

KEY FACTORS OF KOREAN STUDENT STUDYING ABROAD, 1990 - 2012

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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
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ปัจจัยการไปศึกษาต่อต่างประเทศของนักเรียนชาวเกาหลีตั้งแต่ปี ค.ศ.1990 ถึงปี ค.ศ.2012



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาเกาหลีศึกษา (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

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ทิพย์ธิดา สกุลทองอร่าม : ปัจจัยการไปศึกษาต่อต่างประเทศของนักเรียนชาวเกาหลีตั้งแต่ปี ค.ศ.1990 ถึงปี ค.ศ.2012 (KEY FACTORS OF KOREAN STUDENT STUDYING ABROAD, 1990 - 2012) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. วรเวศม์ สุวรรณระดา, 63 หน้า.

วิทยานิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่ส่งผลให้นักเรียนชาวเกาหลีได้เดินทางไปศึกษาต่อต่างประเทศตั้งแต่ปี ค.ศ. 1990 ถึงปี ค.ศ. 2012 โดยศึกษาข้อมูลทุติยภูมิที่เกี่ยวข้องกับปัจจัยแวดล้อมต่างๆ เช่น นโยบายการพัฒนาการศึกษาระดับอุดมศึกษา ทศนคติด้านการศึกษาของชาวเกาหลีได้ นโยบายสนับสนุนการไปเรียนต่อในประเทศต่างๆ และข้อมูลอื่นที่เกี่ยวข้อง โดยแยกแยะผลการวิเคราะห์ปัจจัย เป็นปัจจัยตั้งและปัจจัยผลึก จากการศึกษาพบว่า เมื่อในช่วงปี 1990 ประเทศเกาหลีใต้ได้รับกระแสโลกาภิวัตน์เข้ามา และมุ่งเน้นพัฒนาประเทศเพื่อเข้าสู่ตลาดโลก จึงวางแผนและนโยบายเพื่อเตรียมพร้อมกับการพัฒนาแนวทางใหม่ และรัฐบาลให้เห็นความสำคัญของการศึกษาภาษาอังกฤษมากยิ่งขึ้น จึงทำให้ชาวเกาหลีใต้ที่มีทัศนคติที่ดีด้านการศึกษา มาตั้งแต่สมัยอดีตกลุ่มหนึ่ง เลือกที่จะสนับสนุนให้นักเรียนเดินทางไปศึกษาต่อในระดับอุดมศึกษาในต่างประเทศ ปัจจัยเหล่านี้จึงกลายเป็นปัจจัยผลักดันให้นักเรียนเกาหลีใต้ออกไปศึกษาต่ออย่างต่อเนื่อง ในขณะที่ประเทศปลายทางได้รับผลประโยชน์ต่างๆจากการรับนักเรียนต่างชาติทำให้กลุ่มประเทศปลายทาง เช่น สหรัฐอเมริกา อังกฤษ ออสเตรเลีย มีนโยบายออกมาเพื่อแข่งขันดึงนักเรียนไปเรียนต่อในประเทศตัวเองมากขึ้น นอกจากนี้เนื่องจากการเติบโตทางเศรษฐกิจอย่างรวดเร็วของประเทศจีนส่งผลกลุ่มประเทศในแถบเอเชียได้รับความสนใจมากขึ้น จึงทำให้มีนักเรียนเกาหลีใต้เดินทางไปศึกษาต่อในประเทศจีนและประเทศในแถบเอเชียเพิ่มขึ้นอย่างต่อเนื่อง

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The purpose of this research is to examine the key factors of Korean students studying abroad since 1990 to 2012 by using secondary academic data related to environment factors in South Korea. For example, higher education development policies, Korean attitude on education, support policies from host countries and other related data by using “push” and “pull” factors to determine the possible factors.

The findings of this research show that at the beginning of 1990, globalization came into South Korea in order to compete in international level so the government needed to launch plan and policies to follow the new direction plan. Moreover, the government placed an importance of English language learning. This caused a group of Korean parents support their child to study abroad in higher education level for outstanding qualified in the future career. Thus these factors are determined as push factors. On the other hand, the benefits of being a host country made higher competition in international education market. The popular host countries by South Korean students such as the U.S, England or Australia governments also launch policies to recruit more students to their country. Furthermore, as the rapid development of China’s economy created more focus on Asia region. Today more and more South Korean students went to China and other countries in this region.

Field of Study: Korean Studies

Student's Signature

Academic Year: 2014

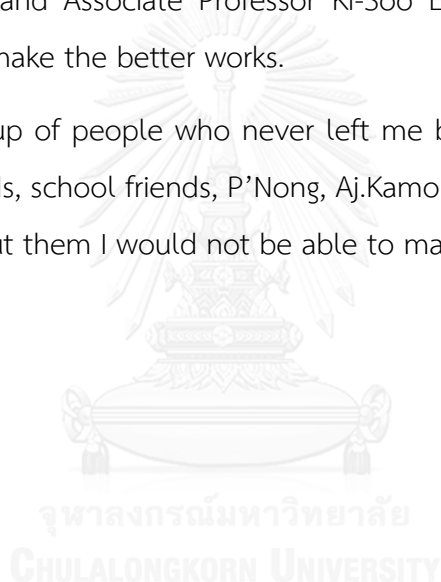
Advisor's Signature

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CHAPTER I

INTRODUCTION

1.1 Background

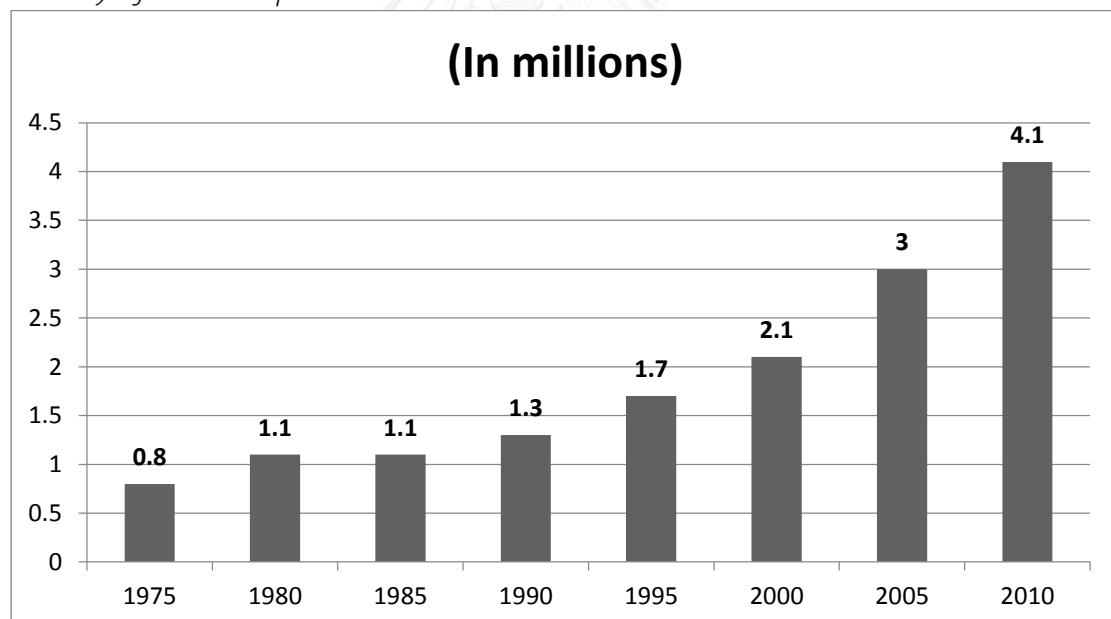
The period of globalization has transformed the world into “a small village” through the interconnectedness and interdependence between countries (Al'Abri 2001). The borderless world has caused the flow of politics, culture, workforce, and education. Jeong-Kyu Lee stated that globalization is a significant force reorganizing the world's economy through new knowledge and technology; therefore, education has played a more important role because it could improve the skills and knowledge of people and also help nations to enhance the productivity of their labor force, life quality and better standard of living (Lee 2001).

Universities and colleges around the world are increasingly forced to compete in the global capitalist market through cross-cultural contents. The international organizations, such as the Organization for Economic Co-operation and Development (OECD) and the United Nations (UN) and have decided to reorganize and invest in educational policies for both national and worldwide success. David Labaree found that the education has traditionally been thought to have three competing purposes: social efficiency, social mobility, and democratic quality. Ki-Seok Kwan, an assistant professor of Hanbat National University, Republic of Korea, viewed that along with the power of socioeconomic globalization, many countries in Asia have invested in developing and internationalizing their higher education system as a result of the use of English and the growth of the international labor market. Meanwhile, there has

been international mobility of students and researchers in search of new knowledge that wasn't available in their country.

Studying abroad involves providers, programs course materials, teachers or students moving beyond national boundaries, which has become an important part of globalizing higher education. In general, the international student market and the pattern of movement have been dominated by developed countries or English speaking countries like the United State, the United Kingdom and Australia for past decades (Son 2011).

Figure 1 : Number of Students Enrolled in Higher Education Programs outside Their Country of Citizenship



Reference : (Kritz 2012)

The statistics collected by the OECD and UNESCO in figure 1 many students all over the world went abroad in order to broader their educational horizon in higher education level through the past 35 years. It increased fivefold since 1975.

Especially from 2000 to 2010, the number of students increased about 1 million every ten years, which demonstrated the fast growth of this phenomenon in such period. The reasons for this phenomenon were that because the globalization spread widely through all over the world, and the demand from many business sectors was also high. When foreign companies invest in a developing country, it is important to get such country prepared for new demand of market labor and understand a new culture so the need for wider language training and intercultural understanding have been increasing. Furthermore, the growth of particular knowledge has created an opportunity for international higher education institutions and universities especially for developing country students. After graduating and coming back to the home country, these students will be considered as an important skilled resource which makes an increase of income for their own and country as well.

1.2 State of Problem

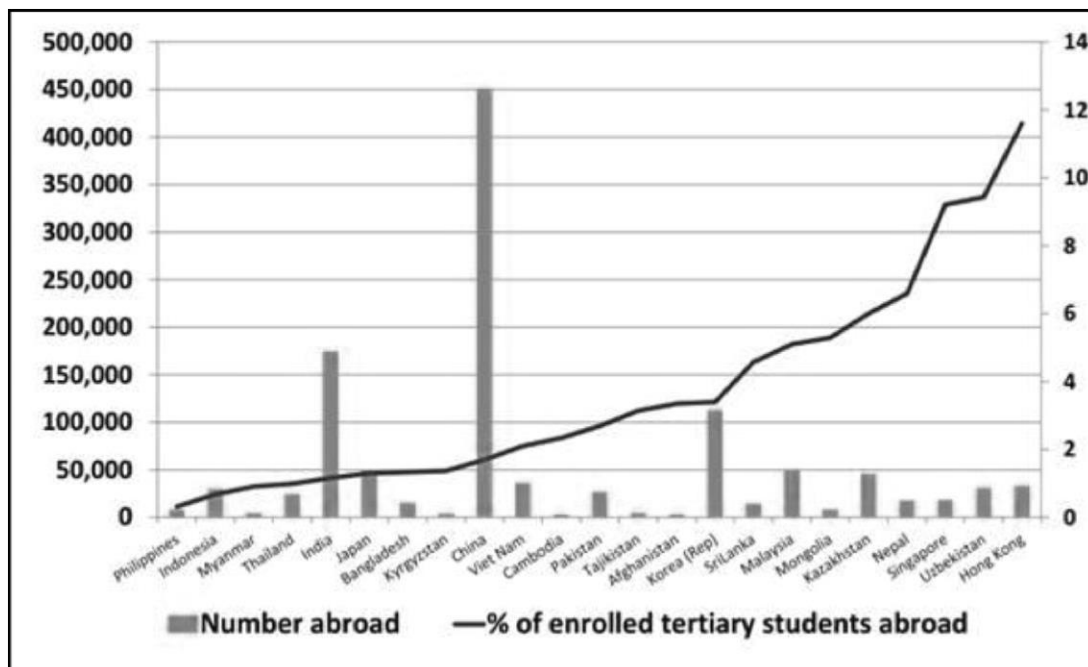
South Korea, a small country with a population around 50 million, once had experienced as one of the poorest countries in the world after the world war period. After a half century elapsed, South Korea boosted up their economy growing 714.6 times from GDP \$1.3 billion in 1953 to 929.1 billion in 2008. Due to heavy investment in education and also education reforms, South Korea enjoyed the high quality student performance in international rankings. According to PISA (2003), South Korea ranked third in mathematics, second in reading literacy, fourth in science, and first in problem solving among 57 countries. In 2009, six universities from South Korea were ranked in the world's top 200 and Seoul National University climbed from 50th to 37th (QS Top Universities 2012).

In 2012, the research carried out by the Economist Intelligence Unit (EIU) and published by Pearson, an education and publishing firm, stated that Finland and South Korea were ranked as the two top countries for the best education system in global education. It showed that their education potential was able to build quality manpower to compete with other countries in globalization world.

However, considering the number of international students who went abroad for education by source of sending countries as shown in figure 2, China, India and South Korea were ranked high in terms of their number of students seeking cross-border education. In 2009, Asian students represented 52% of studying abroad enrolled worldwide and the report from Education at a Glance in 2011 showed that among members of OECD countries students from South Korea represent the third group students enrolled in institutions overseas after China (17%) and India (6%) (OECD 2011).



Figure 2 : Tertiary outbound mobility ratio (% of enrolled tertiary students abroad) & student numbers vary greatly across Asia



Source : (Kritz 2012)

Furthermore, comparing the relative number of students studying abroad among 10,000 people in the three leading sending countries, the number of Korean students was highest with 52.6, followed by China (2.5), and India (1.6)

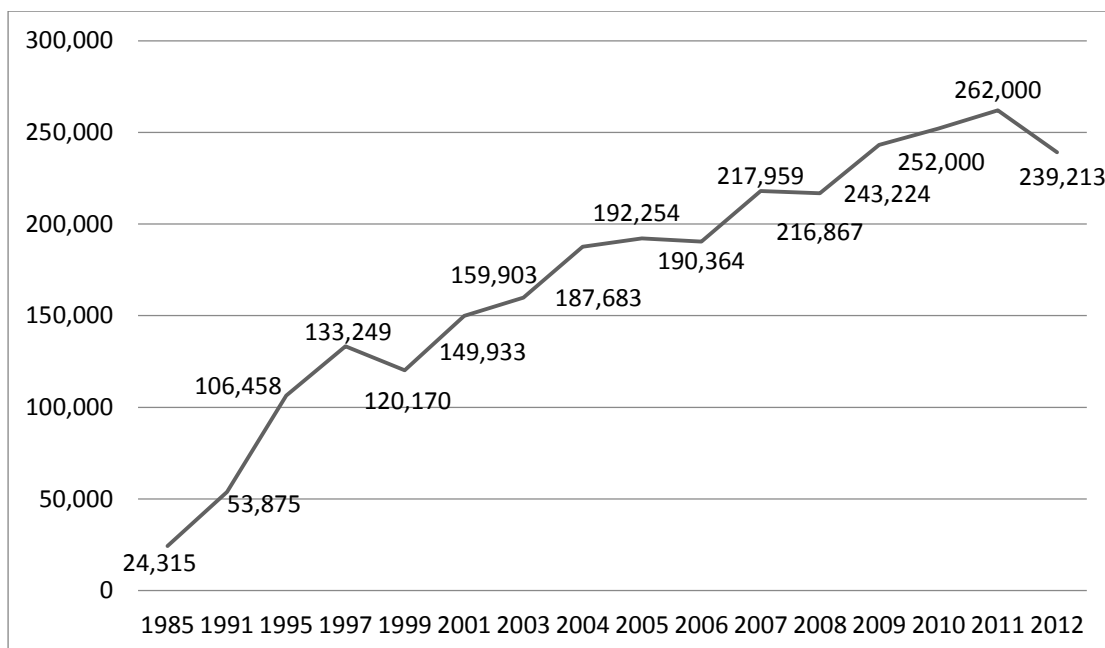
Table 1 : Relative Number of Student Studying Abroad

Country	Countries Population*	Students studying abroad	Students studying abroad per 10,000 people
China	1,344,130,000	339,700**	2.5
India	1,236,686,732	200,621**	1.6
Korea	49,779,440	262,000	52.6

Source:*(The World Bank 2011) , **(Project Atlas 2011), (Project Atlas 2010)

While Korea enjoyed top of the league table in terms of their education system, a group of students decided to turn back to their home country and headed overseas to learn and experience new culture and knowledge. According to figure 3, the number of Korean students going abroad for education purpose went up years by years since the late 1980s. From 1991 to 2011, the number increased approximately 386 percent, especially in the first ten years of 1990s. However, in some periods (1997 and 2007) the number went down a bit.

Figure 3 : Number of Korean Students Studying Abroad



Source :(Korean Educational Development Institute 2012)

The most preferable destinations for Korean students were in English-speaking countries, such as the United State, the United Kingdom and Australia. Moreover, neighboring countries, such as China and Japan, were also their popular destinations. Even though the U.S. is always in the first rank, in the last few years the number of Korean students in China has highly been rising almost as same as the U.S. This has been caused by the rapid growth of economy in China and also the rising of Asian region (Table 2).

Table 2 : Distribution of Korean Students Ranking by most preferable destinations

Year	USA	CHINA	UK	AUS	JAPAN	Total
2001	58,457	16,372	1,398	10,492	14,925	101,644
2003	49,047	18,267	7,759	15,775	17,339	108,187
2004	56,390	23,722	18,600	17,847	16,992	133,551
2005	57,896	28,408	20,100	15,176	19,022	140,602
2006	57,940	29,102	18,845	16,856	15,158	137,919
2007	59,022	42,269	18,300	16,591	19,056	155,238
2008	62,392	57,504	17,000	16,774	17,274	170,944
2009	69,124	66,806	17,031	20,420	18,862	192,243

Source : (Korean Educational Development Institute 2009)

Table 3 shows the courses preferable by Korean students. Most students went to study in a degree program, including undergraduate, postgraduate and doctoral degrees. Most language courses were provided in short-term or a few months. Some students took a language course to experience a new culture as a trial before deciding their host country.

Table 3 : Number of Students Studying Abroad dividing from degree course and language course (Unit: 1,000 persons)

YEAR	Degree Course	Language Course
2005	100	92
2006	114	77
2007	124	94
2008	127	90
2009	152	89
2010	153	99
2011	164	98
2012	154	85

Source : (Kim 2008)

1.3 Research Objectives

1. To study overall picture in higher education in South Korea during 1990 - 2012
2. To classify the possible factors into Push and Pull factors.

1.4 Research Questions

1. What factors may influence Korea students to study abroad during 1990 - 2012 as the PUSH factors?
2. What factors may influence Korea students to study abroad during 1990 - 2012 as the PULL factors?

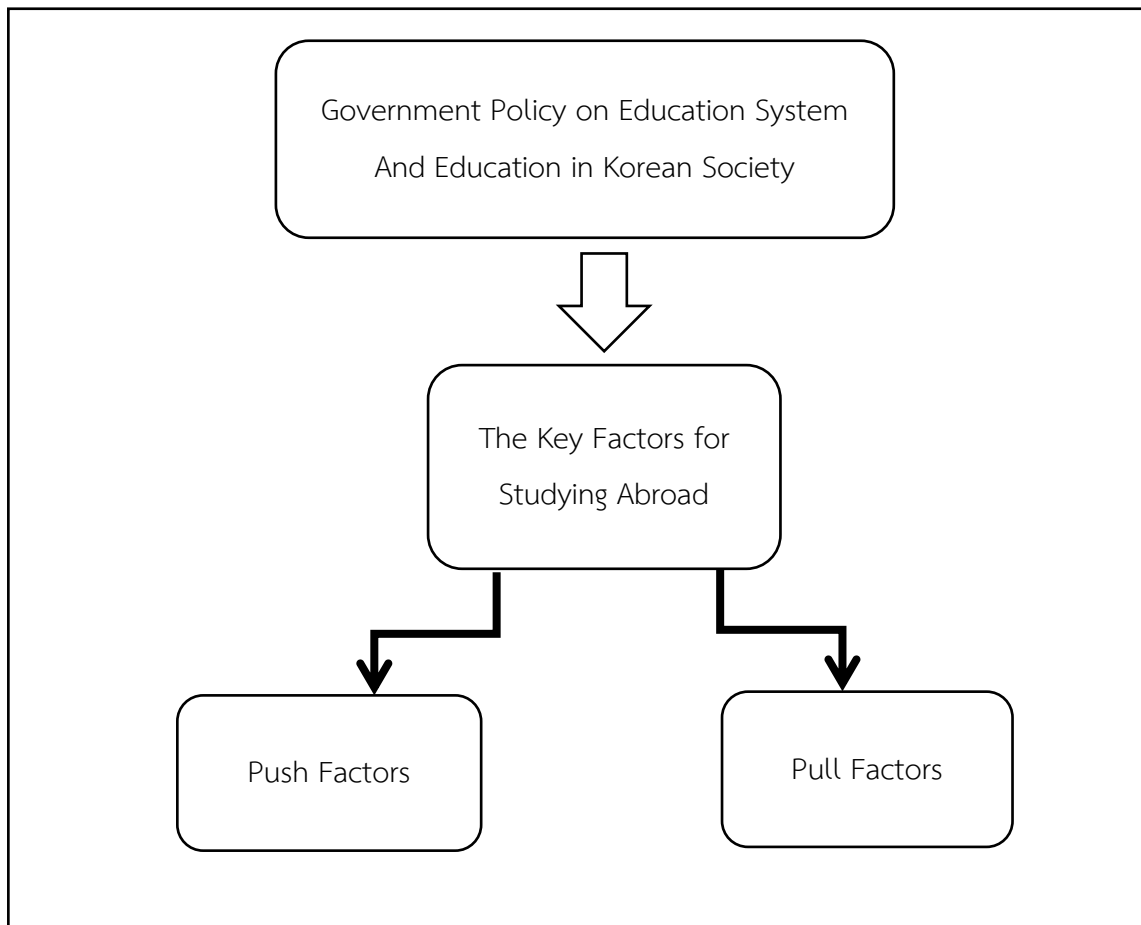
1.5 Research Scope

This study focused on South Korean students' mobility in foreign countries for taking their higher education level. The focus group included all degree students (undergraduate, master and doctoral students) and non-degree students, such as students attending a language course.

1.6 Research Methodology

This research employed the qualitative research method aim to study the key factors of Korean studying-abroad students since 1990 to 2012 based on the analysis of historical and recent studying-abroad situation in South Korea. The data in this research were secondary academic data collected from reports, studies and researches, journal, articles, periodicals, books and websites. The study emphasized on the explanation of historical situations and the analysis of impossible key factors that lead to a growing number of studying-abroad student in South Korea from 1990 to 2012.

1.7 Conceptual Framework



CHAPTER II

LITERATURE REVIEWS

2.1 Globalization

2.1.1 Concept of Globalization

“Globalization” or becoming global is the same meaning, sometimes it uses together with “Internationalization”. The expansion of development of integrated system and relations across the world are not only the economy section but also politic, culture, technology and knowledge section. It is meaning that the world has quickly changed and forced to be a shared social space linking by the economic and technology. The development of one side of the world can effect and influence to the other one.

Khalaf Al’Abri stated that the huge impacts on societies at cultural, political, and economic levels are resulted from globalization. Most of things is involving in this world are the result of transformation. It is compress a world into a small village. All features of life are interacted and communicated within this world. The world becomes smaller, easier and distance is not a barrier for communication and interaction. (Al’Abri 2001)

The concept of encompassing a widespread diversity of transformative process, practices and development on local and the worldwide level is in Trans-nationalism or generally in globalization literature. The processes are broadly with interaction which is economic, political, social and cultural that linked with people and communities and multiples ties.

In 1980 until 1990, the most countries of the world are capturing a major of national state system and the project capital of globalization. Trans-nationally is an oriented sections that achieved authority over local and national segments of the capital (Robinson 2007).

The trend of globalization in the past, there is a free capital movement of a combination freer trades goods and services (IIEP NEWSLETTER 1998). The division for three regions is the main factors of capitalist world system. Firstly, the power and development of the system is in Western Europe after that it involved in North America and Japan. Secondly, the edge or regions are subordinated to the main colonialism. The capitalist world system is a formative years, it is included Africa, Latin America, Asia, the Middle East and Eastern Europe. Thirdly, semi-periphery is the regions or boundary in the previous periphery. From the periphery till semi-periphery is values flow. After the functionally role of international labor division was reproduced, the basic structure of exploitation and inequality are functionally. The key area of world-system is focus and uniqueness on inter-states system and rivalry. This system help maintains and reproduces of the world (Robinson 2007). The last globalization development is influences by “the network society”. Manuel Castells mentions in “The rise of the Network Society” that the globalization is a new reform of “age information”. In 20th Century, the systematically could separate the process as the result of the network society. A way to develop the new information technology or IT is show a reform of technology model and principal information. Another way to retooling is using an authority of the technology in new technique

call “information capitalism”. The globalization age, there was a ways to upgrade the modes of communication to be an integrative network by includes the development of hypertext. The new trend and culture are material foundation of the space flows and timeless time (Robinson 2007). The modern nation-states of the system are considering the cultural importance including education The education system has carried the ideas and plots of the nations. The education that shows only the basic framework is a mass educational system. The mass educational system improved the methods of stat-coordinated transformation (Fazal Rizvi 2005).

2.1.2 Globalization and Higher Education

With global changes, education is considered as essential concern to development than ever before. The consensus that globalization has brought changes the development in the role of education (Robertson 2007).

According to the perspective of human resource development, educational rationales are regarded as a factor to strengthen the economic rationales because the globalization of higher education can provide people an opportunity to meet demand in international labor market (Lee 2001).

. The effect of globalization on education leads to rapid development in technologies and communications. A global society is shaping new generations into “global citizen” so Education is deem as strength one’s competitiveness and commodity in a global society.

The internationalization of education is a growing phenomenon and was the key of educational policy and planning in 1990s, as well as students are being forced in response to a new set of challenge. In the global capitalist market, Universities and

colleges around the world are forced to be competitive in the global capitalist market. The goal of higher education is to meet market demand and also to answer to many problems raised by globalization. Education help learners to perform new tasks which they have never learnt before, to improve the skills, and to develop their capacity for improvisation as well as their creativity (IIEP NEWSLETTER 1998). Therefore, universities have played an important role to create better society. Globalization of education, in which the knowledge is being transferred from the advanced knowledge countries such as western countries into less developed countries, such as Asian countries. These regions have high demand to improve the skills and capabilities of their population. The entry of institutions and advanced knowledge from the West brought many developing countries experienced a growth in the educational facilities. Some believe that globalization is an invaluable opportunity for people in developing countries to raise their skills and standard of education.

In developing countries, there is a clear correlation between quality education and less problems and challenges. Investment in education is believed to produce successful development to developing countries. The capacity of education leads to broad economy and society by improving the quality of people lives and raising their productivity and creativity. Such improvement in the economy and society makes people aware of their nation's challenges and problems.

For example, in the Arab gulf countries, education has promoted economic growth, which has been proven to reduce the degree of poverty in the region. As another case in Sub-Saharan Africa, the role of education is to limit and reduce AIDS epidemic (Al'Abri 2001). In Asia Pacific, educational reform is based on the ideological

belief that social and economic progress can be achieved through the system of education.

2.1.3 International Higher Education in Globalization

The mobility of information and capital is not only the concept of globalization but also the mobility of people. The awareness of the changing of the global economy and global market has created high demand for international education. Students and researchers have always been seeking for new knowledge which is not available in their home country. In addition, purposes of international education were defined in terms of the need to increase intercultural knowledge and to enhance the level of international cooperation (Fazal Rizvi 2005).

Many developed countries that have strong traditions of higher education have been a major beneficiary of this development. For example, universities in Australia have seen international education as a major source of income to replace the declining of public funding. Today universities in Australia become highly dependent on income came from international students and developed complex marketing structures to sustain this source of revenue.

In Asia Pacific region, the demand of international education has come from the lack of opportunities for higher education in their own countries as well as the concerning about the opportunities within the changing global labor market. Those with good English and international experience have a better chance of getting well-paying jobs and those with intercultural skills and international outlook are better equipped to benefit from the global knowledge-based economy.

In the Asia Pacific region, many policies have been developed for regulating cross-border mobility of students by all governments, and also the government have established programs designed to build international linkages, cooperation and trade (Fazal Rizvi 2005).

However, the brain drain is the problem that hemorrhaging. It is referred to the highly talented of skilled of local students who could make a significant contribution to the national development of their own countries, but the opportunities offered by richer countries was seduced. International education needs to be expand into new markets in order to become a handmaiden to corporate globalization, providing the new global economy with the human resources rather than support to broader social and cultural purposes (Fazal Rizvi 2005).

Educational expansion may be simply driven by rising expectations from student demand, rather than a need for an increase in better qualified personnel to boost the nation's economy (Goldthorpe 2013).

N.V. Varghese in research paper IIEP, 2008 stated that the best example of globalization of higher education is the cross-border education phenomenon. It implied the mobility of program, teachers, and students across national boundaries. Cross-border education has become a market-driven activity to involve numerous provider and to attract number of students who are willing to pay for advanced knowledge at international prices. However, there is a competition among higher education institutions to attract foreign students and to generate income and profit.

Internationalization tends to address the increase in border-crossing activities amidst the national system of education. Globalization makes line of borders and national systems tend to become blurred or disappear. The production and

dissemination universal knowledge have been the main focus objectives in the university business. Especially, students from Asian countries are the largest group of foreign students in the popular host in OECD countries such as the USA, the UK, Germany, France, and Australia. More than 70 percent of all Asian students study in three English-speaking countries – Australia, the UK, and the USA. Income from this group of students constitutes a good share of the budgets of many universities in some of these countries. There were 2.7 million students studying overseas in 2006. and some educators forecast that the demand for cross-border higher education would increase to 7.2 million by 2015. Both sellers and buyers of education services are willing to invest in cross-border education. For the buyer, the degree from foreign university has a premium and is well rewarded in labor market. Moreover, the foreign degree helps ones to gain additional earning and also, It is believed that foreign degree is worth investment as its could maintain a high return for individual. An OECD report in 2004 found that source countries such as China, India, and South Korea, ranked high in terms of the number of students seeking cross-border education (Varghese 2008).

2.2 The Development of Cross-Border Student Mobility

N.V. Varghese in research paper IIEP, 2008 mention that in the colonial period especially before the Second World War, the overseas education, most of the students would return to their homeland to serve the colonial administration after developing the skills and absorbing the values from colonial rulers. The higher education has been more aligned along with the development needs of the countries since the Second World War. The major of limitation of development are

lack of qualified and trained manpower. Consequently, human resource development and investment in higher education became an essential part during this period.

The major reasons for overseas study are as follow: 1) lack of domestic facilities; 2) commercial value of foreign degree encouraging individuals to seek higher education abroad; 3) knowledge and experience in other countries encouraging many local and international students to seek education overseas. In 1970, the demand for overseas studies was mostly in the scientific and technical fields. Especially engineering was the popular subject among international students. Then, in late 1970s, the business management has become an attractive area. From 1980s until these days, computer science has seemed to be a widely attractive area of foreign students.

The number of students seeking for higher education overseas has been continuously growing. Between 1963 and 2004, the amounts of students studying in foreign countries increased nine times. This growth indicates the demand for cross-border education and effort by many host countries to attract more student to study in their higher education institutes.

The largest portion of foreign student is in the United States. The number of international students in the US increased from 48,486 in 1960 to 514,723 in academic year 1999/2000 and to 572,509 in 2004/2005 (increased 10.6 times). Another favor host country, the United Kingdom, also planned target to expand their cross-border higher education. As a result, the proportion of enrolled international students in UK rose. More than two third of all students in UK and New Zealand in research-level studies are international students.(Varghese 2008).

2.3 Social Development Theory

Garry Jacobs and Harian Cleveland stated that development theory must be a theory of how human society advances through space and time. It is an upward directional movement of society from lesser to greater levels of energy, efficiency, quality, productivities, etc. The essence to the development process is the progressive development of social organizations and institutions that harness and direct the society's energies for higher levels of accomplishment (Cleveland 1999).

The theory should recognize the inherent creativity of individuals and of societies by which they fashion instruments and direct their energies to achieve greater results. Human development is a function of human awareness, aspirations, attitudes and values. Individual members of society express conscious intention in their words and acts, but these are only surface expressions of deeper subconscious drives. Development occurs when productivity rises, enabling people to produce, earn and consume more. To do so, they have to motivate to learn new skills, adapt to new work process and adopt new technology. Development requires an enormous investment of energy to break existing patterns of social behavior and form the new ones.

Psychological aspect is the driving force behind the whole movement that is directed by the aspiration and expectation. Like social aspirations, the government has the authority of the law, public policies, administrative procedures, controls, incentives and fear of punishment to be able to direct the flow of social energies. A modern form of democracy greatly enhances the development capabilities of society. It promotes a greater development of individual aspiration, capacity, thought,

initiative and skill. Moreover, in today societies, the concept of development for the future of humanity and the prospects for progress is become very important implications since today modern societies are far more free and tolerant than those of previous centuries.

There are tension between two poles of Social development, individual and collective. The collective strives to ensure its preservation, perpetuation and development, preparing and compelling its individual members to follow its traditions, laws, values, and contribute their energy and effort to defend and support the community. The individual direction is clearly reflected in the continuous move toward democracy, universal education, human rights, and access to social opportunities. Society is discovered that the most effective methodology of releasing human creativity, energy and initiative for the maximum development of the collective is to providing the maximum choice to individual member (Cleveland 1999).

2.4 Self-Determination Theory

Self-determination theory (SDT) defined as a basic issue of personality improvement, self-regulation, life goal and aspiration, behavior, well-being, etc. Autonomous motivation and controlled motivation are the most crucial distinction in this theory. Autonomous motivation involves core motivation and extrinsic motivation. Activity's value is defined by people and integrated it into their self-sense. In the time that people are autonomously motivated, they experience volition or self-endorsement of their actions. The function of external contingencies of reward or punishment and interject regulation are a behavior of controlled

motivation. People are controlled, they experience the stress to think, feel, or behave in a particular way.

The concept of human needs become to be extremely useful because it shows a concept of understanding the various types of social forces and interpersonal environment that has affected to autonomous and controlled motivations. In term of motivation theories, the strength of psychological needs is the need for achievement, intimacy or control.

Kasser and Ryan (1996) focus on the large experimental work within the Self-determination theory. People use the Self-determination theory to guide their routines and the point of this theory is to concentrate about long-term purposes. These purposes divided into two kinds, which are intrinsic aspiration and extrinsic aspiration. Firstly, the intrinsic aspiration includes procreative, relationship, and self-development. Secondly, the extrinsic aspiration involves a goal of wealth, attraction, and distinction.

Brown and Ryan (2003) mentioned this research about self-determination theory, the theory try to include the idea and the study of mindfulness. The mindfulness well defined as a word to focus on the attention of awareness and interested that happens around someone. The mindfulness and autonomous motivation are linked, it is a diversity of the positive psychological and behavioral outcomes (Deci 2008).

In Deci and Ryan's study, about psychological needs, it includes autonomy, competency, and relatedness. The autonomy is the usual behavior such as interests or values and uncontrolled. Chirkov and Ryan (2001) found that autonomy happen; teachers or parents with the positive well-being motivation to support it such as the

academic motivation in the United States and Russia. The competency tendency toward mastery and reflectance is in an environment by optimal challenges and positive feedbacks supported. Relatedness is a connected or belonging of others (Lynch 2010).

2.5 Related Research

There are many researchers writing about examining the influence factors of international student mobility and most of them focus on individual prospects of a decision to choose destination country. However, there is a few studies focusing on environment factors from sending-country's students analyzed.

Student mobility always moves from developing to developed countries because of a lack of opportunity to have access in higher education in their home country, an unstable situation, need to compete with global labor marketplaces, (Tim Mazzarol and Soutar 2001), (Lemke 2011),(Phang 2013).

Phang (2013) explore the factors that influence international students' decisions on their study destination to re-design university marketing and recruitment strategies. By interviewing foreign student in the University of Gothenburg, she found communication, location and social factors influenced foreign student decision (Phang 2013).

Tim Mazzarol and Soutar (2011) also examined the factors motivating international student choices of their host country. The studied group was in Indonesia, Taiwan, China and India and was surveyed through questionnaires. The findings demonstrated "Push" factor for students to go abroad driven by economic and social forces within the home country. On the other hand, the decision to

choose the destination country depends on various “Pull” factors. The awareness of host country, student’s prior knowledge or university reputation is the key to attract them (Tim Mazzarol and Soutar 2001).

Lu studied the “Factors influencing the choice of overseas study among undergraduate and postgraduate Chinese students” to examine the main factors influencing Chinese students’ decision-making regarding a study destination. This study conducted at university in Beijing, Shanghai and Guangdong by distributing 600 questionnaires to high school students and undergraduate students. The findings showed for postgraduate students’ family is not important factors but the availability of scholarship is more important motivation. Another important factor is university ranking which is important in both groups of studies (Lu).

Lemke (2011) studied the flow of international students in a global students from China, Japan, South Korea, Thailand and Vietnam who study in the United State”. The researcher interviewed education agents in the target countries to examine the influence of financial factors, education prestige and quality, policy and government, marketing and communication, and familiarity or family connection as a student or family considering studying-abroad options. The findings suggested (a) financial factor makes student afford to study abroad and rewards them in the job market. (b) reputation of university may misrepresent the standard it intends to measure. (c) sending-nation, not the U.S, may restrict student visas. (d) marketing and communication are effective when they are personalized and connected to the factor of alums, school staff, current students and parents, and (e) there is support for brain mobility versus the brain drain as students are drawn to the advantages of an emerging economy (Lemke 2011).

Park (2009) conducted a study on “Analysis of Korean students’ international mobility by 2D model” to explain what and how of Korean students feel dissatisfied with domestic higher education. This deems as the driving factor force. Another “D” refers to “the directional factor, describing the factors that influence the choice of Korean students’ perception on the images and expectation of universities in the UK, US, Australia and China. To answer the research questions, the researcher uses a qualitative method and distributed questionnaires to all Korean high school students. This study also suggested that a high stress on Korean education drove them to go abroad and information about interesting host countries was the key to persuade them to the decision of destination country (Park 2009).

Pope (2013) The resulted of the studies of "Why do gen Y students study abroad? The relationship between individual growth and the intent to study abroad" demonstrated that focus group gen Y (students who born between 1977 and 1994) college students in U.S., China and French intent to study abroad because the desire for personal growth. However, the action to decide to study abroad also depends on student's gender, parents education level, prior experience, age and income (Pope 2013).

According to findings from Kitsantas (2004) showed students report to an analysis of the Study Abroad Goals Scale (SAGS) for attending study abroad programs purposed three factors which are (1) to increase their cross-cultural skills, (2) to become more skilled in the interested subject area and (3) to socialize. The researcher handed out questionnaires to two hundred and thirty two study-abroad college students to examine the broader impact that study abroad programs have on students’ cross-cultural skills and global understanding. The result showed

the improvement of all students' cross-cultural skills and global understanding (Kitsantas 2004).

Liao (2012) studied "Travel Motivations of Chinese Students in the United States: A Case Study of Chinese Students in Kent State University" by employing both qualitative and quantitative method found the push factors of Chinese students decided to travel to the U.S. were developing knowledge skill while traveling, desire to visit U.S., enjoying good weather, and seeing and experiencing a new destination. Moreover, Chinese students also described relaxing, knowing more about culture, novelty, escaping as the Pull factors to decide to went to travel in the U.S (Liao 2012).

In conclusion, I chose the push and pull factors model to examine my research questions by gathering and analyzing the source data. I examined the studies about the education situation in Korean society as well as famous host countries of Korean students in order to study the policy and support to attract Korean students. Furthermore, education policy in each president regime was explored to understand more on Korean education policies and changes.

CHAPTER III

GOVERNMENT POLICY ON KOREAN EDUCATION SYSTEM

This chapter describes a change in education system in Korea by explaining the sequence of events divided by era of Korean's presidents together with the methods and policies that support Korea development of knowledge-based society. English plays a crucial role in the society and therefore affects Korean students to decide studying abroad more. The situations are separated into President Ro Tae Woo (1988-1993), President Kim Young Sam (1993-1998), President Kim Dae Jung (1998-2003), and President Lee Myung Bak (2008-2012) in order to understand the beginning and support in each era of the government and to analyze push and pull factors, which lead Korean students to decide to study abroad.

3.1 South Korean education situation underneath five presidents

3.1.1 President Ro Tae-Woo (1988 – 1993)

The administration of Korea under government, President Ro Tae-Woo was a military dictatorship. During the past ten years, there was a high demand that needed to change administration to democracy system. The military of President Ro Tae-Woo was one of the militaries that listened to what people needed and also reduced the livelihood regulation than other military dictatorship such as abolition special classes after school that was set up by the previous military dictatorship.

Because the previous military dictatorship was concerned about reducing the expenses of special classes, some Korean families chose to break the regulation by concealing a rented condominium or residence as a place for a special class of their children. This caused more invisible expenses and increased the expenses and therefore some of the wealthiest families chose to send their children to study abroad to avoid education restriction. Ro Tae-Woo's government ordered to abolish this regulation to help solve unfair expenses about hiring teachers to teach a special class or help Korean people easily travel to foreign countries by abolishing the regulation of requesting a passport as did in the past when a passport was issued only for Koreans people who are older than forty years or more and when also the number of Korean students who study abroad was strictly controlled. After abolishing these regulations, Korean people had more opportunities to travel and also study abroad with the support of their parents directly. These changes brought the development of other countries to Korea.

Beside regulations were cancelled, President Ro Tae-Woo was a head beginning the changes. For example, Korea was the host of the Olympics in 1988 and also the host of Asian Game in 1986, which enabled it to learn more about the foreigners and cultures. This expressed South Korea to the world and allowed the foreigners to visit Korea and see its development. It was a start point of foreign investment and the driving forces in English boom came out at this time. In 1991, the Korean government added English listening tests into the national college entrance examination which pushed Korean parents start to improve their children's skills in preparation for the new tests by sending them to foreign countries for a

short-term English course in order to gain an advantage over other students (Park 2009).

3.1.2 President Kim Yong-Sam (1993 – 1998)

President Kim Yong-Sam was the first president came from the election by the people after Korea faced political issues from the democratic protest. The president started the policy to develop Korea into the world-class level. For South Korea in the period of President Kim Yong-Sam, the globalization spared out and played a main role in the world's society including South Korea. Acting as the host of two major sporting events in President Ro Tae-Woo period made Korea well-known and attracted by other countries. Therefore, the government initiated the “Segyehwa” policy to expand the economy and prepare the country for the changing era. The policy aimed to make Korea a leading exporter and to prepare for the arrival of foreign investors to invest in South Korea.

Since the mid-1990s, internationalization of education issue has gained more interest among universities in Korea. Internationalization programs showed great progress in collaboration with foreign universities has been done among Korean universities. This activation of internationalization programs has not only affected the number of incoming foreign students, but also that of outgoing domestic students.

Under the government of President Kim administration, the internationalization was one of core policies in Korean higher education. The Presidential Commission on Educational Reform (PCER) was organized in 1994 and the Reform Proposal was submitted to the President in May 1995 stated globalization as one of the most remarkable changes.

Furthermore, in the period of Kim Young-Sam, democratization sped up the deregulation of education policy, so numerous higher education institutions were created. One of the significant influenced on Korean higher education was the establishment of the World Trade Organization (WTO) in 1995, especially on the international policies. In 1996, the "Initial Plan for Opening the Higher Education Market to Foreign Countries" was announced by the Korean government in anticipation of the upcoming WTO negotiation (Kwon 2013).

President Kim Yong-Sam also attended the APEC meeting in Australia. This prepared Korea development for entering into and competing with the global market. President Kim Yong-Sam announced five ways to develop the country, which are:

1. The establishment of a development scheme to enable South Korea to develop into an advanced nation.
2. The establishment of a development scheme for creating policies and harnessing manpower to enhance cooperation and competition in the international market.
3. The establishment of a national management system to help Koreans take part in the global society.
4. The cultivation of people's creativity.
5. The formation of a social structure that respects spiritual culture and individual characters as well as material prosperity.

As the globalization policy, President Kim Yong-Sam ordered the ministry of Education to introduce English as a compulsory subject starting at grade 3 by learning it two hours per week. In 1977, education system started learning English in a high school, which started later and hired some foreign teachers to teach English

as well. In the beginning of 1990s, Korea continued to get a positive feedback from economic development, especially the Korean's middle class people that were increased even more in economic development. The increase of the middle class could be observed from those traveling aboard. After acting as the host of the Olympics in 1988, there were large numbers of Koreans traveling aboard that showed the expansion of the middle class and achievement of the economic growth. In addition, traveling aboard showed the potential of spending and purchasing capacity. Also, studying aboard was a cost that increased in this period (Shin 2007).

With the trend of globalization having an effect of economic crisis, the Korean government proclaimed the Framework Act on Education in December 1997. Article 29 of the Education Act describes several objectives for the internationalization of education as follows:

1. The State should make efforts to conduct internationalization education and skills training for citizens to be equipped as members of the international community.

2. The State should work out a policy necessary to conduct school education or social education necessary for Korean residents abroad.

3. The State should work out a policy on studying abroad to promote the undertaking studies, and should support educational and research activities for understanding the Republic of Korea outside the country and for establishing the identity of Korean culture.

4. The State should work out a policy necessary for cooperating with foreign governments and international organization.

The government organized the Presidential Commission for New Education Committee (PCNEC) in July 1998 in order to deal with urgent needs of globalization.

The PCNEC mostly adopted the policies of globalization and education established by the previous government which are:

1. Education of overseas Koreans
2. Overseas studies and training of Koreans
3. Support for foreign students studying in Korea
4. Fostering experts of international relations (Park 2009)

3.1.3 President Kim Dae-Joong (1998 – 2003)

President Kim Dae-Joong faced economic impact from 1997 that caused many small and medium-sized businesses lost and bankrupted. After President Kim Dae-Joong took almost the period of the presidency to solve economic problems and decrease debt of the IMF, it was successful later. From this situation, Koreans were concerned more about the security in an organization. Everyone looked for a secure job and good income so they tried to develop themselves. After this political crisis, there was a gap between people. They were divided into two categories, the privileged and the unprivileged. The privileged class refers to the one who acquires safe jobs with regularly higher earnings, while the other one refers to who usually holds temporary jobs with irregularly lower incomes.

In January 2000, In order to cope with a new knowledge-based society and emerging trend of internationalization, the Korean government renamed the former Ministry of Education into the Ministry of Education and Human Resources Development. The government also encouraged the promotion of international cooperation and education with international organizations and institutions, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO),

Organization for Economic Cooperation and Development (OECD), Asia-Pacific Economic Cooperation (APEC), World Bank, and World Trade Organization (WTO). The government stressed education for international understanding in all school levels and promoted Korean studies in domestic and foreign countries.

The Brain Korea 21 Project (BK 21 project) is one of the most famous higher education policies for internationalization in Korea, which was active between 1999 to 2005 so as to apply the new rules of competition among universities in increasing the amount of national research funds and to introduce a new evaluation system for the academic performance of universities. The main national policies of internationalization are to enhance the quality of education in order to focus on a nation's cultural heritage seems to harmonize with other ethnic cultures, reach world standards, and to make its market more oriented, privatized, and diversified.

In 2000, the Korea Foundation Annual Report stated that the foundation intended to support the initiation and expansion of Korean study courses at 22 universities in 20 countries. The Korean government selected 40 national scholarship students to study abroad from over 3.3 million Korean college/university students. The government supported 76 billion Won to 9 graduate Schools of International Affairs of nine domestic universities in order to develop expertise in international relations. In 1998, 130 Korean universities had relationship with 2,130 foreign universities of 110 countries and 154,219 Korean students studied abroad (Kwon 2013).

3.1.4 President Lee Myung-Bak (2008 – 2012)

After winning the election in the 2007, President Lee Myung-Bak declared to boost up the Korea's economy into "Second Version", which the previous President made in year 1970. He built this on the idea of Segyehwa and gave opinions about English language that was necessary for Korea's ongoing development and competitiveness in global markets. President Lee Myung-Bak saw the problem of Korea's English education system. Korea in the period of President Lee Myung-Bak became the world's 15th largest economy country. The business culture of Korea is very popular and the world is keeping an eye on it. After being elected as the 10th South Korea president, he would make Korea as a developed and international country (The Korea Herald 2007).

President Lee Myung-Bak supported and allowed the famous universities from abroad to open their campuses in Korea that aimed to develop an institution for higher education in the country, to bring foreign students to study in Korea (replacing the number of Korean students), and to engage Korean students to study in Korea and have access to world's knowledge network more easily. Various policies were established to promote higher education institutions to recruit foreign students into the country and increase education opportunities in Korea by encouraging foreign universities to open their branches in Korea.

CHAPTER III

EDUCATION SITUATION IN SOUTH KOREA

This chapter discusses the education situation issue in Korean society as a background for analyzing the push and pull factors of Korean Students.

Education is a key to develop one's nation. This idea seems not new for Korea and has been already embedded in the Korean's mind for a long time. By principle from Confucian that gives an importance to education, so a child's education is always kept in Korean parents' mind, no matter when the time elapses. It leads to success in Korean nowadays. Since late 1970, all Korean students must enter a primary school following the government policy. In other word, one hundred percent of Koreans must complete six years of compulsory education. This has become an important factor that has got the Korean economy rapidly developed in a short period of time.

Higher education can produce skilled human resources to boost the nation's economy so the government has tried to expand its system and quality to meet the demand of businesses and industries.

Korea higher education started its development rapidly since 1980s due to the influence of the industry's growth. From early 1990 to present, the influx of information technology and knowledge-based society has made Korea to reform its higher education system more responsive to the world resulting in a high demand by parents and students. The number of tertiary enrollment increased 110% from 1990 to 2008, 1,691,681 to 3,562,844, respectively (Kim 2008).

High school graduated students entered a university from 87% in 2002 to 103% in 2010, which was the highest enrollment ratio among any other countries in the world (OECD 2014).

Not only the number of students entering a university increased, but the number of institutions was also high by the national economic development plans from several governments to support students' demand. In 1990, the number of universities was around 265 places up to 405 places in 2008 (Samanjit 2011).

Though there were more universities established, competition of entrance was still intense because most students were encouraged or aimed to enter only one of the best universities called "SKY", including Seoul National University, Korea University, and Yonsei University. The main subjects of college entrance examinations are comprised of Korean, English, and mathematics. These examinations caused much stress to students and most of them must attend cram school to learn these subjects, mostly when they became a high school student.

Korean students and parents spend more resources than any other countries in the OECD. On the exam day is the important day of Korean family. Some mothers pray in churches or temples all the day as their children take a test which takes about nine hours. This can demonstrate how importance of college entrance for Koreans.

4.1 Craze of English Language Education

South Korea is renowned as "English education fever" society (Park 2009). Many Korean children in age of five are sent to an English cram school in order to

get used to the English language from their younger age. This is under the belief of their parents that the younger age can be better fluent in English than older age. Some families decide to send their child abroad for the purpose of English Education, which creates an increasing phenomenon in Korea called "Kirogi family" (or wild-goose feather) (Park 2009). This phenomenon refers to the family whose father lives alone in Korea and sends their family to other countries for children's English education.

Why is English so important in Korean society? One reason is that the US military forces led the government system and therefore made most people who could speak English appointed in all important government positions. This had the effect of making English a language of the ruling class in South Korea. After that, English became more importance in Koreans' mind.

In the late 1980s, hosting the 1986 Asian Game and 1988 Olympic Games was the turning point of English awareness in the English education system. Korean government started to more emphasize on the significance of spoken English proficiency to its citizens (Park 2009). This period was also the time that American-educated Koreans went back home and brought back American English and culture and impact on English proficiency image. From this time, excellence in English as the native American image has become more widely and rapidly spread throughout the society (Y.Bezhanska 2006).

President Kim Young Sam announced a national globalization project, *Segeyhwa*, by developing the English education system for national competitiveness. After the IMF crisis in 1997, the government put more emphasis on the proficiency of English speaking (Byun 2010).

Moreover, English proficiency test is one of the main subjects in every important examination, such as entrance exam, job recruitment, or promoting job position. Not only the students need to spend their time and resources to develop English skills, but working people are also. It shows that English has been engaged in Koreans about a half way of their lives.

Especially, for young job seekers, the high score of TOEIC is a pathway to get the position in local popular firms, such as LG, Samsung, SK telecom, CJ, and POSCO. The YBM TOEIC Commission requires job candidates to hand in their TOEIC speaking score. For example, the candidates who want to apply a job in Hyundai Group must have a minimum TOEIC score of 720, and for those who desire to work at Samsung Motors must obtain at least 750 score. However, one of the interviewees said in order to stand in a safe place, he should get at least 950, or if your score is lower than 900, you must need GPA or extracurricular activities to compete with other applicants (The Korea Herald 2014).

Also, TOEIC score is called “English divide” since the test taker in Seoul getting a higher score than other areas signifies one’s socioeconomic and regional backgrounds. The Professor from Dongguk University, Kim Young-Min, proposes that one’s foreign language skills also reflects one’s worldview and personality as our society today English is not the only medium to communicate with others, but all knowledge and information are provided in English, so he thinks if one’s language ability is good enough, it can show the perception of that applicant (The Korea Herald 2014).

From the Koreans' attitude, they show positive look on Korean who can speak English with a native-speaker accent and very fluency. English teaching in Korean

schools more focuses on grammar than conversation. This is one of the big problems of many Koreans. Even though they have studied for many years, they cannot communicate with foreigners because they are always worried about their accent.

4.2 Parents' Sacrifice for Child's Education

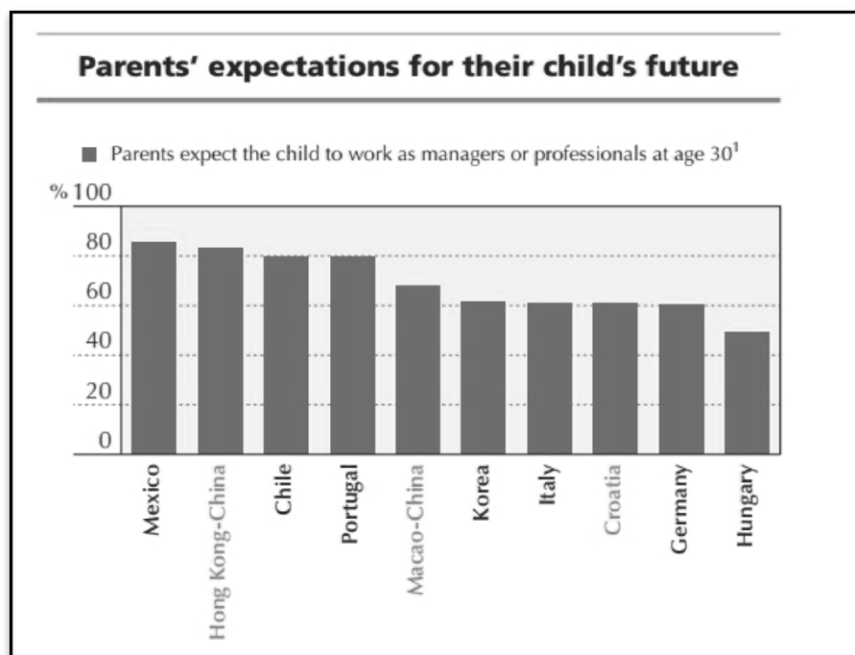
One factor that cannot be neglected for the increasing number of students studying abroad in Korea is parents' influence. By the strong commitment to education and the belief that education is the most powerful main driver of social mobility influenced from cultural support, Korean students are encouraged to study hard to graduate from the most famous universities in Korea; called "SKY", including Seoul National University, Korea University, and Yonsei University. If students want to study the engineering field, they should go to the Korea Advanced Institute of Science & Technology (KAIST). This is under the belief that if becoming a student who graduated from one of these universities, it will be a pathway to get a high-paying position in Korean' famous companies, such as Samsung, LG, Posco, or a government officer. Thus, Korean parents always encourage their children to study very hard and sacrifice all resources to Children' education.

Furthermore, the reason why parents like to send their children to learn overseas or attend a cram school is that because they are not satisfied with Korean education quality. Though the Korean education system is ranked in the second place after only Finland (Pearson report; its measured by major factors in education, such as expenditure per student, GDP, graduation rates, etc.), Korean parents still mistrust in the system. They claimed that Korean education has not developed students' creativity; otherwise it only focuses on remembering

to take an exam and giving more attention to the score test. The studies from OECD have shown some case studies. Finland is one of advanced industrial countries and its education system is ranked in the first place from PISA. Finland's students spend far less time in classrooms and cram schools, but the student performance is good in comparative tests (Seth 2007). Korean parents tend to more trust in foreign education system so they support and encourage their children to choose a university in the US or other English-speaking countries. In addition, all famous and world-ranking universities are private universities. According to the best universities in top 200 ranks in 2011, there were only four Korea universities, which were Seoul National University (42), Korea Advanced Institute of Science & Technology (90), Yonsei University (129), and Korea University (190). There was only one national university that could reach to one of the top class universities.

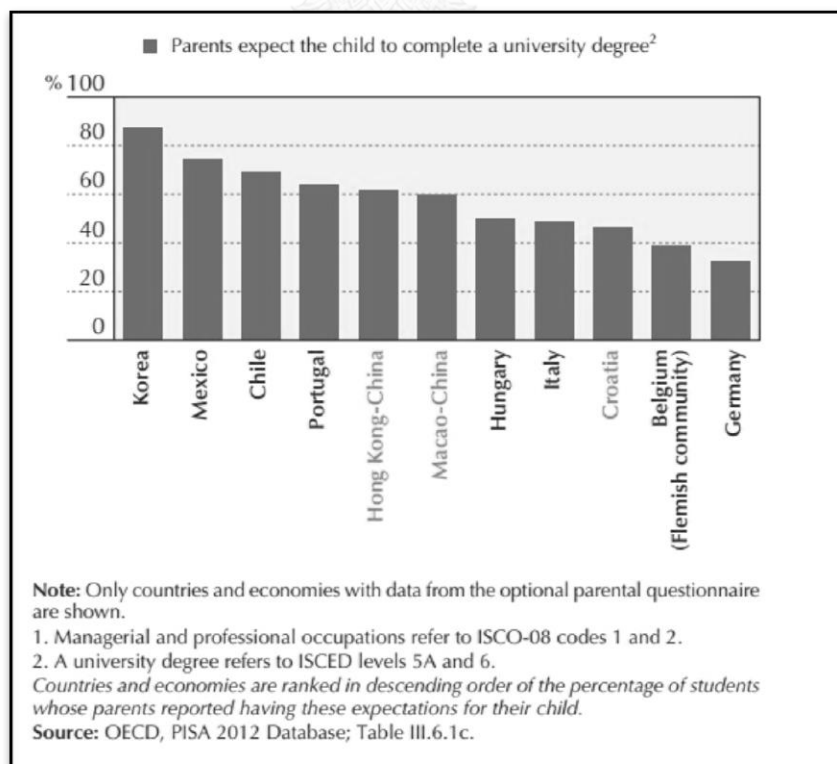
Graphs 4 and 5 show the parents' expectation for their child's future and completion in a university degree. Even though Korean parents do not expect their child to work as manager or professionals at age 30, students in Korea usually got a late graduation especially in men because they have to go for military service about 2 years, so most male students will graduate about 25-26 years old while female students are about 23-24. However, most parents expect their child to complete at least university level, which follow along the amount of university entrance rate, the highest among OECD members

Figure 4 : Parents' expectations for their child's future



Source : (OECD 2012)

Figure 5 : Parents' expectations for their child to complete a university degree

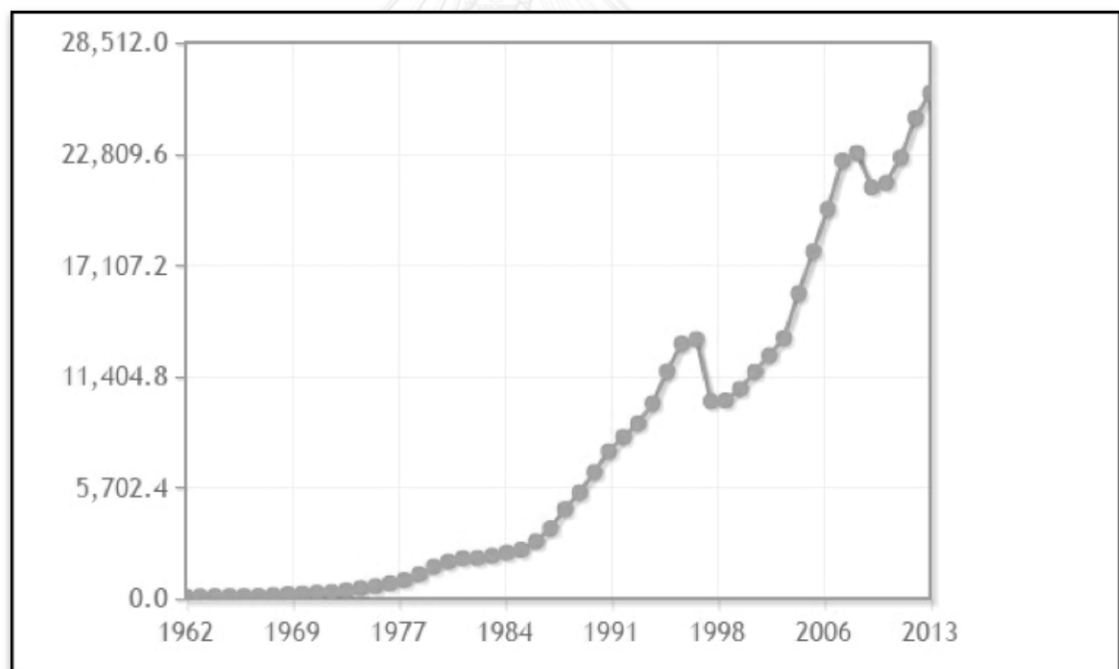


Source : (OECD 2012)

4.3 Economic aspect

Most studying-abroad students went to abroad by their parents' fund. Figure 6 shows the highly increasing GNI per capita in Korea since last 1980s and it continued growing from 6,480 US\$ in 1990 to 24,640 US\$ in 2012. The rapid development of the economy caused the middle class income about 75% of society in 1990 (Cho 2013). Education cost in Korea is an enormous burden for most families. The share of private expenditure on educational institutions on tertiary level shows 73% in 2011, ranking the second place among OECD countries (OECD 2014).

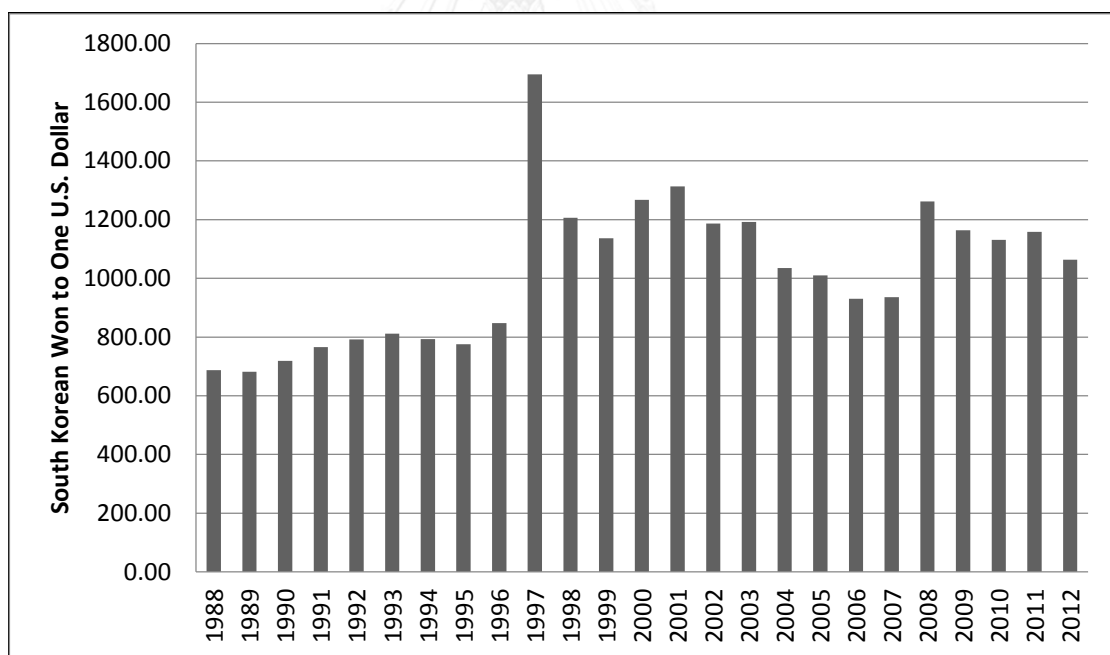
Figure 6 : GNI per capita, Atlas method (Current US\$), 1962-2013



Source : World Bank national accounts data, and OECD National Accounts data, (Index Mundi 2013)

Figure 7 shows the exchange rate of Korean won to 1\$ in the first decade. It is very beneficial for Korean students who went abroad during this period as the low rate of exchange could attract Koreans more. However, since the economic crisis occurred, the exchange rate was high from 847.50 won to 1695 won to one dollar. There was a relation between the number of outgoing students and the exchange rate in 1997 when the exchange rate and the high number of students also declined. However, between 2009 and 2011, while the exchange rate was not low as before in 2007, the percentage of the numbers of students studying abroad still increased from 2008 to 2009. This number rose about 12.1% in the following year and increased about 3.6% and 3.9%.

Figure 7 : South Korea/U.S. Foreign Exchange Rate, 1988-2012



Source : (Federal Reserve Bank of St.Louis)

4.4 International Students Recruitment by Popular Host Countries of Korean Student

4.3.1 United States of America

The United States has always been at the top rank as the most wanted destination for international students. The country receives the highest number of international students in the world because it has many best and famous universities. The largest groups of international students in the US are from China, India, South Korea, Canada, Taiwan and Japan. The US does not see international students as just the source of revenue, but the intellects that will be beneficial to the wider economy.

4.3.1.1 Strategies for International Student Recruitment

In the past, the US had no plan for the international recruitment of higher education. In 2003, the government was urged by Association of International Educators, NAFSA, to develop a comprehensive recruitment strategy for international students with shared responsibilities between the Department of State, the Department of Commerce, and the Department of Education. The two main reasons why the US must develop its recruitment strategy are as follows:

First, there were competing countries, such as UK and Australia, which implemented recruitment strategies to attract the best and smartest students.

Second, the US perceived a need to avoid terrorism by building relationship with other countries around the world.

In 2007, NAFSA, encouraged international students to stay in the US by formulating a policy strategy to promote internationalization of learning, For example, promoting study abroad program by US students, enhancing the educational infrastructure, supporting the learning of foreign languages and knowledge of other cultures, and facilitating the exchange of scholars and citizens at all levels of society for developing international competencies and research.

New York and twenty-one US states formed a consortium with an active international student recruitment focus. In 2011, the state of Michigan launched the Global Michigan Initiative to attract skilled students to the country to help strengthen its economic development. As another example, the state of Alabama set up the Alabama Council for international program which offers educational information on the website for international students. In Southern California, there was the Education, Training and Export Consortium joining in higher education marketing events in some countries, such as China, South Korea and Thailand.

There are several national US scholarship programs for international students supported by the US Department of State, such as the Fulbright Fellowship Program, the Edmund S. Muskie Graduate Fellowship Program, the Global Undergraduate (UGRAD) Exchange Program, and the Community College Initiative Program.

Later, education in the US has become focus on the international student recruitment issue and it also has a global network of over 400 information centers in one hundred and thirty four countries supported by the Bureau of Educational and Cultural Affairs at the US Department of State.

The US Department of State launched the J-1 Visa Exchange Visitor website that encourage incoming non-degree international students and summer seasonal workers via information and promotion materials. Students who come to the US on this type of visa need to be sponsored by their institute and are expected to share their educational experiences at their home countries.

Moreover, International students in the US are allowed to work on campus while they are studying. Foreign students who are holding a J-1 visa are allowed to undertake "Academic Training", which refers to certain types of study relating to an employment during their study. After graduation, international students can apply for a post-study work visa for up to three years.

4.3.2 China

In the past, China always sent its students to study abroad in order to gain a high quality education and to develop the country when they return home. Nowadays, Chinese government has changed their way to develop their education strategy to attract international students from other countries. In 2009, China received more than 230,000 international students together with an increasing number of countries of origin (South Korea, US, Japan, Vietnam, Thailand, Russia, etc.), host institutions, and Chinese government scholarships for international students.

The short-term courses taught in Chinese are the most attended courses for the majority of international students. Nearly 40% of international students are enrolled in degree programs and 80 % of degree students are enrolled at the

bachelor's level. The most popular degree programs are Mandarin, fine arts and medicine.

The report from website of The Ministry of Education states that China regards major countries, such as the US, Russia and India, as a focal point and neighboring countries as primary importance. In 2010, the Chinese State Councilor suggested that the Association of Southeast Asian Nation (ASEAN) and China should study the possibility of regional educational integration to encourage regional student exchange. Later, China strategy targeted on the students from worldwide countries together with Chinese government scholarships for international students. Within 2020, the Chinese government plans to receive 500,000 international students in higher education level and to make China as an Asia's top destination country for international students.

The Ministry of Education of China published the National Outline for Medium and Long-term Education Reform and Development that states the following plans:

1. To rise the number of international students in China.
2. To increase the number of Chinese government scholarships for international students.
3. To support the study in China for more students from developing countries.
4. To increase the number of higher education programs taught in foreign languages.
5. To develop the quality of education for international students.
6. To implement the planning of studying abroad in China programs in order to increase incoming international student mobility.

To reach these goals, the government offers scholarship programs for international students from Asia, the EU and Pacific island nations and has also signed agreements on mutual recognition of qualifications and degrees with at least thirty-four countries and regions in the world. In addition, the Chinese government has expanded students and staff exchanges and higher education under the collaboration with one hundred and eighty-eight countries in the world. Also, at least 305 Confucius Institutes and Chinese schools have been established in nearly 80 countries. The Ministry of Education website provides details of English-taught programs that are offered in Chinese higher education institutions. Moreover, to a limited range, the government encourages specific prestigious foreign universities to set up their campuses in China in order to collaborate with Chinese institutions

In conclusion, China can attract international students from worldwide countries with government grants, scholarships and foundations. Also, there is collaboration with other countries by sending staff exchange and setting up Chinese schools and institutions in some countries to prepare international students to study in higher education in China and welcome international universities to establish their campuses in China.

4.3.3 United Kingdom

The number of international students in the UK increased 2 times in the past decade. The OECD research showed that the number of international students for higher education in the UK has increased almost 50% since 2000.

In the second round of a five-year strategy, according to the Prime Minister's Initiative for International Education (PMI2), international recruitment became an important issue with the following four targets:

1. Positioning the UK higher education as a strong national brand through marketing and communication.
2. Guaranteeing the quality of the international student experience.
3. Building the strong international partnership.
4. Market diversification and consolidation based on greater understanding of countries where the UK universities operate.

The main target countries for international recruitment were the student in Russia, Mexico, Brazil, China, South Korea, Thailand, Taiwan and Vietnam. The UK strategies focused on recruiting high fee-paying for non-EEA because the UK found that it is became an important proportion of the income of the UK higher education institutions and had an impact on the UK financial sustainability.

4.3.3.1 Scholarship for International Student

Another way for international students to take a chance to study in the UK is to win the scholarship competition through some educational organizations, such as the British Council and the Commonwealth Scholarship and Fellowship Commission. Moreover, most UK universities offer some funding assistance to international students in the form of fee waivers and discounts.

4.3.3.2 Working during study

In the UK, international students have a good opportunity to work during their study. Non-EU/EEA students can work up to 20 hours a week on the basis of student visa and up to 40 hours a week during holiday periods.

However, from April 2012, non-EU/EEA students are not allowed to stay in the UK for 2 years after graduation. If the students intend to work after their graduation, they must have a Tier-2 visa and sponsored by employers who are registered to accept overseas workers in the "Tier-2 point system". To obtain a Tier-2 visa, the students have to work for a job that matches their skill level and get at least € 22,924 for an annual salary.

The above policy aims to attract only "top class" students in degree programs, to control the migration to the UK, and to cope with high domestic levels of unemployment.

4.3.3.3 Collaborative degree programs

The British government has a plan to coordinate with some specific countries for international student recruitment. For example, the UK-India Education and Research Initiative (UKIER) was launched in 2006 to attract more Indian students to the UK and support the connection between the UK and India for developing collaborative higher education programs.

4.3.3.4 Public relations for UK international education

The United Kingdom promotes their higher education via the British Council, a large network of over two hundred overseas education offices in foreign countries

about 110 countries, to provide information about studying in UK. However, several universities have established their own offices in foreign countries. The British Council does not recognize any recruitment agents, but provides several services to assist agents working with the UK institutions to increase the productive of the agents' work. These services include an online course for agents working for the British Council, a guide of good practice for agents that give agents access a local news in their local language, opportunities for agents to participate in the UK education networking events, and informational visits of agents to the UK.

In conclusion, the UK has a strong position in the international higher education market because its higher education institutions have competitive mindset and strong strategies for international students' recruitment in some specific countries. Most plans for international student recruitment are supported by the government and the British Council that help leading the UK to become a well-known destination for international students and bringing the reputation and profit to the country.

4.2.4 Australia

Australia is always ranked in the top 5 international student destination countries. Most of the international students in Australia are from China and India. In 2010, Chinese students was nearly 36% of all international students and 10% were Indian. Also, between November 2009 and November 2010, the number of enrollments from China grew by 19% and 18%. However, Australia also received students from South Korea, Indonesia, Malaysia, and Thailand because their financing condition was growing and their young population wanted to enter international higher education.

Approximately 5.8% of international students in Australia were enrolled at postgraduate research level and the top field of education was Management and Commerce.

Australia placed its great focus on international students as a source of revenue and the third largest source of export income. The council of Australian Government published International Students Strategy in October 2010 to ensure a sustainable and high quality of international education in Australia, which is based on the four main purposes:

1. Well-being of International student
2. Quality of higher education
3. Consumer protection
4. Providing better information to international students

The Australian government has sent its education counselors to Australian embassies in many countries, such as India, Taiwan, China, South Korea and Thailand in order to promote its international higher education and build educational partnership. International students will get better information about study options and programs, tuition fees and government services via the website named the "Study in Australia".

Another way to promote international education in Australia is to give government scholarship for international students in postgraduate research level. Moreover, the Department of Education, Employment and Workplace Relations, the Department of Innovation, Industry, Science and Research and AusAID offer scholarship for international postgraduate students. Some scholarships are provided for all countries, but some are provided for students in Asia and Europe only.

Later, the Australian international higher education came under pressure from financial downturn and growing competition from other countries. A "Study in Australia 2010" campaign was launched to solve the problem by focusing on potential students in China, India, South Korea, Indonesia, Malaysia and Thailand.

Australia has planned to improve its international higher education regulation. All international education providers must have registered and set up the principal purpose of providing education and demonstrating the capability to offer education at a satisfactory standard. In 2011, there were the National VET (Vocational education and training) and the Tertiary Education Quality and Standards Agency (TEQSA) regulator that have right of jurisdiction over registered higher education and VET providers.

Also, a student personal safety guide was launched to improve international student well-being. All International students need to provide health insurance before coming to Australia and also the responded institutions are required to follow the plan.

For an international student visa, student visa holders are allowed to work for 20 hours a week in maximum in paid employment and in full-time employment during the holidays. This gives students opportunity to acquire income, interact with the local community, develop professional skills, and improve their language skills. For Master's or doctoral degree students also allow undertaking full-time paid job, while other residents may undertake paid work up to 20 hours in maximum.

Australia government allows graduated students to undertake a "professional year" to gain work experience, and to improve English skills after graduation. Some of

the graduates with "Skilled Occupation List" could gain for long stay visa if they guaranteed by an Australian employer to sponsor them on a "business Visa"

In conclusion, the excellent reputation on quality of higher education degree program, the effective recruitment strategies, nearby Western destination for Asian students which are a large number of foreign alumni that has much influence on the next generation, are main pull factors to attract international students in Australia.



CHAPTER V

CONCLUSION

The key factors of studying abroad among Korean students from 1990 to 2012 resulted from both domestic and outside factors, especially when the line between countries was blurred and advanced technology like computer and Internet spread out all over the world. Furthermore, more Koreans have started traveling to foreign countries since the last 1980s and since Korea hosted the international games, such as the Olympic Games, as well as the incoming of foreigner businessmen and travelers.

To answer the first research question, the important push factors are the advent of globalization, the importance of English language, and the high stress and pressure of the Korean higher education system. The advent of “globalization” is the turning point of studying abroad issue in Korea. It made government to launch its country development plan to compete in international market. Thus, skilled manpower was needed and higher education system was developed to follow the development plan.

English proficiency skill is a new task that younger generation has to focus on. However, in the present day, English is not the only language required when applying for a job. The candidates who can speak the third language or especially in Chinese language will be firstly considered since the Asian economy boomed. It shows a new trend of studying today.

Another important push factor to go abroad is from the dissatisfaction with domestic higher education. Korean students spend excessive time and money for

private tutoring in order to get admission at the most famous universities in Korea with the attitude that graduating from these universities can bring them a bright future in career path and social status. This issue is the most concerned factor by both students themselves and Korean parents, and it is not difficult to find the way to change their attitude on their own education system. Since the economic crisis in 1997, President Kim Dae Joong tried to reform Korea's higher education to attract more international students to study in Korea and allow more authorities in universities to build connection with other universities in many countries as well as to establish sister school agreements to support students in co-university to exchange or credit transfer to universities in Korea.

For the second research question, the pull factors, the most popular destinations of Korean students, such as the United State, the United Kingdom, and Australia, have been the main destinations due to the importance of the English language. However, for the U.S., the quality reputation of institutes made both students and parents to consider this country as the top choice. However, since the economy problems and international education became booming, other countries have tried to launch their support policies to attract more and various students.

Furthermore, a variety of available courses, such as exchange programs, short-period programs or language training programs, can also attract more Korean students.

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