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THE POST GRADUATION RESIDENCY PLANS OF KOREAN
STUDENTS ATTENDING SELECTED UNIVERSITIES
IN MICHIGAN

By

Kuk Bom Shin

A THESIS

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ABSTRACT

THE POST GRADUATION RESIDENCY PLANS OF KOREAN STUDENTS ATTENDING SELECTED UNIVERSITIES IN MICHIGAN

By

Kuk Bom Shin

The problem undertaken in this study was to investigate the relationship of selected factors of Korean students in Michigan to their return plans upon completion of study in the United States.

Factors considered in the study were length of sojourn in the United States, difficulties of Korean students in adjusting to American life, source of financial support, attitudes toward employment conditions back home, degree of confidence in relevance of their study to development of their own country, and their age upon arrival in the United States.

The research sample was comprised of all Korean students enrolled in seven colleges and universities in Michigan as of Spring and Summer, 1971. The major instrument used in the study was a questionnaire. The initial mailing and subsequent followup produced 103 completed questionnaires from the total of 132 identified Korean students in Michigan.

Pearson product-moment correlation, multiple regression techniques, and t-test were employed in statistical testing

of the hypotheses. The .05 level of confidence for rejection or acceptance of the hypotheses was selected.

Within the limitations of the study, the following conclusions were drawn:

1. Korean students' return plans after completion of study in the United States are related to the length of their sojourn in the United States. The longer a Korean student lives in the United States, the greater likelihood he will plan to stay in the United States.

2. Korean students' return plans are related to their difficulties in adjusting to American life. A Korean student who is better adjusted to American life is more likely to plan to remain in the United States upon completion of study in the United States than a Korean student who is not well adjusted to American life.

3. There is no statistical difference between return plans of sponsored Korean students and return plans of nonsponsored Korean students.

4. Korean students' return plans are not related to their attitudes toward employment conditions back home. The factors that often influence migration of professional talent from developing countries to the United States are not closely related to Korean students' decision to remain in the United States.

5. Korean students' feelings about the contribution of their U.S. study to the development of their own country

is related to their return plans. The more strongly a Korean student feels that his U.S. study will contribute to the development of his country, the greater likelihood the Korean student will plan to return home.

6. Korean students' age upon arrival in the United States is related to their return plans. A Korean student who came to the United States at a younger age will more likely plan to remain in the United States than a Korean student who came to the United States at a more advanced age.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

The number of foreign students in American colleges and universities has grown at a rapid pace in recent years. Enrollments have grown from a few thousand in 1900 to over 130,000 in 1970. This flow of foreign students to study in the United States is attributed to the accelerated movement for international understanding and recognition of the United States as a center of learning since World War I by most countries in the world.¹ To fulfill the United States' role as a leading power after World War II, the government and private organizations have provided expanded opportunities for students from abroad to study in American colleges and universities.

The Committee on Educational Interchange Policy developed the following four basic goals for student exchange: (1) to promote international understanding and good will; (2) to develop friends and supporters for the

¹Isaac L. Kandal, United States Activities in International Cultural Relations, American Council on Education Series, Series 1, Vol. IX, No. 10 (Washington, D.C.: American Council on Education, 1945), p. 2.

United States; (3) to contribute to the economic, social, or political development of other countries; and (4) to aid in the educational or professional development of outstanding individuals.²

Most foreign students from developed countries have returned to their home countries upon completion of their study in the United States, while many students from developing countries tend to remain in the United States and become permanent residents. Although there is a lack of consistent or accurate data on this nonreturn rate of foreign students, there is growing concern over the number of students from these developing countries who do not return to their native lands after completing their studies in the United States.³

Kindleberger presented three types of failures that often occur among foreign students from the less-developed countries--failure in their work at the American college or university, failure to return to their countries, and failure to be effective as a consequence of being trained abroad.⁴

²Ibid., p. 5.

³Education and World Affairs, The Overseas Selection of Foreign Students, A Report from Education and World Affairs (New York: Education and World Affairs, 1966), p. 22.

⁴Charles P. Kindleberger, "Study Abroad and Immigration," in Walter Adams (ed.), The Brain Drain (New York: The Macmillan Co., 1968), p. 156.

Grubel and Scott indicated that comparisons of the cost of the foreign student exchange program with the benefits arising from the inflow of nonreturnees in terms of what it would cost the United States to develop similar manpower showed a tangible profit from the investment, even when only ten percent of the foreign students were considered to be nonreturnees.⁵

There are split opinions among economists, educators, and administrators as to the seriousness of the loss of these students to developing countries. Some feel foreign student nonreturnees do contribute to the developing country more than returnees, as these students from developing countries may be able to make a larger contribution to international development by working in the United States, where there are more opportunities to utilize their skills. Others believe an adequate supply of highly trained manpower is essential to the economic development of a country, and that nonreturnees contribute to the shortage of such manpower. (The discussion over this issue is presented in the review of literature, Chapter II.)

The controversy over emigration of trained people from developing countries to the United States has resulted

⁵Hubert G. Grubel and Anthony D. Scott, "The Cost of U.S. College Students Exchange Programs," The Journal of Human Resources, Vol. XIII, No. 4 (Fall, 1966), 81-98.

in a search to try to determine the significance of and reasons for the large numbers of nonreturning foreign students and the possible actions which should be taken by the developed and developing nations to solve the problem. Several case studies have been undertaken to identify factors underlying student migration. These studies have included field of study, sponsorship, age, social class, etc.

However, there is still a lack of data on the rate of foreign student nonreturn from different nations, and a lack of understanding of the relative importance of the various factors related to the nonreturn of these students.

Statement of Problem

The problem undertaken in this dissertation was to investigate the relationship of selected characteristics of Korean students in Michigan to their return plans upon completion of their study. Since the 1950's Korea has been one of the top ten nations that have sent large numbers of students to study in the United States, but it has one of the worst records known in getting its trained students back home. The estimated nonreturnee rate of Korean students is from 80 to 90 percent.⁶

⁶Gregory Henderson, Korea; The Politics of the Vortex (Cambridge, Mass.: Harvard University Press, 1968), p. 243. See also The Committee on the International Migration of Talent, The International Migration of High Level Manpower, Its Impact on the Development Process (New York: Praeger Publishers, 1970), p. 136.

Why do most Korean students fail to return home after completing their study? Do Korean students come to the United States originally with a hidden purpose of immigration? What factors affect the students' decision making for return or nonreturn upon conclusion of their study? What are the factors that most influence the decision of Korean students to stay in the United States?

Significance of the Study

In the past, foreign student research has been concerned with the personal adjustment of the student to the American academic community and social life. Some sociologists posit there has been too much of this type of research.⁷ Concern for the implications of foreign study for nation building, for the development of science and technology, and for advancement of learning has increased recently among economists, educators, and administrators.

It is a well-accepted belief that the problem of development of a nation is linked to the development of indigenous human resources. The problem of emigration of high level manpower, particularly in the case of Korea, is related to the nonreturn of Korean students from abroad

⁷The Council on International Educational and Cultural Affairs, The International Migration of Talent and Skills, Proceedings of a Workshop and Conference Sponsored by the Council on International Educational and Cultural Affairs (Washington: Bureau of Social Science Research, Inc., Oct. 1966), p. 59.

after completing their study. A recent study of the Committee on the International Migration of Talent reported:

The brain drain, when discussed by Koreans, is almost always related to the flow of the Korean students abroad for study. It is assumed that virtually all emigration of high level manpower originated in study abroad. It is noted that the first large scale flow of students in Western countries, particularly to the United States, began about 1953--after the Korean war--that the flow has increased with time and that most of these students have never returned.⁸

There are no concrete figures that show the nonreturn rate of Korean students. However, a few available literature sources show that the nonreturnee rate of Korean students is near 90 percent,⁹ and this high rate of nonreturn hampers the development of the country. A keen foreign observer of Korean affairs indicated the seriousness of the situation by saying:

Korea, where more than one half of all sections of the country have not a single doctor with modern medical training, provides twenty anaesthesiologists for the staff of one East Coast American hospital alone.¹⁰

Interestingly, Korean resident doctors at several national university hospitals in Korea recently demanded

⁸The Committee on the International Migration of Talent, op. cit., p. 135.

⁹Gregory Henderson, op. cit.

¹⁰Gregory Henderson, "Foreign Students: Exchange or Immigration," NAFSA Newsletter, National Association for Foreign Student Affairs, Vol. XVI, No. 3 (Nov. 15, 1964), 3.

the government to ease restrictions on their travel to foreign countries.¹¹

In the fiscal year from July 1, 1966, to June 30, 1967, 869 Korean students on foreign student visas adjusted their status and became permanent residents of the United States.¹² Of these 869 students, there were 332 engineers, scientists, and physicians, comprising 80 percent of the total immigration of Korean scientists, engineers, and physicians for the year.

Since early 1960, the Korean government has developed an ambitious plan for scientific and economic development. They will have completed two five-year development plans by the end of 1971, and will begin the third five-year plan in 1972. Although domestic training facilities are being expanded to meet the manpower needs of the country, a large portion of high-level manpower training will be dependent upon foreign studies.¹³

A recent report of the Comprehensive Long Range Educational Planning Council of Korea indicated the need of study on the brain drain of Koreans:

¹¹Tong-A Il Bo (Tong-A Daily News), Seoul, Korea, July 1971.

¹²John Alsop Thames, "Korean Students in Southern California: Factors Influencing Their Plans Toward Returning Home" (unpublished Ed.D. thesis, University of Southern California, 1971), p. 5.

¹³Comprehensive Long Range Education Council, Republic of Korea, "Comprehensive Long Range Education Plan," Seoul, Korea: Ministry of Education, Feb. 4, 1970, p. 23. (Mimeographed in Korean.)

The heavy financial loss due to highly educated Koreans accepting positions in other countries and not returning to Korea as productive citizens has not been recognized fully. This is the type of loss that developing countries cannot afford either in terms of financial loss or loss of highly educated manpower.¹⁴

It is expected that the result of the present study will contribute to government and private agencies in establishing policies for inducing the return of Korean students, as well as improving their study abroad policies.

Purpose of the Study

The major purpose of the present study was to determine if a relationship exists between the characteristics of Korean students as defined by the selected factors, and their intention to remain in the United States or return to Korea upon conclusion of their study. The study was conducted for the following specific purposes:

(1) To help Korean students understand the forces that may affect their return plans after completion of their study.

(2) To provide information to college administrators, faculty members, and others dealing with Korean students.

(3) To provide information to manpower planners in Korea and to assist Korean government and private agencies in establishing policies for study abroad, as well as

¹⁴Leroy J. Peterson, "Interim Report on Educational Finance in Korea," USAID/KOREA, July 1969, p. 79. (Mimeographed.)

improving counseling and guidance of Korean students in the United States.

Methodology

The methods applied to the study were normative survey with analysis of data to compare the selected factors of Korean students with the groups of students having different return plans upon conclusion of their study in the United States.

The factors were selected after intensive reviews of literature on brain drain, migration of talent, and foreign students' nonreturn problems. Major factors considered in the study were: the length of the Korean students' sojourn in the United States, level of difficulties in adjusting to American life, source of financial support, attitudes toward employment conditions back home, the degree of confidence in the contribution of their U.S. study to their country's national development, and age levels.

In order to determine if there exists a relationship between the characteristics of Korean students (as defined by the above selected factors) and their return plans, a correlation analysis was made of the selected factors of Korean students with their future intentions to return or not return to Korea upon completion of their study in the United States.

Hypotheses to Be Tested

In the following presentation of the hypotheses, the background information leading to the formulation of each respective hypothesis is discussed prior to the statement of that hypothesis.

The Education and World Affairs Study Committee on Foreign Student Affairs found that many foreign students became alienated from their native cultures and arranged to stay permanently in the United States, although their skills are desperately needed in their home countries.¹⁵ After studying Indian students, Sharma argued that the fresh Indian student arriving in the United States has little idea of what is ahead and it is only after a period of at least a year that he begins to evaluate and compare his prospects in India and in the United States.¹⁶ Lambert and Bressler found that Indian students acquire a new set of attitudes and altered behavior traits that may make their reassimilation upon return increasingly difficult.¹⁷

Hypothesis No. 1: The longer a Korean student in Michigan has lived in the United States, the greater likelihood the student will intend to remain in the United States upon completion of study.

¹⁵Education and World Affairs, The Foreign Student, Whom Shall We Welcome, The Report of the Study Committee on Foreign Student Affairs (New York: Education and World Affairs, 1964), pp. 1-2.

¹⁶Keshav Deo Sharma, "Indian Students in the United States," Exchange (Spring, 1969), 51.

¹⁷Richard D. Lambert and Marvin Bressler, Indian Students on American Campus (Minneapolis, Minn.: University of Minnesota Press, 1956), p. 98.

A study of Norwegian Fulbright returnees indicated that adjustment seemed to be very good among those who stayed in America less than six months, and those who stayed more than eighteen months were better adjusted than those who left America after a study lasting from six to eighteen months. The U-shaped relationship between duration and adjustment was proved in this study to be the effect of a genuine time process.¹⁸

Eberhard pointed out that after becoming adjusted to American life, foreign students become psychologically unfit for return to their home countries, and this is a major factor of student nonreturn.¹⁹

Hypothesis No. 2: Korean students in Michigan who are better adjusted to American life will more likely plan to remain in the United States upon completion of study than those who are not well adjusted to American life.

McConnell stated that the majority of sponsored students whose education is financed by the government and private organizations recognize the needs of their countries, and faithfully endeavor to fit themselves as the sponsoring program intends.²⁰ Myers suggested that there

¹⁸ Cora DuBois, Foreign Students and Higher Education in the United States (Washington, D.C.: American Council on Education, 1956), p. 89.

¹⁹ Wolfram Eberhard, "Problem of Students Returning to Asia," Exchange (Spring, 1970) 41.

²⁰ John W. McConnell, Students From Other Countries in American Universities; the Voice of America Forum Lectures, University Series 7, 1964, p. 3.

is support for the fact that J-visa holders (exchange students) return home in high percentages.²¹

Hypothesis No. 3: Sponsored Korean students in Michigan will more likely plan to return to Korea than nonsponsored students in Michigan.

The factors that appear most frequently in studies of causes of nonreturn are related to conditions of employment in the student's home country.²² Meyers hypothesized the probability of nonreturn is increased by experience in work situations in the United States, and nonmonetary factors appear to be more important than monetary values in the decision.²³ An early study of Indian students by Lambert and Bressler indicated that foreign students, when they return to India, are confronted with two overriding problems of occupational adjustment: obtaining employment at status and income levels commensurate with their training and expectations, and adapting their foreign training and Western-acquired attitudes to concrete job situations.²⁴

²¹Robert G. Meyers, "Some Thought on Foreign Student Nonreturn," Exchange (Fall, 1968), 45-48.

²²Nuri Mohsenin, "The Lost Student Cause and Cure," Overseas, Vol. 2, No. 3 (Nov., 1962), 2.

²³Robert G. Meyers, op. cit., 45-48

²⁴Richard D. Lambert and Marvin Bressler, op. cit., p. 94.

Hypothesis No. 4: Korean students in Michigan who have a negative attitude toward employment conditions back home will more likely plan to stay in the United States than the Korean students who have a positive attitude toward employment conditions back home.

A foreign student's stay for an advanced degree frequently leads the student into rather exotic fields and areas of specialization which have little or no application in the country to which he is expected to return and work.²⁵ Nonreturning foreign students often feel their studies in the United States have overeducated them for jobs in their native lands.²⁶ In the same survey, Japanese students who returned home stated: "I must go back to Japan because I must work for my country."²⁷ Relevance of foreign students' study in the United States to their role back in their home culture is an important factor which influences student return plans.²⁸

Hypothesis No. 5: The more strongly a Korean student in Michigan feels his study in the United States will contribute to development of his country, the greater likelihood the Korean student will plan to return home.

Ritterband found in a study of Israeli students that the probability of return of students 25 years of age or

²⁵Nuri Mohsenin, op. cit., 4.

²⁶Peter H. Prugh, "Lure of America, More Foreigners Stay After U.S. Schooling: Homelands Fear Effect," Wall Street Journal, Vol. CLXVIII, No. 100 (Nov. 21, 1966).

²⁷Ibid.

²⁸Allan A. Michie, Higher Education and World Affairs (New York: Education and World Affairs, 1965), p. 27.

younger was lower than students aged 26 and older. Thirty-five percent of those 25 or less showed a higher probability of return, while 52 percent of those 26 or older indicated a higher probability.²⁹

Hypothesis No. 6: Korean students in Michigan who originally came to the United States at younger ages will more likely plan to stay in the United States than those who came at more advanced ages.

Limitations of the Study

The Open Doors, 1970, IIE Survey of foreign students reported that there are 3,991 Korean students attending American colleges and universities.³⁰ Because of limitations of time and resources allowed to the researcher, the present study is limited as follows.

(1) The present study covers Korean students attending higher education institutions in the state of Michigan as of Spring-Summer, 1971. The eight colleges and universities that were reported as having Korean students in the 1968 survey of Korean students conducted by the Office of Educational Affairs of Korean Embassy in Washington were contacted for inclusion in the present study. Of these eight institutions, five institutions were identified as having Korean students continuously. Two more institutions, which were not listed in the 1968 survey, were identified

²⁹Paul Ritterband, The Nonreturning Foreign Student: The Israeli Case (New York: Bureau of Applied Social Research, Columbia University, 1968), p. 110.

³⁰IIE, The Open Doors, (New York, 1970), p. 26.

as having Korean students and the present study covers these seven colleges and universities in Michigan. The results are therefore applicable to all Korean college students in the state of Michigan.

(2) Among many probable factors that may affect Korean students' future plans, this study deals with the following six factors: length of Korean students' stay in the United States, difficulties in adjusting to American life, source of financial support, attitude toward employment conditions back home, degree of confidence in relevance of their U.S. study to national development, and age levels.

(3) The institutional regulations of some institutions included in the study prohibited the investigator's access to students' records; therefore, the data were primarily dependent on self-reported responses on the questionnaire. This fact may limit the reliability of results of the study.

(4) The information elicited by the questionnaire was given in verbal responses and may not necessarily reflect what the respondents actually believed. In this respect, data may further lack reliability.

Definition of Terms

Foreign student: Until 1965, the Institute of International Education defined a student from abroad as one who is a citizen of a country other than the United States, who intends to return to his home country when his study

period in the United States is completed.³¹ Thus, until very recently the Institute did not consider the students who did not intend to return to their home countries as foreign students. Since 1966, because of a sharp increase in the number of foreign students not intending to return to their home countries, the Institute has changed the definition to include all students from abroad regardless of their intentions of return.

In this study the term foreign student is defined as a student from abroad who is enrolled at an American college or university as a citizen of a country other than the United States, regardless of his visa status.

Korean student: A student who is enrolled at a college or university in the state of Michigan as a citizen of the Republic of Korea (non-U.S. citizen).

Sojourn: The length of time that a Korean student stays in the United States.

Completion of study: Refers here to graduation from a college or university, either for a degree or a nondegree program.

Sponsored student: A Korean student whose partial or full expenses for study in the United States are supported

³¹Institute of International Education, IIE Report, Vol. 1, No. 1 (November, 1966), p. 1.

by a government (Korean as well as other nations), religious organizations, industries, private foundations, or international organizations.

Nonsponsored student: A Korean student whose partial or full expenses for study in the United States are provided by himself, his family, and/or colleges and universities.

Organization of the Study

The study was organized into five chapters and an appendix.

Chapter I contains a discussion introductory to the study, a statement of the problem, significance of the study, the purpose of the study, description of methods and major hypotheses, limitations of the study, and the definition of terms.

In Chapter II is presented a review of literature pertinent to the present study. The literature concerning an overview of student exchange between the United States and Republic of Korea, goals of study abroad, migration of high-level manpower and its impacts on national development, and factors that affect student nonreturn, are discussed in this chapter.

Procedures of the study are described in Chapter III. Construction of the instrument, collection of data, description of subjects, and treatment of data are also included.

Chapter IV contains an analysis of data.

Summary, conclusions and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The problems of nonreturning foreign students became a concern of educators and administrators in relatively recent years because of increasing awareness of the professional and technical manpower need for development of nations. The review of literature pertaining to the present study includes the following areas: (1) an overview of educational exchange between the U.S. and Korea, (2) the goals of foreign study programs expressed by individuals and agencies supporting the foreign students, (3) various views on the impact of migration of professional workers on development of nations, a problem to which nonreturning foreign students contribute, (4) studies on the factors contributing to foreign student nonreturn, and finally (5) studies on characteristics of students remaining in the United States.

Educational Exchange Between the United States and Korea

Less than a century ago, Korea became open to the Western world. In 1885 American protestant missionaries founded the first modern high school in Korea. Several

high schools and colleges were established by various Christian denominations even after the country was taken by the Japanese in 1910. Although some Koreans were sent to Japan and to the United States prior to the work of Christian missionaries in Korea, it was after the arrival of the missionaries that considerable numbers of Korean students began to appear in the United States.

As early as 1923 there were 96 Korean students in American colleges and universities; they were all Christians, unlike many students from other parts of the world.¹ The political turbulence resulting from Japan's domination of Korea drove a large number of progressive-minded youths overseas. Some went into exile and others sought liberal Western education.² The majority of these students who came during the early period of Japanese occupation chose to remain in the United States, primarily because of the threat of persecution by the Japanese, who occupied the country from 1910 to 1945.³

¹Reginald W. Wheeler, Henry H. King, and Alexander B. Davidson (eds.), The Foreign Student in America, A Study by The Commission on Survey of Foreign Students in the United States of America Under the Auspices of the Friendly Relations Committees of the Young Men's Christian Association and the Young Women's Christian Association (New York: Association Press, 1925), p. 91.

²"Overseas--Trained Students Play Vital Roles," Korea Journal, Vol. 2, No. 1 (Jan. 1962), 21.

³John Alsop Thames, "Korean Students in Southern California: Factors Influencing Their Plans Toward Returning Home" (unpublished Ed.D. thesis, University of Southern California, 1971), p. 5.

While abroad, many of these students were engaged in the movement for Korean independence. When Korea was liberated from Japanese occupation in 1945, many of them returned home and played an important role in the political, social, and economic affairs of the country. The first President of the Republic of Korea, Syngman Rhee, who ruled the country until he was overthrown by the students' revolution in 1960, was one of the first graduates of the first missionary school in Seoul and studied at Harvard and Princeton Universities.

The number of Korean college students seeking opportunities for study abroad, especially in the United States, began to increase after the end of World War II. The number of Korean students has grown from 16 in 1946 to 203 in 1948, to more than 1,000 in 1954. Currently there are 3,997 Korean students in the United States, according to IIE survey.⁴

This rapid growth in the number of Korean students in the United States can be attributed to several factors. During the Japanese occupation, few Koreans were allowed to receive higher education.⁵ With the liberation from

⁴ IIE, The Open Doors (New York: IIE, 1970), p. 26.

⁵ C. W. Wood, "The Realities of Public Higher Education in Korea," Journal of Higher Education (Jan. 1962), 379. See also Richard Werth, "Educational Developments Under the South Korea Interim Government," School and Society, Vol. 69, No. 1793 (April 30, 1949), 309, and O-ik Kwon, "Korean Students Abroad," Korea Journal, Vol. 2, No. 1 (Jan. 1962), 13.

Japanese occupation, school gates were flung open to Koreans and new institutions of higher learning mushroomed. This sudden expansion of higher education was made with no provisions for trained Korean faculty or adequate laboratory facilities. Werth indicated 90 percent of Korean college teachers in 1948 had no experience with teaching in colleges, and were mostly drawn from secondary schools.⁶ Thus, superior Korean students and university graduates looked to foreign universities as their hope for a source of an adequate education.

The Korean War (1950-1953) aggravated the educational condition of the country. It destroyed many of the library resources and training facilities; large numbers of teaching staffs were lost. Dissatisfaction with the quality of higher education has increased among Korean students since the Korean War. On the other hand, the desire to study overseas has increased. Some writers have pointed out that the flight of the sons of the prominent Korean families from an unfavorable political situation because of the war contributed to the increase of Korean students in the United States in the mid-fifties.⁷

Another way in which the Korean War might have influenced greater numbers of Korean students to study in America

⁶ Richard Werth, op. cit., 309.

⁷ its Impact on the Development of International Migration of Talent, the International Migration of High Level Manpower, Its Impact on the Development Process (New York: Praeger Publishers, 1970), p. 138.

was the establishment of personal relations between Korean youths and American military and civilian personnel who served in Korea. The Korean War brought millions of Americans to Korea to protect her from Communist invasion. Many Korean college students and graduates have had opportunities to be in contact with these Americans. Although there is no concrete record, it is evident that these opportunities enabled Korean youths to improve their language facilities, as well as promoting their plans to study in the United States through mediation of their American friends.

The importance of foreign training of Korean students has been advocated by many educators. Werth, an American advisor on teacher training programs in Korea in 1949, emphasized:

The best way in which America can serve Korean education in the future is to admit as many of its capable young men and women as possible to acquire a background which will enable them to initiate changes of their own accord upon their return to Korea.⁸

Since the early fifties, the need for such training of Koreans has been recognized by the United States government. Two major programs are sponsored by the United States government. One is the participant training program that is supported by the Agency for International Development (AID); the other is cultural exchange programs administered

⁸Richard Werth, op. cit., 309.

by the Department of State. The former is mainly oriented to economic development of the country, and the latter to cultural exchange between Korea and the United States.

A total of 2,464 Koreans has been trained under the AID-sponsored program during 1954-1965, with the training period ranging from a few weeks of observation tour to a few years of academic training. The record shows nearly 100 percent of the Koreans trained under this program returned to Korea after completing their study designed by the program.⁹

Under State Department support, 940 Koreans were sent to the United States during 1950-1966.¹⁰ This cultural exchange program also includes mostly short periods of tour to the United States and a small percentage of Koreans supported for academic training.

Until the early 1950's, the movement to study in foreign colleges and universities was largely unregulated by the Korean government. Since 1953 the government has developed a regulation to control the movement of students for study abroad. This regulation has been changed several times since its first promulgation. Currently, the following criteria must be met by a Korean student who plans to study abroad:

⁹Bom Mo Chung, "Influence of American Culture Through Educational Exchange," Asea Yongu (The Journal of Asiatic Studies), Vol. X, No. 2 (June 1967), 113.

¹⁰Ibid., 114.

(1) For majors in natural science, engineering, medicine, and vocational fields, completion of two years of college education at an accredited institution;

(2) For all others, graduation from a four-year accredited college or university;

(3) For men, completion of military service; and

(4) Passing grades in the Ministry of Education examinations in the language of the country of prospective study and in Korean history.

The Ministry of Education examination is held four times a year and once the student passes, it is valid for three years. The students who pass the examination are recommended by the Ministry of Education to the Ministry of Foreign Affairs for passports. Having passed a security clearance and received passports, the students go through regular visa application procedures for the country to which they intend to go for study abroad.

By the end of 1970, the Ministry of Education had approved 10,315 students for foreign study, of whom 9,027 (or 87.5%) chose to study in the United States, as shown in Table 2.1. These figures do not include the number of students sent by private and government organizations. These public-supported students are selected according to the criteria of their particular program, and are not required to take the Ministry of Education examination.

TABLE 2.1

Status of Overseas Study Approved by the Ministry
of Education, 1953-1970*

<u>Sex</u>	<u>Natural Science and Engineering</u>		<u>Humanities and Social Sciences</u>		<u>Total</u>	
	<u>Total</u>	<u>U.S. Only</u>	<u>Total</u>	<u>U.S. Only</u>	<u>Total</u>	<u>U.S. Only</u>
Male	4,122	3,843	3,781	3,013	7,903	6,856
Female	<u>942</u>	<u>892</u>	<u>1,470</u>	<u>1,279</u>	<u>2,412</u>	<u>2,171</u>
TOTAL	5,064	4,735	5,251	4,292	10,315	9,027

*Source: Ministry of Education, Republic of Korea, Statistic Yearbook of Education, 1970 (Seoul, Korea: Ministry of Education).

In addition, considerable numbers of Korean students in the United States may have come originally as visitors or tourists, and later changed their status to students.

The government effort to obtain data on what happens to the Korean students who have completed their study is relatively recent. In 1965, the Ministry of Education began to survey the status of Korean students in the United States. The study intended to:

- (1) Survey of status of approval of students for study abroad,
- (2) Survey of status of Korean students abroad, and
- (3) Survey of returnees.

For the purpose of providing counseling and guidance services for Korean students in the United States, the Ministry of Education established the Office of Educational Attache in the Korean Embassy in Washington in 1967. This office conducts a general survey of Korean students and scholars in the United States every two years. The first survey was conducted in 1968 and the second survey in 1970. The survey was designed to provide information about Korean students and scholars to prospective employers, both public and private. The reports include the names of Korean students currently enrolled in colleges and universities in the United States and Korean scholars teaching in American institutions of higher learning, and their major fields of study.

Another major government effort to induce the return of Korean scientists in the United States was the establishment of the Korean Institute of Science and Technology (KIST), which was founded in 1966 with American financial and technical assistance. One of the goals of the Institute was to reverse the "brain drain" of Koreans.¹¹ The Institute, completed in 1969, brought back about 30 Koreans, mostly from the United States, out of some 500 Korean scientists who showed an interest in returning to Korea to work at KIST. Boffey reported that the attractions

¹¹Philip M. Boffey, "Korean Science Institute; A Model for Developing Nations," Science (6 March, 1970), 1354.

KIST held for many Korean scientists abroad seemed to be the facilities, the autonomous research environment, the higher salary scale, fringe benefits that include inexpensive housing, and a year's paid sabbatical overseas for every three years of service.¹²

Goals and Motivations of Foreign Study Programs

What is the purpose of foreign study? Several writers on foreign students have pointed out the diversity of answers to this question. DuBois, in her comprehensive study of foreign students in the United States, cited that the goals of each agency supporting the students' study abroad, as well as individual students and their interests, are different and sometimes conflicting.

The U.S. government is concerned that students it sponsors acquire more appreciative understanding of the country envisaging education as an instrument of foreign policy and of national interest.

The government of nations intent upon economic and social development concern no further than training in skills that will be relevant to the welfare of their nations. . . .

Considerable portion of the American public reacts to the foreign students as it does to other foreigners who have come as immigrants with the intention of transferring their loyalties to this country and of being assimilated. . . .

(Foreign students themselves) express broad curiosity about this country as a dominant world power and as leader of the democratic nations . . . ,

¹²Ibid., 1356.

a sense of adventure and a desire to travel for its own sake, . . . eagerness to acquire new skills, . . . study abroad as an opportunity for personal advancement and enhanced social capital on their return or discouraged by their life chances in their homeland . . . study abroad as the first step toward possible emigration.¹³

Mills noted that Chinese leaders believed ardently in the value of educating the ablest young men of Taiwan in the United States for the following reasons: (1) a young man or woman has greater prestige as a result of an American education, (2) opportunities for adequate graduate training in any field are extremely limited in Taiwan, and (3) young people must get away from Taiwan if they are ever to understand how a democracy works.¹⁴

McConnell stated that governments and private organizations are primarily concerned with increasing the supply of trained manpower to carry out essential services in the home country.¹⁵ However, he differentiated between the goals of sponsored students and privately financed students. He pointed out that the majority of foreign students whose education is financed by government and private organizations recognize the needs of their countries and faithfully

¹³ Cora DuBois, Foreign Students and Higher Education in the United States (Washington, D.C.: American Council on Education, 1936), pp. 12-17.

¹⁴ Richard C. Mills, Narrow is the Road, A Study of Social Forces and Drives Evident in Asian Young People (Los Angeles: Claremore Fund, 1960), p. 29.

¹⁵ John W. McConnell, Students From Other Countries in American Universities, The Voice of America Forum Lectures, University Series 7, 1964.

endeavor to fit themselves as the sponsoring program intends, while students who are self-supporting are interested in advancing their own personal and professional development.

McConnell gave two major reasons why the United States encourages foreign students to study in the United States: existence of a deep conviction that international student exchange is the best way of increasing international and intercultural understanding, and the belief that standards of living in the economically less-developed areas of the world can be improved by increasing the number of men and women in those nations with technical and professional training.

More recently, Putman concluded that the only goal upon which the foreign student, his family, his government, the education institutions receiving him, the host country government, and other sponsors of the student sojourn abroad may agree is the effective education of the student; beyond that, all have different objectives. He cited:

The student and his family may be primarily concerned with enhancing his prestige and prospects in life. His government wants him to be trained as quickly as possible to return home and help solve the country's development problems. The host institution may be most interested in the foreign student's helping to educate American students internationally, or having him on campus as a visible sign of the institution's own reputation and maturity. The chief interest of the United States government may

be to develop favorable attitudes toward the United States among future leaders of other countries.¹⁶

The report of the Education and World Affairs Study Committee on Foreign Student Affairs summarized the justification for the admission of foreign students into the following four points:

(1) Cold war cultural diplomacy which involves the belief that training foreign students here is a way of making friends for the United States in the cold war.

(2) Education of the most promising individuals in the world community regardless of their country of origin.

(3) U.S. responsibility to assist the underdeveloped areas based on humanitarian and political consideration.

(4) Cultural interaction which stresses the value for American students of cultural interaction with foreign students.¹⁷

It is not possible to put the goal of foreign study in a single word because of its complexity. Among many dimensions such as fostering socio-political interests, altruistic ideas of helping the development of emerging nations, individual development, cross-cultural exchange, service to the home country and the host country, service to humanity at large, etc., views on which factor should be emphasized differ widely among writers.

¹⁶ Ivan Putman, Jr., "International Students," in Asa S. Knowles (ed.), Handbook of College and University Administration--Academic (New York: McGraw-Hill, 1970), pp. 7-234.

¹⁷ Education and World Affairs, The Foreign Student Whom Shall We Welcome, The Report of the Study Committee on Foreign Student Affairs (New York: Education and World Affairs, 1964), p. 4.

Haussamen, former U.S. representative to UNESCO, posited that "if a student from abroad fails to return to his homeland, the scholarship is wasted" because he felt the primary aim of scholarships is to nurture international attitudes that can work like a yeast on "parochial minds."¹⁸

Chathaparampil, however, stressed individual development as well as international understanding:

. . . the basic value of student exchange lies in what it does for the individual, both personally and professionally; and for cross-national and crosscultural understanding in our politically fragmented world.¹⁹

Review of discussions of goals of foreign study indicates there is a conflict between the social and economic needs of the country, especially those of underdeveloped countries where trained human resources are required, and the personal goals of individual students. How educators and policy makers should best help students reconcile this conflict seems an important task which lies ahead.

Views on Nonreturn of Foreign Students

The problems of student nonreturn are closely related to the issue of so-called "brain drain" or migration of

¹⁸Crane Haussamen, "When Foreign Student Scholarships Are Misused," Saturday Review (August 21, 1965).

¹⁹Joseph Chathaparampil, "The Brain Drain, A Case Study," undated, p. 5. (Mimeographed.)

trained people. Examination of the literature reveals widely contrasting viewpoints regarding the problems of student nonreturn.

In discussing nonreturning foreign student problems, the most fundamental question is how one defines "nonreturn."

Walton presented the basic question as follows:

Ascertaining the precise number of foreign students who remain in the United States is difficult not only because reliable data are unattainable, but because it is not easy to say when a student has definitely reached "the point of no return." Is it when he prolongs his stay beyond 3 or 4 years, or when he says he hopes to remain permanently or when he actually becomes a citizen? And what about students who hold immigration visas but intend to return home?²⁰

Both Ritterband and West discussed this ambiguity of definition of nonreturn at a conference on International Migration of Talent and Skills held in October, 1966, under sponsorship of the U.S. Department of State.²¹ Ritterband pointed out the fact that different agencies define foreign students differently, and therefore certain data are noncomparable.²² He also pointed out the fact that some nonreturnees who have taken out American citizenship do ultimately return to the country of origin. West

²⁰Barbara J. Walton, "Foreign Student Exchange in Perspective, What the Research Tells Us," Exchange (Spring, 1968), 5.

²¹The Council on International Educational and Cultural Affairs, The International Migration of Talent and Skills, Proceedings of a Workshop and Conference Sponsored by the Council on International Educational and Cultural Affairs (Washington: Bureau of Social Science Research, Inc., Oct. 1966).

²²Ibid., p. 42.

raised further questions in regard to the complexity of this problem:

It has been pointed out that many of those who come on immigrant visas come for the fringe benefits or the benefits of not having to make a decision, and they do not necessarily intend to emigrate. With respect to research trainees, perhaps two thirds are on exchange visitor visas and a third on permanent resident or immigrant visas; and here again, about half of those on immigrant visas are immigrants, that is, they at least intend to immigrate--and half are undecided. Most of the half who are undecided probably will go back. Now I think an interesting problem about this immigration business is that the definition of immigrant can only be made retrospectively; until the person dies he is potentially a returnee. And if he goes back to his country, he is potentially a returnee to the United States and we have a certain amount of recirculation.²³

In addition to the problem of clear definition of nonreturnee or immigrant, the cause of disagreement on student nonreturn, or the "brain drain" in more popular terms, lies in whether a person places emphasis on individual goals or societal goals. In the foreword of the recent report of the Committee on the International Migration of Talent, William Marvel, President of Education and World Affairs, stated clearly the controversy of the brain drain problem that is also closely related to the problem of foreign students' nonreturn:

It was obvious how misdirected much of their public discourse was, how complex and subtle were the issues involved in the "brain drain" problem--economic, political, social, educational and indeed ethnical issues

²³Ibid.

Such radical pro or anti-migration positions would be easy to counter. The difficulty lay in the great grey area between where refractory problems continued to emerge from the interplay between fundamental individual rights and national requirements--especially the need of developing countries to retain the services of their own most highly trained people. In a world rightly concerned with the relation between the rich and the poor nations, the existence of the "brain drain" could be pictured as contradictory, if not malevolent. With one hand, the wealthy countries provided assistance for the development of the poorer nations, while with the other hand, they seemed to be taking away some of the best of the latter's newly trained high level manpower, the very resource on which continuing economic progress depended.²⁴

There are two extreme viewpoints on the impact of nonreturning foreign students on their home countries.

In discussing the view of the brain drain problems, Seltzer quoted the following paragraph from an unidentified source:

The hullabaloo about the brain drain is getting rather threadbare after centuries of migration by scholars who have been changing residence and often national allegiance for pretty much the same reasons as now prevail. Only the centers of attraction have changed from the past to the present. The drained have always complained; sometimes they've stopped complaining long enough to take positive steps to attract the departing scholars. There is nothing wrong if American universities, industries or government seek to employ independent foreign student graduates. In most cases, recruitment is not even competitive with respect to employers in the graduate's home country. His home government often does not even know that he exists. If his education has progressed beyond

²⁴ The Committee on the International Migration of Talent, The International Migration of High Level Manpower, Its Impact on the Development Process (New York: Praeger Publishers, 1970), p. 5.

the immediate needs of his home country but meets the United States, who is to be blamed?²⁵

Foreign students' nonreturn is seen often as rooted in the home countries' reluctance in attracting trained people:

The root of the problem of migrating talent it is now widely agreed lies in the home country. Until recently many developing countries have been ambivalent in their attitude toward emigration, especially student emigration which is less easily recognized as an economic loss. It was not uncommon for such countries to take a certain pride in the number of students who made good abroad, and significantly, to view such students or ex-students as a potential source of trained manpower for the future even though they resided in the United States.²⁶

It is not uncommon for political and economic leaders of certain developing countries to send their children for study abroad and help them to stay abroad even after the completion of their study.²⁷

Economists' views on the problem are widely split. Taking an economic approach to the problem of nonreturning students, Grubel found that the nonreturn of foreign students increases overall world welfare, and therefore

²⁵The Council on International Educational and Cultural Affairs, op. cit., pp. 46-47.

²⁶Barbara J. Walton, op. cit., p. 6.

²⁷Richard C. Mills, Narrow is The Road, A Study of Social Forces and Drives Evident in Asian Young People (Los Angeles: Claremore Fund, 1960), p. 30. See also The Committee on the International Migration of Talent, op. cit., p. 139.

the countries from which the students were originally drawn still benefit from these nonreturnees.²⁸

Grubel's argument has been challenged by another economist. Shearer argued that the highest rate of nonreturn is found among Ph.D. graduates, especially those in the physical sciences and those who are sponsored by their own or United States university resources, and these graduates are needed by the home country.²⁹ He expressed skepticism about Grubel's theory that these nonreturnees contribute to the country to which they are drawn, although he admits the fact that "many individuals from developing countries, though permanently settled in a developed country, do serve the developing country by diplomatic service or as employees of international organizations."³⁰

In another paper, Grubel and Scott, discussing the international flow of human capital, posited that if the externality attaches to the profession rather than to the individual, the emigration of the individual will deprive

²⁸Herbert G. Grubel, "Nonreturning Foreign Students and The Cost of Student Exchange," Exchange (Spring, 1966), 20.

²⁹John C. Shearer, "In Defense of Traditional Views of The Brain Drain Problem," Exchange (Fall, 1966), 19.

³⁰John C. Shearer, "Intra and International Movements of High Level Human Resources," in James Heaphy (ed.), Developmental Administration Special Aspects (New York: McGraw Hill, 1966), p. 28.

the country of emigration of the externality only until he is replaced by another member of his profession.³¹

Kannappan stated that since there are more skilled individuals in the developing countries who could take the vacant positions, the flow of these people rather helps provide an opportunity for individual development as well as national economic growth.³²

Groves, in connection with Asian students, pointed out that foreign students from Asia make a contribution to their home country regardless of whether they return or stay in the United States. He further posited that nonreturnees contribute more than returnees:

Asians who have studied abroad are today making important contributions to the development of Asia. And those who do not return can often contribute more to their native countries by remaining abroad than by returning home--playing as a funnel to the underdeveloped country.³³

Similarly, Johnson, supporting an international model of human resources, posited:

. . . people who have emigrated may nevertheless perform their professional services to a significant extent in their countries of origin--

³¹H. G. Grubel and A. D. Scott, "The International Flow of Human Capital," American Economic Review, Papers and Proceedings, Vol. 56, No. 3 (May, 1966), 268-274.

³²Subhia Kannappan, "The Brain Drain and Developing Countries," International Labor Review, Vol. 98, No. 1 (July, 1968), 11.

³³Marion H. Groves, "Contribution to Development by Asians Who Have Studied Abroad," Exchange (Summer, 1967), 27.

may be more efficient for these countries than the attempt to maintain a national stock of all the skills that might be needed from time to time.³⁴

Howland, in a discussion of brain drain of Philippine medical doctors, emphasized a long-term view of the impact. He posited, in the long run brain drain does well for the country of origin:

What appears in the short run to be a "brain drain" from a country--and therefore its loss--may in truth, one of that country's unique contributions to the world's cultural common market. The brain drain from one country today may well be the brain gain of the world tomorrow.³⁵

Howland's view of Philippine doctors was challenged later by Gish, who concluded the problem of brain drain from developing countries as:

One thing is certain--that poverty, disease and ignorance in the Philippines or elsewhere cannot be helped by the emigration of the most skilled people in the country.³⁶

The people who hold negative views on the impact of nonreturning students are mainly concerned that the underdeveloped countries are being drained of human resources, requisite to socioeconomic development of their own country.

³⁴Dixon C. Johnson, "Asian Alumni Look Back on Their American Experience," Exchange (Summer, 1970), 70.

³⁵Harold E. Howland, "Brain Drain From the Philippines," Exchange (Fall, 1967), 28.

³⁶Oscar Gish, "Brain Drain From the Philippines--Part 2," Exchange (Winter, 1969), 61.

Henderson, former cultural attache at the American Embassy in Seoul, Korea, cited how important the role of trained talent in the United States is in the development and innovation of societies of emerging countries:

The intellectuals we take are the people whose presence withdrawn from homes, neighborhood shops, voting booths, newspaper columns, clubs, and tea rooms in their own lands, deprive us of the communication that the societies of the emerging nations so desperately need with the more developed world. More than our own citizens, there should be the communicants within those lands of the experience of America and of democratic life, in a depth and variety that only those who have lived in the U.S. for years--not foreigners, traveling through, or Americans expressing U.S. born thoughts in a foreign tongue--can impart.³⁷

Although it seems a little overstated, Perkins, President of Cornell University, wrote that loss of its best trained men and women is one of the greatest problems facing the underdeveloped world. He compared the role of the foreign educated in modernizing societies to that of yeast:

No more yeasty influence exists in the modernizing countries than those men and women who have had an educational experience in Europe and the United States. They will always know their life can be changed. They will always feel that they are part of a large society.³⁸

³⁷Gregory Henderson, "Foreign Students: Exchange or Immigration," NAFSA Newsletter, National Association for Foreign Student Affairs, Vol. XVI, No. 3 (Nov. 15, 1964), 3.

³⁸James A. Perkins, "The Foreign Aid and The Brain Drain," Foreign Affairs (July, 1966), 615.

He noted that there is a conflict between the objectives of American foreign assistance programs and the requirements of the American economy, between U.S. government efforts to train people in the less-developed countries and drain of foreign specialists to fill important jobs in the United States.

The recent study of the Committee on the International Migration of Talent of Education and World Affairs concluded their position on the problem of brain drain:

An answer must be sought in judgment rather than proof. Our judgment is that a continuing loss of intelligent and highly trained is likely to have adverse effects on national development--economic and social. These people are leaders and organizers, and their influence spirals far beyond the direct and specific product of their employment. Less developed countries have everything to gain and nothing to lose by accepting this favorable observation as being true and they needlessly forego one spur to generally useful action by assuming that the movement is of no consequence to them.³⁹

The Committee suggested several actions that any country which is dissatisfied with the rate of return of students should take to increase the return rate. They are:

- (1) identification of manpower requirements of high priority that can be met by study abroad,
- (2) educating students to the highest level at home, (3) keeping touch with students while they are studying abroad, and (4) establishing incentives to return by assuring a satisfactory job on completion of training.⁴⁰

³⁹ Education and World Affairs, Modernization and the Migration of Talent, A Report of The Committee on The International Migration of Talent (New York: Education and World Affairs, 1970), p. 45.

⁴⁰ Ibid., pp. 69-70.

Concern for nonreturning student problems was expressed for both sponsored and nonsponsored students. In an earlier report, the Education and World Affairs Study Committee on Foreign Students stressed that success of a sponsored program of foreign study is attained only if the sponsor extends his responsibility to include facilitating the foreign student's return home upon completion of his educational objective and following up the student's success or failure in putting his newly acquired talents to use in his own country.⁴¹

Wolfram Eberhard posited that nonsponsored students are also obliged to return, for the following reasons:

. . . Yet even these students with American scholarships or parental support have received elementary and often high school educations paid for by taxes collected from their poor citizens, and the foreign exchange they use is not available to the country for buying machinery or other necessary goods. Thus their government expects that even these students return and serve their country, repaying what it has done for them.⁴²

However, whether students should return or not is more of an individual matter and it seems inappropriate to draw

⁴¹Education and World Affairs, The Foreign Student Whom Shall We Welcome, The Report of the Study Committee on Foreign Student Affairs (New York: Education and World Affairs, 1964), p. 8.

⁴²Wolfram Eberhard, "Problem of Students Returning to Asia," Exchange (Spring, 1970), 42.

a conclusion or generalize from either set of viewpoints, as Frankel stated at a conference on International Migration of Talent and Skills:

Distribution of human beings from a rational economic point of view is not the only objective of human life and the basic human right--the right to live where he pleases, to move where he wishes, to seek occupation of the kind he thinks worthy of himself, etc.--should be considered in judgement on student nonreturn or brain drain problems.⁴³

Studies on the Factors Contributing to
Foreign Student Nonreturn

What lures the brains from one place to another is succinctly expressed in the following quotation from an Indian paper:

Brain goes where brains are, brain goes where money is, brain goes where humanity and justice prevail, brain goes where recognition and healthy competition are assured.⁴⁴

The question of why foreign students stay in the United States after completing their studies has been asked by many investigators.

David reported that foreign students, soliciting extension of their stay in the United States, may like to escape (1) narrow horizons, (2) limited opportunities,

⁴³The Council on International Educational and Cultural Affairs, op. cit., p. 76.

⁴⁴Research Policy Program, Brain Drain and Brain Gain, A Bibliography on Migration of Scientists, Engineers, Doctors and Students (Lund, Sweden, 1967), p. 1.

(3) restrictive class lines, and (4) lower living standards.⁴⁵

A report of the Education and World Affairs Study Committee on Foreign Student Affairs indicated alienation from their own culture as a major factor influencing foreign students to arrange to stay permanently in the United States.⁴⁶ It also pointed out lack of opportunity of employment of the home country, either because of the foreign student's inadaptability to the home environment or because of lack of provision in the home country for his employment in the field for which he was prepared.

Mohsenin cited:

. . . the main factors that foreign students prefer to remain in the United States are cultural isolation and alienation, lack of employment or research opportunity, higher standard of living in the United States, lower pay scale versus higher cost of living and various personal reasons such as religious and political affiliation.⁴⁷

⁴⁵James McCoy David, "A University-Sponsored Community Program of International Understanding Through Students" (unpublished Doctoral Project Report, Teachers College, Columbia University, 1953), p. 84.

⁴⁶Education and World Affairs, The Foreign Student Whom Shall We Welcome, The Report of the Study Committee on Foreign Student Affairs (New York: Education and World Affairs, 1964), pp. 1-2.

⁴⁷Nuri Mohsenin, "The Lost Student Cause and Cure," Overseas, Vol. 2, No. 3 (Nov., 1962), 2.

Among the factors reported by Prugh in the Wall Street Journal was "over education of foreign students" to meet jobs in their native country.⁴⁸

Johnson, in an interview study of Asian graduates of the University of Oregon, found that the reasons of foreign student stay in the United States included: (1) the probability of better paying jobs and a higher standard of living, (2) the emphasis in the United States on personal achievement rather than family connections, (3) the comparative freedom from racial discrimination, and (4) greater political freedom. He also found that a feeling of family obligation was the most frequently cited reason for returning home, and very rarely was a feeling of responsibility to his country and its development cited.⁴⁹

This finding is contradictory to the finding of another study, that a foreign student's feeling of responsibility to his country was a major factor in the decision to return home. In this study of reasons of return of graduates of Iowa University, it was found that "I must go back to work for my country" was the answer most frequently given by Japanese students as a reason for going back home.⁵⁰

⁴⁸Peter H. Prugh, "Lure of America, More Foreigners Stay After U.S. Schooling: Homelands Fear Effect," Wall Street Journal, Vol. CLXVIII, No. 100 (Nov. 21, 1966).

⁴⁹Dixon C. Johnson, op. cit., 78.

⁵⁰Peter H. Prugh, op. cit.

According to Groves in a study of students from Taiwan, the reasons for not returning were failure of the country to absorb profitably all its young people into the economy because of over population, affinity between Taiwan and the United States, political instability, unemployment, and social impoverishment in the home country.⁵¹

In a study of 1,416 Indian students in 322 major educational institutions throughout the United States, Sharma⁵² found that better opportunities for research and better occupational advancement were most frequently mentioned by Indian students as reasons for remaining in the United States, and next frequently appeared "better standard of living" and "better salaries."

Adams summarized major factors that create an attraction to the developed country and dissatisfaction with the development country as: salary differential, professional opportunity, lack of receptivity to change in the home country, relevance of foreign training, lack of realistic manpower policies, technology gap, political discrimination or noneconomic grounds, and monopolistic restrictions in advanced countries.⁵³

⁵¹Marion H. Groves, op. cit., 14.

⁵²Keshav Deo Sharma, "Indian Students in the United States," Exchange (Spring, 1969), 43-59.

⁵³Walter Adams (ed.), The Brain Drain (New York: The Macmillan Co., 1968).

A foreign student's decision to remain in the United States is primarily attributed to assimilation of the student into American life. Putman stated, "Return home is obviously the intended result when study abroad is taken but sojourn in the United States may change the student's original intent."⁵⁴

The following observation by Eberhard illustrates how foreign students become integrated into American life and become psychologically unfit for the homeland situation:

Here in the United States, we try to see that the foreign student adjusts to American society and institutions, that he really mixes with Americans. We study the difficulties which he has in his communication with Americans, the emotional conflicts which arise out of his cross cultural experience and his cross cultural contacts. We study the contrasts between the United States and those countries from which the student comes and on the basis of the insight we gain from these studies, we attempt to become even better hosts. Our attempts are so successful that (1) the student decides to remain here and not return to his country, (2) students who do finally return are often not happy to be living in their own countries again, or they become misfits whose main interest is in overthrowing the existing order in their own country.⁵⁵

Overadjustment to American life by foreign students from a different culture is a real dilemma of the foreign student program.

Factors causing migration of scientific talent are also applicable to foreign students' nonreturn. Walton

⁵⁴Ivan Putman, Jr., op. cit., pp. 7-243.

⁵⁵Wolfram Eberhard, op. cit., 41.

classified these factors into push factors and pull factors, the former consisting of negative inducements to return home and the latter consisting of positive inducements to stay permanently in the United States.⁵⁶ Push factors include psychological alienation from the home country and its culture, limited job possibilities and other economic deterrents in the home country, and political persecution or the prospect of it. Pull factors include high salaries and rapid advancement in the United States, favorable conditions for professional growth, high standard of living permitting enjoyment of the amenities of life, and personal ties such as marriage to an American. All these factors influencing foreign student return and nonreturn decisions can also be classified into monetary factors and nonmonetary factors. Meyers stated that nonmonetary factors appear to be more important than monetary values in the decision of foreign students to remain in the United States.⁵⁷

Review of the literature on the factors influencing students' decision for return upon completion of study abroad reveals that the problem of nonreturn of students from abroad upon completion of their study is not influenced by a single factor, but many factors jointly influence the

⁵⁶ Barbara J. Walton, op. cit., 17-29.

⁵⁷ Robert G. Meyers, "Some Thought on Foreign Student Nonreturn," Exchange (Fall, 1968), 45-48.

decision of foreign students. The degree of impact of each factor will be different according to the individual student's background at home and his experience in the United States.

Studies on Characteristics of Nonreturning
Foreign Students

Scully presented a case study of problems of foreign students who have studied in higher education institutions in New York City. Data on twenty-two cases were drawn mainly from interviews of foreign student advisors in each institution who were knowledgeable about each foreign student who failed to return. She concluded that each case is compounded of a complexity of many factors such as immigration law, United States economic condition, student employment experience, home country condition, institution's policy etc., that have bearing upon a student's nonreturn.⁵⁸

Scully further concluded that most of the students who do not wish to return home are simply making an evaluation of the possibilities for self-realization, and the United States offers more to some students than does the home country.

⁵⁸ Grace Mary Scully, "An Exploratory Study of Students From Abroad Who Do Not Wish to Return to Their Home Country" (unpublished Ed.D. thesis, Teachers College, Columbia University, 1956).

Young studied the factors causing defection of students from Middle Eastern nations.⁵⁹ Major instruments used in the study were interviews of officials, both government and private agencies concerned with student study abroad, and the Middle Eastern students who returned from Study. Although the researcher failed to include the nonreturnees in the sample, he reached a conclusion that expatriation appears to be linked to: (1) the extent of alienation existing prior to departure, (2) marital status, (3) maturity in terms of the commitment to one's own culture, (4) age, and (5) economic and social expectancies on return.

Meyers interviewed a sample of Peruvian students who remained in the United States and those who had returned home.⁶⁰ A correlational analysis showed a difference of probability of return home between lower and upper social status of students and among major fields of study. The probability of return was greater among graduate students of higher socioeconomic status; also, those students in science, engineering, and medicine were most likely to remain in the United States. Students in agriculture were

⁵⁹Robert Lee Young, "Study Abroad and National Purpose in The Middle East"(unpublished Ph.D. thesis, Stanford University, 1965).

⁶⁰Robert Meyers, "Study Abroad and The Migration of Human Resources" (unpublished Ph.D. thesis, University of Chicago, 1967).

least likely to stay in the United States. A major factor in nonsponsored students coming to the United States, Meyers found, was their inability to get into Peruvian universities.

He recommended further study of the process by which the decision is made to study in the United States, as well as to stay in the United States.

Under contract with the U.S. Office of Education, Ritterband attempted to explain factors influencing Israeli students to remain in the United States by applying reason analysis to three groups: Israeli students and alumni population in the United States, Israelis who had studied in the United States but returned to Israel, and Israelis who had received all their higher education in Israel.⁶¹

He found that religious background of the family and social class of origin are related to return to Israel. As Meyers showed in his study of Peruvian students, Ritterband found that the higher the social class as measured by father's education, the greater the inclination to return to Israel. It was also found that Zionist family background students showed a higher propensity to return.⁶²

⁶¹ Paul Ritterband, The Nonreturning Foreign Student: The Israeli Case (New York: Bureau of Applied Social Research, Columbia University, 1968).

⁶² Ibid., p. 59.

Ritterband also found that expected length of time in the United States was related to probability of return: those who expect to remain in the United States for rather long periods are initially less sure that they will return to Israel.⁶³

Other variables he considered were economic factors and age levels of students. He found that student perceptions of economic conditions (labor market) bear some relationship to the propensity to return. Interest in a good income bears a strong negative relationship to probability of return, while opportunity to contribute to the development of one's field has a strong positive relationship to return.⁶⁴

Student age at arrival has some relationship to probability of return. Ritterband found 35 percent of those aged 25 or less showed a high probability of return, while 52 percent of those 26 years old or above showed a high probability of return.⁶⁴ But he found that the rate of nonreturn is negatively related to the level of educational achievement in Israel.

There is some variation among findings on propensity of return of students by major field. While Meyers, in the aforementioned study, reported that in the case of Peruvian students a larger percentage of nonreturnees and

⁶³ Ibid., p. 78. ⁶⁴ Ibid., pp. 89, 91. ⁶⁵ Ibid., p. 110.

undecided individuals was among the engineering and business administration students, Sharma, in a survey of Indian students, found that students in the humanities tend to remain in the United States most often and those in life sciences tend to remain the least often.⁶⁶ Sharma stated that this is because of the strong feeling of life science students of a moral obligation to return.

In a study to determine the whereabouts of foreign student engineering graduates from Berkeley, Susskind and Schill found that 30 percent of MA holders and 62 percent of those with doctorates were still in the United States at the time of the survey.⁶⁷ Some evidence was found that the more specialized the student's field, the more likely he was to stay in the United States.

A recent study of Purdue University's engineering graduates who received the doctoral degree shows that only a few of the foreign students had returned to the professions in their homeland.⁶⁸

In an earlier study of Indian students at the University of Minnesota, Lamerrt and Bressler found that the longer

⁶⁶Keshav Deo Sharma, op. cit., 43-59.

⁶⁷Charles Susskind and Lunn Schill, Exporting Technical Education, A Survey and Case Study of Foreign Professionals with U.S. Graduate Degrees (New York: Institute of International Education, 1968).

⁶⁸Education and World Affairs, The Professional School and World Affairs, A Report from The Committee on The Professional School and World Affairs (T. Keith Clennan,

the Indian student stays in the United States, the more merit he must acquire to justify his long stay. Meanwhile, he is acquiring a new set of attitudes and altered behavior traits that may make his reassimilation upon return increasingly difficult.⁶⁹

The student's decision to return or stay is not made until some time after his arrival in the states. Sharma reported that "it is only after a period of at least a year that an Indian student begins to evaluate and compare his prospects in India and in the United States and this process alone may determine whether or not he returns to India."⁷⁰ He posited that the Indian student's decision to remain abroad is largely attributed to his host country's academic, social, or employment conditions.

A study of Iranian students in Southern California was made by Borhanmanesh.⁷¹ He used an open-end interview schedule to identify the factors, before and after arrival in the United States, which influenced the intentions of Iranian students' returning plans. He found that students

Chairman, and Irwin T. Sanders, Study Director), (Albuquerque: University of New Mexico Press, 1970), p. 165.

⁶⁹Richard D. Lambert and Marvin Bressler, Indian Students on American Campus (Minneapolis, Minn.: University of Minnesota Press, 1956), pp. 94, 98.

⁷⁰Keshav Deo Sharma, op. cit.

⁷¹Mohamed Borhanmanesh, "A Study of Iranian Students in Southern California" (unpublished Ph.D. dissertation, University of California, Los Angeles, 1965).

who came from lower socioeconomic backgrounds or who belonged to religious or other types of minority groups were more likely to remain in the United States. He also found that such factors as marriage to Americans, possession of advanced degrees, and length of stay were strongly associated with the intention of Iranian students to remain in the United States. The study also showed that Iranian students who had come to the United States to finish their high school studies tended to remain. However, the assumption that the students coming to the United States as graduates are more likely to return than those coming as freshmen was not supported by the data.

Recently, Thames⁷² conducted a study of Korean students in Southern California. He sampled 100 students out of over 300 Korean students in Southern California to study factors of nonreturn of Korean students. He used interview techniques to find out the relative importance of factors related to Korean students' decision to remain in the United States. The instrument originally constructed by Meyers in the study of Peruvian students was used.

The findings of the Thames study supported the hypothesis that the higher the socioeconomic level of the student's family and the higher the educational level

⁷²John Alsop Thames, "Korean Students in Southern California: Factors Influencing Their Plans Toward Returning Home" (unpublished Ed.D. thesis, University of Southern California, 1971).

achieved in Korea, the greater the likelihood of the student intending to return home. Another hypothesis supported by the data was that the longer a Korean student remains in the United States, the smaller the likelihood he will return home to live. The result also supported the hypothesis that the Korean students who planned to return home would be motivated largely by a desire to return to family and friends and a feeling of obligation to their home country, while those who planned to remain would be motivated largely by the greater financial reward and professional opportunity in the United States. Thames also found that in general, Korean women appeared to be less likely to return to Korea than Korean men. The source of financial support of the students while in the United States was one important factor. He found that the students who worked for part or all of their finances were less likely to intend to return to Korea, while the most likely to return were those who received most of their support from scholarships. Students who had not finished their undergraduate education in Korea, males who had not completed their military obligation in Korea, those majoring in engineering or natural sciences, and those who had already spent more than two years in the United States were also found to be the students who were least likely to return.

In this study, Thames found that out of 100 students, sixty-nine planned to return home to live, twenty-one were

undecided, and ten planned to stay in the United States. However, he expected that most of the undecided students and many of the students who said they did plan to return home would eventually decide to stay in the United States, because of the fact that only twenty students planned to return home immediately upon completion of their studies, while forty-two students planned to return only after an indefinite period in the United States. In addition, seventy-one of the 100 students had permanent residence status, had applied for permanent residence, or planned to apply for permanent residence.

Review of these studies indicates that students' ages, major field of study, their socioeconomic background, sex, commitment to own country's development, their financial sources, etc. are important factors to be considered in a study of characteristics of nonreturning foreign students.

Summary

It was after the Korean War that large numbers of Korean students came to the United States. Currently there are nearly 4,000 students attending American colleges and universities. Records show that nearly 90 percent of all Korean students who went abroad for study came to the United States.

Goals and motivations of foreign study differ among various agencies supporting students' study abroad, families of students, and the individual students themselves; often

conflict exists between societal goals and individual goals. This difference of goals has led to the controversy over the impact of nonreturning foreign students upon developing countries. In the absence of world economic homogeneity, the movement of persons between the "have" and "have not" nations is inevitable. The factors which contribute to the substantial number of nonreturning foreign students, particularly from the poor nations, are complex phenomena. The degree of impact of each factor will differ according to the individual student's background and conditions at home and his experience in the United States.

A review of case studies on nonreturning foreign students reveals that student's age, sojourn period, major field of study, sex, his commitment to the development of his own country, financial support sources, and his socioeconomic background, as well as policies of the U.S. government and industries and those of his own country, etc. are important factors related to a foreign student's returning plans.

CHAPTER III

PROCEDURE

Introduction

In this chapter, the methodology adopted to investigate the problem under consideration is described. The construction and development of the instrument, the source of data, and the treatment of the data are discussed.

Because of the nature of data required in this study, a survey research method was used. The survey research method offers the prime benefits of adaptability to generalization, and a breadth of scope that permits study of a wider range or distribution of behavior than is possible otherwise. Data were obtained largely by mailed questionnaires and personal interviews.

Construction of the Instrument

In order to test the hypotheses, it was necessary to develop an instrument to assess the information quantitatively. A questionnaire including 16 major questions was developed. The ideas for these items were mainly derived from literature dealing with problems related to foreign students and migration of high-level manpower or "brain drain," particularly from developing countries to the United States.

Additional factors to be included in the instrument were secured from discussions with various people, including Korean students and university officials concerned with foreign student affairs.

The draft questionnaire was pre-tested on ten Korean students at Michigan State University. Some items were rewritten and new items were added, following the comments and suggestions from the students who participated in the pilot study. A final form of the questionnaire was revised and edited with the assistance of the Office of Research Consultation, College of Education. Since it has been true that many foreign students are reluctant to show their true intention to return or stay in the U.S.,¹ extreme caution was taken to secure reliable data.

In the direction of the questionnaire, the investigator stressed that the study was strictly for the research purpose of his doctoral thesis. No name of the individual student and no name of the institution he is attending appeared in the questionnaire; further, items concerning the respondent's present personal characteristics were placed at the end of the five-page questionnaire.

The fixed alternative questions, including multiple choice and yes-no, were used in order to obtain qualitative

¹See John Alsop Thames, "Korean Students in Southern California: Factors Influencing Their Plans Toward Returning Home" (unpublished Ed.D. thesis, University of Southern California, 1971).

data which could measure the factors that may influence students' return plans.

The first seven questions (Questions 1 through 7) include the student's background information, such as length of sojourn in the U.S., age at which he came to the U.S., highest level of education received in Korea, major field and name of institution from which he graduated, and the kind and length of work experience before coming to the U.S.

Questions 8 and 9 are related to the Korean students' adjustment to American life. Fifteen items related to the foreign students' adjustment problems were included in Question 8. Each student was asked to indicate the degree of difficulty on a three-point scale (very difficult, somewhat difficult, not difficult). In developing these 15 items, the Michigan Foreign Student Problem Checklist developed by John Porter² was consulted. Question 9 asks that each student list three items that he sees as most difficult in his adjustment to American life.

Question 10 deals with the students' sources of financial support. The student was asked to check sources of his financial support among 15 possible sources, and one space was provided for other sources not included in

²John Porter, "The Development of an Inventory for Problems of Foreign Students" (unpublished Ph.D. thesis, Michigan State University, 1962).

the 15 alternative sources. Considering the fact that many foreign students' financial sources may change after they come to the States, each subject was asked to indicate his financial sources at the time he began his study in the United States and his present financial sources.

Question 11 intends to measure the student's feeling about the relevance of his U.S. study to the development of his own country. Students were asked to choose an appropriate answer from five alternatives--very positive to very negative feelings about their possible contribution to their own country as a result of their U.S. study.

Questions 12 and 16 are related to the student's personal factors, the former, to the highest level of academic degree he plans to pursue in the U.S., and the latter, to the present status of the respondent including age, sex, marital status, major field, and academic level.

Question 13 deals with the student's opinion regarding employment conditions back home. Fourteen statements that are known to be major factors influencing migration of high level manpower from underdeveloped countries to the more advanced countries are included. The subject was asked to mark each statement on a five-point scale, ranging from "strongly agree" to "strongly disagree."

Question 14 is asked in order to learn what Korean students see as most critical among the factors listed in Question 13.

Finally, Question 15 deals with the student's future plans. Ten possible alternative statements are included to measure the intention of the student to return to his own country after completion of his U.S. study. The statements range from immediate return to no intention to return. Each subject was asked to choose one of the statements which expresses his intention most appropriately. The questionnaire may be found in Appendix A.

Source of Data

All Korean students enrolled in higher education institutions in Michigan are included in the study. In the survey conducted by the Korean Embassy's Educational Attache's Office in Washington in 1968, eight colleges and universities in Michigan were reported as having Korean students. Letters were sent to the foreign student advisors of five institutions and three institutions were contacted in person, to acquire a list of Korean students enrolled in each institution as of Spring and Summer, 1971. Two institutions, both junior colleges, reported having no Korean students and one institution did not reply to the request. The latter institution had five students in the 1968 Korean student census and the researcher dropped it from the sample. One state university has a strict rule not to release students' names without approval of the individual student. For this institution, the researcher contacted the Korean residents' association in that

community and obtained a 1971 list of Korean residents. The list included the name, sex, address, and occupation of all Korean residents in the community, including students.

From this list, the investigator collected the names of Koreans whose occupations were listed as "student." Then the investigator contacted the president of the Korean Student Club at the university and requested assistance in updating the list of students drawn from the Korean residents in the area. The president of the Korean Student Club kindly provided the investigator with a revised list, adding some new names, indicating changes of addresses, and deleting names of students who had already left the university. The rest of the institutions provided the investigator with names, current addresses, and major fields of study of Korean students in their institution. In every major institution, there was a Korean student club which maintained close contact with Korean students. The investigator contacted these Korean student clubs and was assisted in obtaining necessary information for the present study. By checking Korean residents lists in different communities, the investigator found two additional institutions having Korean students. The students from the two institutions, one public and the other private, were added to the study.

A total of 132 Korean students was identified. In August, a questionnaire was mailed to each student in the

sample with the investigator's letter, in Korean, indicating the purpose of the research and requesting cooperation.

A follow-up letter was sent in September to the nonrespondents. Effort was also made through the investigator's personal friends in each institution to request the cooperation of nonrespondents. By the end of October, 1971, 103 questionnaires had been returned, showing a return rate of 78 percent.

Treatment of Data

Tabulation of the data collected was accomplished by placing the results of each questionnaire on IBM cards.

Because of the nature of the data, a number of different statistical techniques were employed in the analysis to test various hypotheses. The Pearson product-moment correlation coefficient was computed to establish the relationships between the variables, length of stay in the United States (Hypothesis 1), age of arrival in the United States (Hypothesis 6), and confidence in their ability to contribute to the national development (Hypothesis 5) with return plans.

Multiple regression techniques were used in testing Hypotheses 2 and 4. A multiple correlation coefficient was computed to establish the relationships between the 15 adjustment factors with return plans to test Hypothesis 2. A multiple correlation coefficient was also computed to

establish the relationships between the 14 employment conditions with return plans to test Hypothesis 4.

Product-moment correlational analysis is predicted on the belief that certain assumptions are satisfied by the data: (1) a linear relationship exists between the variables, (2) the variables are bivariate normal in distribution, and (3) the variables are at the interval level of measurement.

The t-test was used to determine if there were any significant differences between sponsored students and nonsponsored students in their return plans (Hypothesis 3).

The .05 level of significance was used as the criterion for rejection of the hypotheses.

Summary

In the present chapter the construction and development of the instrument, the source of data, and the treatment of the data were discussed.

In order to test research hypotheses indicated in Chapter I, a questionnaire including 16 major items was constructed. One hundred thirty-two Korean students enrolled in seven colleges and universities in Michigan were selected as the population of the present study. A total of 103 questionnaires was returned and included in the analysis.

Simple and multiple correlation techniques and t-test techniques were used to test the hypotheses, with the

criterion for significance being set at the 95 percent level.

The results of the study are presented in Chapter IV.

CHAPTER IV

ANALYSIS

Introduction

The data gathered by the procedure discussed in the preceding chapter were analyzed in various ways, depending upon the nature of the data and variables in question.

Included in the present chapter are (1) the characteristics of Korean students in Michigan, (2) cross tabulation of Korean students' return plans, and (3) the testing of statistical hypotheses.

Characteristics of Korean Students in Michigan

In this section, the data pertaining to the characteristics of the sample are presented by actual numbers and by percentage. Only those highlights of the data presented in each table are described.

Table 4.1 presents the distribution of Korean students by age group and sex.

The age group 30-34 has the largest number in the case of male students, showing 42.2 percent of total male population; the age group 20-24 was the largest in the case of female students, showing 45 percent. This difference between the ages of female and male students originates

TABLE 4.1

Present Age of Korean Students in Michigan by Sex

Age Group	Total		Male		Female	
	N	%	N	%	N	%
Under 20	0		0		0	
20-24	14	13.6	5	6.0	9	45
25-29	29	28.2	22	26.5	7	35
30-34	38	36.9	35	42.2	3	15
35-39	16	15.5	15	18.1	1	5
40 and older	6	5.8	6	7.2	0	0
Total	103	100.0	83	100.0	20	100

in the difference in the ages at which they came to the United States.

As shown in Table 4.2, male students generally came to the United States at more advanced ages than female students.

TABLE 4.2

Age of Korean Students When They First Arrived in the United States

Age Group	Total		Male		Female	
	N	%	N	%	N	%
Under 20	6	5.8	5	6.0	1	5.0
20-24	16	15.5	4	4.8	12	60.0
25-29	56	54.4	50	60.2	6	30.0
30-34	15	14.6	15	18.2	0	0
35-39	7	6.8	6	7.2	1	5.0
40 and older	3	2.9	3	3.6	0	0
Total	103	100.0	83	100.0	20	100.0

Approximately 60 percent of the male students came to the United States at the age of 25-29, while 60 percent of the female students came to the United States at the age of 20-24. A major reason for this difference between male and female students in age upon arrival might be the military service requirement for male students. As indicated in the review of literature, two years of military service are required for every male student prior to his becoming eligible for study abroad.

Table 4.3 shows Korean students' academic preparation before coming to the United States. More than half of the Korean students came to the United States after completing four years of college education in Korea.

TABLE 4.3

Highest Level of Education Received in Korea

Educational Level	Total		Male		Female	
	N	%	N	%	N	%
High school or below	8	7.7	5	6.0	3	15.0
1-3 years of college	1	1.0	1	1.2	0	0
Completed 4 years of college	53	51.5	39	47.0	14	70.0
Some graduate work; less than Masters Degree	14	13.6	13	15.7	1	5.0
Masters Degree	24	23.3	22	26.5	2	10.0
Higher than Masters Degree	<u>3</u>	<u>2.9</u>	<u>3</u>	<u>3.6</u>	<u>0</u>	<u>0</u>
Total	103	100.0	83	100.0	20	100.0

Male students generally came to the United States with higher academic preparation than female students. Approximately 42 percent of the male students had graduate training in Korea, while only 15 percent of the female students had some graduate work before coming to the United States.

Table 4.4 shows the distribution of the sample by present academic level.

TABLE 4.4
Distribution of the Korean Students by
Academic Level and by Sex

Academic Level	Total		Male		Female	
	N	%	N	%	N	%
Bachelors Degree	8	7.8	5	6.0	3	15.0
Masters Degree	37	35.9	22	26.5	15	75.0
Doctoral Degree	54	52.5	53	63.9	1	5.0
Non/special Degree	2	1.9	1	1.2	1	5.0
Other	2	1.9	2	2.4	0	0
Total	103	100.0	83	100.0	20	100.0

Nearly 64 percent of the male students and 5 percent of the female students were enrolled in doctoral programs. Twenty-two percent of the male and 75 percent of the female students were enrolled at the masters level. Only 8 students, or 7.8 percent of the sample, were enrolled in undergraduate programs. Thus, approximately 90 percent of the sample were graduate students.

Table 4.5 shows the highest level of academic degree the Korean students plan to achieve while in the United

States. Eighty-four percent of the male students and 35 percent of the female students plan to achieve doctoral degrees while in the United States, and 13.5 percent of the male and 55 percent of the female students plan to achieve masters degrees while in the United States. Thus, the highest academic degree male students plan to achieve is higher than that female students plan to achieve.

TABLE 4.5
Highest Level of Academic Degree Korean
Students Plan to Achieve

Academic Degree Planning to Achieve	Total		Male		Female	
	N	%	N	%	N	%
Bachelors Degree*	0	0	0	0	0	0
Masters Degree	22	21.4	11	13.3	11	55.0
Doctoral Degree	77	74.7	70	84.3	7	35.0
Special/non degree	0	0	0	0	0	0
Undecided	4	3.9	2	2.4	2	10.0
Total	103	100.0	83	100.0	20	100.0

*No students plan to receive bachelors degree as their highest academic degree.

Table 4.6 shows the distribution of the sample by major field.

Physical and natural science had the largest total number of students, 23, followed by engineering and social science, each with 20 students. The engineering field had the largest enrollment of male students, showing 24 percent, while 45 percent of the female students were enrolled in

TABLE 4.6

Korean Students in Michigan by Major Field

Major Field	Total		Male		Female	
	N	%	N	%	N	%
Agriculture	6	5.8	6	7.2	0	0
Business Adminis- tration	10	9.7	10	12.0	0	0
Education	10	9.7	10	12.0	0	0
Engineering	20	19.4	20	24.1	0	0
Humanities	12	11.8	3	3.7	9	45.0
Medical Science	2	1.9	2	2.4	0	0
Physical and Natural Science	23	22.3	16	19.3	7	35.0
Social Science	<u>20</u>	<u>19.4</u>	<u>16</u>	<u>19.3</u>	<u>4</u>	<u>20.0</u>
Total	103	100.0	83	100.0	20	100.0

humanities. Only about 4 percent of the male students were enrolled in humanities. No female students in the sample were enrolled in agriculture, business, education, engineering, or medical science areas.

Of the 103 students in the sample, 68 were married, of whom 58 had their spouse here in the United States.

Table 4.7 shows the marital status of the Korean students.

Nearly 73 percent of the male students were married, while 65 percent of the female students were single. All married female students had their husbands in the United States, while 51 of 61 married male students had their wives in the United States.

TABLE 4.7

Marital Status of Korean Students in Michigan

Marital Status	Total		Male		Female	
	N	%	N	%	N	%
Married	68(58)*	66.0	61(51)*	73.5	7(7)*	35.0
Single	34	33.0	21	25.3	13	65.0
No answer	<u>1</u>	<u>1.0</u>	<u>1</u>	<u>1.2</u>	<u>0</u>	<u>0</u>
Total	103	100.0	83	100.0	20	100.0

*Numbers in brackets indicate students who have their spouses in the United States.

Table 4.8 shows the last school attended by the Korean students before coming to the United States. Nearly 44 percent of the sample came from one national university.

TABLE 4.8

Last School Attended by Korean Students
Before Coming to the United States

Institution Attended in Korea	Total		Male		Female	
	N	%	N	%	N	%
Seoul National University	45	43.7	44	53.0	1	5.0
Yonsei University	5	4.8	5	6.0	0	0
Korea University	6	5.8	6	7.2	0	65.0
Ewha Women's University	13	12.7	0	0	13	
Other National Colleges and Universities	6	5.8	6	7.2	0	0
Other Private Colleges and Universities	16	15.6	14	16.9	2	10.0
High Schools	8	7.8	5	6.1	3	15.0
Others	2	1.9	1	1.2	1	5.0
No answer	<u>2</u>	<u>1.9</u>	<u>2</u>	<u>2.4</u>	<u>0</u>	<u>0</u>
Total	103	100.0	83	100.0	20	100.0

Sixty-five percent of the female students graduated from Ewha Women's University in Seoul. Over 50 percent of the male students came from Seoul National University.

Seventy-seven of the 103 students in the sample had certain kinds of work experience before coming to the United States. Table 4.9 shows the types of experience Korean students had and the length of their experience.

TABLE 4.9
Korean Students' Work Experience Prior to
Arrival in the United States

Type of Work	Length of Experience				Total
	1 yr.	2-4 yrs.	5-7 yrs.	8 & more	
Teaching	5	9	6	8	28
Government Official	4	3	2	1	10
Business and Industry	17	10	1	0	28
Military Officer	1	13	2	1	17
Military Enlisted Man	1	13	1	0	15
Other	<u>2</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>14</u>
Total	30	55	15	12	112*

*Some students have had two or more types of experience. Because of this overlapping, the total exceeds the actual total number of students who indicated having had the experience.

The types of work most frequently indicated were teaching experience and work experience in business and industry. The majority of students had two to four years

of experience. Among 12 students who had 8 or more years of experience, 8 students had teaching experience.

Table 4.10 describes the sources of financial support for Korean students in Michigan. The largest number of students began their education with parental support; the next largest number of students received assistantships from their colleges and universities. Many students indicated that they depend on financial support from more than one source. During the duration of their study abroad, the financial sources of Korean students changed considerably from their original sources. A sharp increase in support through work of the spouse is seen, while there is a sharp decrease in parental support. This observation may be explained by the fact that many of these students marry after they come to the United States and study under the support of their spouse.

A considerable increase in the number of students receiving scholarships from American universities was also noted. No students received support from Korean business and industry or foundations. Only one student was supported by the Korean government at the beginning; however, that support is discontinued at present. Practically all of the sponsored Korean students in the sample were supported by United States sources.

Korean Student Return Plans

This section presents return plans of Korean students, cross tabulated according to various characteristics

TABLE 4.10

Financial Source of Korean Students in Michigan

Sources	At Beginning (A)	At Present (B)	Difference (B-A)
Assistantship from U.S. University	31	40	+ 9
Work scholarship	2	7	+ 5
Scholarship from Korean University	4	1	- 3
Parents	36	23	-13
Brother or sister	6	0	- 6
Self-support through own work	13	18	+ 5
Support through work of spouse	5	18	+13
*Business and industry in U.S.	2	2	0
*Business and industry in Korea	0	0	0
*Private foundation in U.S.	2	2	0
*Private foundation in Korea	0	0	0
*Religious organization	3	0	- 3
*U.S. Government	10	10	0
*Korean Government	1	0	- 1
*International organi- zations	1	0	- 1
Others	<u>3</u>	<u>1</u>	<u>- 2</u>
Total	119**	122**	

*Considered as sponsored students.

**Number in total exceeds the total number of the sample because many students received support from more than one source.

considered in the present study. Each student was asked to indicate his return plan among nine alternative plans, ranging from "immediate return upon completion of study" to "no intention to return." The responses on return plans are presented in table form according to the variables considered in the study. The tables include percentages; actual frequencies are shown in brackets. An attempt was made to describe only those highlights of the data presented in the tables.

Table 4.11 shows return plans by sex. Nearly 40 percent of the sample indicated they plan to return to Korea after receiving practical experience. The next highest percentage was those who plan to return immediately after completion of study, showing 23.3 percent of the total sample. Some 11.7 percent of the total sample indicated they plan to return if a good job is available. Approximately 5 percent of the sample indicated they have no intention to return. No student indicated he would return to Korea if no job were available in the U.S., or that he felt he must return against his will.

Table 4.12 shows Korean student return plans by length of sojourn. The percentage of students planning to return immediately after completion of study was inversely proportionate to length of sojourn in the United States, except for those students who had lived in the U.S. 25-36 months. Fifty percent of the students who had lived in the United States less than one year, 25 percent of those who had

TABLE 4.11

Korean Student Return Plans by Sex (by percentage)

Return Plans	Sex		% of Total*
	Male	Female	
Return upon completion of study	25.3 (21)*	15.0 (3)	23.3 (24)
Return if a job is available back home	4.8 (4)	0	3.9 (4)
Return after receiving practical experience	39.8 (33)	40.0 (8)	39.7 (41)
Return if no job is available in U.S.	0	0	0
Return if a good job is available back home	12.0 (10)	10.0 (2)	11.7 (12)
Must wait and see	6.0 (5)	15.0 (3)	7.8 (8)
Must return despite fact I want to stay in U.S.	0	0	0
Plan not to return for some time	3.7 (3)	0	2.9 (3)
Have no intention to return	3.7 (3)	10.0 (2)	4.8 (5)
None of the above	3.7 (3)	10.0 (2)	4.8 (5)
No answer	1.2 (1)	0	1.2 (1)
Approx. Total %	100.0 (83)	100.0 (20)	100.0 (103)

*Numbers in brackets are actual frequencies.

TABLE 4.12
Korean Student Return Plans by Length of Sojourn
(by percentage)

Return Plans	Length of Sojourn in U.S. (by months)				
	1-12	13-24	25-36	37-48	over 48
Return upon completion of study	50.0 (7)*	25.0 (6)	28.6 (4)	22.2 (4)	9.1 (3)
Return if a job is available back home	--	8.3 (2)	--	--	6.1 (2)
Return after receiving practical experience	21.4 (3)	45.8 (11)	42.9 (6)	50.0 (9)	36.4 (12)
Return if a good job is available back home	7.1 (1)	4.2 (1)	7.1 (1)	22.2 (4)	15.2 (5)
Must wait and see	7.1 (1)	8.3 (2)	7.1 (1)	--	12.1 (4)
Plan not to return for some time	--	--	--		9.1 (3)
Have no intention to return	7.1 (1)	--	7.1 (1)	5.5 (1)	6.1 (2)
None of the above	7.1 (1)	8.3 (2)	--	--	6.1 (2)
No answer	--	--	7.1 (1)	--	--
Approx. Total %	100	100	100	100	100
Total N	(14)	(24)	(14)	(18)	(33)

*Numbers in brackets are actual frequencies.

lived in the U.S. two years, 28.6 percent of those who had lived in the U.S. three years, 22.2 percent of those who had lived in the U.S. four years, and 9.1 percent of those who had lived in the U.S. more than four years indicated they would return immediately after completion of study.

The largest percentages of students in all student groups except those who had lived less than 12 months in the U.S. indicated that they plan to return to Korea after receiving practical experience.

Table 4.13 presents Korean students' return plans by their age of arrival in the United States. The majority of Korean students arrived in the United States at age 25-29. Only three students came to the United States at over 40 years of age, and all of them plan to return immediately after their study.

Among the group of students who came before age 20, the highest percent of students indicated they "must wait and see," showing 33.3 percent of total of that age group. For the age group 20-24, the students who plan to "return after practical experience" showed the highest percentage--37.5 percent. For the age groups 25-29 and 30-34, those who plan to return after receiving practical experience also showed the highest percentage--42.9 percent and 53.3 percent, respectively. For the age group 35-39, 42.9 percent indicated they plan to return immediately after their study.

TABLE 4.13

Korean Student Return Plans by Age of Arrival

Return Plans	Age of Arrival					
	Under 20	20-24	25-29	30-34	35-39	40 and over
Return upon comple- tion of study	--	12.5 (2)*	21.4 (12)	26.7 (4)	42.9 (3)	100 (3)
Return if a job is available back home	16.7 (1)	--	5.4 (3)	--	--	--
Return after re- ceiving practical experience	16.7 (1)	37.5 (6)	42.9 (24)	53.3 (8)	28.6 (2)	--
Return if a good job is available back home	--	6.3 (1)	14.3 (8)	13.3 (2)	14.3 (1)	--
Must wait and see	33.3 (2)	18.8 (3)	3.6 (2)	6.7 (1)	--	--
Plan not to return for some time	16.7 (1)	6.3 (1)	1.8 (1)	--	--	--
Have no intention to return	--	12.5 (2)	5.4 (3)	--	--	--
None of the above	16.7 (1)	6.3 (1)	3.6 (2)	--	14.3 (1)	--
No answer	--	--	1.8 (1)	--	--	--
Approx. Total %	100	100	100	100	100	100
Total N	(6)	(16)	(56)	(15)	(7)	(3)

*Numbers in brackets are actual frequencies.

One of the variables considered in the study was the students' degree of confidence in the relevance of their study in the United States to the development of their own country. Table 4.14 shows the results of responses.

Forty-five of 103 students indicated they feel strongly that their training will contribute to the development of their country and 46 of them indicated their training will somewhat contribute; nine were uncertain and three were negative about the relevance of their training to the development of the country.

The percentage of Korean students planning to return immediately upon completion of their study was directly proportionate to their degree of confidence in the contribution of their U.S. study to the development of Korea. Of those students planning to return immediately, 28.9 percent felt strongly that their study contributed to the development of Korea; 21.7 percent were somewhat certain, and 11.1 percent were uncertain.

The students who plan to return after receiving practical experience occupy the highest percentage in all confidence categories except "strongly negative."

Table 4.15 presents student return plans by present academic level. Of the sample, 12.5 percent of undergraduate students, 27 percent of masters degree students, and 22.2 percent of doctoral degree students indicated they plan to return upon completion of their study. At

TABLE 4.14

Korean Student Return Plans by Degree of Confidence
in the Contribution of Their U.S. Study to
the Development of Korea

Return Plans	Degree of Confidence				
	Feel Strongly	Some- what	Un- certain	Somewhat Negative	Strongly Negative
Return upon com- pletion of study	28.9 (13)*	21.7 (10)	11.1 (1)	--	--
Return if a job is available back home	2.2 (1)	2.2 (1)	22.2 (2)	--	--
Return after re- ceiving practi- cal experience	42.2 (19)	41.3 (19)	22.2 (2)	50.0 (1)	--
Return if a good job is avail- able back home	13.3 (6)	13.0 (6)	--	--	--
Must wait and see	8.9 (4)	4.4 (2)	11.1 (1)	--	100.0 (1)
Plan not to re- turn for some time	2.2 (1)	2.2 (1)	11.1 (1)	--	--
Have no intention to return	2.2 (1)	4.4 (2)	11.1 (1)	50.0 (1)	--
None of the above	--	8.7 (4)	11.1 (1)	--	--
No answer	--	2.2 (1)	--	--	--
Approx. Total %	100	100	100	100	100
Total N	(45)	(46)	(9)	(2)	(1)

*Numbers in brackets are actual frequencies.

TABLE 4.15
Korean Student Return Plans by Present
Academic Level

Return Plans	Bachelors Degree	Masters Degree	Doctoral Degree	Non/ Special	Other
Return upon completion of study	12.5 (1)*	27.0 (10)	22.2 (12)	50.0 (1)	--
Return if a job is available back home	12.5 (1)	2.7 (1)	3.7 (2)	--	--
Return after receiving practical experience	37.5 (3)	45.9 (17)	35.2 (19)	50.0 (1)	50.0 (1)
Return if a good job is available back home	--	8.1 (3)	16.7 (9)	--	--
Must wait and see	12.5 (1)	8.1 (3)	7.4 (4)	--	--
Plan not to return for some time	--	--	5.6 (3)	--	--
Have no intention to return	12.5 (1)	2.7 (1)	5.6 (3)	--	--
None of the above	12.5 (1)	5.4 (2)	1.8 (1)	--	50.0 (1)
No answer	--	--	1.8 (1)	--	--
Approx. Total %	100	100	100	100	100
Total N	(8)	(37)	(54)	(2)	(2)

*Numbers in brackets are actual frequencies.

all levels, the students who indicated they plan to return after receiving practical experience occupied the highest percentage.

Table 4.16 shows return plans by present age of Korean students. No students in the sample fall in the age group under 20. For the age group 20-24, the highest percentage exists in the "must wait and see" plan, showing 28.8 percent. In the age group 25-29, 51.7 percent of the students indicated they plan to return after receiving practical experience; 47.4 percent of the age group 30-34 also indicated they plan to return after receiving practical experience.

On the other hand, 43.8 percent of the age group 35-39 and 50 percent of those in the age group 40 and over indicated they plan to return home immediately after completion of study.

Table 4.17 provides return plans by major field of study. Student major fields of study were classified into eight academic areas--agriculture, business, education, engineering, humanities, medical science, physical and natural science, and social science.

The largest percentage of students in agriculture, business, engineering, medical science, and physical science indicated they plan to return home after receiving practical experience. However, the largest percentage of students in education, humanities, and social science indicated they plan to return immediately upon completion

TABLE 4.16

Korean Student Return Plans by Present Age Level

Return Plan	Age					
	Under 20	20-24	25-29	30-34	35-39	40 and over
Return upon comple- tion of study	--	14.3 (2)*	17.2 (5)	18.4 (7)	43.8 (7)	50.0 (3)
Return if a job is available back home	--	7.1 (1)	3.4 (1)	2.6 (1)	--	--
Return after re- ceiving practical experience	--	21.4 (3)	51.7 (15)	47.4 (18)	18.8 (3)	33.3 (2)
Return if a good job is available back home	--	7.1 (1)	17.2 (5)	13.2 (5)	12.5 (2)	--
Must wait and see	--	28.8 (4)	3.4 (1)	5.3 (2)	6.3 (1)	--
Plan not to return for some time	--	--	--	2.6 (1)	12.5 (2)	--
Have no intention to return	--	7.1 (1)	6.9 (2)	5.3 (2)	--	--
None of the above	--	14.3 (2)	--	2.6 (1)	6.3 (1)	16.7 (1)
No answer	--	--	--	2.6 (1)	--	--
Approx. Total %	--	100	100	100	100	100
Total N	--	(14)	(29)	(38)	(16)	(6)

*Numbers in brackets are actual frequencies.

TABLE 4.17

Korean Student Return Plans by Major Field of Study

Return Plans	Major							
	Agr.	Bus.	Educ.	Engr.	Humani- ties	Med. Science	Physical & Nat. Science	Social Science
Return upon comple- tion of study	33.3 (2)*	10.0 (1)	60.0 (6)	--	41.7 (5)	--	17.4 (4)	30.0 (6)
Return if a job is available back home	16.7 (1)	--	--	--	--	--	8.7 (2)	5.0 (1)
Return after re- ceiving practical experience	50.0 (3)	70.0 (7)	30.0 (3)	50.0 (10)	25.0 (3)	50.0 (1)	34.7 (8)	30.0 (6)
Return if a good job is available back home	--	20.0 (2)	--	20.0 (4)	8.3 (1)	--	8.7 (2)	15.0 (3)
Must wait and see	--	--	--	10.0 (2)	25.0 (3)	50.0 (1)	8.7 (2)	--
Plan not to return for some time	--	--	10.0 (1)	5.0 (1)	--	--	--	5.0 (1)
Have no intention to return	--	--	--	10.0 (2)	--	--	8.7 (2)	5.0 (1)
None of the above	--	--	--	5.0 (1)	--	--	8.7 (2)	10.0 (2)
No answer	--	--	--	--	--	--	4.3 (1)	--
Approx. Total %	100	100	100	100	100	100	100	100
Total N	(6)	(10)	(10)	(20)	(12)	(2)	(23)	(20)

*Numbers in brackets are actual frequencies.

of study. None of the engineering and medical science majors plan to return immediately upon completion of study.

Table 4.18 shows Korean student return plans by highest level of education received in Korea before coming to the United States.

Among the Korean students who came with a maximum of a high school education, the highest proportion was those who indicated they plan to return after receiving practical experience and those who plan to "wait and see," each showing 25 percent.

For the groups who had completed a four-year college and the masters degree, those who indicated they plan to return after receiving practical experience showed the highest percentage. For the groups who had had some graduate work and who had education higher than the masters degree, those who plan to return immediately after completion of study occupied the highest percentage.

Table 4.19 shows student return plans by the highest academic level they plan to achieve in the United States.

Of the total sample, 45.4 percent of those planning to achieve masters degrees and 38.9 percent of those planning to achieve doctoral degrees indicated they plan to return after receiving practical experience. Responses show that 22.7 percent of the students planning to achieve masters degrees and 23.4 percent of students planning to achieve doctoral degrees indicated they plan to return immediately after completion of study.

TABLE 4.18

Korean Student Return Plans by Highest Level of Education Received in Korea

Return Plans	Level of Education					
	High Sch.	1-3 Yr. Col.	Complete 4 yr. Col.	Some grad. work	Masters Degree	Higher than Masters Degree
Return upon completion of study	--	100.0 (1)*	17.0 (9)	35.7 (5)	29.2 (7)	66.7 (2)
Return if a job is available back home	12.5 (1)	--	1.9 (1)	7.1 (1)	4.2 (1)	--
Return after receiving practical experience	25.0 (2)	--	45.3 (24)	28.6 (4)	41.7 (10)	33.3 (1)
Return if a good job is available back home	--	--	13.2 (7)	21.4 (3)	8.3 (2)	--
Must wait and see	25.0 (2)	--	9.4 (5)	7.1 (1)	--	--
Plan not to return for some time	12.5 (1)	--	3.8 (2)	--	--	--
Have no intention to return	12.5 (1)	--	5.7 (3)	--	4.2 (1)	--
None of the above	12.5 (1)	--	3.8 (2)	--	8.3 (2)	--
No answer	--	--	--	--	4.2 (1)	--
Approx. Total %	100	100	100	100	100	100
Total N	(8)	(1)	(53)	(14)	(24)	(3)

*Numbers in brackets are actual frequencies.

TABLE 4.19

Korean Student Return Plans by Highest Level of Academic Degree They Are Planning to Achieve

Return Plans	Academic Level Planned				
	Bachelors	Masters	Doctoral	Special/ Non Degree	Unde- cided
Return upon com- pletion of study	--	22.7 (5)*	23.4 (18)	--	25.0 (1)
Return if a job is available back home	--	4.5 (1)	3.9 (3)	--	--
Return after re- ceiving practical experience	--	45.4 (10)	38.9 (30)	--	25.0 (1)
Return if a good job is available back home	--	--	15.6 (12)	--	--
Must wait and see	--	9.1 (2)	5.2 (4)	--	50.0 (2)
Plan not to return for some time	--	--	3.9 (3)	--	--
Have no intention to return	--	9.1 (2)	3.9 (3)	--	--
None of the above	--	9.1 (2)	3.9 (3)	--	--
No answer	--	--	1.3 (1)	--	--
Approx. Total %	0	100	100	0	100
Total N	0	(22)	(77)	0	(4)

*Numbers in brackets are actual frequencies.

Table 4.20 presents Korean students' return plans by sponsorship. A total of 24 students among 103 were supported by governmental and private agencies for full or partial expense of their study. Seventy-nine were privately financed for their study. Of the sponsored students, 37.5 percent indicated they plan to return immediately upon completion of their study, and 33.3 percent indicated

TABLE 4.20
Korean Student Return Plans by Sponsorship

Return Plans	Sponsorship	
	Sponsored	Nonsponsored
Return upon completion of study	37.5 (9)*	19.0 (15)
Return if a job is available back home	8.3 (2)	2.5 (2)
Return after receiving practical experience	33.3 (8)	41.8 (33)
Return if a good job is available back home	8.3 (2)	12.6 (10)
Must wait and see	4.2 (1)	8.9 (7)
Plan not to return for some time	4.2 (1)	2.5 (2)
Have no intention to return	4.2 (1)	5.1 (4)
None of the above	--	6.3 (5)
No answer	--	1.3 (1)
Approx. Total %	100 (24)	100 (79)

*Numbers in brackets are actual frequencies.

they plan to return after receiving practical experience. In the case of nonsponsored students, 19 percent indicated they plan to return immediately after completion of study,

and 41.8 percent indicated they plan to return after receiving practical experience.

Testing of Statistical Hypotheses

Tests of hypotheses were intended to investigate relationships between Korean students' return plans and selected factors of Korean students. Included in the factors were length of sojourn, students' adjustment difficulties, sponsorship of their study, students' attitudes toward employment conditions back home, Korean students' confidence in the relevance of U.S. training to their country's development, and their age upon arrival in the United States.

As indicated in Chapter III, the instrument included an item to measure students' plans to return home upon completion of study. The nine alternate plans were scaled from 1 through 9, with the continuum ranging from immediate return to no intention to return. In the statistical analysis of all hypotheses, return plans were scaled as follows:

- Score 1. Immediate return upon completion of study.
- Score 2. Return if a job is available back home.
- Score 3. Return after receiving some practical experience.
- Score 4. Return if I cannot find an adequate job in the U.S.
- Score 5. Return if there is a good job available back home.
- Score 6. Must wait and see.

Score 7. Must return despite the fact that I want to stay in the U.S.

Score 8. Plan not to return for some time.

Score 9. Have no intention to return.

The students who reported "none of the above" were included in the "must wait and see" category. One student failed to answer this item and was also given a score of 6 in the analysis.

The research hypotheses found in Chapter I were restated in operational form. The .05 level of significance was used as the criterion for rejection of the hypotheses.

Research Hypothesis 1

The longer a Korean student in Michigan has lived in the United States, the greater likelihood the student will intend to remain in the United States upon completion of study.

The following null hypothesis was derived from the above hypothesis.

Null Hypothesis 1: There is no correlation between return plans and length of U.S. sojourn of Korean students in Michigan.

The length of Korean students' sojourn in the United States was measured by asking students to indicate in the questionnaire how long they have been in the United States. Responses were scaled ranging from 1 through 6, with 1 indicating less than 6 months and 6 more than 4 years.

Simple correlation between return plans and length of sojourn was computed. The resultant correlation coefficient $r=.24$ was significant at the .05 level. The null hypothesis was rejected.

Since the research hypothesis was stated that the longer a Korean student in Michigan has lived in the United States, the greater likelihood the student will intend to remain in the United States upon completion of study, the resultant positive correlation $r=.24$ suggests that the research hypothesis is valid. Therefore, Hypothesis 1 was accepted.

Research Hypothesis 2

Korean students in Michigan who are better adjusted to American life will more likely plan to remain in the United States upon completion of study than those who are not well adjusted to American life.

The following null hypothesis was derived from the above hypothesis.

Null Hypothesis 2: There is no correlation between Korean students' return plans and the difficulty of their adjustment to American life.

As indicated in Chapter III, the instrument included items to measure adjustment of Korean students to American life. Fifteen factors were included in the adjustment difficulties scale. Each student was asked to indicate on a three-point scale the level of his difficulty with each

factor. The scale ranged from 3 (indicating very difficult) to 1 (indicating least difficult).

Multiple correlations between return plans and these 15 factors were computed. Table 4.21 contains data regarding multiple correlation, as well as data concerning the value of each of the adjustment difficulties variables in the prediction rule.

TABLE 4.21
Multiple Correlation Coefficient--Adjustment
Factors and Return Plans

<hr/> N = 103 $R^2 = .2781$ $R = .5274$ $S = 2.0404$ <hr/>				
Variables	Beta Weights	Standard Errors of Betas	Partial Corr. Coefs.	R^2 Deletes
Language	-.1104	.1093	-.1076	.2696
Food problem	-.0238	.1131	-.0226	.2777
Housing	-.1183	.1156	-.1090	.2694
Health service	-.3045	.1078	-.2897	.2119
Academic requirement	.1947	.1201	.1713	.2563
Transportation	-.2286	.1201	-.1998	.2481
Relation with faculty	.1148	.1300	.0942	.2716
Relation with American students	.0234	.1450	.0173	.2779
Relation with other Americans	-.0926	.1496	-.0662	.2749
Relation with other foreigners	.2982	.1217	.2539	.2283
Relation with opposite sex	-.2573	.1208	-.2226	.2405
Financial problem	.1228	.1148	.1138	.2686
Visa problem	.0199	.1180	.0181	.2778
Religion	.3871	.1115	.3488	.1781
Discrimination	-.1592	.1169	.1444	.2627

Inspection of the data reveals that five of the selected variables served as fairly potent predictors in the rule--health service, transportation, relation with foreigners, relation with opposite sex, and religion. Other variables showed relatively low predictive values in the rule. The resultant correlation coefficient $R=.5274$ was significant at the .011 level. Based on this result, Null Hypothesis 2 was rejected.

Table 4.22 shows simple correlations between each of the 15 factors and return plans. These correlations

TABLE 4.22
Simple Correlations Between Return Plans
and Adjustment Factors

Factors	r
Language	-.12
Food problem	-.02
Housing	-.14
Health service	-.25
Academic requirement	-.10
Transportation	-.20
Relation with faculty	-.03
Relation with American students	.00
Relation with other Americans	-.02
Relation with other foreigners	.14
Relation with opposite sex	-.10
Financial problem	.06
Visa problem	.00
Religion	.19
Discrimination	-.10

indicate the direction of the resultant multiple correlation coefficient $R=.5274$ as negative. Therefore, Hypothesis 2 was accepted.

Research Hypothesis 3

Sponsored Korean students in Michigan will more likely plan to return to Korea than nonsponsored Korean students in Michigan.

From the above research hypothesis the following null hypothesis was derived.

Null Hypothesis 3: There is no difference between the mean value of return plans of sponsored Korean students and nonsponsored Korean students.

The sample was classified into two categories-- sponsored and nonsponsored students. The students who received any financial support from government, private foundations or business and industry, religious organizations, or international organizations were defined as sponsored students; all other students were classified as nonsponsored students.

A mean value of return plans was calculated for sponsored students; a mean value of return plans for nonsponsored students was also calculated. Table 4.23 presents the result.

TABLE 4.23

Result of Analysis of Mean Values of Return Plans
of Sponsored and Nonsponsored Students

	Sponsored	Nonsponsored
Number (N)	24	79
Mean value of return plan (\bar{X})	2.92	3.77
Variance (S^2)	4.80	5.33
t = 1.6; not significant at .05 level.		

The difference between the two means was tested for significance by means of a t-test. The difference between the two means was not significant at the .05 level.

The null hypothesis was not rejected. Hypothesis 3 was rejected.

Research Hypothesis 4

Korean students in Michigan who have a negative attitude toward employment conditions back home will more likely plan to stay in the United States than the Korean students who have a positive attitude toward employment conditions back home.

The following null hypothesis was derived from the above hypothesis.

Null Hypothesis 4: There is no correlation between Korean students' attitudes toward employment conditions back home and their return plans.

To test the hypothesis, 14 negative statements that most frequently appear as factors influencing the flow of professional manpower from developing countries to the United States were included in the questionnaire. Each student was asked to indicate his feelings about each statement as to conditions back home. Responses ranged, on a five-point scale, from "strongly agree" to "strongly disagree." A score of 5 was given to "strongly agree" and 1 to "strongly disagree."

Both simple and multiple correlations were computed between return plans and employment conditions.

Table 4.24 shows the simple correlation coefficient between each statement and return plans.

TABLE 4.24
Simple Correlation Between Return Plans and
Attitudes Toward Employment Conditions

Factors	r
Salary is too low	.23
Lack of opportunity to be creative	.05
Lack of chance to use professional training	.11
Lack of chance to work with respected associate	-.03
Government employment system too rigid	-.01
Powers of entrenched professors too strong	-.12
Lack of research funds	.10
Professionals are isolated	-.03
Relatives and friends are too often used in seeking jobs	-.09
Difficult to move from lower position to higher position	.01
Lack of recognition of talent of younger people	.07
Lack of hope for the future	.07
Political instability	.18
Too few places to work	.09

Except for the factors related to salary and political instability, almost no relationship was found to exist between return plans and each of the employment condition factors.

Table 4.25 contains data regarding multiple correlation, as well as data concerning the value of each of the 14 employment condition variables in the prediction rule.

TABLE 4.25

Multiple Correlation Coefficient--Employment
Conditions and Return Plans

<div> <div>N = 103</div> <div>$R^2 = .0950$</div> <div>$R = .3083$</div> <div>$S = 2.2714$</div> </div>				
Variables	Beta Weights	Standard Errors of Betas	Partial Corr. Coefs.	R^2 Deletes
Low salary	-.0355	.1240	-.0305	.0942
Lack of oppor. to be creative	-.0182	.1389	-.0139	.0949
Lack of chance to use skills	.2488	.1512	.1727	.0672
Lack of respected associate	-.1519	.1465	-.1098	.0839
Too rigid gov't employment system	-.0341	.1138	-.0319	.0941
Entrenched professors	.0024	.1134	.0022	.0950
Lack of research fund	.0478	.1163	.0437	.0933
Professionals iso- lated	-.0652	.1297	.0535	.0924
Relatives and friends are used	-.1465	.1223	.1267	.0803
Rigid promotion system	-.0165	.1336	.0132	.0949
Lack of recognition of young talent	.0674	.1504	.0477	.0929
Lack of hope for future	.0388	.1267	.0326	.0941
There is political instability	.2169	.1134	.1997	.0574
Too few places to work	-.0111	.1302	-.0091	.0949

Inspection of the data reveals that except for the variables "lack of chance to use professional skill" and "political instability," almost all variables were not of predictive value in the rule. The exact contribution of each of these variables to the variance in the constant

return plans is shown by the respective beta weights in the table produced by Least Square program.

The resultant correlation $R=.30$ was not significant at the .05 level. Therefore, Null Hypothesis 4 was not rejected. Hypothesis 4 was rejected.

Research Hypothesis 5

The more strongly a Korean student in Michigan feels his study in the United States will contribute to development of his country, the greater likelihood the Korean student will plan to return home.

The following null hypothesis was derived from the above hypothesis.

Null Hypothesis 5: There is no correlation between Korean students' return plans and their feeling about the contribution of their U.S. study to the development of their own country.

In order to measure Korean students' feelings about the relevance of their U.S. study to the development of their own country, each student was asked to indicate the degree of his confidence that his U.S. study will contribute to the development of his country. The responses ranged from "strongly positive" (scored as 1) to "strongly negative" (scored as 5).

Simple correlation between return plans and students' feelings on their contribution was computed. The resultant correlation coefficient $r=.24$ was significant at the .05 level.

Therefore, the Null Hypothesis 5 was rejected.
Hypothesis 5 was accepted.

Research Hypothesis 6

Korean students in Michigan who originally came to the United States at younger ages will more likely plan to stay in the United States than those who came at more advanced ages.

From the above hypothesis, the following null hypothesis was derived.

Null Hypothesis 6: There is no correlation between age of arrival of Korean students in the United States and their return plans.

In the questionnaire, each student was asked to indicate his age upon arrival in the United States. The ages were grouped into six categories, ranging from "under 20" as youngest to "40 and over" as oldest. A score of 1 was given to the youngest age group and 6 was given to the oldest group.

Simple correlation between return plans and age of students upon arrival was computed. The resultant correlation coefficient $r = -0.34$ was significant at the .05 level.

Null Hypothesis 6 was rejected.

Since a score of 1 was given to the youngest age group and 6 to the oldest group on the age variable, and a score of 1 was given to immediate return and 9 to having no intention to return on return plans, negative correlation

leads to acceptance of the hypothesis. Therefore, Hypothesis 6 was accepted.

Summary

In this chapter, the data on characteristics of Korean students in Michigan and their return plans were presented in table form, and six research hypotheses were tested.

Included in the sample were 103 students, consisting of 83 male and 20 female students. Most of the students were over the age of 25 and were privately supported. Only 24 students were supported by governmental and private sponsoring agencies, either at the beginning of their study or at the present time. More than 23 percent of the Korean students came to the United States with masters degrees and over 50 percent of them came to the United States after completing a four-year college. Nearly 75 percent of the present sample plan to achieve a doctoral degree while in the United States. Over 60 percent of the Korean students in Michigan were concentrated in engineering, physical and natural science, and social science.

Nearly 60 percent of the Korean students came from Seoul National University and Ewha Women's University in Seoul, two very selective institutions of higher learning among 70 colleges and universities in Korea.

Nearly 40 percent of the Korean students in Michigan plan to return to Korea after receiving practical experience. Only 23 percent of the students indicated they plan

to return immediately after completion of study. Five students indicated they have no intention to return.

Following are summaries of results of testing of the hypotheses. The criterion for rejection was set at the .05 level of significance.

<u>Null Hypothesis 1</u>	<u>Results</u>
There is no correlation between return plans and length of U.S. sojourn of Korean students in Michigan.	rejected
<u>Null Hypothesis 2</u>	
There is no correlation between Korean student return plans and the difficulty of their adjustment to American life.	rejected
<u>Null Hypothesis 3</u>	
There is no difference between the mean value of return plans of sponsored Korean students and nonsponsored Korean students.	failed to reject
<u>Null Hypothesis 4</u>	
There is no correlation between Korean students' attitudes toward employment conditions back home and their return plans.	failed to reject
<u>Null Hypothesis 5</u>	
There is no correlation between Korean students' return plans and their feeling about the contribution of their U.S. study to the development of their own country.	rejected
<u>Null Hypothesis 6</u>	
There is no correlation between age of arrival of Korean students in the United States and their return plans.	rejected

Of the six research hypotheses, four hypotheses were accepted and two hypotheses were rejected. Korean student return plans were related with the students' length of sojourn in the United States, their difficulty in adjusting to American life, their feeling about the contribution of their U.S. study to the development of their own country, and their age upon arrival in the United States. Korean students' return plans were not related to their attitudes toward employment conditions back home. Although there was a difference between the mean values of return plans of sponsored and nonsponsored Korean students, their difference was not statistically significant.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will be devoted to a summary of the study, followed by a discussion of the conclusions generated from the analysis of the data. In addition, recommendations for action and further research are listed.

Summary of the Study

The problem undertaken in this study was to investigate the relationship of selected factors pertaining to Korean students in Michigan with their return plans upon completion of study in the United States.

Factors considered in the study were length of sojourn in the United States, difficulties of Korean students in adjusting to American life, source of financial support, attitudes toward employment conditions back home, degree of confidence in the contribution of their U.S. study to the development of their own country, and finally their age upon arrival in the United States.

Major hypotheses of the study were:

Hypothesis 1: The longer a Korean student in Michigan has lived in the United States, the greater likelihood the student will plan to remain in the United States upon completion of study.

Hypothesis 2: Korean students in Michigan who are better adjusted to American life will more likely plan to remain in the United States upon completion of study than those who are not well adjusted to American life.

Hypothesis 3: Sponsored Korean students in Michigan will more likely plan to return to Korea than nonsponsored students in Michigan.

Hypothesis 4: Korean students in Michigan who have a negative attitude toward employment conditions back home will more likely plan to stay in the United States than the Korean students who have a positive attitude toward employment conditions back home.

Hypothesis 5: The more strongly a Korean student in Michigan feels his study in the United States will contribute to the development of his country, the greater likelihood the Korean student will plan to return home.

Hypothesis 6: Korean students in Michigan who originally came to the United States at younger ages will more likely plan to stay in the United States than those who came at more advanced ages.

A review of literature indicated that the factors contributing to the substantial number of nonreturning foreign students, particularly from the poor nations, are complex phenomena. The degree of impact of each factor differs according to the individual student's background and conditions at home and his experience in the United States.

A review of case studies on nonreturning foreign students revealed that student's age level, sojourn period, major field of study, sex, his commitment to the development of his own country, financial support sources, and his socioeconomic background, as well as policies of the U.S. government and industries and those of his own country are important factors related to a foreign student's return plans.

The research sample was comprised of all the identified Korean students in seven Michigan colleges and universities enrolled in Spring and Summer, 1971. The major instrument used in the study was a questionnaire. The initial mailing and subsequent followup produced an 80 percent response of completed questionnaires. A total of 103 completed questionnaires was received from the 132 identified Korean students in Michigan.

Pearson product-moment correlation, multiple regression techniques, and t-test were employed in statistical testing of the hypotheses. The .05 level of confidence for rejection or acceptance of the hypotheses was selected.

All research hypotheses were restated in null form in order to test the hypotheses. As a result of these tests, a statement of support or nonsupport of each hypothesis was determined. Following are the results of testing the null hypotheses:

Null Hypothesis 1: There is no correlation between return plans and length of U.S. sojourn of Korean students in Michigan.

Result: The resultant correlation of $r=.24$ was significant at the .05 level. The null hypothesis was rejected. The result supported Research Hypothesis 1.

Null Hypothesis 2: There is no correlation between Korean students' return plans and the difficulty of their adjustment to American life.

Result: The resultant multiple correlation of $R=.53$ was significant at .011 or below the .05 level. Based on the result, the null hypothesis was rejected. The result supported Hypothesis 2.

Null Hypothesis 3: There is no difference between the mean value of return plans of sponsored Korean students and nonsponsored Korean students.

Result: The resultant t of 1.6 was not significant at the .05 level. The result failed to reject the null hypothesis. Hypothesis 3 was rejected.

Null Hypothesis 4: There is no correlation between Korean students' attitudes toward employment conditions back home and their return plans.

Result: The resultant multiple correlation coefficient of $R=.30$ was not significant at the .05 level. The result failed to reject the null hypothesis. Research Hypothesis 4 was rejected.

Null Hypothesis 5: There is no correlation between Korean students' return plans and their feeling about the contribution of their U.S. study to the development of their own country.

Result: The resultant correlation of $r=.24$ was significant at the .05 level. The null hypothesis was rejected. The result supported Research Hypothesis 5.

Null Hypothesis 6: There is no correlation between age of arrival of Korean students in the United States and their return plans.

Result: The resultant correlation of $r = -.34$ was significant at the .05 level. The null hypothesis was rejected. Research Hypothesis 6 was accepted.

In summary, of the six hypotheses tested, four hypotheses were supported and two hypotheses were not supported by the data. Korean students' return plans were found to be associated with the students length of sojourn in the United States, their difficulties in adjusting to American life, their confidence about the contribution of their U.S. study to the development of their own country, and their age upon arrival in the United States. Korean students' return plans were not associated with their attitudes toward employment conditions back home. No statistical difference was found between the return plans of sponsored students and nonsponsored Korean students.

Conclusions

Within the limitations of this study, the following conclusions were drawn:

1. It is concluded that Korean students' return plans are related to the length of their sojourn in the United States. The longer a Korean student lives in the United States, the greater likelihood he will plan to stay in the United States.

2. It is concluded that Korean students' return plans are related to their difficulties in adjusting to American life. A Korean student who is better adjusted

to American life is more likely to plan to remain in the United States upon completion of study than a Korean student who is not well adjusted to American life.

3. It is concluded that statistically there is no difference between the return plans of sponsored students and nonsponsored students in Michigan.

4. It is concluded that Korean students' return plans are not related to their attitude toward employment conditions back home, as defined in the instrument. In other words, the factors that often influence migration of professional talent from developing countries to the United States are not closely related to Korean students' decisions to remain in the United States.

5. It is concluded that Korean students' feelings about the contribution of their U.S. study to the development of their own country are related to their return plans. The more strongly a Korean student feels his U.S. study will contribute to the development of Korea, the greater likelihood he will plan to return home.

6. It is concluded that Korean students' age upon arrival in the United States is related to their return plans. A Korean student who came to the United States at a younger age will more likely plan to remain in the United States than a Korean student who came at a more advanced age.

Discussion

It would be improper in a study of this nature to attempt to suggest reasons for those demonstrated relationships between Korean students' return plans and factors considered in the study, as this should be the purpose of further research.

In this section, however, the investigator will discuss some of the possible reasons why the two research hypotheses were rejected. The findings, that there was no relationship between return plans of the sponsored and nonsponsored Korean students, and that there was no relationship between Korean students' return plans and their attitudes toward employment conditions back home, are contradictory to past studies.

As indicated in the review of literature and statements preceding each hypothesis in Chapter I, sponsored foreign students generally show a higher rate of return than nonsponsored students. A recent study of Korean students in Southern California by Thames¹ also indicated that the Korean students who received most of their support from their family or scholarships showed more interest in returning home than the students who worked for their financial support. He found that 12 out of 100 students in the total sample reported scholarships were their main

¹John Alsop Thames, "Korean Students in Southern California: Factors Influencing Their Plans Toward Returning Home" (unpublished Ed.D. thesis, University of Southern California, 1971).

source of finance. In the present study, sponsored students were defined as those students who received partial or full support for their study in the United States from government and private sources, including U.S. and Korean governments, religious organizations, foundations, and business and industry. All the other students were included in the nonsponsored students category.

In the sample, 24 Korean students were identified as sponsored students. However, most of these sponsored students were also dependent upon their family or personal sources for their financial support, in addition to support from a sponsoring agency.

Furthermore, only nine students indicated they still were receiving support from the sponsoring agencies which had given them support at the beginning of their study. Ten of the 24 students received support at the beginning but were not supported at the time of the study, and 5 of the 24 sponsored students originally came as self-supported students.

The above fact may suggest that there is a lack of planning on the part of public and private scholarship agencies, and incongruencies exist between the need of the students and actual amount of support provided.

The major reason for the contradictory findings of the present study may exist in the difference of the definition of scholarship student or sponsored student. It is a matter of future study to determine how one should

redefine the sponsored student and to find out how these changes in financial sources affect Korean students' future plans upon completion of study.

Another contradictory finding of the present study is that Korean students' return plans are not related to their attitude toward employment conditions back home. Of the 14 factors that are commonly accepted as major reasons for migration of professionals from developing countries to the United States, only two factors were found to have a low relationship to Korean students' return plans; all other factors were unrelated to return plans.

Several possible reasons for this finding can be discussed. As was noted earlier, nearly 80 percent of the Korean students in the sample were privately financed. Therefore, they undoubtedly are from families of upper socioeconomic levels and are less concerned about employment conditions back home when they relate this factor to their return plans, since they would not have to depend completely on earned income upon return to Korea. Thames, in his study of Korean students in Southern California, reached the conclusion that the higher socioeconomic background a student has, the more likely he will return to Korea than the student with a lower socioeconomic background. However, his study also pointed out that the students with high socioeconomic backgrounds are less concerned about employment conditions back home.² In addition, Thames found that

²Ibid., p. 81.

Ph.D. students were not concerned about finding jobs upon returning home. This fact is evidenced in recent findings of "brain drain" studies conducted by the Committee on the International Migration of Talent.³ The committee report included a quotation from an interview with a prominent Korean professor as follows:

A returnee can be virtually guaranteed a teaching job in one of the four or five high prestige universities if, first, he is capable, second, he has a Ph.D. from the States, and third, he is known. The last, of course, is the most difficult. But being known plays such an important part in determining who is able to go to the States for study in the first place, the third factor is automatically met by most who return. Further, the less capable returnees and those holding only U.S. masters degrees can still find teaching jobs so long as they are willing to go to the provincial universities which are desperately short both in terms of absolute need and of financed vacancies.⁴

In the present study over 75 percent of the sample indicated they plan to achieve doctoral degrees. Therefore, the facts that they are mainly from families with high socioeconomic backgrounds and that they plan to achieve doctoral degrees which enable them to expect broader opportunities back home might have been the reasons that their return plans are not related to their attitudes toward employment conditions back home.

³The Committee on the International Migration of Talent, The International Migration of High Level Manpower, Its Impact on the Development Process (New York: Praeger Publishers, 1970).

⁴Ibid., pp. 131-32.

Another possible reason is that Korean students in Michigan may not yet have formulated their attitudes toward employment conditions back home. If the assumption is accepted that negative attitudes toward employment conditions back home may be reinforced by positive factors in employment conditions in the United States, it can be concluded that Korean students are still in the process of change and they do not have the kind of job experience in the United States that may build up their negative attitudes toward employment conditions back home.

Over 40 percent of the sample indicated they plan to return to Korea after receiving practical experience. The attitude of the Korean students on employment conditions back home will largely depend upon the kind of practical experience they obtain after completion of their study and will influence their return plans.

Recommendations

Based on the findings of the study, the following recommendations are presented. The recommendations will be listed in two parts: (1) recommendations to various government and private agencies, including American universities, for action; and (2) recommendations for further research.

Recommendations for Action

1. It is recommended that a National Scholarship Fund be established jointly by the Korean government and Korean

business and industry, in order to support Korean students' study abroad.

Although the sample of the present study was limited to Korean students in Michigan, the fact that almost no students were supported by the Korean government and private organizations indicates there is a lack of support for Korean students' study in the United States. Most students were supported by family or foreign sources. Since most of these Korean students are not intending to return to Korea for an indefinite period of time, the Korean government should establish a plan to invest her own resources to provide advanced training abroad, which is essential for national development.

2. In order to promote the scholarship fund discussed above, the Korean government should consider a tax exemption system for contributions to the scholarship fund, as practiced in other countries.

This policy will serve as an incentive for private Korean sources to participate in the scholarship program.

3. It is recommended that the Korean government review the effectiveness of current government policies and regulations for foreign study by Korean students.

The Korean government exerts strict control of Korean students' study abroad, both for self-supported and sponsored students, as discussed in the review of literature. Do present criteria discourage sending some Korean students, who would more likely return to Korea if they were sent,

than those who have met the criteria and came to the United States? Also a considerable number of Korean students originally came to the U.S. without regular student status. Based on such an evaluation, revision of present regulations for study abroad should be made to meet their goals best.

4. It is recommended that priority for foreign studies should be given to those areas that are not available in Korea. It is further suggested that the student should be prepared to the highest level in domestic universities, in order to enable him to reduce his study period in the United States.

The present study found that the longer a Korean student stays in the United States, the more likely he will be to remain in the United States. By preparing the Korean student to the maximum level in domestic universities, the study period necessary for him to complete requirements in U.S. universities can be considerably reduced.

5. It is recommended that a mechanism to coordinate Korean graduate students' research projects and domestic research needs be established.

Many foreign students often lose contact with their domestic problems by the time they complete course requirements for advanced degrees.⁵ Establishment of an

⁵This concern was discussed by the M.S.U. graduate council. See M.S.U. News Bulletin (Nov. 24, 1971), Vol. 3, No. 10.

organization to encourage and assist Korean students in the United States who are interested in undertaking research on domestic problems for their theses, will help both the Korean government and the Korean student. The government will be benefitted by the result of such research, and this program will enable the Korean student to re-establish his contact with domestic affairs.

Suggested functions of this coordinating organization for research are (1) to inform Korean graduate students of domestic research needs, (2) to review the research proposals of Korean students, and (3) to facilitate actual conduct of research by means of providing information on resource materials available in Korea, and resource personnel in Korean institutions interested in the subject.

6. It is suggested that Korean government, industry, and higher education institutions develop a plan to utilize the talent of Korean graduates remaining in the United States.

There are many Korean scholars and researchers in American universities and industry. Most of them are undoubtedly holders of permanent residenceship or American citizenship, and it is very unlikely that these Korean scholars will return to Korea permanently in the near future. However, their talent can be utilized by Korean universities and industries in various ways. For instance, an arrangement can be made to help them spend their

sabbaticals in Korea. This will not only help Korean authorities, but also will provide Korean scholars the opportunity to re-establish their contacts with Korean problems, as was the case with graduate students discussed above.

7. Exchange programs between American universities and Korean universities should be expanded. The program should include exchange of students, faculty, and research information.

8. It is suggested that American universities consider modification of their counseling and scholarship programs that may encourage Korean students to return home.

The major justification of foreign student programs in American universities exists in the hope that the foreign students will ultimately return home and better serve their society as a result of their U.S. study. This expectation is not met by many Korean students.

Therefore, it is suggested that the priority of scholarships from universities should be given to Korean students who intend to return.

9. The present study found that there are inconsistencies in scholarships provided for Korean students by sponsoring agencies. It is recommended that sponsoring agencies review the actual needs of their sponsored students and provide such scholarships consistently until the academic goals of Korean students are met.

Recommendations for Further Research

Since the statistical techniques employed in this study show relationships only, cause and effect have to be inferred from a theoretical base. Further research concerned with decision processes affecting Korean students' return plans should be conducted to substantiate these relationships. Based on the findings of the present study, the following suggestions for further investigation are made:

1. Most Korean students in Michigan came to the United States under private sponsorship, and a majority of the Korean students have other members of their family or relatives in the United States. What impact do these family members have upon return plans of Korean students?

2. The present study found that Korean students' attitudes toward employment conditions back home were not related to their return plans. It was assumed that the Korean students in Michigan came from relatively higher socioeconomic background families and would be less concerned about their future jobs in Korea than students from lower socioeconomic families. Literature often indicates that leaders in developing countries take pride in their children staying in the United States. On the other hand, they express concern over nonreturn of their students. What will be parental influence upon return plans of Korean students? Future study may include such factors as

the influence of parental expectations on their children's return plans.

3. The study found that Korean students' sources for financial support of their study considerably changed during their stay in the United States. This change was found for both sponsored and nonsponsored students. The impact of these changes in financial sources upon Korean students' decisions for return or nonreturn is suggested as a subject for future study.

4. A majority of Korean students included in the present study indicated they plan to return home after receiving practical experience, instead of returning immediately upon completion of their study. It is suggested that future studies include the impact of such practical experience in the United States upon return plans of Korean students.

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APPENDICES

APPENDIX A
LETTER TO THE FOREIGN STUDENT ADVISORS

July 26, 1971

Dr. Marlon Gerould
Foreign Student Advisor
Western Michigan University
Kalamazoo, Michigan 49001

Dear Dr. Gerould:

I am a doctoral student at Michigan State University studying higher education and plan to conduct research on Korean students in the United States for my dissertation.

In order to do the study I would like to have the names and addresses of Korean students who are enrolled at your university. I plan to mail a questionnaire to each Korean student.

It will be deeply appreciated if you send me this information at the earliest possible time. In case this is not available at your office, please let me know whom I should contact for this information.

Thank you for your assistance in advance.

Sincerely,

s/ Kuk Bom Shin
Dept. of Admin. and
Higher Education
College of Education
Michigan State University
East Lansing, Michigan
48823

APPENDIX B
LETTER TO THE KOREAN STUDENT

귀하

더운 날씨에 존체건강 하심을 바랍니다.

소생은 현재 M.S.U 에서 교육행정학을 전공하고 있는바 급변 논문작성에 활용하여 번거로운 부탁을 드리게 되었습니다.

바쁘신 시간에 죄송하오나 동봉한 설문에 꼭 응답하여주시면 감사하겠습니다.

미국에서의 학생생활이 얼마나 시간에 쫓기는 생활인가를 제 자신 직접 체험하고 있어 더욱 죄송한 느낌이 드오나 저의 논문을 위해 부득히 귀하의 협조를 구하고자 하오니 관용 있으시길 바랍니다.

설문에 응답하신후 동봉한 봉투에 넣어 돌려 보내주시길 부탁드립니다.

귀하의 협조에 감사하오며 건승을 바랍니다.

1971년 8월 일

신 곡 범 배
1428 I Spartan Villa
East Lansing, Mich
48823

(Translation)

August 1971

Dear Fellow Korean Student:

I am a student of education at Michigan State University and currently have been engaged in research on problems of Korean students for my dissertation.

Enclosed is a questionnaire to collect information to be used for my dissertation and your kind response is requested.

As a Korean student, I realize it is not easy to find spare time since every one of us is under academic pressures. However, the success of my research will depend upon the rate of return of this questionnaire. Therefore I solicit once again your cooperation by responding to the questionnaire and returning it to me in the enclosed envelope.

Thank you for your cooperation and I wish you good health.

Sincerely,

s/ Kuk Bom Shin
1428 I Spartan Village
East Lansing, Michigan
48823

APPENDIX C
QUESTIONNAIRE

K. B. Shin
Dept. Adm. & Higher Ed.
C.O.E., M.S.U., Aug. 1971

QUESTIONNAIRE

Directions: The information which you give us on this questionnaire is complete and confidential and will be used only for research purposes. Please answer the questions as completely as possible.

1. How long have you been in the United States? (Circle the number of appropriate answer)
 1. less than 6 months
 2. 6-12 months
 3. 13-24 months
 4. 25-36 months
 5. 37-48 months
 6. more than 4 years

2. At what age did you come to the United States? (Circle the number of appropriate answer)
 1. under 20
 2. 20-24
 3. 25-29
 4. 30-34
 5. 35-39
 6. 40 and more

3. What is the highest level of education you have received in your country? (Circle the number of appropriate answer)
 1. high school or below
 2. 1-3 years of college
 3. completed 4 year college
 4. some graduate work but less than Masters degree
 5. Masters degree
 6. higher than Masters degree

4. What was your major field of study in the last school you attended in your country?

5. What is the name of the last school you attended in your country?

6. Do you have other members of your family or relatives in the United States?
_____ yes _____ no

7. Have you had some work experience in your country before coming to the United States?

yes **no**

a. If yes, what kind of work experience have you had and for how long?
(Circle the number of appropriate answer and check the length of
experience on the space on the right. If you have had more than one
kind of experience please check all of them and put (X) mark on the
last experience you had.)

1. teaching: _____ year
2. government official: _____ year
3. employed by business and industry: _____ year
4. employed by religious organization: _____ year
5. military officer: _____ year
6. military enlisted man: _____ year
7. other (specify) _____ : _____ year

b. Do you plan to go back to the same type of job in your country after you complete your study in the United States?

_____ **yes** _____ **no** _____ **not certain**

8. Foreign students in the United States often are faced with problems in adjusting themselves to American life. Do you still have difficulty in the following areas? (Please indicate your present level of difficulty by checking one of 3 spaces provided on the right of each item.)

very	somewhat	not
difficult	difficult	difficult

- | | | | | |
|-----|-------------------------------------|-------|-------|-------|
| 1. | language problem..... | _____ | _____ | _____ |
| 2. | food problem..... | _____ | _____ | _____ |
| 3. | housing..... | _____ | _____ | _____ |
| 4. | health service..... | _____ | _____ | _____ |
| 5. | academic requirements..... | _____ | _____ | _____ |
| 6. | transportation..... | _____ | _____ | _____ |
| 7. | relation with faculty..... | _____ | _____ | _____ |
| 8. | relation with American student..... | _____ | _____ | _____ |
| 9. | relation with other Americans..... | _____ | _____ | _____ |
| 10. | relation with other foreigners..... | _____ | _____ | _____ |
| 11. | relation with opposite sex..... | _____ | _____ | _____ |
| 12. | financial problem..... | _____ | _____ | _____ |
| 13. | visa problem..... | _____ | _____ | _____ |
| 14. | religion..... | _____ | _____ | _____ |
| 15. | discrimination..... | _____ | _____ | _____ |

9. Among the items on the above which items do you feel as most difficult problems in your adjustment? Select 3 items in order of difficulty.

a. _____ b. _____ c. _____

10. Please indicate financial sources for support of your study in the United States. (Circle the number of appropriate answer and check both at the beginning of your study in U.S. and present time. If you have more than one source please indicate all such sources.)

	At beginning of study in U.S.	At Present
1. Assistantship from U.S. university.....	_____	_____
2. Work scholarship from U.S. university.....	_____	_____
3. Scholarship from college or university in my country.....	_____	_____
4. Parents.....	_____	_____
5. Brother or sister.....	_____	_____
6. Self-supporting through my own work.....	_____	_____
7. Support through work of my wife/husband....	_____	_____
8. Private foundation in U.S.....	_____	_____
9. Business and industry in U.S.....	_____	_____
10. Private foundation in my country.....	_____	_____
11. Business and industry in my country.....	_____	_____
12. Religious organization in U.S.....	_____	_____
13. U.S. government.....	_____	_____
14. My own government.....	_____	_____
15. International organizations.....	_____	_____
16. Other (specify) _____.....	_____	_____

11. How strong do you feel that your study in the United States will contribute to the development of your own country? (Circle the number of appropriate answer)

1. I feel very strongly that it will contribute.
2. I feel somewhat strongly that it will contribute.
3. I feel uncertain that it will contribute.
4. I feel somewhat that it will not contribute.
5. I fell strongly that it will not contribute.

12. What is the highest level of academic degree you plan to pursue in the United States? (Circle the number of appropriate answer)

1. bachelors degree
2. masters degree
3. doctoral degree
4. special/nondegree
5. undecided

13. In regard to the employment conditions in your country do you agree or disagree with the following statements? (Please indicate your opinion on the space provided on the right of each statement with letters a thru e:

a = strongly agree

d = somewhat disagree

b = somewhat agree

e = strongly disagree

c = neither agree nor disagree

1. Salary is too low. _____
2. There is lack of opportunity to be creative. _____
3. There is lack of chance to use professional training. _____
4. There is lack of chance to work with respected associates. _____
5. Government employment systems are too rigid. _____
6. Powers of entrenched professors are too strong. _____
7. There is lack of research fund. _____
8. Professionals are isolated. _____
9. Relatives and friends are too often used in seeking jobs. _____
10. It is difficult to move from lower position to higher position. _____
11. There is lack of recognition of talent of younger people. _____
12. There is lack of hope for the future. _____
13. There is political instability. _____
14. There is too few places to work. _____

14. In your opinion which factors among the above are most critical problems that must be solved? (Please list numbers of the 3 factors that you feel most important in order of importance.)

A. _____

b. _____

C. _____

15. What is your future plan after your study in the United States? Please circle the number of one statement that indicates your intention for your future among the following.

1. Plan to return to my country as soon as I complete my study in U.S.
2. Plan to return after receiving some practical experience.
3. Plan to return if I can't find adequate job in the U.S.
4. Plan to return if there is a good job available back home.
5. Plan to return if a job is available back home.
6. Must wait and see.
7. Plan not to return for some time.
8. Must return despite that I want to stay in the U.S.
9. Have no intention to return.
10. None of the above (specify) _____.

16. What is your present age? (Circle the number of appropriate answer)

1. Under 20
2. 20-24
3. 25-29
4. 30-34
5. 35-39
6. 40-above

Sex: _____ female _____ male

Marital status: _____ married _____ single

If married, do you have your wife/husband in the United States?

_____ yes _____ no

What is your major field of study?

What degree program are you presently enrolled? (Circle the number of appropriate answer)

1. bachelors degree
2. masters degree
3. doctoral degree
4. non-degree/special
5. other (Specify) _____

Thank you for your cooperation.

APPENDIX D
FOLLOW-UP LETTER

귀하

호산견기에 주체 건안 하시길 바랍니다.

지난 8월 말에 저의 논문을 위한 자료로 쓰기 위해 선생님께서 설문지를 보내드린바 있습니다.

아직 선생님께 회신을 받지 못하여 초조히 기대려다시 부탁 말씀을 용의게 되어 죄송합니다.

혹 설문지가 도중에 분실되거나 없었나 사료되어 같은 설문지를 동봉하오니 비바심중 죄송하오나 곧 응답하여 주시면 감사하겠습니다.

본 설문지는 순전히 저의 논문을 위한 자료로 쓰기 위한 것이오니 미비한점 있어도 양해하시고 저의 연구가 열매를 맺을 수 있도록 꼭 도와 주시길 부탁드립니다.

내내 귀하의 건승을 바랍니다.

1971년 9월 23일

신구영 NY

1428 I Spaten Village
East Lansing, Mich.
48823

(Translation)

23 September 1971

Dear Fellow Korean Student:

This letter is in relation to the questionnaire which was sent to you in late August. The questionnaire was designed to collect information to be used for my dissertation. I am still in need of your response.

Another copy of the questionnaire is enclosed in case the first letter did not reach you.

I realize that you are involved in a busy schedule. However the success of my research will depend upon your return of this questionnaire and I solicit again your kind cooperation.

Let me assure you again that the information in this questionnaire will be used only for research purposes.

It will be appreciated if you could return this questionnaire in the enclosed envelope as soon as possible.

Best wishes.

Sincerely,

s/ Kuk Bom Shin
1428 I Spartan Village
East Lansing, Mich.
48823