UNDERSTANDING BUSINESS STUDENT DIFFERENCES INTERNATIONALLY AND INTER-CULTURALLY : ANALYSIS OF CHINESE, INDIAN, AND KOREAN STUDENT EXPECTATIONS

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ABSTRACT

This paper presents the combined results of four surveys conducted in three countries. The surveys elicited information concerning the socio-demographic backgrounds, opinions and expectations of students studying business. The first three surveys were conducted in English-language classrooms in China, India, and South Korea. The fourth survey was conducted in a Korean-language classroom in South Korea. We find evidence that expectations about family, career, national success, world stability, and future business climates differ substantially by nationality across Asian students of the same age, and studying the same general material. Further we find that even within one nationality there are substantial differences between students who study in different languages. These differences are shown to be statistically significant even after controlling for socio-demographic factors which are not strictly associated with nationality and language. This paper recommends college instructors develop a greater level of understanding of these differences. A simple survey technique is recommended.

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INTRODUCTION

As higher education becomes ever more globalized, many college professors find themselves teaching the same subject to different types of students in a single year. Many professors travel abroad. And even those who do not travel find that foreign students make up a large portion of the domestic classroom. Successful lecturing requires some understanding of the backgrounds and worldviews of a very diverse student audience.

This paper considers differences in worldviews across business students in three different countries: China, India, and Korea. It also looks at differences between groups of students studying in different languages, English and Korean, within one country, Korea. The results show that statistically significant worldview differences exist across national groups and even within one nationality, based on differences in English-language skill alone. It is important for international instructors, who may not be immediately familiar with the culture and the subtle differences between groups, to consider these differences when developing course goals and classroom techniques.

The analysis that follows considers the results of four surveys. First, previous research concerning international teaching is considered. Then, the surveys are described. Survey responses are analyzed in three sections: closed-ended responses are reported and analyzed quantitatively; logit analyses are used to show significant differences in opinion based on respondent socio-demographic characteristics, language, and nationality; and the more qualitative open-ended responses are interpreted. Finally, there are a few concluding remarks and a suggestion to improve teaching techniques in international settings.

EARNING TO TEACH INTERNATIONALLY

Teaching internationally requires constant adjustments in style and changes in cultural preconceptions. Kragh and Bislev (2005) used several surveys of business students with international education experience to show that students, regardless of background or nationality, tend to prefer participation oriented and egalitarian teaching. They found that the students perceived the instructors in different nations to be quite different. They wrote that professors may be "locked into institutional obligations and national cultures to much larger degrees than students." Du-Babcock (2002) wrote, "successful overseas teaching is a function of blending continuity (using skills that made one successful at home) and adaptation (modifying for language, culture, and context differences in a foreign country)." She stated that instructors need to adapt gradually while interpreting student reactions.

This need for sensitivity in advancing teaching techniques internationally was also discussed by Chia, Koh, and Pragasam (2008) in a study of college students in Singapore, Australia, and Hong Kong. They examined the factors that affect student choice of career and found significant differences across gender and nationality. They found the relative importance of security and creativity as career drivers depends on culturally related phenomena such as availability and expectation of extended-family networks. They suggested that educators should take these differences into consideration in adopting strategies to meet the career needs of students.

Differences across students can also exist within one country. Students who might be perceived as being from the same culture can have subtle but important differences. Warden, Chen and Caskey (2005) reported differences between Western, Southeast Asian and Chinese students in their willingness to post on-line communications in business classes in Taiwan. They found that students from the west tend to be more active in the classroom than do students in the east, due to the importance of debate in the Western learning systems. However they also found that across nationalities within Asia students can be different, depending in part upon the strength of Confucian and Buddhist beliefs. Students from stronger Confucian cultures are more likely to admire stern teachers, want to save face, and expect a master teacher model.

Similarly, Kennedy (2002) described teaching in Hong Kong, and explained the need for Western instructors to strive to understand Chinese student roles, relationships, and the different responsibilities they have for peers, family and teachers. They wrote that instructors should change teaching styles naturally as they begin to understand the students' culture and learning expectations. Rodrigues (2005) examined the impact of national culture on student preferences for different teaching techniques. He found students from strong risk-avoiding cultures and students from countries that accept centralized power and rely heavily on superiors for structure tend to prefer lectures, reading textbooks, guest speakers, videos, classroom presentations, and computerized learning assignments. Students from risk-accepting cultures and students from countries that do not accept centralized power tend to prefer case studies, individual research projects, group projects, and classroom discussions

Holmes (2004) made the point clear by stating that Western instructors should not put the complete onus to change on Chinese and other international students. Instead, teachers should reflect on the content and process of their educational practices, and move "from the mind-set of deficit to a difference view." Over time, differences in teaching styles across countries can affect a change in student expectations. Parey and Waldinger (2011) have shown that the international labor mobility is significantly increased when students study abroad. A small early investment in access to other cultures is associated with greater mobility later on in life.

URVEYS OF UNIVERSITY STUDENTS IN CHINA, INDIA, AND KOREA

The results in this paper are obtained from responses elicited using four survey

instruments. The survey instruments were first developed and successfully tested for reliability in focus groups in China in 1997. Table 1 describes these surveys. The first survey, the China survey, was conducted in 2008 in Shanghai, China. The second survey, the India survey, was conducted in 2008 in Bangalore, India. The third and fourth surveys, the Korean surveys, were conducted in 2010 Jeonju, Jeollabuk, Korea.

The China survey respondents were undergraduate international finance students in the Joint Undergraduate Program at the Shanghai University of Finance and Economics (ShUFE). The India survey respondents were MBA students studying in the Marshall University India MBA program (India MBA) at Bharatiya Vidya Bhavan. The Korea survey respondents were undergraduate business students taking courses at Chonbuk National University.

Both the ShUFE and India MBA program classes were taught in English, and both surveys were conducted in English. One group of Korean respondents, the English-language group, consisted of students taking a course taught in English. The other group, the Korean-language group, consisted of students taking a course taught in Korean. The English-language students were given an English language survey and the Korean-language students were given a Korean language survey.

Information elicited from all 44 China survey respondents was used in the analysis for this paper. Of the 52 India surveys, 51 were useable because one student was not Indian, but Nepalese. Of the 56 Korea English-language surveys collected, 54 were useable because one respondent was from China, and another was from Mongolia. Of the 39 Korea Korean-language surveys collected, 34 were useable because five respondents were Chinese.

All four of the survey instruments followed the same structure, which had five sections. The first section elicited information about respondent socio-demographic characteristics such as age, academic major, living arrangements, and parental occupation. The only difference across instruments in this section concerned how respondents self-identify. Whereas China respondents were asked about ethnic group, India respondents were asked about religion, caste, and language, and Korea respondents were asked about religion.

The second section of the survey instrument elicited the respondents' expectations concerning their personal futures. There were questions concerning expectations about work, marriage, location, standard of living, retirement, parental care, and family influence on decision making. The major difference across instruments in this section concerned a question about marriage. Respondents were asked if they would be willing to marry someone from each of three different categories. China respondents were asked about marrying people from different ethnic groups, provinces, and countries. India respondents were asked about marrying people from different castes, religions, and countries. Korea respondents were asked if they would be willing to marry someone from a different province, religion or country.

The third section of the instrument asked questions about each respondent's home country. Respondents were asked questions about national problems, cultural changes over the last 20 years, and economic growth. This section was identical across all survey instruments.

The fourth section of the instrument elicited opinions concerning various aspects of United States culture, government and policies. Students were also asked how they think Americans perceive their own countries.

The fifth and final section of the survey elicited respondent opinions concerning the world. Respondents were asked if they were optimistic or pessimistic about the world's political and economic future. Each respondent was asked about how his or her own country positively and negatively affects the world, which countries are friends, and which countries are not happy with the respondent's country's success. Finally, respondents were asked what their countries can learn from and teach to the rest of the world.

Quantitative analysis of closed Responses

Table 2 provides information about the birthplace and ethnic/religious make-up of the sample. While about 32% of the China respondents came from Shanghai or the adjoining provinces of Zhejiang and Jiangsu, respondents also came from ten other provinces and cities. About 40% of the India respondents came from Karnataka, where Bangalore is located. However, Indian respondents also came from 11 other states. Korea respondents came from nine different provinces and cities, but 50% came from Jeollabuk Do, where Chonbuk National University is located.

All of the China respondents were of the Han ethnic group. This is as expected because 91.5% of the Chinese population is Han (CIA, 2012). China respondents were not asked about their religion because China is officially atheist. A little over three-fourths of the India respondents were Hindu. Christians and Muslims were equally represented, with each making up 4% of the sample. According to the CIA, the population of India is 80.5% Hindu, 13.4% Muslim, and 2.3% Christian. In the survey, of the India respondents not identifying themselves as Hindu, Christian, or Muslim, most listed themselves as "Indian only." This may indicate a desire to move away from traditional classifications in Indian society. Close to half of the Korea respondents did not identify themselves as members of a religion. However, 31% were Christian, and 17.8% were Buddhist. Compared to the Korean-language respondents, the English-language respondents were more likely to be Christian (34.0% vs. 27.0%) and less likely to be Buddhist (13.2% vs. 22.9%).

Table 3 presents other socio-demographic characteristics of the samples. While two-thirds of the China respondents were female, three-fourths of the India respondents and roughly

half of the Korea respondents were male. There was little age difference across all four surveys.

In all four surveys, the fathers of respondents were most likely to have careers in business. While engineering was the next most common career for the fathers of China respondents, public service was next most likely for the fathers of India respondents. Korea English-language respondents were more likely to have fathers in either public service or education, while Korean-language respondents were more likely to have fathers in farming.

China respondents were most likely to have mothers working in business. The mothers of India and Korea respondents were all most likely to be homemakers. The non-homemaker mothers of Korean-language respondents were likely to be in business.

While China respondents were most likely not to have any siblings at all, other respondents were most likely to have one sibling. About one-fourth of the India respondents had more than two siblings. Korean-language respondents were more likely than the Korea English-language respondents to have more than two siblings.

China respondents had on average 3.1 people living in the house where they grew up. India respondents had an average household size of 4.5 people. Korea Korean-language respondents had an 6 average household size of 4.5 people, and English-language respondents had an average household size of 4 people.

Twenty-five percent of the China respondents had a job or internship. The respondents who worked all had internships in the financial industry. For example, one student worked for Citibank China, Ltd and another worked for the financial department of IBM. Only about 2% of the India respondents had a job or internship. They did not list the type of work. Only around 9% of the Korea English-language respondents and 5% of the Korean-language respondents had a job or internship. Korean-language respondents all worked at clothing stores and coffee shops. English-language students had similar jobs, except for those who worked tutoring English.

China and Korea respondents were more likely than India respondents to have traveled abroad. Roughly 40% of the China respondents and 60% of Korea respondents had been outside of their countries, whereas only around 20% of India students had traveled outside of India. The three most common countries visited by China respondents who had gone abroad were France, Germany, and the United Kingdom. With one exception, the country visited by India respondents was Nepal. The exception was one student who had traveled to Dubai. The Korea Korean-language respondents most often had visited Japan, China, and the United States, in that order. The Korea English-language respondents, who were slightly more likely to have traveled abroad, most often visited Japan, the United States, and Canada, in that order.

Although not listed in Table 3, respondents all provided information about their majors. All of the China respondents were Banking and International Finance majors. Among India respondents, the most common type of major before entering the MBA program was Business (Accounting, Commerce, Finance, Management, or Marketing). Business majors made up 50.0% of the total India responses. Engineering (including Computer Science, Electronics, and Engineering) made up another 41.8% of the responses. Other majors listed by the India respondents included Pharmacy and Biology. Korea respondents were most often business majors, but the English-language sample had a greater variety of majors than the Korean-language sample.

Table 4 summarizes respondents' expectations about their future lives. China and India respondents on average expected to be married at age 27. Korea respondents expected to be married at age 29. In all four surveys, female respondents expected to be married at a younger age than male respondents. The gap for expected age at marriage between males and females was 1.7 years for the India sample, 1.2 years for Korea English-language respondents, 0.7 years for China respondents, and 0.5 years for Korea Korean-language respondents.

A majority, 65.9%, of the China respondents would marry someone outside of the Han ethnic group, and 81.8% would marry someone from a different Province. However, only half would marry a foreigner. India respondents were not likely willing to marry a non-Indian or someone from a different religion. However, 61.5% of the India respondents were willing to consider marrying outside of their caste. Among Korea survey respondents, English-language respondents were more likely than Korean-7 language respondents to be willing to marry someone of a different religion, from a different province, or from abroad.

Most respondents in all four surveys wanted to have two children in the future. Only the China respondents considered having no children. Korea Korean-language respondents were the most likely to want to have more than two children.

Over 90% of China, India, and Korea English-language respondents expected to have a higher standard of living than their parents. The Korean-language respondents were somewhat less optimistic. All respondents expected to retire in their fifties. China respondents had the lowest expected retirement age, 53.5.

A majority of students in all samples were willing to find work in a foreign country, but China respondents were the most willing. Students who stated they were willing to work abroad were asked to list the countries in which they would most like to work. Among China respondents, the United States, Canada, and Australia were listed most often. Among the India respondents, the United Kingdom, the United States, and Canada were listed most often. Respondents in both

Korea surveys listed the United States, Canada, and Australia the most often. Several respondents in all four surveys, including the Korea Korean-language survey, wrote that they would be willing to work in "any country speaking English." Korea English-language respondents were most likely to prefer to be working in a foreign country in ten years. Although China respondents were the most willing to work outside of their country now, they were the not any more likely the India respondents to prefer to be working in a foreign country in ten years. Only around eight percent of the Korean-language respondents prefered to be working abroad in 10 years.

A majority of respondents in each of the four surveys indicated that they believe it is important to have a socially responsible career. Korea English-language respondents were the least likely to believe that it is important. Students were asked whether it is better to have a well paid but unexciting job, or to have an exciting but average paying job. Respondents were most likely to prefer an exciting but average paying job. However, there were some differences in the strength of this opinion. India and Korea English-language respondents prefered an exciting but average paying job by a factor of 4 to 1. The Korean-language respondents prefered the same option by a factor of around three to one. China respondents, however, prefered this same option by a factor of only 1.3 to 1.

Table 5 summarizes student responses concerning parent and family influence on decisions of career, where to live after graduating, and spouse. Results are listed as the ratio of students responding that parents have a great deal of influence to students responding that parents have little or no influence on the decisions. Although China and India respondents had somewhat more independence than Korea respondents concerning career choice, there was a great deal more variation across responses regarding the influence of parents and family on decisions of where to live and whom to marry. Whereas India respondents felt that parents and family have about the same amount of 8 influence on their decisions of where to live and whom to marry, China respondents felt parents and family have a great deal of influence on where they live but very little on who they marry. On the other hand, Korea Korean-language respondents felt that parents and family influence their spousal choice, but have little say in where they live after graduating. Perhaps this is because the parents of Korea Korean-language respondents know that their children are likely to live in South Korea, which is smaller than China, and therefore the children are likely to live close to family. Parental influence on the choice of spouse was reported as being much greater by Korean-language respondents than by Korea English-language respondents. When it comes to choosing a spouse, the ratio of Korean-language students who stated that parents have a great deal of influence to those who stated that parents have little or no influence (1.05) is over two times greater than the same ratio measured for English-language students (0.50).

Tables 6a, 6b, and 6c summarize respondents' opinions about

their nations' past cultural changes and future problems. China, India and Korea English-language respondents believed that, in the last 20 years, the best cultural change in their respective countries has been internationalization and acceptance of other cultures. Korean-language respondents, however, believed that the move to a digital culture and the advent of modern communication technology has been the best cultural change.

China and India respondents believed that the worst cultural change has been the loss of tradition and the worship of foreign culture and products. However, whereas the China respondents showed secondary concerns about the move towards a more materialistic culture, and individualism with a loss of civility and family values, India respondents worried about sexual openness and changes in fashion, from traditional to western. Korea respondents from both surveys believed the worst cultural changes has been individualism with a loss of civility and family values, and the loss of tradition and the worship of foreign culture and products.

China respondents indicated that population growth and income disparity are the two most important problems facing China. India respondents indicated that corruption and poverty are the two most important problems facing India. Respondents from both Korea surveys agreed that unemployment and reunification with North Korea are the most important problems facing their country.

Table 7 summarizes the respondents' opinions concerning their countries' relationships with other nations. China and Korea Korean-language respondents were more likely than India and Korea English-language respondents to believe that all countries are friends with their nation. They were also less likely to believe that no country is a friend of their nation. China respondents believed that the friendliest nations to China are Pakistan, Russia, and Israel. They believed that the USA, Japan and South Korea are the unhappiest with China's success. India MBA respondents believed that the USA, Russia, and Japan are India's best friends. They believed that Pakistan and China are the unhappiest with India's success. Respondents in both Korea surveys agreed that the USA, Turkey, and China are South Korea's friends and that Japan, China and North Korea are the unhappiest with South Korea's success. It seems 9 the Korea respondents, who listed China as both a friendly and an unhappy country, had mixed views about the relationship between China and South Korea. Across all four surveys, it appears there is a more concentrated list of unhappy countries than friendly countries. This may indicate respondents agreed more about the identity of enemies than friends.

Table 8 summarizes responses to the question "Are you optimistic, pessimistic or neutral in your opinion of the world's political and economic future?" India respondents were the most optimistic (65.4% optimistic and 0% pessimistic). China respondents were only slightly less optimistic (56.8% optimistic and 16% pessimistic). Respondents in both Korea surveys were more likely to be

neutral than either optimistic or pessimistic. English-language respondents (44.6% optimistic and 8% pessimistic) were still much more optimistic than Korean-language respondents (18% optimistic and 20.5% pessimistic).

Logit Analyses to Determine Significance of Factors Affecting Particular Choices

Were the differences in opinion between China, India, Korea Korean, and Korea English respondents significant, even after controlling for socio-demographic characteristics other than nationality? This section analyzes the results of logit analyses determining significant factors affecting several of the choices described in the previous section.

The survey asked six specific closed-ended questions which can be framed dichotomously:

1. Would you be willing to work outside of X? (where X is the respondent's country)

2. Would you marry someone from a foreign country?

3. Which is more important: a well paid but unexciting job, or an exciting but average paying job?

4. Is it important to have a socially responsible career or work for a socially responsible company?

5. Are you optimistic, pessimistic, or neutral in your opinion of the world's political and economic future?

6. Do you expect to have a higher standard of living than your parents?

Table 9a lists the definitions of five logit dependent variables created from these questions: Work Foreign, Marry Foreign, Exciting Job, Responsible Career, and Optimism. Notice that there is no dependent variable associated with question six. This is because only eight respondents did not expect to have a higher standard of living than their parents (three from the China survey, two from the India survey, and three from Korea English survey). These were too few responses to differentiate the effects of any respondent characteristics on choice.

Table 9a also lists the definitions of three socio-demographic independent variables (Female, Working Mother, and Travel Abroad), which were created from questions on the survey. Because of different social expectations for the sexes, female respondents may have had different opinions than male respondents. Respondents with working mothers might be thought of as having come from more liberal and modern households, and therefore might be expected to have had different opinions. Students who had traveled abroad might have been more knowledgeable about different cultures and more open-minded to change. There were no significant differences in age across respondents, so age is not included as an independent variable.

Finally, Table 9a lists three subsample independent variables which will capture differences between respondents to the surveys. Three dummy variables (India, Korea English, and Korea Korean) were created to capture differences between these three types of respondents and the arbitrarily chosen base respondent group, China.

Table 9b lists the results of five logit regressions, one on each of the five dependent variables. Each of the five regressions used all six independent variables. The results indicate how each independent variable, or respondent characteristic, affects the likelihood of a particular choice.

There were no socio-demographic characteristics significant in explaining whether or not a respondent would be willing to work in a foreign country. However, holding all factors constant, the results show that Korea Korean respondents were significantly less likely than China respondents to be willing to work in a foreign country. India and Korea English respondents, on the other hand, were not significantly different from Chinese respondents in this regard.

Respondents who had traveled abroad were significantly more likely than those who had not traveled abroad to be willing to marry a foreigner. India and Korea Korean respondents were significantly less likely than China respondents to be willing to marry a foreigner. However, when it came to this choice, Korea English respondents were not significantly different that Chinese respondents.

Respondents who had working mothers were significantly less likely to choose having an exciting but average paying job over having a well paid but unexciting job. To this group income security or wealth seemed more important than excitement. India, Korea Korean, and Korea English respondents were all significantly more likely than Chinese respondents to prefer the exciting job. Chinese respondents, like respondents who have working mothers, prefered the well paid job.

Female respondents were significantly more likely than male respondents to believe it is important to work for a socially responsible company or to have a socially responsible career. There were no significant differences between the survey subsamples with regard to this issue. This may be due to the fact that only 22 of the 191 respondents answered that it is not important to work for a socially responsible company or have a socially responsible career.

Holding other factors constant, Korea Korean respondents were significantly less likely than other types of respondents to be optimistic about the world's political and economic future. None of the socio-demographic factors were significant in explaining differences in optimism.

Overall, in explaining differences in opinion across our five different dependent variable choices, the socio-demographic variables Female, Working Mother, and Travel Abroad were each significant once. Korea English respondents had one significantly different response, India respondents had two significantly different responses, and Korea Korean respondents had four significantly different responses. It appears that even after holding socio-demographic factors constant, many differences in respondent opinions can be

explained by nationality and language.

Qualitative Analysis of Open-Ended Responses

This section reviews responses to several open-ended questions, focusing on responses concerning economic growth and interactions with the rest of the world. First, response similarities and differences across all three countries will be considered. Then differences between the two Korean language sub-samples are examined.
Comparing China, India, and Korea Responses

The optimism of the respondents showed up in several open-ended responses. One Chinese student wrote, "I think china's growth won't end until after I die." Another wrote, "My life will get better and better, and our products will be of higher quality, and we will perfect social welfare." Indian respondents, while just as optimistic, did show a concern with their country's leaders. One wrote, we will grow "as long as effective leaders will come," and another wrote we will not grow long "if our politics don't change soon." Korean respondents were more likely than the other respondents to predict a specific length of time, usually 10 or 20 years, for Korean economic growth. A typical response was "I think Korea will continue to grow until 2020."

Chinese respondents were not thoroughly convinced growth will positively affect income equality and reduce poverty. One student wrote, "I don't think the gap between the poor and the rich will be eliminated quickly as we are now focusing on developing the overall economy." Another wrote "It will broaden the gap between the wealthy and the poor in the short run, but in the long run the gap will be narrowed." Chinese students perceived a need for government policies to avoid income disparity. As one student wrote, "Income inequality is not caused by economic growth, but by bad management and policy." Indian respondents were much more optimistic about the effect of growth on equality and poverty. A typical comment was "It will affect all our Indians in a good manner." Korean respondents were perhaps the most pessimistic about reducing inequality. One student wrote "The gap between rich and poor will be increased." Another wrote, "The rich will earn more and poor will always work for low pay."

Chinese respondents felt that China's growth will certainly be good for the developing world, but they worried about how growth might be perceived globally, especially by developed countries.

Fully 50% believed that the United States is unhappy with China's success. As one student wrote about China's growth, "…it will benefit the whole world, but because of our export biased economy it will harm the welfare of some nations." Another wrote, "Growth will be a threat to the USA, but can be a model for Africa." Indian respondents believed their growth is less of a threat to the rest of the world. A typical comment was that India "is going to be one more developed country, good for the global stage." Korean respondents, while not

believing the United States perceived their growth as a threat, did feel like the Chinese respondents that their growth would be best for the developing world. As one student wrote about growth, "It will help make Korea stronger, and Korea will help third world countries grow stronger as they develop technically."

When asked what their country can learn from the rest of the world, most Chinese students responded with "technology" or "modern management skills." However, many students wrote instead about politics and stability. One student wrote, China can learn "to keep a low profile, even as China grows stronger." Another wrote, "peace is important to growth." Indian students often commented that their country could learn more about organization, political structure and efficiency. For example, one student wrote that India could learn about "strict rules, uncorrupted politicians and political parties, and service to society and country." Korean respondents responded to this same question in a much wider variety of ways. No one type of response dominated. This may indicate that Korean students perceived their country to be integrated into the world community, and not significantly different from the rest of the world in any particular way.

The responses between the countries were perhaps most similar when students were asked what their countries can teach the rest of the world. Chinese students typically focused on moral and cultural values like "Diligence," "Hard Word," "Chinese moral values," "Modesty," and "Humility." One student wrote that other countries can learn to be "Independent, friendly, and not aggressive." Indian students believed their country can best teach "love, peace, and respect for diversity." For example, one student wrote India shows "humanity, love and respect towards all people in the world." Korean respondents similarly indicated that their country can teach the world how to grow, cooperate, show patience, and live together even under conflict.

Examining Difference in the English-language and Korean-language Subsamples

As shown in Table 4, compared to Korean-language students, English-language students were more willing to live overseas for an extended period of time. However, while open ended responses showed most Korean-language students (approximately 79%) did not want to stay in their hometown and would rather live elsewhere in South Korea, fewer English-language students (approximately 40%) wanted to live somewhere other than their hometown if they lived in South Korea. Perhaps, English-language students not only had more opportunities abroad through their interactions with English speaking foreign instructors, but also could find better career and job opportunities locally. Korean-language students may have had a more difficult time in the poor economic environment and job situation in Jeollabuk Do province, where most of them were born. 13terms of career plans, English-language students were much more ambitious and had higher goals than Korean-language students.

English-language students wanted to be bankers, international traders, business managers, public officials, and medical doctors. On the other hand, although some of the Korean-language students wanted to be professionals such as managers in large corporations, most wanted to be office workers, trading agents, and tellers. The career choices of Korean-language students may have been based on their parents' occupations and financial well-being. The parents of English-language students may have been from higher economic classes, pursued loftier careers, and had better financial situations. These parents might have led by example and also invested more of their money in their children's English language training and general education.

Both groups strongly perceived that taking care of their parents is one of their moral duties. One respondent wrote "because they have been taking care of me, it is natural to repay." Another wrote "it is important to take care of our parents in Korea, which is deeply affected by Confucianism." And another wrote "in my society, it is a religion." There is a difference between the two groups in terms of how they planned to take care of their parents. Half of the English-language group wanted to take care of their parents by living together with them, while the other half wanted to support their parents financially while living separately and visiting them frequently. On the other hand, only one-third of the Korean-language students wanted to live together with their parents.

The English-language students' greater willingness to live with parents may have been due to a more highly developed reciprocity-relationship between parents and children, or it may have been due to the greater financial benefits that the students expect to get from their parents. If English-language students had an expectation of receiving greater financial support from their parents than did Korean-language students, they may have wanted to repay their parents by living together with them. The English-language students may also have thought that they might receive a greater portion of the inheritance if they live together with their parents. Regardless of this difference, it is notable that approximately 40% of South Korean children planned to live together with their parents when they get old. This is unthinkable in any western society.

Both the English-language and the Korean-language students stated that, although their parents may give them advice, there is virtually no influence from their parents in choosing any particular job or place to live. Parents usually respected their children's decision making in these areas. On the other hand, there was a large difference between the two groups regarding parental influence concerning the choice of spouses. While 19 out of 34 Korean-language students indicated that their parents have a significant influence on their choice of spouse, only six of 54 English-language students said that their parents greatly influence their spousal choice. It appears that the English-language students and families were more westernized on the issue of marriage. This might have been due to their greater interest in things western and their greater exposure to western media.

While many English-language students wrote that they do not know how South Korea's economic growth impacts other countries, many Korean-language students wrote that they believe that this economic growth will positively impact other countries. In particular, they felt that economic 14 growth will make South Korea more powerful so that it can assist other developing countries. It seems like Korean-language students are less cosmopolitan but more patriotic.

Overall, the survey results indicate that Korea respondents in general are proud of their historic national accomplishments, are very optimistic about their future, and have some degree of uncertainty about the rapidity and pervasiveness of globalization and its effects on South Korean society and cultural values. However, compared to their Korean-language counterparts, English-language respondents appear to have more family and career opportunities, to be more ambitious and independent, and to be less patriotic.

CONCLUDING REMARKS AND A SUGGESTION

The results of this paper show that students, who are of the same age and who are studying similar subject matter, but who are from different countries, such as China, India, and Korea, can be quite different in background, expectations of the future, and worldview. The results further indicate that ethnically similar students of a single nationality studying in the same country, Korea, may exhibit material worldview differences across groups formed based on differences in language skill alone. These differences in worldview can be significant in affecting the students' expectations about family, career, and national success. These expectations can, in turn, affect the students' abilities and interests in the classroom.

The differences in worldview that exist between students in different countries, and between students studying in different languages within the same country, remain statistically significant even after controlling for other student socio-demographic characteristics. Nationality and language of study are statistically significant in explaining opinion more often than are other socio-demographic differences. This indicates that an instructor teaching in a foreign country or in a new language may not be able to use socio-demographic characteristics alone to predict student worldviews. Predicting differences based on observations of student socio-demographics at home might hide differences in opinion when teaching abroad. An instructor teaching in a country for the first time, or teaching in a new language, could not possibly predict these differences in worldview.

The authors of this paper suggest that instructors teaching in an international context with unfamiliar cultural expectations conduct a brief beginning-of-the-course survey of student expectations concerning their personal life, their

career plans, and their nation's potential for economic success. The survey can elicit information useful in developing a teaching strategy. The results of such a survey can quickly be analyzed and shown in class, prompting discussion. Furthermore, the results can be useful to the instructor when teaching in other countries. Reporting the results to other students of different nationalities studying in different countries can be informative and increase international understanding.

Suggestions for future research include conducting the surveys in other countries, looking for differences in teaching style preferences among student groups within a single country, and analyzing the reactions of Western students who read the responses of foreign students. It might also be 15 instructive to consider differences in expectations between students studying in their home countries and those studying abroad

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Table 1: Summary of the Four Surveys used in the Analysis China

Source University	India		Korea	
	Shanghai University of Finance and Economics		Bangalore Campus of Marshall University MBA Program	Chonbuk National University
Date Collected	Fall 2008		Fall 2008	Spring 2010
Total	44	52	Taught in English	Taught in Korean
Observations	44	51	56	39
Useable			54	34
Observations1				

Table 2: Birthplace and Self-Identification of Respondents1

Province/State/Metropolis (%)Self Reported Identification %			Self Reported Identification %	
China	Shanghai	15.9	Ethnic Group	100.0
	Zhejiang	15.9	Han	
	Jiangsu	9.2		
	XinJiang	6.8		
	Guangxi	4.6		
	Other2	47.6		
			Religion[4]	
India	Karnataka	44.2	Hindu	76.5
	Andhra Pradesh	13.4	Christian	
	Maharashtra	5.8	4.0	
	Tamil Nadu	5.8	Muslim	4.0
	Other3	30.8	Other [5]	15.5

			Religion	
Korea	Karnataka	50.0	None	48.5
Combined	Andhra Pradesh	19.2	Christian	
	Maharashtra	15.4	31.0	
	Tamil Nadu	15.4	Buddhism	17.8
	Other 3		Other7	3.0
Taught in English	Jeollabuk Do	33.3	None	47.9
	Seoul	26.2	Christian	
	Chengcheongbuk Do	21.4	34.0	
	Other 8	19.1	Buddhism	13.2
			Other7	4.2
			None	5.1
Taught in Korean	Jeollabuk Do	69.4	Christian	
	Seoul	11.1	27.0	
	Chengcheongbuk Do	8.3	Buddhism	22.9
	Other 9	11.2	Other 7	0.0

Notes:

1. N =183 (This includes 44 Chinese, 51 Indian, 54 English language Korean surveys, and 34 Korean language Korean surveys).

2. Other provinces include Chongqing, Heilongjiang, Hunan, Jiangxi, Shandong, Shanxi, Yunan, and Zhejiang.

3. Other states include Assam, Bihar, Delhi, Jharkhand, Kerala, Madhya Pradesh, Uttar Pradesh, and West Bengal.

4. India MBA observations self-identify in various ways: religion, caste, state, and language. Some students identify themselves in   multiple ways. However, the most common and principal category is religion. Within the Hindu group, there are various categories of caste listed, but not every observation is identified by caste.

5. Other religions include two types of observations: those who make a point to classify themselves as "Indian" only and those who identify themselves as "None."

6. Other provinces/ cities include Incheon, Gyeongsanbuk Do, Busan, Chungcheongnam Do, Gyengsangnam Do, and Jeju Do.

7. Other includes "believe all religions."

8. Other provinces/ cities include Incheon, Gyeongsanbuk Do, Busan, Chungcheongnam Do, and Jeju Do.

9. Other provinces/ cities include Incheon, Busan and Gyengsangnam Do

Table 3: Socio-demographic Characteristics of the Respondents

	China	India	Korea	
			Taught in English	*Taught in Korean*
Sex (%)				
Male	34.1	75.0	44.6	46.2
Female	65.9	25.0	55.4	53.8
Age (Years)1				
Average	21.8	21.7	22.4	21.9
Standard Deviation	0.6	1.4	2.7	2.0
Parent's Career (%)2				
Father				
Business	65.1	56.3	44.9	61.1
	4.7	6.3	10.2	2.8
Education Engineering	14.0	6.3	8.2	2.8
Farming	0.0	2.1	4.1	13.9
Public Service	2.3	10.4	10.2	5.6
Other	13.9	18.6	22.4	13.8

Mother				
Business	70.0	13.2	15.4	31.4
Homemaker	5.0	73.0	51.9	45.7
Education	5.0	5.8	13.5	2.9
Other	20.0	8.0	19.2	20.0
Siblings (Number of)				
0	93.2	22.0	23.7	10.3
1	4.6	36.9	50.0	46.2
2	2.3	17.1	23.7	23.1
>2	0.0	24.0	2.6	20.5
Size of Household (Persons)[3]				
Average	3.1	4.5	4.0	4.5
Standard Deviation	0.5	1.8	0.8	1.1
Student Has Job or Internship (% Yes)	25.0	1.9	8.9	5.1
Have Travelled Abroad (% Yes)[4]	40.9	19.2	62.5	59.0

Table 4: Respondent Expectations Concerning Personal Future

	China	India	Korea Taught in English	Korea Taught in Korean
Age Expected to Marry (Year)	27.7	27.1	29.8	29.4
Average for All	28.1	27.6	30.4	29.6
Average for Men	27.4	25.9	29.2	29.1
Average for Women				
Would Marry Outside of (% Yes)[1]				
Religion	—--	34.6	53.6	38.5
Caste	--	61.5	--	--
Ethnic Group	65.9	--	--	--
State/Province	81.8	--	87.5	66.6
Country	50.1	19.2	46.4	10.3
How many Children Wanted				
0	7.9	0.0	0.0	0.0
1	21.1	24.5	9.1	8.3
2	68.4	67.3	79.5	61.1
>2	2.6	8.1	11.4	30.6
Expect a Higher Standard of Living than Parents (% Yes)	93.2	96.2	94.6	82.1
Expected Retirement Age (Years)				
Average	53.5	58.6	55.8	55.1
Standard Deviation	12.1	8.2	14.0	11.6
Willing to Work in Foreign Country(% Yes)	86.4	71.2	78.6	71.1
In 10 Years, Prefer to be Working In a Foreign Country (%)[2]	20.9	20.4	31.9	7.9
Important to Have a Socially Responsible Career (% Yes)[2]	93.2	94.2	78.6	89.7
Which Job is Better (%)[3]				
Well Paid but Unexciting	43.2	20.0	19.6	23.1
Exciting but Average Paid	56.8	80.0	80.4	76.9

Table 5: Parent and Family Influence on Decision Making:
a Ratio of Great Deal of Influence to Little or No Influence

	China	India	Korea	
			Taught in English	*Taught in Korean*
Influence Concerning: **Career (Ratio)**[1]	0.44	0.41	0.29	0.32
Where to Live after Graduating (Ratio)	1.18	0.80	0.68	0.29
Spouse (Ratio)	0.24	0.81	0.50	1.05

Please refer Tables 6a & 6b on next page.
Table 6c: Korea Respondent Opinions about Korea's Recent Past and Future

Five Most Commonly Listed Best Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	*Taught in English*	
	1. Internationalization and Acceptance of Other Cultures	22.9
	2. Culture of Individual; Freedom of Expression	16.7
	3. Digital Culture; Communication Technology	16.7
	4. Gender Equality	12.5
	5. Overall GDP Growth	10.4
	Taught in Korean	
	1. Digital Culture; Communication Technology	36.1
	2. Internationalization and Acceptance of Other Cultures	13.9
	3. Quality of Life and Increase in Leisure	11.1
	4. IT Industry Growth	8.3
	Overall GDP Growth	8.3
Five Most Commonly Listed Worst Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	*Taught in English*	
	1. Individualism; Lack of Civility; Loss of Family Values	22.9
	Loss of Tradition; Worship of Foreign Culture/Products	22.9
	3. Money and Material Culture	14.3
	4. Internet Issues (Loss of Privacy, Scams, Loneliness)	8.6
	5. Sexual Openness	5.7
	Taught in Korean	
	1. Individualism; Lack of Civility; Loss of Family Values	23.5
	2. Loss of Tradition; Worship of Foreign Culture/Products	17.6
	3. Internet Issues (Loss of Privacy, Scams, Loneliness)	14.7
	4. Increasing Crime Rate	8.8
	5. Alcoholism	5.9
Five Most Commonly Listed Important Problems Now Facing the Nation (% of Responses)[2]	*Taught in English*	
	1. Unemployment	16.5
	2. Reunification with N. Korea1	3.1
	3. Legal System and Government Changes	7.6
	4. Educational System Changes(Cost and Emphasis)	6.9
	Environmental Issues and Pollution	6.9
	Population Growth	6.9
	Taught in Korean	
	1. Reunification with N. Korea1	4.7
	2. Unemployment	13.7
	3. Population Growth	10.5
	4. Legal System and Government Changes	7.4
	5. Educational System Changes (Cost and Emphasis)	6.3
	Inflation	6.3
	Income Disparity	6.3

Notes:

1. Each respondent is asked to consider the tremendous cultural changes affecting his or her nation in the last 20 years. Then, each respondent is asked to list the Best and Worst cultural change. The table shows the three most commonly cited responses. The number in parentheses shows the percent of respondents who list that particular change.

2. Each respondent is asked "What are the three most important problems facing China today…" This table shows the three most commonly cited responses. The number in parentheses shows the percent of responses including that particular problem.

Table 6a: China Respondent Opinions about China's Recent Past and Future

Five Most Commonly Listed Best Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	1. Internationalization and Acceptance of Other Cultures
	2. Attitude of Personal Success
	   Culture of Individual; Freedom of Expression
	   Gender Equality
	   Reform Policy; Opening Economy
		68.3
		4.9
		4.9
		4.9
		4.9

Five Most Commonly Listed Worst Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	1. Loss of Tradition; Worship of Foreign Culture/Products 2. Money and Material Culture 3. Individualism; Lack of Civility; Loss of Family Values 4. Damage to Ancient Architecture 5. Income Gap	47.4 26.3 13.2 5.3 2.6
Five Most Commonly Listed Important Problems Now Facing the Nation (% of Responses)[2]	1. Population Growth 2. Income Disparity 3. Environmental Issues and Pollution 4. Financial System Control 5. Legal System and Government Changes	14.8 13.9 10.4 8.7 5.2

Notes:

1. Each respondent is asked to consider the tremendous cultural changes affecting his or her nation in the last 20 years. Then, each respondent is asked to list the Best and Worst cultural change. The table shows the three most commonly cited responses. The number in parentheses shows the percent of respondents who list that particular change.

2. Each respondent is asked "What are the three most important problems facing China today…" This table shows the three most commonly cited responses. The number in parentheses shows the percent of responses including that particular problem.

Table 6b: India Respondent Opinions about India's Recent Past and Future

Five Most Commonly Listed Best Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	1. Internationalization and Acceptance of Other Cultures 2. Culture of Individual; Freedom of Expression 3. Overall GDP Growth 4. Population Control Religious Tolerance 4.3	42.6 12.8 6.4 4.3 4.3

Five Most Commonly Listed Worst Cultural Changes in the Nation's Previous 20 Years (% of Respondents)[1]	1. Loss of Tradition; Worship of Foreign Culture/Products
	2. Sexual Openness
	3. Fashion Changes (Loss of Traditional Clothing)
	4. Growth of Civil Service and Power of Government
	   Increasing Crime Rate
	   Individualism; Lack of Civility; Loss of Family Values 5.1
		51.3
		15.4
		10.3
		5.1
		5.1

Five Most Commonly Listed Important Problems Now Facing the Nation (% of Responses)[2]	1. Corruption 2. Poverty 3. Population Growth Unemployment 5. Terrorism	19.5 16.8 10.1 10.1 6.7

Notes:

1. Each respondent is asked to consider the tremendous cultural changes affecting his or her nation in the last 20 years. Then, each respondent is asked to list the Best and Worst cultural change. The table shows the three most commonly cited responses. The number in parentheses shows the percent of respondents who list that particular change.

2. Each respondent is asked "What are the three most important problems facing Korea today…" This table shows the three most commonly cited responses. The number in parentheses shows the percent of responses including that particular problem.

Table 7: Respondent Opinion about Nation's Relationship with Other Countries

	China	India	Korea *Taught in English*	*Taught in Korean*
Three Most Friendly Countries[1] **(% of Responses)**	Pakistan 19.0 Russia 19.0 Israel 14.3	USA 31.8 Russia 15.9 Japan 10.2 UK 10.2	USA 41.2 Turkey 23.5 China 11.8 Japan 11.8	USA 43.3 Turkey 26.7 China 13.3
Three Countries Unhappy with the Nation's Success[2] **(% of Responses)**	USA 50.0 Japan 25.0 S. Korea 11.1	Pakistan 67.4 China 23.3 USA 9.3	Japan 54.7 China 20.8 N. Korea 13.2	Japan 51.9 China 25.0 N. Korea 13.5

Respondents Stating (%)[3]
  All Countries are Friends
  No Country is a Friend
	25.0
	6.8
		9 . 8
		11.8
			9 . 3
			11.1
				23.5
				8.8

Notes:

1. Each respondent is asked "Which countries do you feel are X's Friends?" where X is China, India, or Korea depending on the respondent's country. The table shows the three most commonly cited responses (with ties listed for India and Korea-Taught in English respondents).

2. Each respondent is asked "Are there any countries you feel are not happy with X's success?" where X is China, India, or Korea depending on the respondent's country. The table shows the three most commonly cited responses.

3. In the question "Which countries do you feel are X's Friends?" some respondents wrote "All countries are friends" or "No Country is a friend." The table shows the percent of total responses for each country that included these types of comments.

Table 8: Respondent Opinion about the World's Future

	China	India	Korea *Taught in English*	*Taught in Korean*
Opinion of the World's Political and Economic Future (%)[1] **Optimistic** **Neutral** **Pessimistic**	56.8 27.2 16.0	65.4 34.6 0.0	44.6 47.0 8.9	18.0 61.5 20.5

Notes:

1. Each respondent is asked "Are you optimistic, pessimistic, or neutral in your opinion of the world's political and economic future?"

Table 9a: Variables Used in Logit Analyses

	China	India	Korea *Taught in EnglishTaught in Korean*
Variable Names			
Dependent:			
Work Foreign	=1 if respondent answers yes to "Would you work outside of X?" where X is the respondent's country; =0 otherwise.		
Marry Foreign	=1 if respondent answers yes to "Would you marry someone from a foreign country?"; =0 otherwise.		
Exciting Job	=1 if respondent chooses "an exciting but average paying job" is more important than "a well paid but unexciting job"; =0 otherwise.		
Responsible Career	=1 if respondent answers yes to "Is it important to have a socially responsible career or work for a socially responsible company?"; =0 otherwise.		
Optimism	=1 if respondent answers "optimistic" to "Are you optimistic, pessimistic, or neutral in your opinion of the world's political and economic future?"; =0 otherwise.		
Independent:			
Socio-demographic Variables			
Female	=1 if respondent is female; =0 if male.		
Working Mother	=1 if respondent has a working mother; =0 otherwise.		
Travel Abroad	=1 if respondent has ever travelled abroad; =0 otherwise.		
Subsample Variables			
India	=1 if respondent is from the India subsample; =0 otherwise.		
Korea Korean	=1 if respondent is from the Korea subsample taking the course in Korean; =0 otherwise.		
Korea English	=1 if respondent is from the Korea subsample taking the course in English; =0 otherwise.		
Base	The subsample dummy variable set has China as a base.		

Table 9b: Results of Logit Analyses of Respondent Characteristics Affecting Choices

	Work Foreign	Marry Foreign	Exciting Job	Responsible Career	Optimism
Female	1.396 (0.517)	0.933 (0.325)	0.966 (0.346)	2.247* (1.115)	1.033 (0.339)
Working Mother	1.013 (0.394)	1.173 (0.449)	0.474* (0.198)	0.605 (0.319)	1.707 (0.610)
Travel Abroad	1.647 (0.636)	1.820* (0.644)	1.276 (0.469)	0.727 (0.365)	0.794 (0.265
Subsample Variables:					
India	0.488 (0.300)	0.234*** (0.128)	4.392*** (2.514)	2.129 (2.034)	0.989 (0.494)
Korea Korean	0.379* (0.227)	0.118*** (0.072)	3.440** (1.873)	0.924 (0.786)	0.135*** (0.075)
Korea English	0.536 (0.315)	0.699 (0.319)	4.339*** (2.278)	0.390 (0.292)	0.500 (0.226)

Notes:

1. N=191 for all five logit regressions.

2. Results are in odds ratio format. This may be interpreted as the increase in the odds that a respondent will fall into a particular dependent variable category, the category defined as =1, when there is a one unit increase in the independent variable, everything else constant. A number greater than 1 represents and increase in the odds. A number less than 1 represents a decrease in the odds.

3. Standard errors are shown in parentheses.

4. The symbols *, **, and *** show results which are significant at the 0.10, 0.05, and 0.01 levels, respectively.