

# Research on Global Mindedness and Attitude toward Internationalization of Female University Students in Japan and South Korea

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## 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。本研究の第4年次に当たる2017年度は韓国の女子大学生を対象としたインタビュー調査を実施し、日韓比較分析を行った。その結果、アンケート調査における韓国の女子大学生の語学力・国際志向性の高さ、国際交流・国際協力に積極的な姿勢の背景には、就職に向けた準備という側面が強いこと、また、国際交流・国際協力を促進するための大学・企業等による経済的な支援が充実していることが明らかになった。

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

**Notice:** This article is part of this year's survey, which adds to the results of the survey over the past three years. Specifically, chapters 1, 2 and 4 of this article are based on the article of "[Final Report] Research on Global Mindedness and Attitude toward Internationalization of Students at Showa Women's University," which was published in 2016.

## 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, interest in 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

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OECD<sup>2</sup> and others, the number of Japanese students studying abroad peaked in 2004 at about 83,000 and has been declining since that time. The number in 2012 stagnated at about 60,000.

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>3</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>4</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 resources").

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.

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 provided by SWU.

This research was conducted based on the following fundamental questions:

- Is interest in foreign nations actually low among Japanese university 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 who have experienced studying abroad? In other words, does

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<sup>2</sup> (Source) OECD, Education at a glance

<sup>3</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>4</sup> Showa Boston was established in 1988 as a satellite campus for English majors from SWU.

the experience of studying abroad engender global mindedness?

As the research began in 2014, 2017 was the fourth year of the project. During the first year, we conducted a preliminary survey on the level of global mindedness and attitude toward internationalization among students at SWU. As a result of having analyzed the trends and factors, the level of interest in international business was high among 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.

During the second year, based on the results of the survey during the first year, we conducted a full-scale survey on the level of global mindedness and attitude toward internationalization among students at all departments of SWU. From the second-year survey, we added question items regarding TOEIC score, which are widely used as a general index for English ability of university students. This item was added after a comment was made in interviews with students that anxieties caused by insufficient language skills were cited as one of the reasons why they are hesitant to take part in activities related to international exchange/cooperation. Considering that the average TOEIC score among university students in Japan is 440, we designated those who had scored 500 or more as the “high-score group” and compared them to those who had scored lower. The description of the questionnaire survey is as follows:

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

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

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

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 students in other departments (70.0%). Within the International Departments, students in the Department of English Language and Communication as well as the Department of Business Design showed an especially high level of interest (96.4%). Moreover, students in the International Departments were also much more interested in international business (88.5%) than students in other departments (41.7%). Within the International Departments, 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**

Interest in studying abroad was higher among the 1<sup>st</sup>-year students (86.1%) than among 2<sup>nd</sup>- to 4<sup>th</sup>-year students (76.7%). Even among students in the International Departments, 1<sup>st</sup>-year students (98.7%) expressed a higher level of interest than 2<sup>nd</sup>- to 4<sup>th</sup>-year students (90.9%). Furthermore, interest in international business was also higher among 1<sup>st</sup>-year students (75.9%) than 2<sup>nd</sup>- to 4<sup>th</sup>-year students (50.0%). Even among students in the International Departments, 1<sup>st</sup>-year students (92.0%) expressed a higher level of interest than 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 a student's 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 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%) who expressed a high level of interest. It can be surmised that students who already possessed a certain level of English ability and 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 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%). "Insufficient 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 among 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, 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 students in the Department of English Language and Communication as well as Business Design expressed enthusiasm toward volunteering in developing countries.

## **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 researches 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) serve as a useful reference.

According to a research by Clarke (2004), the survey sampled students from 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 female students were more interested in studying and working in a foreign country than male students. The tendency was particularly strong among students who majored in business. Global mindedness has high relevance to the study of a foreign language/culture and experience of visiting a foreign country.

According to a 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 so among female students. It was, however, also found that female students were more interested in international cooperation than male students. Similarly, the percentage of female students actually involved in volunteer activities related to international cooperation was also higher.

Meanwhile, Yokota and Kobayashi (2013) conducted a student sampling survey at fifteen universities in Japan (number of valid responses: 2,247). They designated Ritsumeikan Asia Pacific University<sup>5</sup>, a university committed to international education, and the School of Global Japanese Studies at Meiji University<sup>6</sup> as “universities promoting internationalization” and others as “general universities” for the purpose of comparative analysis. It was found, as a result, that female students demonstrated a higher level of global mindedness compared to 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 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 (2017 Academic Year<sup>7</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.

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<sup>5</sup> Ritsumeikan Asia Pacific University features an international campus environment with almost half of the faculty and student body comprised of foreign nationals from all over the world.

<sup>6</sup> The School of Global Japanese Studies at Meiji University is characterized by its education and research on contemporary Japanese culture. As of 2013, the ratio of foreign students came to around 20% of all students.

<sup>7</sup> In Japan, the academic year begins in April and ends in March.

**(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 members <sup>8</sup>	Ms. Tee Xin Yee	2 <sup>nd</sup> year, Department of Business Design, SWU
	Ms. Misuzu Kanemaki	2 <sup>nd</sup> year, Department of Contemporary Liberal Arts, SWU
	Ms. Chiharu Hata	3 <sup>rd</sup> year, Department of Japanese Language and Literature, SWU
	Ms. Kasumi Sasaki	1 <sup>st</sup> year, Department of Contemporary Liberal Arts, SWU

**(2) Research schedule**

April 14	Adoption of Grant Application
April 16 –28	Open for new project members
May 26	1 <sup>st</sup> Project meeting (provide an explanation of a research plan)
June 9	2 <sup>nd</sup> Project meeting (analyze the survey items)
July 7	3 <sup>rd</sup> Project meeting (analyze the questionnaire)
July 28	4 <sup>th</sup> Project meeting (pre-test)
August 21	Conduct an international workshop with students of Sungshin University at SWU campus in Tokyo
September 24 - 26	Conduct an international workshop with students of Sookmyung Women's University at Sookmyung Women's University campus in Seoul
October 12	5 <sup>th</sup> Project meeting (reconsider the further schedule)
October 22	6 <sup>th</sup> Project meeting (analyze the survey results)
November 12	7 <sup>th</sup> Project meeting (analyze the survey results)
December 21	Conduct an interview with students of SWU
February 4	Submit the article

**4. Overview of the Result of Questionnaire Survey on Japanese and Korean Students**

**\* Survey data targeting SWU are italicized and underlined.**

During the first year and second year, we conducted a preliminary survey and full-scale survey on the level of global mindedness and attitude toward internationalization among students at SWU. 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 a comparative analysis on the level of global mindedness and attitude

<sup>8</sup> Department and Year at the time of the project

toward internationalization between female university students in Japan and those in other developed countries. With the strong support of the Center for International Exchange at SWU, we were able to obtain the cooperation of Sookmyung Women's University and Seoul Women's University in South Korea for conducting the questionnaire survey. The description of the questionnaire survey is as follows:

	Japan	South Korea
Targets	Students at SWU	Students at Sookmyung Women's University and Seoul Women's University
Survey Method	Targets were chosen randomly and asked to fill out the questionnaire at the cafeteria in SWU	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	311	243
Test period	December 2015	Late August to Early October 2016
Question items	See Appendix	See Appendix

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

- 95.1% expressed 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 interest (all respondents: 61.3%, students of International Departments: 88.5%). This tendency was especially noticeable among those who had scored high on TOEIC (95.0%).

### (2) TOEIC<sup>9</sup> 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 was especially high among students in the department of Social Science (75.3%).
- There was also a significant gap between 1<sup>st</sup>-year students who had scored 500 or higher on TOEIC (51.9%) (all respondents: 14.1%) and 2<sup>nd</sup> and higher grade students who had scored 500 or higher on TOEIC (69.1%) (all respondents: 26.9%).

### (3) International cooperation

- 89.7% of all respondents expressed interest in international cooperation (all

<sup>9</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. The average TOEIC score among university students in Japan is 440. (Source) TOEIC Program Data & Analysis 2014, Educational Testing Service (ETS)

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%).

- Of all the issues of international cooperation, students were found to be most interested in “Human rights (including gender equality)” (32.1%) (all respondents: 16.4%). As to why they are interested in international cooperation, a largest number of students stated that “Resolving issues such as the environment requires the effort of the international community” (39.0%) (all 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 respondents: 19.4%) and “Class lecture” (26.6%) (all respondents: 46.3%). They also stated that they became interested in the subject when they were in “University” (39.0%) (all respondents: 28.6%) and “High school” (33.9%) (all 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 students in the department of Social Science was relatively higher at 20.0%. The types of activities most cited were “Participating in university extracurricular activities (club activities)” (40.6%) (all respondents: 19.0%) and “Fund-raising/donation collection” (31.3%) (all respondents: 42.9%). Although 65.6% expressed their motivation was “More active than before,” they also listed obstacles for continuing these activities, citing “Insufficient funds” (31.3%) (all respondents: 43.5%) and “Hindrances to school work/ job searching” (31.3%) (all respondents: 8.7%).
- 86.8% of all respondents were not involved in activities related to international cooperation. (all respondents: 92.4%). Furthermore, they listed “Insufficient opportunity and/or information” (28.4%) (all respondents: 38.8%) and “Not confident in language skills” (19.0%) (all respondents: 15.2%) as reasons for not participating. When a Korean student who studies at SWU was interviewed, she commented that anxieties caused by insufficient language skills was one of the reasons why students are hesitant to take part in activities related to international exchange/cooperation.
- 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 respondents: 68.7%). They named “Participating in university extracurricular activities (clubs etc.)” (35.4%) (all respondents: 8.1%), “Volunteering in developing countries” (34.8%) (all respondents: 16.1%) and “Visiting actual sites where international development activities are taking place in developing countries” (29.8%) (all respondents: 11.8%) as the types of activities in which they would like to participate. The most cited issues of interest were “Education” (51.4%) and “Human rights (including gender equality)” (41.4%).



## 5. Overview of the Result of Interview Survey for Japanese and Korean Students

During the fourth year, based on the results of the survey over the past three years, we planned to conduct an interview survey on female university students in Japan and South Korea in order to further analyze the questionnaire survey conducted in the third year. With the strong support of the Center for International Exchange at SWU, we can obtain the cooperation of Sookmyung Women's University and Sungshin University in South Korea for conducting an international workshop. The survey method and outline of the interview survey are as follows:

- Targets: Female university students at SWU, Sookmyung Women's University and Sungshin University
- Survey Method: Interview survey
- Survey Dates: August 21(for Sungshin University), September 25 (for Sookmyung Women's University) and December 21(for SWU)
- Venue: SWU campus in Tokyo and Sookmyung Women's University campus in Seoul
- Number of participants: 30<sup>10</sup>

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

- Both Japanese and Korean students have a positive image on international businesses and companies. However, Japanese students tell us more about how they would like to use their English skills and what services they would like to provide, whereas Korean students put more emphasis on the system in international companies. There is a tendency among Korean students to wish to work for companies with hospitable treatment. It can be inferred that this difference in awareness on international business results from severe employment conditions of young people in South Korea.

### (2) English education and TOEIC score

- TOEIC scores showed a wide differential by students' major in last year's survey. According to this interview, this is because the level of TOEIC score required by companies differs according to the type of business. And it can be inferred that the higher TOEIC scores among Koreans compared with the Japanese are the consequence of early childhood English education and classes that incorporate lessons in speaking and listening.
- According to our questionnaire survey, Korean students have little confidence in their language abilities despite their high TOEIC score overall. We have found that one of the reasons for their low confidence is the English education in Korea where focus is placed more on writing and reading skills than on communication skills. A similar situation can also be observed in the English education system in Japan.
- We can see that there is a gap between the TOEIC score levels required by Japanese companies and Korean companies. Apparently, Korean students must

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<sup>10</sup> Breakdown: 10 each from SWU, Sookmyung Women's University and Sungshin University.

deal with a higher TOEIC requirement, which is about 200 points higher than the requirements by Japanese companies. It can be inferred that Japanese companies tend to place emphasis on their potential than their language ability in the case of hiring fresh graduates.

- In the questionnaire survey, the number of 2nd to 4th year students who have never taken TOEIC (38.0%) is higher than that of 1st year students (25.2%) in Japan. On the other hand, in Korea, the ratio is lower among 2nd to 4th year students (21.5%) than 1st year students (40.4%). It can be inferred that TOEIC requirements for job seeking-students in Korea are high.

### **(3) Future career plan**

- There is a great difference between the job searching process in Japan and Korea. There is a tendency among Korean students to study further after they graduate from the university and the period of job searching is uncertain. By contrast, there is a fixed job searching period for students in Japan and it is customary for them to have secured their jobs before they graduate. It can be inferred that Korean companies expect job applicants to have someone who can think on their own.
- In the questionnaire survey, 91.4% of Korean students were interested in international business. This shows that Korean students look forward to favorable working conditions for women. That is to say, Korean students want to continue working after they get married or have a baby. The reason why Korean students are interested in international companies is that these companies offer good welfare and high salary. Some Korean women decide not to have a baby to protect her life and career. International companies offer solid welfare programs for female workers, which is one reason why many Korean students prefer them over domestic companies. Japanese companies provide substantial welfare programs for women including maternity leave and childcare leave. In addition, in most of the cases, female workers can take the leave without much trouble. This is the reason why Korean students wish to work for Japanese companies.

### **(4) International exchange and international cooperation activities**

- In the questionnaire survey, many Korean students responded that they were not able to conduct international cooperation activities for some reasons. However, the interviews reflected a different result, which is, Korean students are highly involved in those activities. According to the students, many people cannot participate engage in international cooperation activities abroad, such as building a school in Africa. However, they are engaged in some activities in Korea. For example, one of the students majoring in engineering was involved in a project to develop equipment for water resource protection in Africa at their university. It can be inferred that Korean students think they can conduct international cooperation activities without going to developing countries.
- In Japan, it costs a certain amount of money to volunteer or engage in international cooperation activities, which we assume is one of the reasons for their hesitation in getting involved in those activities. On the other hand, in Korea, universities, companies and non-profit organizations offer many programs

to join international cooperation activities for university students with a small amount of money.

- If going abroad accelerates participation in international cooperation activities, the case applies more to Japanese students than Korean students. This is because more Japanese students have a chance to study abroad according to our questionnaire survey. 42.5% of SWU students have studied abroad. On the other hand, in Korea, 20.2% of students have studied abroad. This shows that SWU give students more opportunity to study abroad than universities in Korea. However, interest in international experiences is lower in Japan than in Korea. As one of the reasons, less information about international cooperation is available at SWU than in Korea. Some 28.6% of SWU students (28.6%) became interested in international cooperation in university. The rate is lower than among Korean students (39.0%). Moreover, as another reason, Japanese students believe they must go abroad to be engaged in international cooperation. Korean students do not think that way because they know they can engage in international cooperation through donation, fund-raising, international exchange and other activities at home. In our view, Japanese students think that it is difficult to engage in international cooperation, more so than Korean students.

## 6. Findings from the Survey and Discussion

According to the survey results and comparison with previous surveys, it can be said that 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 students at SWU. Furthermore, students in South Korea show a higher level of English ability compared to students at SWU. While the percentage of students who had scored 500 or higher on TOEIC among students at SWU was 21.2%, the percentage of such students in South Korea was 65.4%. It can therefore be surmised that global mindedness has high relevance with the student's foreign language ability.

With regard to attitude toward internationalization, although 69.7% of students at SWU and 89.7% of Korean students expressed 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. "Insufficient opportunity and/or information" was the most cited reason for not participating by all respondents of both countries who were not participating in activities related to international cooperation. To alleviate the hesitation 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 effective to introduce various activities based on poverty-related issues in

developing countries. It was, however, agreed that the following factors need to be improved:

- It can therefore be surmised that the Korean respondents may have been more interested in international exchange/international cooperation compared to Korean students in general because there is a possibility that respondents of this questionnaire were not chosen randomly. Seoul Women's University encouraged its students to fill out the questionnaire at the international exhibition where the students interested in international exchange and/or international cooperation frequently gather. Sookmyung Women's University encouraged its 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% with a sampling error of 5% and confidence level of 95% ( $\lambda=1.96$ ), 377 respondents would have been required; however, this survey only sampled 243.

The survey was conducted mainly on students who may have been more interested in international exchange and/or international cooperation compared to students in general, so that the deviation occurred in a sample group of a questionnaire target. From now on we plan to take initiatives to ensure that the sample levels among Japanese and Korean students for the research match.

According to the results of this interview survey, it can be said that the environment is the essential reason which distinguishes Japanese and Korean students. First of all, in South Korea, the requirements of TOEIC results are high in many activities and programs, for example, volunteering programs provided by companies or church and also job searching. However, in Japan, TOEIC scores are not as important.

Moreover, most of the Japanese students paid for themselves when joining international cooperation programs and the cost is relatively high. On the other hand, Korean students have to pay less comparing to Japan while engaging in those programs. Many opportunities and subsidies are provided by various authorities. In addition to the cost, students in Japan have to deal with job searching period in their third year of university. As a result, it is difficult for Japanese students to join those activities due to their future career scheduling. In Korea, there is no particular period for job searching and experiences of international cooperation are necessary for job searching for some majors, therefore, it can be said that students in Korea receive more encouragement to join those activities. Furthermore, many Japanese students became highly concerned about international issues and engage themselves into related activities after their short-term or/and long-term overseas experiences.

According to the interview, companies in Korea have high awareness on providing international cooperation programs to students, whereas in Japan, it seems like there

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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.

are less opportunities provided by the companies. Therefore, it can be predicted that in Japan, students receive less encouragement from the society to engage in international cooperation or/and exchanged activities. Based on the result of the interviews, it can be proposed that there is still room for improvement in Japan to create an environment which could encourage students to be involved in international cooperation or/and exchanged programs.

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**Japan**

【Respondent Attributes】

		Show a Women's Univ.	Total
All (Students)		<b>311</b>	<b>311</b>
		(%) <b>100.0</b>	<b>100.0</b>
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		<b>52.9</b>	<b>45.8</b>	<b>5.2</b>	<b>20.6</b>	<b>310</b>
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		<b>80.6</b>	<b>41.9</b>	<b>38.7</b>	<b>13.2</b>	<b>4.5</b>	<b>100.0</b>
Year	1st-year	86.1	56.9	29.2	10.9	2.9	100.0
	2nd- to 4th-year	76.7	30.2	46.5	14.5	5.8	100.0
Department	International Departments	95.4	71.5	23.8	3.1	0.8	100.0
	Other Departments	70.0	20.6	49.4	20.6	7.2	100.0
TOEIC	High-score Group	98.4	62.5	35.9	0.0	1.6	100.0
	Other	76.0	36.6	39.4	16.7	5.3	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		<b>61.3</b>	<b>22.3</b>	<b>39.0</b>	<b>29.7</b>	<b>7.7</b>	<b>100.0</b>
Year	1st-year	75.9	31.4	44.5	17.5	5.1	100.0
	2nd- to 4th-year	50.0	15.1	34.9	39.0	9.9	100.0
Department	International Departments	88.5	43.8	44.6	10.0	0.0	100.0
	Other Departments	41.7	6.7	35.0	43.9	13.3	100.0
TOEIC	High-score Group	84.4	34.4	50.0	12.5	1.6	100.0
	Other	55.3	19.1	36.2	34.1	9.3	100.0

**Korea**

【Respondent Attributes】

		Seoul Women's Univ.	Sookmyung Women's Univ.	Total
All (Students)		<b>158</b>	<b>85</b>	<b>243</b>
		(%) <b>65.0</b>	<b>35.0</b>	<b>100.0</b>
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		<b>84.0</b>	<b>20.2</b>	<b>11.1</b>	<b>8.6</b>	<b>243</b>
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		<b>95.1</b>	<b>64.2</b>	<b>30.9</b>	<b>3.7</b>	<b>0.4</b>	<b>100.0</b>
Year	1st-year	98.1	69.2	28.8	1.9	0.0	100.0
	2nd and higher grades	94.2	62.8	31.4	4.2	0.5	100.0
Department	Social Science	96.5	68.2	28.2	3.5	0.0	100.0
	Humanities	93.3	71.1	22.2	2.2	2.2	100.0
	Natural Science	92.3	55.8	36.5	5.8	0.0	100.0
	Other	96.7	60.7	36.1	3.3	0.0	100.0
TOEIC	High-score Group	96.2	68.6	27.7	3.1	0.6	100.0
	Other	92.9	56.0	36.9	4.8	0.0	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		<b>91.4</b>	<b>44.4</b>	<b>46.9</b>	<b>8.2</b>	<b>0.4</b>	<b>100.0</b>
Year	1st-year	90.4	40.4	50.0	9.6	0.0	100.0
	2nd and higher grades	91.6	45.5	46.1	7.9	0.5	100.0
Department	Social Science	91.8	49.4	42.4	8.2	0.0	100.0
	Humanities	93.3	42.2	51.1	6.7	0.0	100.0
	Natural Science	90.4	50.0	40.4	7.7	1.9	100.0
	Other	90.2	34.4	55.7	9.8	0.0	100.0
TOEIC	High-score Group	95.0	48.4	46.5	4.4	0.6	100.0
	Other	84.5	36.9	47.6	15.5	0.0	100.0

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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	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"?

	South East 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"?

	South East 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



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(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
	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
TOEIC	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
	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
	Natural Science	37.5	25.0	27.1	2.1	16.7	12.5	48
TOEIC	Other	22.4	36.7	42.9	0.0	10.2	24.5	49
	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
	Natural Science	25.0	54.2	10.4	2.1	16.7	10.4	48
TOEIC	Other	20.4	24.5	14.3	4.1	40.8	24.5	49
	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
	Natural Science	4.2	10.4	10.4	39.6	35.4	100.0
TOEIC	Other	0.0	10.2	16.3	38.8	34.7	100.0
	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	

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

		Yes	No	Total
All		<b>7.6</b>	<b>92.4</b>	<b>100.0</b>
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

(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		<b>42.9</b>	<b>14.3</b>	<b>19.0</b>	<b>4.8</b>	<b>0.0</b>	<b>4.8</b>	<b>14.3</b>	<b>100.0</b>
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.)

3-2-2. 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		<b>79.2</b>	<b>29.2</b>	<b>50.0</b>	<b>16.7</b>	<b>0.0</b>	<b>4.2</b>	<b>100.0</b>
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.)

3-2-3. 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		<b>43.5</b>	<b>34.8</b>	<b>8.7</b>	<b>17.4</b>	<b>34.8</b>	<b>34.8</b>	<b>0.0</b>	<b>23</b>
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

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

		Yes	No	Total
All		<b>13.2</b>	<b>86.8</b>	<b>100.0</b>
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		<b>31.3</b>	<b>12.5</b>	<b>40.6</b>	<b>6.3</b>	<b>3.1</b>	<b>6.3</b>	<b>0.0</b>	<b>100.0</b>
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		<b>87.5</b>	<b>65.6</b>	<b>21.9</b>	<b>9.4</b>	<b>0.0</b>	<b>3.1</b>	<b>100.0</b>
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		<b>31.3</b>	<b>18.8</b>	<b>31.3</b>	<b>12.5</b>	<b>21.9</b>	<b>15.6</b>	<b>0.0</b>	<b>32</b>
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

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(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
	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
	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
	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
	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