall planning and redistribution of educational resources also improve

their teaching quality. Secondly, teaching transfer also improves teaching demand and promotes regional development to a certain extent. But this migration has not only positive effects but also negative ones. Due to limited social resources and uneven regional expansion, the wealth gap between families will lead to more resources for children in developed areas. In contrast, resources for poor students will be reduced. When resources are concentrated on training top talents, it will be more difficult for poor regions to train skills, and the development imbalance between areas will become more serious.

This study analyzes educational migration's positive and negative effects on China's academic development from the perspectives of regional differences and individual family differences. The study made statistics on the differences in educational attainment in different regions and objectively assessed the results. It provides some data basis and reference for future education transfer research. But China's education system is constantly changing, and China's talent selection system is also continually improving. Up to now, China's education department is still in a laissez-faire attitude toward education migration; they have not given a correct guide to education migration and have not formulated corresponding laws and regulations for this phenomenon. The impact of educational migration on different regions is not constant. There is still a need for long-term tracking of the development of academic levels in developed and remote areas.

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