

## ARTICLE

### [Final Report]

## Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University

**Shinji Yanagawa**

MBA, is a researcher of Institute of Current Business Studies at Showa Women's University in Tokyo, Japan [email: b\_s\_yanagawa@swu.ac.jp]

### Abstract (in Japanese)

本研究では、一般的に指摘される日本の大学生の「内向き志向」について、国際志向性と国際化に向けた態度・行動に関するアンケート調査を通じて、その実態・課題を明らかにすることを試みた。本研究の最終年度(第3年次)に当たる2016年度は韓国の女子大学生を対象としたアンケート調査を実施し、日韓比較分析を行った。その結果、昭和女子大学生の国際志向性は日本の大学生平均を上回っているものの、韓国の女子大学生は語学力・国際志向性ともにさらに高く、国際交流・国際協力にも積極的な姿勢がみられた。

**Keyword:** global mindedness, internationalization, university students, studying abroad, international exchange, international cooperation

### 1. Research Purpose and Background

Many issues we are facing such as environmental issues, energy-related issues, natural disasters, infectious diseases, and food-related issues cannot be resolved by one state or region. As global-scale problems that require the international community to work together multiply, Japan, as a responsible member of the community, has an obligation to play an appropriate role in the community. The current level of Japan's contribution in terms of human resources toward the international community is, however, far from ideal. For instance, the number of Japanese professionals working at international organizations such as the UN falls well below the norm. Furthermore, the interest toward foreign nations among the country's younger generation, often described as "inward looking", has been said to be waning. According to the statistical data by OECD<sup>1</sup> and others, the number of Japanese students studying abroad peaked in 2004 at about 83,000 and has been declining since. The number for 2012 stagnated at about 60,000.

<sup>1</sup> (Source) OECD, Education at a glance

In this kind of situation, now more than ever, universities are tasked - within their educational and research activities - to promote efforts to integrate international exchange/cooperation into their educational programs and to create the foundation and awareness for developing human resources that can thrive in the international community. Showa Women's University (hereinafter referred to as "SWU") was selected to participate in the "Project for Promotion of Global Human Resources Development"<sup>2</sup> (later changed to "Project for Promotion of Global Human Resources Development for Driving Development of Economy and Society" under "Super Global University Project" in 2014.) The only private women's university selected to participate in the project, SWU collaborated with Showa Boston<sup>3</sup> and other affiliated schools abroad to create opportunities for its students to take part in global programs, study English, and experience international exchange with exchange students on its Tokyo Campus. SWU strives to actively promote the development of human resources that can lead the international community with awareness of global issues related to politics, economy, and culture in this rapidly changing world (hereinafter referred to as "global human resource").

Furthermore, SWU has established "Global Network", an organization managed by the Center for International Exchange at SWU, to host events that foster international exchange. The organization currently has approximately 700 registered student members and offers foreign students support and provides various opportunities for international exchange. The student-run International Contribution Club has also been quite active, which is another indication of an increased student interest.

As the industry, academia, and government pour their effort into the development of global human resources, this research was conducted based on the following fundamental questions:

- Is the interest toward foreign nations actually low among Japanese university students?
- How do the globalization efforts promoted by SWU affect the level of awareness and actions of its students?
- Is the level of "global mindedness"(In this article, "global mindedness" is provisionally defined as "interest in studying abroad and international business".) higher among students in departments where studying abroad at Showa Boston is part of the requirements (namely, Department of English Language and Communication, International Studies, and Business Design, hereinafter referred to as "International

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<sup>2</sup> The Project was launched by MEXT (Ministry of Education Culture, Sports, Science and Technology in Japan) in 2012. Its aim is to help overcome a tendency among Japan's younger generations to be "inward looking" and to foster people with wide global perspectives who can tackle challenges and act on their own initiative in the international community, ultimately improving Japan's global competitiveness and strengthening its ties with other nations.

<sup>3</sup> Showa Boston is established in 1988 as a satellite campus for English majors from SWU.

Departments")? In other words, does the experience of studying abroad engender global mindedness?

The purpose of this survey is to determine the level of global mindedness and attitude toward Internationalization among students at SWU. The survey also looks into the reality of the activities to promote internationalization and the obstacles the students may face in taking part in such activities. Our objective is to suggest issues related to the development of global human resources and propose improvements on the current support SWU provides.

As the research began in 2014, 2016 was the third year of the project. The first year survey was conducted a preliminary survey targeting International Departments including establishing the survey methodology and determining the directionality of the further research. The second year survey, based on the results of the survey during the first year, was conducted targeting all departments of SWU.

## **2. Previous Research and Studies**

Although there are many researches regarding the global human resource from the perspective of enterprises, there have not been many research and studies regarding the global mindedness and attitude toward internationalization from the perspective of university students. Among them, Clarke (2004), Maebayashi and Eda (2002) and Yokota and Kobayashi (2013) serves as a useful reference.

According to the research by Clarke (2004), the survey sampled students from the diverse colleges in the United States on their global awareness and attitude to internationalism (number of valid responses: 701). As a result, it was found that the female students were more interested in study and work in a foreign country than the male students. In particular, the tendency is particular strong among students who majored in business. Global mindedness has high relevance with the study of a foreign language/culture and experience of foreign visit.

According to the research by Maebayashi and Eda (2002), the survey sampled students from thirteen universities in Japan on their level of awareness toward and involvement in international cooperation (number of valid responses: 1,723). As a result, it was found that the level of interest among university students in international affairs was generally low, but particularly among female students. It was, however, also found that the female students were more interested in international cooperation than the male students. Similarly, the percentage of the female students actually involved in volunteer activities related to international cooperation was also

higher.

Meanwhile, Yokota and Kobayashi (2013) conducted a survey sampling students at fifteen universities in Japan (number of valid responses: 2,247). They designated Ritsumeikan Asia Pacific University<sup>4</sup>, a university committed to the international education, and the School of Global Japanese Studies at Meiji University<sup>5</sup> as “universities promoting internationalization” and others as “general universities” for the purpose of comparative analysis. It was found, as a result, that the female students demonstrated a higher level of global mindedness compared to the male students. Furthermore, compared to 3<sup>rd</sup>- and 4<sup>th</sup>-year students who were nearing graduation and employment, 1<sup>st</sup>- and 2<sup>nd</sup>-year students demonstrated a higher level of global mindedness.

It was also reported that some students who had participated in short-term programs to study abroad were later able to nurture their interest in foreign countries and have gone on to study abroad for a longer period of time (Matsuda, 2012).

### 3. Research Structure and Schedule (2016 Academic Year<sup>6</sup>)

This research was adopted as one of the projects supported by a grant for Institute of Current Business Studies at SWU and conducted with the cooperation of an advisor as well as student project members.

#### (1) Research structure

Advisor	Mr. Mark Chang	Associate Prof., International Studies Department, SWU
Manager	Mr. Shinji Yanagawa	Researcher at Institute of Current Business Studies at SWU
Student project members <sup>7</sup>	Ms. Tee Xin Yee Ms. Misuzu Kanemaki	1st year, Department of Business Design, SWU 1st year, Department of Contemporary Liberal Arts, SWU

#### (2) Research schedule

April 21	Adoption of Grant Application
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<sup>4</sup> Ritsumeikan Asia Pacific University has a feature of international campus environment with almost half of the faculty and student body comprised of foreign nationals from all over the world.

<sup>5</sup> The School of Global Japanese Studies at Meiji University has a feature of providing education and research on contemporary Japanese culture. As of 2013, the ratio of foreign students came to around 20% of all students.

<sup>6</sup> In Japan, academic year begins in April and ends in March.

<sup>7</sup> Department and Year at the time of the project

April 25 – May 7	Open for new project members
May 13	1 <sup>st</sup> Project meeting (provide an explanation of a research plan) Meeting with the Center for International Exchange, SWU
June 15	2 <sup>nd</sup> Project meeting (analyze the survey items)
July 6	3 <sup>rd</sup> Project meeting (analyze the questionnaire)
July 27	4 <sup>th</sup> Project meeting (pre-test)
Late August to Early October	Conduct questionnaire survey targeting Sookmyung University and Seoul Women's University in South Korea
September 7	5 <sup>th</sup> Project meeting (reconsider the further schedule)
November 2	6 <sup>th</sup> Project meeting (analyze the survey results)
November 10	7 <sup>th</sup> Project meeting (analyze the survey results)
December 6	Conduct interview with a Korean student who studies at SWU
December 15	Briefing session of an interim report for researchers at the Business Research Institute at SWU
February 4	Submission of the article

#### 4. Overview of the Result of the Research over the past two years (2014-2015 Academic Year)

During the first year, we conducted a preliminary survey on the level of global mindedness and attitude toward internationalization among the students at SWU. As a result of having analyzed the trends and factors, the level of interest in international business was high among the students at SWU (86% answered “very interested” or “somewhat interested”.) Previous research (Yokota and Kobayashi, 2013) indicated that, among fifteen universities nation-wide, 55% of students at “general universities” and 79% of students at “universities promoting internationalization” expressed interest in international business. It was, however, agreed that the following factors needed to be improved:

- The survey was conducted mainly on friends and acquaintances of our student project members as well as those of students, which Associate Prof. Chang and I taught as a lecturer. Consequently, approximately 90% of the respondents were students in the International Departments and the deviation occurred in a sample group of a questionnaire target. It can therefore be surmised that the respondents may have been more interested in international exchange/cooperation compared to students in general at SWU.
- Based on the total number of students at SWU (5,449, as of May 1, 2015 according to the MEXT's Survey of Educational Institutions/Basic School Survey) achieving the response rate of 0.5%,

the sampling error of 5%, and confidence level of 95% ( $\lambda=1.96$ ) would have required 359 respondents at least; however, this survey only sampled 132.

During the second year, based on the results of the survey during the first year, we conducted a full-scale survey of targeting all departments of SWU.

From the second year survey, we added question items regarding TOEIC<sup>8</sup> score which is widely used as a general index for English ability of university students. The reason is that a comment was made that one of the reasons why the students not involved in activities related to international exchange/cooperation may be hesitant to take part due to anxiety caused by their lack of language skills while conducting interviews with students. Considering that the average TOEIC score among university students in Japan is 440<sup>9</sup>, we designated those who had scored 500 or more as “high-score Group” and compared them to those who had scored lower. The description of the questionnaire survey is as follows:

- Targets: Students at SWU
- Survey Method: Targets were chosen indiscriminately and asked to fill out the questionnaire at the cafeteria in SWU.
- Number of valid responses: 311
- Test period: December 2015
- Question items: See Appendix

### **(1) Overall characteristics**

The level of interest in studying abroad in this survey was found to be much higher than the level found among the students from “general universities” by the previous research (Yokota and Kobayashi, 2013) and at the same level as that of the students from “universities promoting internationalization” (80.6%). Furthermore, the level of interest in international business occupies an intermediate position between that of the “general universities” and the “universities promoting internationalization”. It can therefore be said that the students at SWU show a relatively high level of global mindedness.

### **(2) Difference in global mindedness by departments**

The students in the International Departments, who are required to study abroad as part of their curriculum, were found to be much more interested in studying abroad (95.4%) than the students in other departments (70.0%). Within the International Departments, the students in the

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<sup>8</sup> TOEIC (the Test of English for International Communication) was developed by the US-based Educational Testing Service (ETS) to measure achievement in using English in a business setting.

<sup>9</sup> (Source) TOEIC Program Data & Analysis 2014, Educational Testing Service (ETS)

Department of English Language and Communication as well as the Department of Business Design showed an especially high level of interest (96.4%). Moreover, the students in the International Departments were also much more interested in international business (88.5%) compared to the students in other departments (41.7%.) Within the International Departments, the students in the Department of English Language and Communication as well as the Department of Business Design showed an especially high level of interest (90.9%).

**(3) Relationship between experience studying abroad and global mindedness**

The interest toward studying abroad was higher among the 1<sup>st</sup>-year students (86.1%) compared to 2<sup>nd</sup>- to 4<sup>th</sup>-year students (76.7%). Even among the students in the International Departments, 1<sup>st</sup>-year students (98.7%) expressed a higher level of interest than the 2<sup>nd</sup>- to 4<sup>th</sup>-year students (90.9%). Furthermore, the interest in international business was also higher among the 1<sup>st</sup>-year students (75.9%) than the 2<sup>nd</sup>- to 4<sup>th</sup>-year students (50.0%). Even among the students in the International Departments, 1<sup>st</sup>-year students (92.0%) expressed a higher level of interest than the 2<sup>nd</sup>- to 4<sup>th</sup>-year students (83.6%). Based on these results, we were unable to confirm the hypothesis that the experience of studying abroad nurtures students' global mindedness. It can be surmised that the aspiration they feel toward studying abroad and international business at the beginning of their university years subsequently fades during the 2<sup>nd</sup> year and thereafter, as the prospect of job searching becomes more of a reality after they have studied abroad.

**(4) Global mindedness and interest in international cooperation**

The survey showed that 1<sup>st</sup>-year students in the International Departments - who demonstrate a particularly high level of global mindedness - expressed a similar level of interest in international cooperation (67.6%) as the students from other departments (66.9%). Rather, it was the 2<sup>nd</sup>- to 4<sup>th</sup>-year students in the International Departments (81.8%) and those who had scored high on TOEIC (83.1%) expressed a high level of interest. It can be surmised that students who already possessed a certain level of English ability who are able to communicate with people from other countries became more aware of global issues through their experience in studying abroad.

**(5) Working on the students interested in international cooperation**

Although approximately 70% of all the respondents expressed their interest in international cooperation, mere 7.6% indicated that they were actually participating in activities related to international cooperation. There is also a significant gap between those who are highly interested in international cooperation, namely those who had scored high on TOEIC (12.9%). "Lack of opportunity and/or information" was cited as the reason for not participating by 38.8% of all the respondents. "Not confident in

language skills” was the second most cited reason of all the respondents. However, of those who were not participating in activities related to international cooperation, 68.7% responded that they would like to take part in such activities in the near future. In particular, the 2<sup>nd</sup>- to 4<sup>th</sup>-year students in the International Departments (83.7%) and those who had scored high on TOEIC (82.4%) demonstrated a high level of motivation. Furthermore, 32.4% of the students in the Department of English Language and Communication as well as Business Design expressed enthusiasm toward volunteering in developing countries.

## 5. Survey Results of the Research Conducted in the Third Year (2016 Academic Year) (See Appendix)

\* Survey data targeting SWU are italicized and underlined.

During the third year, based on the results of the survey over the past two years, we planned to conduct a similar questionnaire survey on female university students in other developed countries in order to conduct comparison analysis on the level of global mindedness and attitude toward Internationalization between female university students in Japan and those in other developed countries. With strong support of the Center for International Exchange at SWU, we can obtain the cooperation of Sookmyung University and Seoul Women's University in South Korea for conducting the questionnaire survey. The description of the questionnaire survey is as follows:

- Targets: Students at Sookmyung University and Seoul Women's University in South Korea
- Survey Method: Targets were asked to fill out the questionnaire via Office of International Affairs of these universities and reply by the online survey system (Google forms).
- Number of valid responses: 243<sup>10</sup>
- Test period: Late August to Early October 2016
- Questionnaire items: See Appendix

### (1) Interest in studying abroad and international business

- 95.1% expressed their interest in studying abroad (*all students: 80.6%, students of International Departments: 95.4%*). This tendency was especially noticeable among the 1<sup>st</sup>-year students (98.1%).
- Regarding international business, 91.4% expressed their interest (*all the respondents: 61.3%, students of International Departments: 88.5%*). This tendency was especially noticeable among those who had scored

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<sup>10</sup> The breakdown is that Seoul Women's University is 158 and Sookmyung Women's University is 85.



high on TOEIC (95.0%).

## (2) TOEIC score

- The percentage of students who had scored 500 or higher on TOEIC among the respondents was 65.4% (all students: 21.2%, students of International Departments: 36.7%). This percentage is especially high among students in the department of Social Science (75.3%).
- There is also a significant gap between 1<sup>st</sup>-year students who had scored 500 or higher on TOEIC (51.9%) (all the respondents: 14.1%) and 2<sup>nd</sup> and higher grade students who had scored 500 or higher on TOEIC (69.1%) (all the respondents: 26.9%).

## (3) International cooperation

- 89.7% of all respondents expressed their interest in international cooperation (all the respondents: 69.7%, students of International Departments: 73.6%). In particular, students in the department of Social Science expressed a high level of interest (95.3%).
- Out of all the issues of international cooperation, students were found to be most interested in “Human rights (including gender equality)” (32.1%) (all the respondents: 16.4%). As to why they are interested in international cooperation, the largest number of students stated that “Resolving issues such as the environment requires the effort of the international community” (39.0%) (all the respondents: 45.8%).
- When asked what prompted their interest in international cooperation, they cited “Desire to communicate with people from other countries” (36.7%) (all the respondents: 19.4%) and “Class lecture” (26.6%) (all the respondents: 46.3%). They also stated that they became interested in the subject when they were in “University” (39.0%) (all the respondents: 28.6%) and “High school” (33.9%) (all the respondents: 40.4%).
- 13.2% of the students surveyed were participating in activities related to international cooperation (all students: 7.6%, those who had scored high on TOEIC: 12.9%). The level of participation among the students in the department of Social Science was, relatively speaking, higher at 20.0%. The types of activities most cited were “Participating in university extracurricular activities (club activities)” (40.6%) (all the respondents: 19.0%) and “Fund-raising/Donation collection” (31.3%) (all the respondents: 42.9%). Although 65.6% expressed motivation to “More actively than before”, they also listed obstacles for continuing these activities such as “Lack of funds” (31.3%) (all the respondents: 43.5%) and “Interfere with school/job searching” (31.3%) (all the respondents: 8.7%).
- 86.8% of all respondents were not involved in activities related to international cooperation. (all the respondents: 92.4%). Furthermore, they listed “Lack of opportunity and/or information” (28.4%) (all the respondents: 38.8%) and “Not confident in language skills” (19.0%) (all

the respondents: 15.2%) as reasons for not participating. While conducting interview with a Korean student who studies at SWU, a comment was made that one of the reasons why the students not involved in activities related to international exchange/international cooperation may be hesitant to take part due to anxiety caused by their lack of language skills.

- 85.8% of those who were not participating in activities related to international cooperation indicated that they would like to take part in such activities in the near future (all the respondents: 68.7%). They named “Participating in university extracurricular activities (clubs etc.)” (35.4%) (all the respondents: 8.1%), “Volunteering in developing countries” (34.8%) (all the respondents: 16.1%), and “Visiting actual sites where international development activities is taking place in developing countries” (29.8%) (all the respondents: 11.8%) as the types of activities in which they would like to participate. Issues of interest most cited were “Education” (51.4%) and “Human rights (including gender equality)” (41.4%).

## 6. Findings from the Survey and Discussion

According to the survey results and comparison with previous survey, it can be said that the students at SWU show a relatively higher level of global mindedness compared to other Japanese universities. In particular, the tendency is relatively strong among students in departments where studying abroad at Showa Boston is part of the requirements as well as students who had scored high on TOEIC.

On the other hand, it can be said that female university students in South Korea show even higher level of global mindedness compared to the students at SWU. Furthermore, students in South Korea show a higher level of English ability compared to the students at SWU. While the percentage of students who had scored 500 or higher on TOEIC among the students at SWU was 21.2%, the percentage of students in South Korea was 65.4%. It can therefore be surmised that global mindedness has high relevance with one's foreign language ability.

With regard to attitude toward internationalization, although 69.7% of students at SWU and 89.7% of Korean students expressed their interest in international cooperation, mere 7.6% of students at SWU and 13.2% of Korean students indicated that they were actually participating in activities related to international cooperation. “Lack of opportunity and/or information” was the most cited as the reason for not participating of all the respondents of both countries who were not participating in activities related to international cooperation. To alleviate the hesitation the students feel toward

taking part in such activities, the university will need to provide further support to facilitate students' participation by making opportunities and providing information more readily available. For instance, as "poverty" was the most cited issue of interest in Japan, it may be effectively to introduce various activities based on poverty-related issues in developing countries. It was, however, agreed that the following factors needed to be improved:

- It can therefore be surmised that the Korean respondents may have been more interested in international exchange/international cooperation compared to general Korean students because there is a possibility that respondents of this questionnaire were not chosen indiscriminately. Seoul Women's University encouraged the students to fill out the questionnaire at the international exhibition where the students who interested in international exchange and/or international cooperation frequently gather. Sookmyung University encouraged the students to fill out the questionnaire via vice president of the university in charge of international affairs.
- Based on the total number of students at targeted Korean Universities (18,857<sup>11</sup>) achieving the response rate of 0.5%, the sampling error of 5%, and confidence level of 95% ( $\lambda=1.96$ ) would have required 377 respondents; however, this survey only sampled 243.

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<sup>11</sup> The breakdown is that Seoul Women's University is 8,053 as of 2014 and Sookmyung Women's University is 10,804 as of 2014.

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Japan

【Respondent Attributes】

		Show a Women's Univ.	Total
All (Students)		311	311
		(%) 100.0	100.0
Year	1st-year	44.7	44.7
	2nd- to 4th-year	55.3	55.3
Department	International Departments	41.8	41.8
	Other Departments	58.2	58.2
TOEIC	High-score Group	21.2	21.2
	Other	78.8	78.8

(Notes)  
 • The unit used is % unless otherwise indicated.  
 • The Department of English Language and Communication, International Studies, and Business Design are referred to as "International Department."  
 • "Other departments" refers to all the departments other than the Department of English Language and Communication, International Studies, and Business Design.  
 • "TOEIC High-score Group" refers to respondents that scored 500 or higher on TOEIC.  
 • "TOEIC Other" refers to respondents that either scored less than 500 on TOEIC or have never taken the test (also including "unknown").

I. Global Mindness

1-1. Do you have any international experience? (Multiple answers allowed.)

		Travel	Study/Training abroad	Living abroad (due to parents' posting etc.)	Other	Total (Number of students)
All		52.9	45.8	5.2	20.6	310
Year	1st-year	54.3	34.8	6.5	23.2	138
	2nd- to 4th-year	51.2	54.7	4.1	18.6	172
Department	International Departments	63.1	62.3	5.4	10.8	130
	Other Departments	45.6	33.9	5.0	27.8	180
TOEIC	High-score Group	53.8	81.5	4.6	6.2	65
	Other	52.7	36.3	5.3	24.5	245

1-2. Are you interested in studying abroad?

		Very interested-Somewhat interested		Not very interested	Not at all interested	Neither	Total	
		Very interested	Somewhat interested					
All		80.6	41.9	38.7	13.2	4.5	1.6	100.0
Year	1st-year	86.1	56.9	29.2	10.9	2.9	0.0	100.0
	2nd- to 4th-year	76.7	30.2	46.5	14.5	5.8	2.9	100.0
Department	International Departments	95.4	71.5	23.8	3.1	0.8	0.8	100.0
	Other Departments	70.0	20.6	49.4	20.6	7.2	2.2	100.0
TOEIC	High-score Group	98.4	62.5	35.9	0.0	1.6	0.0	100.0
	Other	76.0	36.6	39.4	16.7	5.3	2.0	100.0

1-3. Are you interested in an international business?

		Very interested-Somewhat interested		Not very interested	Not at all interested	Neither	Total	
		Very interested	Somewhat interested					
All		61.3	22.3	39.0	29.7	7.7	1.3	100.0
Year	1st-year	75.9	31.4	44.5	17.5	5.1	1.5	100.0
	2nd- to 4th-year	50.0	15.1	34.9	39.0	9.9	1.2	100.0
Department	International Departments	88.5	43.8	44.6	10.0	0.0	1.5	100.0
	Other Departments	41.7	6.7	35.0	43.9	13.3	1.1	100.0
TOEIC	High-score Group	84.4	34.4	50.0	12.5	1.6	1.6	100.0
	Other	55.3	19.1	36.2	34.1	9.3	1.2	100.0

Korea

【Respondent Attributes】

		Seoul Women's Univ.	Sookmyung Women's Univ.	Total
All (Students)		158	85	243
		(%) 65.0	35.0	100.0
Year	1st-year	14.4	7.0	21.4
	2nd and higher grades	50.6	28.0	78.6
Department	Social Science	24.3	10.7	35.0
	Humanities	13.2	5.3	18.5
	Natural Science	18.5	2.9	21.4
	Other	9.1	16.0	25.1
TOEIC	High-score Group	50.6	14.8	65.4
	Other	14.4	20.2	34.6

(Notes)  
 • The unit used is % unless otherwise indicated.  
 • "Social Science" refers to departments of Law, Economy, Business and others.  
 • "Humanities" refers to departments of Literature, History and others.  
 • "Natural Science" refers to departments of Science, Engineering.  
 • "Other" refers to Education, Art and others.  
 • "TOEIC High-score Group" refers to respondents that scored 500 or higher on TOEIC.  
 • "TOEIC Other" refers to respondents that either scored less than 500 on TOEIC or have never taken the test (also including "unknown").

I. Global Mindness

1-1. Do you have any international experience? (Multiple answers allowed.)

		Travel	Study/Training abroad	Living abroad (more than one year)	Other	Total (Number of students)
All		84.0	20.2	11.1	8.6	243
Year	1st-year	78.8	15.4	11.5	15.4	52
	2nd and higher grades	85.3	21.5	11.0	6.8	191
Department	Social Science	82.4	17.6	11.8	10.6	85
	Humanities	88.9	22.2	11.1	2.2	45
	Natural Science	86.5	15.4	5.8	7.7	52
	Other	80.3	26.2	14.8	11.5	61
TOEIC	High-score Group	89.9	23.9	11.9	3.1	159
	Other	72.6	13.1	9.5	19.0	84

1-2. Are you interested in studying abroad?

		Very interested-Somewhat interested		Not very interested	Not at all interested	Neither	Total	
		Very interested	Somewhat interested					
All		95.1	64.2	30.9	3.7	0.4	0.8	100.0
Year	1st-year	98.1	69.2	28.8	1.9	0.0	0.0	100.0
	2nd and higher grades	94.2	62.8	31.4	4.2	0.5	1.0	100.0
Department	Social Science	96.5	68.2	28.2	3.5	0.0	0.0	100.0
	Humanities	93.3	71.1	22.2	2.2	2.2	2.2	100.0
	Natural Science	92.3	55.8	36.5	5.8	0.0	1.9	100.0
	Other	96.7	60.7	36.1	3.3	0.0	0.0	100.0
TOEIC	High-score Group	96.2	68.6	27.7	3.1	0.6	0.0	100.0
	Other	92.9	56.0	36.9	4.8	0.0	2.4	100.0

1-3. Are you interested in an international business?

		Very interested-Somewhat interested		Not very interested	Not at all interested	Neither	Total	
		Very interested	Somewhat interested					
All		91.4	44.4	46.9	8.2	0.4	0.0	100.0
Year	1st-year	90.4	40.4	50.0	9.6	0.0	0.0	100.0
	2nd and higher grades	91.6	45.5	46.1	7.9	0.5	0.0	100.0
Department	Social Science	91.8	49.4	42.4	8.2	0.0	0.0	100.0
	Humanities	93.3	42.2	51.1	6.7	0.0	0.0	100.0
	Natural Science	90.4	50.0	40.4	7.7	1.9	0.0	100.0
	Other	90.2	34.4	55.7	9.8	0.0	0.0	100.0
TOEIC	High-score Group	95.0	48.4	46.5	4.4	0.6	0.0	100.0
	Other	84.5	36.9	47.6	15.5	0.0	0.0	100.0

Bulletin 2016, Institute of Current Business Studies at Showa Women's University, Japan  
 [Final Report] Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University

1-4. What is your TOEIC score?

	Have not taken the test	0~495		500~990					Unknown	Total			
		Less than 400	400~495	500~595	600~695	700~795	800~895	900~990					
All (Students)	99	107	54	53	65	36	13	5	10	1	36	307	
(%)	32.2	34.9	17.6	17.3	21.2	11.7	4.2	1.6	3.3	0.3	11.7	100.0	
Year	1st-year	25.2	49.6	23.7	25.9	14.1	12.6	0.7	0.7	0.0	0.0	11.1	100.0
	2nd- to 4th-year	38.0	23.4	12.9	10.5	26.9	11.1	7.0	2.3	5.8	0.6	11.7	100.0
Department	International Departments	0.0	55.5	28.1	27.3	36.7	18.0	7.0	3.9	7.0	0.8	7.8	100.0
	Other Departments	55.3	20.1	10.1	10.1	10.1	7.3	2.2	0.0	0.6	0.0	14.5	100.0

1-4. What is your TOEIC score?

	Have not taken the test	0~495		500~990					Unknown	Total			
		Less than 400	400~495	500~595	600~695	700~795	800~895	900~990					
All (Students)	62	7	4	3	159	12	28	49	46	24	15	243	
(%)	25.5	2.9	1.6	1.2	65.4	4.8	11.5	20.2	19.0	9.9	6.2	100.0	
Year	1st-year	40.4	1.9	0.0	1.9	51.9	7.7	19.2	13.5	7.7	3.8	5.8	100.0
	2nd and higher grades	21.5	3.1	2.1	1.0	69.1	4.2	9.4	22.0	22.0	11.5	6.3	100.0
Department	Social Science	20.0	1.2	1.2	0.0	75.3	4.7	7.1	24.7	25.9	12.9	3.5	100.0
	Humanities	31.1	4.4	2.2	2.2	64.4	6.7	22.2	17.8	13.3	4.4	0.0	100.0
	Natural Science	15.4	1.9	0.0	1.9	73.1	7.7	15.4	21.2	23.1	5.8	9.6	100.0
	Other	37.7	4.9	3.3	1.6	45.9	1.6	6.6	14.8	9.8	13.1	11.5	100.0

II. Developing Countries

2-1. Are you interested in the matters of developing countries?

	Very interested-Somewhat interested			Not very interested	Not at all interested	Neither	Total	
	Very interested	Somewhat interested						
All	60.5	10.7	49.8	27.2	6.8	5.5	100.0	
Year	1st-year	62.0	10.2	51.8	21.9	7.3	8.8	100.0
	2nd- to 4th-year	59.6	11.1	48.5	31.0	6.4	2.9	100.0
Department	International Departments	64.6	15.4	49.2	24.6	3.8	6.9	100.0
	Other Departments	57.5	7.3	50.3	29.1	8.9	4.5	100.0
TOEIC	High-score Group	69.2	20.0	49.2	27.7	0.0	3.1	100.0
	Other	58.2	8.2	50.0	27.0	8.6	6.1	100.0

II. Developing Countries

2-1. Are you interested in the matters of developing countries?

	Very interested-Somewhat interested			Not very interested	Not at all interested	Neither	Total	
	Very interested	Somewhat interested						
All	73.3	19.8	53.5	24.7	1.6	0.4	100.0	
Year	1st-year	71.2	21.2	50.0	28.8	0.0	0.0	100.0
	2nd and higher grades	73.8	19.4	54.5	23.6	2.1	0.5	100.0
Department	Social Science	84.7	24.7	60.0	14.1	1.2	0.0	100.0
	Humanities	68.9	15.6	53.3	28.9	2.2	0.0	100.0
	Natural Science	71.2	19.2	51.9	25.0	1.9	1.9	100.0
	Other	62.3	16.4	45.9	36.1	1.6	0.0	100.0
TOEIC	High-score Group	78.0	22.6	55.3	20.8	1.3	0.0	100.0
	Other	64.3	14.3	50.0	32.1	2.4	1.2	100.0

2-2. Which region first comes to your mind when you hear "developing countries"?

	Southeast Asia (The Philippines, Vietnam, etc.)	East Asia (China, Mongolia, etc.)	Central Asia (Kazakhstan, Uzbekistan, etc.)	South Asia (India, Bangladesh, etc.)	The Pacific (Papua New Guinea, Fiji, etc.)	Central/South America (Chile, Bolivia, etc.)	Africa (Kenya, Tanzania, etc.)	Middle East (Afghanistan, Iraq, etc.)	None	Total	
All	35.8	5.7	6.5	6.9	1.2	2.8	32.5	6.5	2.0	100.0	
Year	1st-year	27.1	7.5	7.5	6.5	0.9	2.8	40.2	4.7	2.8	100.0
	2nd- to 4th-year	42.8	4.3	5.8	7.2	0.7	2.9	26.8	8.0	1.4	100.0
Department	International Departments	45.1	6.2	7.1	8.0	0.0	3.5	24.8	4.4	0.9	100.0
	Other Departments	27.8	5.3	6.0	6.0	2.3	2.3	39.1	8.3	3.0	100.0
TOEIC	High-score Group	43.4	3.8	11.3	9.4	0.0	0.0	28.3	3.8	0.0	100.0
	Other	33.7	6.2	5.2	6.2	1.6	3.6	33.7	7.3	2.6	100.0

2-2. Which region first comes to your mind when you hear "developing countries"?

	Southeast Asia	East Asia	Central Asia	South Asia	The Pacific	Central/South America	Africa	Middle East	None	Total	
All	52.7	8.6	3.7	0.4	0.0	4.9	22.6	7.0	0.0	100.0	
Year	1st-year	53.8	9.6	1.9	0.0	0.0	7.7	21.2	5.8	0.0	100.0
	2nd and higher grades	52.4	8.4	4.2	0.5	0.0	4.2	23.0	7.3	0.0	100.0
Department	Social Science	51.8	7.1	2.4	0.0	0.0	7.1	25.9	5.9	0.0	100.0
	Humanities	53.3	8.9	8.9	0.0	0.0	2.2	20.0	6.7	0.0	100.0
	Natural Science	59.6	13.5	0.0	0.0	0.0	5.8	15.4	5.8	0.0	100.0
	Other	47.5	6.6	4.9	1.6	0.0	3.3	26.2	9.8	0.0	100.0
TOEIC	High-score Group	50.3	8.8	3.8	0.0	0.0	6.3	26.4	4.4	0.0	100.0
	Other	57.1	8.3	3.6	1.2	0.0	2.4	15.5	11.9	0.0	100.0

III. International Cooperation

3-1. Are you interested in international cooperation?

	Very interested-Somewhat interested			Not very interested	Not at all interested	Total	
	Very interested	Somewhat interested					
All	69.7	15.8	53.9	27.1	3.2	100.0	
Year	1st-year	67.9	16.8	51.1	28.5	3.6	100.0
	2nd- to 4th-year	71.5	15.1	56.4	25.6	2.9	100.0
Department	International Departments	73.6	16.3	57.4	25.6	0.8	100.0
	Other Departments	66.9	15.5	51.4	28.2	5.0	100.0
TOEIC	High-score Group	83.1	18.5	64.6	16.9	0.0	100.0
	Other	66.1	15.1	51.0	29.8	4.1	100.0

III. International Cooperation

3-1. Are you interested in international cooperation?

	Very interested-Somewhat interested			Not very interested	Not at all interested	Total	
	Very interested	Somewhat interested					
All	89.7	38.3	51.4	9.9	0.4	100.0	
Year	1st-year	90.4	38.5	51.9	7.7	1.9	100.0
	2nd and higher grades	89.5	38.2	51.3	10.5	0.0	100.0
Department	Social Science	95.3	43.5	51.8	4.7	0.0	100.0
	Humanities	88.9	37.8	51.1	11.1	0.0	100.0
	Natural Science	92.3	42.3	50.0	7.7	0.0	100.0
	Other	80.3	27.9	52.5	18.0	1.6	100.0
TOEIC	High-score Group	91.2	47.2	44.0	8.8	0.0	100.0
	Other	86.9	21.4	65.5	11.9	1.2	100.0

Bulletin 2016, Institute of Current Business Studies at Showa Women's University, Japan  
 [Final Report] Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University



(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-1. In what area are you most interested?

		Human rights (including gender equality)	Poverty	Famine	Refugees	Environment	Medicine	Land mines	Education	Natural disasters	Civil wars	Other	Total
All		16.4	38.4	6.2	5.6	7.3	5.6	0.6	15.8	0.6	2.3	1.1	100.0
Year	1st-year	12.2	37.8	5.4	9.5	6.8	6.8	1.4	16.2	1.4	2.7	0.0	100.0
	2nd- to 4th-year	19.4	38.8	6.8	2.9	7.8	4.9	0.0	15.5	0.0	1.9	1.9	100.0
Department	International Departments	20.5	44.3	2.3	6.8	6.8	4.5	1.1	13.6	0.0	0.0	0.0	100.0
	Other Departments	12.4	32.6	10.1	4.5	7.9	6.7	0.0	18.0	1.1	4.5	2.2	100.0
TOEIC	High-score Group	22.2	40.0	4.4	2.2	6.7	8.9	0.0	15.6	0.0	0.0	0.0	100.0
	Other	14.4	37.9	6.8	6.8	7.6	4.5	0.8	15.9	0.8	3.0	1.5	100.0

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-2. Why are you interested in international cooperation? (Multiple answers allowed.)

		I can put my language skills or expertise to use.	It is natural to help people in developing countries.	Resolving issues such as the environment requires the effort of the international community.	Japan relies on developing countries for its food and energy.	Helping them leads to Japan's economic growth and ensures security.	We received much aid from developing countries following the Great East Japan Earthquake.	Other	Total (Number of students)
All		24.5	33.8	45.8	14.8	12.0	24.1	5.1	216
Year	1st-year	28.0	34.4	41.9	15.1	12.9	30.1	4.3	93
	2nd- to 4th-year	22.0	33.3	48.8	14.6	11.4	19.5	5.7	123
Department	International Departments	32.6	42.1	47.4	14.7	9.5	23.2	2.1	95
	Other Departments	18.2	27.3	44.6	14.9	14.0	24.8	7.4	121
TOEIC	High-score Group	25.9	38.9	42.6	11.1	13.0	20.4	3.7	54
	Other	24.1	32.1	46.9	16.0	11.7	25.3	5.6	162

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-3. What prompted your interest in international cooperation? (Multiple answers allowed.)

		Class lecture	Desire to communicate with people from other countries	Desire to find an international employment and/or international business in the future	Influence of family/friends	Media influence	Other	Total (Number of students)
All		46.3	19.4	13.0	11.6	42.1	3.2	216
Year	1st-year	41.9	23.7	19.4	15.1	37.6	2.2	93
	2nd- to 4th-year	49.6	16.3	8.1	8.9	45.5	4.1	123
Department	International Departments	49.5	29.5	25.3	8.4	36.8	1.1	95
	Other Departments	43.8	11.6	3.3	14.0	46.3	5.0	121
TOEIC	High-score Group	42.6	25.9	16.7	13.0	38.9	3.7	54
	Other	47.5	17.3	11.7	11.1	43.2	3.1	162

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-4. When did it happen?

		Pre-school	Elementary school	Junior high school	High school	University	Total
All		0.5	15.5	15.0	40.4	28.6	100.0
Year	1st-year	1.1	17.0	19.1	46.8	16.0	100.0
	2nd- to 4th-year	0.0	14.3	11.8	35.3	38.7	100.0
Department	International Departments	1.0	14.6	14.6	43.8	26.0	100.0
	Other Departments	0.0	16.2	15.4	37.6	30.8	100.0
TOEIC	High-score Group	0.0	17.3	19.2	40.4	23.1	100.0
	Other	0.6	14.9	13.7	40.4	30.4	100.0



(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-1. In what area are you most interested?

		Human rights (including gender equality)	Poverty	Famine	Refugees	Environment	Medicine	Land mines	Education	Natural disasters	Civil wars	Other	Total
All		32.1	8.3	5.5	4.6	13.3	3.7	0.0	27.5	0.9	2.3	1.8	100.0
Year	1st-year	34.0	10.6	6.4	2.1	17.0	6.4	0.0	21.3	0.0	2.1	0.0	100.0
	2nd and higher grades	31.6	7.6	5.3	5.3	12.3	2.9	0.0	29.2	1.2	2.3	2.3	100.0
Department	Social Science	37.0	9.9	6.2	2.5	9.9	2.5	0.0	29.6	0.0	1.2	1.2	100.0
	Humanities	32.5	10.0	2.5	7.5	10.0	0.0	0.0	27.5	2.5	0.0	7.5	100.0
TOEIC	Natural Science	31.3	6.3	8.3	4.2	10.4	8.3	0.0	29.2	2.1	0.0	0.0	100.0
	Other	24.5	6.1	4.1	6.1	24.5	4.1	0.0	22.4	0.0	8.2	0.0	100.0
TOEIC	High-score Group	32.4	7.6	6.2	6.9	10.3	4.1	0.0	30.3	0.7	0.7	0.7	100.0
	Other	31.5	9.6	4.1	0.0	19.2	2.7	0.0	21.9	1.4	5.5	4.1	100.0

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-2. Why are you interested in international cooperation? (Multiple answers allowed.)

		I can put my language skills or expertise to use.	It is natural to help people in developing countries.	Resolving issues such as the environment requires the effort of the international community.	My country relies on developing countries for its food and energy.	Helping them leads to my country's economic growth and ensures security.	Other	Total (Number of students)
All		25.7	30.3	39.0	0.9	11.9	14.2	218
Year	1st-year	29.8	27.7	36.2	0.0	12.8	14.9	47
	2nd and higher grades	24.6	31.0	39.8	1.2	11.7	14.0	171
Department	Social Science	13.6	28.4	48.1	1.2	13.6	8.6	81
	Humanities	40.0	32.5	30.0	0.0	5.0	15.0	40
TOEIC	Natural Science	37.5	25.0	27.1	2.1	16.7	12.5	48
	Other	22.4	36.7	42.9	0.0	10.2	24.5	49
TOEIC	High-score Group	31.0	34.5	33.1	0.7	9.7	13.1	145
	Other	15.1	21.9	50.7	1.4	16.4	16.4	73

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-3. What prompted your interest in international cooperation? (Multiple answers allowed.)

		Class lecture	Desire to communicate with people from other countries	Desire to find an international employment and/or international business in the future	Influence of family/friends	Media influence	Other	Total (Number of students)
All		26.6	36.7	13.8	6.4	25.2	12.4	218
Year	1st-year	23.4	40.4	12.8	4.3	29.8	10.6	47
	2nd and higher grades	27.5	35.7	14.0	7.0	24.0	12.9	171
Department	Social Science	29.6	30.9	17.3	7.4	23.5	6.2	81
	Humanities	30.0	42.5	10.0	12.5	20.0	12.5	40
TOEIC	Natural Science	25.0	54.2	10.4	2.1	16.7	10.4	48
	Other	20.4	24.5	14.3	4.1	40.8	24.5	49
TOEIC	High-score Group	28.3	41.4	15.2	6.9	19.3	9.7	145
	Other	23.3	27.4	11.0	5.5	37.0	17.8	73

(If answered "Very interested" or "Somewhat interested" for 3-1)

3-1-4. When did it happen?

		Pre-school	Elementary school	Junior high school	High school	University	Total
All		1.4	11.5	14.2	33.9	39.0	100.0
Year	1st-year	4.3	14.9	19.1	42.6	19.1	100.0
	2nd and higher grades	0.6	10.5	12.9	31.6	44.4	100.0
Department	Social Science	1.2	12.3	17.3	29.6	39.5	100.0
	Humanities	0.0	12.5	10.0	30.0	47.5	100.0
TOEIC	Natural Science	4.2	10.4	10.4	39.6	35.4	100.0
	Other	0.0	10.2	16.3	38.8	34.7	100.0
TOEIC	High-score Group	1.4	13.8	14.5	33.1	37.2	100.0
	Other	1.4	6.8	13.7	35.6	42.5	100.0



Bulletin 2016, Institute of Current Business Studies at Showa Women's University, Japan  
 [Final Report] Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University

3-2. Are you currently involved in activities related to international cooperation?

		Yes	No	Total
All		7.6	92.4	100.0
Year	1st-year	6.8	93.2	100.0
	2nd- to 4th-year	8.4	91.6	100.0
Department	International Departments	8.7	91.3	100.0
	Other Departments	6.9	93.1	100.0
TOEIC	High-score Group	12.9	87.1	100.0
	Other	6.3	93.7	100.0

3-2. Are you currently involved in activities related to international cooperation?

		Yes	No	Total
All		13.2	86.8	100.0
Year	1st-year	9.6	90.4	100.0
	2nd and higher grades	14.1	85.9	100.0
Department	Social Science	20.0	80.0	100.0
	Humanities	17.8	82.2	100.0
	Natural Science	3.8	96.2	100.0
	Other	8.2	91.8	100.0
TOEIC	High-score Group	16.4	83.6	100.0
	Other	7.1	92.9	100.0

(If answered "Yes" for 3-2.)

3-2-1. What type of activities are they?

		Fund-raising/Donation Collection	Purchasing fair trade goods	Participating in university extracurricular activities (clubs etc.)	Participating in events and/or seminars	Visiting actual sites where international development activities is taking place in developing countries	Volunteering in developing countries	Other	Total
All		42.9	14.3	19.0	4.8	0.0	4.8	14.3	100.0
Year	1st-year	22.2	22.2	22.2	11.1	0.0	11.1	11.1	100.0
	2nd- to 4th-year	58.3	8.3	16.7	0.0	0.0	0.0	16.7	100.0
Department	International Departments	27.3	18.2	9.1	9.1	0.0	9.1	27.3	100.0
	Other Departments	60.0	10.0	30.0	0.0	0.0	0.0	0.0	100.0
TOEIC	High-score Group	50.0	0.0	25.0	0.0	0.0	0.0	25.0	100.0
	Other	38.5	23.1	15.4	7.7	0.0	7.7	7.7	100.0

(If answered "Yes" for 3-2.)

3-2-1. What type of activities are they?

		Fund-raising/Donation Collection	Purchasing fair trade goods	Participating in university extracurricular activities (clubs etc.)	Participating in events and/or seminars	Visiting actual sites where international development activities is taking place in developing countries	Volunteering in developing countries	Other	Total
All		31.3	12.5	40.6	6.3	3.1	6.3	0.0	100.0
Year	1st-year	80.0	0.0	20.0	0.0	0.0	0.0	0.0	100.0
	2nd and higher grades	22.2	14.8	44.4	7.4	3.7	7.4	0.0	100.0
Department	Social Science	35.3	11.8	29.4	11.8	5.9	5.9	0.0	100.0
	Humanities	12.5	0.0	87.5	0.0	0.0	0.0	0.0	100.0
	Natural Science	50.0	50.0	0.0	0.0	0.0	0.0	0.0	100.0
	Other	40.0	20.0	20.0	0.0	0.0	20.0	0.0	100.0
TOEIC	High-score Group	30.8	15.4	38.5	3.8	3.8	7.7	0.0	100.0
	Other	33.3	0.0	50.0	16.7	0.0	0.0	0.0	100.0

(If answered "Yes" for 3-2.)

3-2-2. Do you intend to continue these activities?

		More actively than before-Somewhat more actively than before		Satisfied with the level of participation	Less actively than before	Do not intend to continue	Total	
		More actively than before	Somewhat more actively than before					
All		79.2	29.2	50.0	16.7	0.0	4.2	100.0
Year	1st-year	77.8	44.4	33.3	22.2	0.0	0.0	100.0
	2nd- to 4th-year	80.0	20.0	60.0	13.3	0.0	6.7	100.0
Department	International Departments	75.0	25.0	50.0	16.7	0.0	8.3	100.0
	Other Departments	83.3	33.3	50.0	16.7	0.0	0.0	100.0
TOEIC	High-score Group	87.5	25.0	62.5	12.5	0.0	0.0	100.0
	Other	75.0	31.3	43.8	18.8	0.0	6.3	100.0

(If answered "Yes" for 3-2.)

3-2-2. Do you intend to continue these activities?

		More actively than before-Somewhat more actively than before		Satisfied with the level of participation	Less actively than before	Do not intend to continue	Total	
		More actively than before	Somewhat more actively than before					
All		87.5	65.6	21.9	9.4	0.0	3.1	100.0
Year	1st-year	100.0	80.0	20.0	0.0	0.0	0.0	100.0
	2nd and higher grades	85.2	63.0	22.2	11.1	0.0	3.7	100.0
Department	Social Science	88.2	58.8	29.4	11.8	0.0	0.0	100.0
	Humanities	75.0	62.5	12.5	12.5	0.0	12.5	100.0
	Natural Science	100.0	100.0	0.0	0.0	0.0	0.0	100.0
	Other	100.0	80.0	20.0	0.0	0.0	0.0	100.0
TOEIC	High-score Group	92.3	73.1	19.2	7.7	0.0	0.0	100.0
	Other	66.7	33.3	33.3	16.7	0.0	16.7	100.0

(If answered "Yes" for 3-2.)

3-2-3. What are the obstacles in continuing these activities? (Multiple answers allowed.)

		Lack of funds	Not confident in language skills	Interfere with school/job searching	Concerned about safety in developing countries	Too busy	Lack of knowledge/experience	Other	Total (Number of students)
All		43.5	34.8	8.7	17.4	34.8	34.8	0.0	23
Year	1st-year	33.3	44.4	0.0	0.0	33.3	33.3	0.0	9
	2nd- to 4th-year	50.0	28.6	14.3	28.6	35.7	35.7	0.0	14
Department	International Departments	45.5	18.2	9.1	9.1	45.5	36.4	0.0	11
	Other Departments	41.7	50.0	8.3	25.0	25.0	33.3	0.0	12
TOEIC	High-score Group	50.0	12.5	25.0	25.0	50.0	37.5	0.0	8
	Other	40.0	46.7	0.0	13.3	26.7	33.3	0.0	15

(If answered "Yes" for 3-2.)

3-2-3. What are the obstacles in continuing these activities? (Multiple answers allowed.)

		Lack of funds	Not confident in language skills	Interfere with school/job searching	Concerned about safety in developing countries	Too busy	Lack of knowledge/experience	Other	Total (Number of students)
All		31.3	18.8	31.3	12.5	21.9	15.6	0.0	32
Year	1st-year	20.0	20.0	20.0	20.0	20.0	20.0	0.0	5
	2nd and higher grades	33.3	18.5	33.3	11.1	22.2	14.8	0.0	27
Department	Social Science	35.3	23.5	35.3	17.6	29.4	11.8	0.0	17
	Humanities	0.0	12.5	50.0	0.0	25.0	25.0	0.0	8
	Natural Science	50.0	0.0	0.0	50.0	0.0	0.0	0.0	2
	Other	60.0	20.0	0.0	0.0	0.0	20.0	0.0	5
TOEIC	High-score Group	34.6	15.4	34.6	15.4	23.1	15.4	0.0	26
	Other	16.7	33.3	16.7	0.0	16.7	16.7	0.0	6

Bulletin 2016, Institute of Current Business Studies at Showa Women's University, Japan  
 [Final Report] Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University

(If answered "No" for 3-2)

3-2-4. What is the reason that prevents you from participating in activities related to international cooperation?

		Lack of opportunity and/or information	Lack of funds	Not confident in language skills	Interfere with school/job searching	Concerned about safety in developing countries	Too busy	Lack of knowledge/experience	Other	Total
All		38.8	6.3	15.2	4.5	5.8	14.7	8.0	6.7	100.0
Year	1st-year	43.6	4.0	10.9	4.0	5.9	16.8	10.9	4.0	100.0
	2nd- to 4th-year	35.2	7.4	18.9	4.9	5.7	13.1	5.7	9.0	100.0
Department	International Departments	45.0	4.0	8.0	6.0	5.0	20.0	7.0	5.0	100.0
	Other Departments	33.9	8.1	21.0	3.2	6.5	10.5	8.9	8.1	100.0
TOEIC	High-score Group	44.0	8.0	8.0	8.0	6.0	16.0	2.0	8.0	100.0
	Other	37.4	5.7	17.2	3.4	5.7	14.4	9.8	6.3	100.0

(If answered "No" for 3-2)

3-2-5. Would you like to participate in activities related to international cooperation in the near future?

		Yes	No	Total
All		68.7	31.3	100.0
Year	1st-year	68.6	31.4	100.0
	2nd- to 4th-year	68.5	31.5	100.0
Department	International Departments	76.1	23.9	100.0
	Other Departments	63.1	36.9	100.0
TOEIC	High-score Group	82.4	17.6	100.0
	Other	65.4	34.6	100.0



(If answered "Yes" for 3-2-5)

3-2-5-1. If you were to participate, what type of activities related to international cooperation would interest you?

		Fund-raising/Donation collection	Purchasing fair trade goods	Participating in university extracurricular activities (clubs etc.)	Participating in events and/or seminars	Visiting actual sites where international development activities is taking place in developing countries	Volunteering in developing countries	Other	Total
All		41.0	13.7	8.1	9.3	11.8	16.1	0.0	100.0
Year	1st-year	38.4	9.6	12.3	11.0	12.3	16.4	0.0	100.0
	2nd- to 4th-year	42.5	17.2	4.6	8.0	11.5	16.1	0.0	100.0
Department	International Departments	34.1	17.1	8.5	6.1	12.2	22.0	0.0	100.0
	Other Departments	48.1	10.1	7.6	12.7	11.4	10.1	0.0	100.0
TOEIC	High-score Group	36.8	18.4	5.3	5.3	10.5	23.7	0.0	100.0
	Other	42.3	12.2	8.9	10.6	12.2	13.8	0.0	100.0

(If answered "Yes" for 3-2-5)

3-2-5-2. What areas would interest you? Choose three that would interest you the most.

		Human rights (including gender equality)	Poverty	Famine	Refugees	Environment	Medicine	Land mines	Education	Natural disasters	Civil wars	Total
All		9.7	25.0	14.1	8.5	8.5	8.3	0.4	17.7	4.6	3.2	100.0
Year	1st-year	9.0	25.2	13.5	8.6	9.0	9.0	0.9	17.6	5.4	1.8	100.0
	2nd- to 4th-year	10.3	24.7	14.4	8.1	8.1	7.7	0.0	18.1	4.1	4.4	100.0
Department	International Departments	12.4	25.8	10.3	10.3	8.2	6.4	0.4	17.2	6.0	3.0	100.0
	Other Departments	7.2	24.3	17.5	6.8	8.7	9.9	0.4	18.3	3.4	3.4	100.0
TOEIC	High-score Group	14.4	22.5	11.7	6.3	10.8	7.2	0.0	18.0	5.4	3.6	100.0
	Other	8.3	25.7	14.8	9.1	7.8	8.6	0.5	17.7	4.4	3.1	100.0

(If answered "No" for 3-2)

3-2-4. What is the reason that prevents you from participating in activities related to international cooperation?

		Lack of opportunity and/or information	Lack of funds	Not confident in language skills	Interfere with school/job searching	Concerned about safety in developing countries	Too busy	Lack of knowledge/experience	Other	Total
All		28.4	13.3	19.0	11.4	1.9	10.4	13.3	2.4	100.0
Year	1st-year	38.3	12.8	17.0	8.5	0.0	4.3	17.0	2.1	100.0
	2nd and higher grades	25.6	13.4	19.5	12.2	2.4	12.2	12.2	2.4	100.0
Department	Social Science	17.6	13.2	22.1	13.2	2.9	8.8	16.2	5.9	100.0
	Humanities	27.0	10.8	29.7	10.8	2.7	2.7	13.5	2.7	100.0
TOEIC	Natural Science	32.0	20.0	14.0	10.0	2.0	8.0	14.0	0.0	100.0
	Other	39.3	8.9	19.6	10.7	0.0	12.5	8.9	0.0	100.0
TOEIC	High-score Group	24.1	15.8	15.8	13.5	0.8	12.8	13.5	3.8	100.0
	Other	35.9	9.0	24.4	7.7	3.8	6.4	12.8	0.0	100.0

(If answered "No" for 3-2)

3-2-5. Would you like to participate in activities related to international cooperation in the near future?

		Yes	No	Total
All		85.8	14.2	100.0
Year	1st-year	93.6	6.4	100.0
	2nd and higher grades	83.5	16.5	100.0
Department	Social Science	86.8	13.2	100.0
	Humanities	83.8	16.2	100.0
TOEIC	Natural Science	90.0	10.0	100.0
	Other	82.1	17.9	100.0
TOEIC	High-score Group	88.0	12.0	100.0
	Other	82.1	17.9	100.0



(If answered "Yes" for 3-2-5)

3-2-5-1. If you were to participate, what type of activities related to international cooperation would interest you? (Multiple answers allowed.)

		Fund-raising/Donation collection	Purchasing fair trade goods	Participating in university extracurricular activities (clubs etc.)	Participating in events and/or seminars	Visiting actual sites where international development activities is taking place in developing countries	Volunteering in developing countries	Other	Total (Number of students)
All		19.9	18.8	35.4	16.6	29.8	34.8	0.0	181
Year	1st-year	15.9	13.6	45.5	13.6	43.2	40.9	0.0	44
	2nd and higher grades	21.2	20.4	32.1	17.5	25.5	32.8	0.0	137
Department	Social Science	16.9	20.3	28.8	16.9	32.2	35.6	0.0	59
	Humanities	22.6	19.4	25.8	16.1	35.5	41.9	0.0	31
TOEIC	Natural Science	15.6	22.2	55.6	17.8	26.7	26.7	0.0	45
	Other	26.1	13.0	30.4	15.2	26.1	37.0	0.0	46
TOEIC	High-score Group	19.7	22.2	34.2	17.9	27.4	32.5	0.0	117
	Other	20.3	12.5	37.5	14.1	34.4	39.1	0.0	64

(If answered "Yes" for 3-2-5)

3-2-5-2. What areas would interest you? (Multiple answers allowed.)

		Human rights (including gender equality)	Poverty	Famine	Refugees	Environment	Medicine	Land mines	Education	Natural disasters	Civil wars	Other	Total (Number of students)
All		41.4	24.9	9.9	9.4	18.8	10.5	0.0	51.4	2.8	3.3	0.6	181
Year	1st-year	38.6	25.0	9.1	9.1	22.7	20.5	0.0	54.5	6.8	2.3	0.0	44
	2nd and higher grades	42.3	24.8	10.2	9.5	17.5	7.3	0.0	50.4	1.5	3.6	0.7	137
Department	Social Science	42.4	32.2	13.6	6.8	13.6	5.1	0.0	47.5	0.0	3.4	0.0	59
	Humanities	48.4	32.3	16.1	12.9	19.4	9.7	0.0	48.4	6.5	6.5	3.2	31
TOEIC	Natural Science	44.4	24.4	2.2	8.9	20.0	17.8	0.0	55.6	4.4	0.0	0.0	45
	Other	32.6	10.9	8.7	10.9	23.9	10.9	0.0	54.3	2.2	4.3	0.0	46
TOEIC	High-score Group	45.3	28.2	12.0	7.7	13.7	9.4	0.0	49.6	1.7	0.9	0.9	117
	Other	34.4	18.8	6.3	12.5	28.1	12.5	0.0	54.7	4.7	7.8	0.0	64