KOREAN STUDENTS' MOTIVATION TO PURSUE HIGHER EDUCATION IN THE UNITED STATES

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ABSTRACT

The purpose of the study was to investigate the motivation of South Korean college students who come to the United States to study. Does the motivation of these students differ based on their perceptions of values for pursuing higher education? The focus of this study is on what Korean students value in their decision-making. Thus, their perceptions of educational values are presumably influenced by their societal and cultural context. In this study, an expectancy-value perspective is employed to investigate in depth the intentions of the Korean students. In addition, personality cannot be excluded from decision-making. To make the decision, some South Korean students may take high risks; thus, the Type-T personality trait is examined. A mixed-methods design, both quantitative and qualitative, was applied. A survey in the quantitative study explored motivation factors for pursuing college education in the United States, for attaining well-being in a new environment, and for taking risks. To investigate the intentions and decision-making of Korean students, in-depth individual interviews in the qualitative study explored how they perceive a higher education in the United States, whether the tendency of public opinion in South Korea influenced their decision to study in the United States, and what they expect from their choice in the future. The findings have implications for future research and for considering whether Korean "education fever" is on the right track in terms of psychological well-being.

DEDICATION

I dedicate this dissertation to my best friend and mother, Maeja Choi who is the strong woman from which I came. She has been a constant source to inspire me to work hard for the things that I aspire to accomplish. I have received endless love, support, and sacrifices from her throughout my life. I am so lucky to have you as my mother.

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I must give a special thank you to Korean participants in this study. Through their cooperation, I was able to achieve my dream. And thanks to all my family, friends, and colleagues who took this journey with me. I am grateful to have been given the opportunity to obtain a PhD. at Temple University.

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CHAPTER 1

INTRODUCTION

South Koreans consider higher education indispensable to their ability to succeed in Korea (Park & Kim, 2004b). The highly competitive college admission process in South Korea indicates the importance placed on higher education. The word *Ipsijiok* ("exam hell") expresses the excessive competition for college entrance in South Korea; it refers to the period while high-school students study for the college-entrance exam in South Korea. Most students have put in enormous time and efforts for the test day, since only one out of four high school students who take the college-entrance exam, similar to the SAT, gains admission to college (Kang & Lee, 1994).

Even though the number of colleges has expanded in South Korea, offering admissions to more students (C. Lee, 2005; J. Lee, 2006), the competition to attend universities has not been reduced because of the increase in demand. In this highly competitive, hierarchically structured higher-education system, intense competition has been exacerbated by the widespread popular belief that a degree from a prestigious university can enhance upward mobility in status and income (Lee & Brinton, 1996). This emphasis on educational pedigree is called *Hakbul* ideology in South Korea, where personal status is largely determined by educational pedigree (Kim, 2001).

This elitism in current South Korean society creates personal ties based on academic attainments and cliques, resulting in their leading a great part of contemporary South Korean politics, economy, society, culture, and education. In addition, it has distorted education and schooling in South Korea (Lee, 2005). As a result, Korean "education fever" overly emphasizes good test results as a determinant of social success

because the result of the university entrance exam follows students for the rest of life; the emphasis on educational background manipulates people to feel that they have failed in life if they failed the college entrance exam. For this reason, many South Korean students prepare for college entrance from an early age. Furthermore, it is common for Korean students to try to take one more year in order to attend a higher-ranking university after the college entrance exam if they do not get into ideal schools (Kim & Dembo, 2000). To the same purpose, seventy percent of parents spend money on private educational institutions for their children (Statistics Korea, 2012). Thus, not only have South Koreans recognized the importance of education, they have also focused on the importance of attending a higher-ranking university (Jeon, 2008; Kim & Dembo, 2000).

Some South Korean students may look for high-ranking universities abroad, with many vying to study in prestigious universities in the United States since there are many high-ranking schools. However, some students may want to escape the strict social value of higher education and to seek more freedom and their own values, and therefore low ranking of schools may not be an obstacle for the students to study in the United States.

Phenomenon of the Study

There are many international students studying in the United States these days. Of all the international students in the United States, 13 percent—about 75,000—are South Koreans (Statistics Korea, Apr 11, 2012). In 2010, South Koreans constituted the second-largest group of foreign students after Chinese students (150,000), and in 2011, they were the third leading population (Embassy of the United States, 2011). Although the number of South Korean students studying in the United States is smaller than the

number from China or India, they constitute a larger percentage of their national population than do students from any other country (*The Korea Times*, Feb 3, 2009).

Although South Korean students have their own education system in South Korea, they continue to come to universities in the United States. Moreover, studying in the United States is usually expensive—annual tuition in the United States being minimally twice as much as in South Korean universities, where it is around $10, 000 (*The Donga*, Jun 7, 2011). Some South Korean students go to prestigious schools in the United States even though these schools are much more expensive. Although there are many questions that need to be addressed in order to understand South Korean college students' motivation for studying in the United States, as yet this group has not received attention in mainstream educational research.

As more students from abroad come to study in the United States, universities confront more linguistic and cultural diversity. Because each country has unique cultural values, South Korean students may differently perceive the value of higher education and its benefits. Furthermore, individual differences in school motivation seem to be linked to individual differences in self-schema and to both personal and social goals and identities (Eccles, 2007). These differences are presumably related to their experiences and circumstances. Thus, examining individual stories may be a way to comprehend South Korean students' motivation in coming to study in the United States.

The South Korean educational system has been spotlighted in the media. For instance, President Obama praised South Korean education (*The Korea Times*, 2011, 2012). However, some Korean students might have different opinions from the media

about their educational system. Presumably, their educational system has stimulated students to focus on studying, but the strict system has negative side effects. Because of the emphasis on the college entrance exam, the Korean education system is based on rote learning (Shin & Koh, 2005). Besides, South Korean students have difficulty accessing nonacademic experiences including extracurricular activities, and many students suffer from stress, tension, loss of self-esteem, and even delinquent behavior (Kim & Dembo, 2000). Another difficulty in the education system in South Korea is that once a student has chosen a university in South Korea, it is very hard to transfer to another school. About 190,000 South Korean college students applied to transfer to schools in the capital city, Seoul, in 2013, but success in transferring from one university to another was only 1 in 200 (Mo, Apr 16, 2013). Thus, for some Korean students, coming to the United States to study may be considered a breakthrough.

Even those who plan the major undertaking to come to the United States in order to study, however, may have a difficult time making the decision because of unknown variables. Their higher education in the United States may not give compensatory benefits after South Korean students come back to their country. Either way, entering a Korean university or coming to the United States seems to be a heavy burden for South Korean students. If prospective students know more about who succeeds studying in the United States, the higher risk of failure may be reduced.

Because of cultural differences or costs, current Korean students in the United States may also have difficulty adjusting in the new environment. For these South Korean students, teachers in the United States are, in effect, facilitators between students and their schools, so educators need to be better informed about what motivates South

Korean students in coming to the United States. If teachers know the students' motivation factors, they can better understand South Korean students' expectations, attitude, and progress. Furthermore, they can help South Korean students to lead a healthier school life which is focused on not only grades but also on having the joy of learning and forming healthier identities.

Purpose of the Study

This study aims to investigate the reasons why South Korean college students have come to American universities. Although these days so many South Korean students study in the United States, professors may not know what South Korean students are concerned about while studying in the United States. Even though it examines only current South Korean college students in the United States, the results of this study can provide a profile of South Korean students are coming to study in the United States for professors as well as for prospective Korean students. Since this study is about motivation to make a decision of South Korean students under conditions of uncertainty and some risk, the findings will be a contribution to social psychology research.

The overall research question of the current study is: What motivates South Korean college students to come to universities in the United States, and how do different motivations relate to students' well-being?

Theoretical Framework

In the next section, I will review theories that can be applied to this phenomenon. Arguably, the study of decision-making under risk has focused on choices based primarily on monetary outcomes. Therefore, human-capital theory, which focuses on monetary

outcomes, will be applied to explain the phenomenon of South Korean students coming to the United States. However, people in collectivist societies such as South Korea tend to stress fundamental connectedness of the self to others more so than people do in individualist societies (Markus & Kitayama, 1991). Thus, in addition to human capital theory, the concept of self-construal will be applied to conceptualize and generate hypotheses regarding the processes underlying the large number of South Koreans who commit to higher education in the United States. Specifically, I will consider the role of interdependent self-construal—the sense of self as centered on significant relationships with others, such as parents—in South Korean students' decision making about studying in the United States.

Moreover, people from different national cultures vary in basic social psychological processes such as values, orientation, attitudes, and perceptions of observed behavior that may also relate to educational decisions. Therefore, I will explore the usefulness of different motivational theories for understanding the decision-making of South Korean students. I will then explain how Expectancy-value theory, which seeks to explain choice behavior and performance in achievement-related tasks (Wigfield, Tonks, & Eccles, 2004), is most useful for investigating the motivation for deciding to come to study in the United States. The expectancy-value perspective will be applied to conceptualize and investigate what task-values and success expectancies underlie South Korean students' decisions regarding higher education in the United States.

Lastly, since moving from the native country to a new place involves taking risks, I will also apply dispositional risk-taking (Type-T Personality) to understanding the decision for leaving home to study abroad.

Research Questions

1. What educational task-values motivated South Korean students who came to the United States for college?
2. What educational task-values and dispositional risk-taking characterizes South Korean students who chose to study in more highly ranked versus less highly ranked universities in the United States?
3. How do different educational task-values and dispositional risk-taking of South Korean students in the United States relate to their well-being?

CHAPTER 2

LITERATURE REVIEW

Shaping the Value of Education

Human Capital

To explore how education value functions for South Korean students, it is necessary to look into the Korean social context. Human capital theory is especially relevant for this pursuit. In general terms, human capital represents the investment people make in themselves that enhances their economic productivity. The economic benefits from higher education are a basis of informal social groupings that serve as an important source of social capital among South Koreans; Lee and Brinton (1996) found that college alumni ties and family relations are the most frequent common denominators of personal networks. Other studies that have considered the managerial characteristics of *"*Chaebol*"* (large business groups) have stressed the importance of both school ties and common provincial origin in the recruitment and promotion of individuals to top managerial positions (Biggart, 1990). In fact, education networks may serve mainly as a mechanism through which employers screen job applicants (Arrow, 1973; Spence, 1973).

Human-capital theory claims that formal education is highly instrumental and even necessary to improve the productive capacity of a population (Psacharopoulos & Woodhall, 1977; Sakamota & Powers, 1995; Schultz, 1971). Hence, higher education is a determinant of status because of its contribution to economic success (Sorensen, 1994). The belief that education is an engine of growth rests on the quality and quantity of education in any country (Olaniyam & Okemakinde, 2008). As a capital good, education can be used to improve the human resources necessary for economic and social

transformation. In recent decades, South Korea, Hong Kong, Singapore, and Taiwan have achieved unprecedented rates of economic growth while making large investments in education (Olaniyan & Okemakinde, 2008). In 1950, Korea was one of the poorest nations in the world after the Korean War; however, from 1965 Korean society has been dramatically transformed. The rapid economic growth and social change in South Korea have been spurred by educational transformation (Park & Kim, 2004b).

The benefits of education can be thought of as economic goods. As such, the value of education becomes reliant on its availability or scarcity. If the supply of the same level of educated people is increased, the benefits of individual education will decrease (Kim, 2002). The Korean education system employs one of the most rigorous selection processes in the world. There is extreme competition in college-entrance examinations, which is also closely related to limited opportunities for employment. Wollam (1992) pointed out that "South Korean society places such a high priority on the college degree so that there are few other legitimate and respected avenues for personal success recognized in that country" (p.24). On the other hand, the older generation could have jobs using their college degrees. These days many South Koreans have college degrees, and yet, they cannot find jobs in Korea. The recent unemployment rate is the highest in 15 years, which is similar to the youth unemployment rate faced by Japan after the bubble burst [1]in the early 1990s (LG Economic Research Institute, 2016). Based on this economic crisis, some South Korean students seem to consider that the primary

[1] A surge in the market caused by speculation regarding a commodity which results in an explosion of activity in that market segment causing vastly overinflated prices. The prices are not sustainable and the bubble is usually followed by a crash in prices in the affected sector (Business dictionary).

function of college is certification for a good career; thus, pursuing a degree from a higher-ranking school may be very important for those students.

In modern human-capital theory, all human behavior is based on the economic self-interest of individuals operating within freely competitive markets (Friedman, 1962). For instance, some of the economic benefits of vocational and professional education accrue to the individual who has obtained the education. However, one criticism of human-capital theory is that education contributes to differences in earnings between people only in certain circumstances (Becker, 1993). For instance, students from rich neighborhoods have a high rate of entering high-ranking colleges (Kwon, 2009). The differential opportunity of entering high-ranking schools in South Korea exacerbates the gap between the rich and the poor. Thus, these days higher education as human capital may no longer function for the poor to achieve upward status in South Korea.

In the human-capital perspective, the value of education is limited to monetary benefit. Although many South Koreans have had benefits from higher education, the economic returns might still not cover all expenses they have paid for that education. Yet as Schneider and Lee (1990) claimed, parents encourage their children to acquire more education beyond high school.

Traditionally, Koreans with their strong Confucian philosophy, in which only people of high social status could enjoy education, have believed that education is an indicator of high status (Lee, 1992). In Confucian philosophy, a high value on education is a means for achieving upward mobility, social respect, and self-improvement (Lee, 1987). Thus, the human-capital perspective alone does not provide an explanation for the depth of Korean students' intentions to come to the United States to pursue higher

education. Some Korean students may seek monetary benefits of higher education in the United States, but others may seek non-monetary benefits.

The Self

Markus and Kitayama proposed (1991, 2010) that a self is the "me" at the center of experience, becoming adjusted to various environments. Selves combine the patterning of their various environments and, therefore, bestow particular form and function to the psychological processes they organize (e.g., attention, cognition, emotion, motivation, perceptions, interpersonal and group relationships, 2010, p.420). Peoples' thoughts, feelings, and actions are strengthened and changed with the sociocultural contexts that shape their lives. Hence, people in different regions of the world have found differences in selves. The set of patterns is formed from relations between the self and other individuals (2010).

Markus and Kitayama (1991) proposed two general categories of self-construal: independent self and interdependent self. When an independent schema of self organizes behavior, the basis is the individual's own thoughts, feelings, and actions. With an independent self, interaction with others involves a sense of oneself as separate from others. In comparison, when the schema for the self is interdependent with others, people have a sense of themselves as part of and including social relationships (Markus & Kitayama, 2010). Under an interdependent self, social interactions are guided by fitting in with others, taking the perspective of others, assuming the expectations of others, adjusting to others, and using others as a framework for action (2010). Thus, an interdependent self-construal involves a sense of self as overlapping with others whereas an independent self-construal involves a sense of self as separate from others (Markus &

Kitayama, 2012). Importantly, whereas people from different cultures have a tendency towards one or the other self-construal, every individual self-embodies elements of both independence and interdependence in differing degrees, and different contexts can elicit manifestations of different self-construals (Fiske et al., 1998; Greenfield, 2009; Triandis, 1995).

In South Korea, the relationship with others who are close to the self is very important for decision-making since South Korean culture emphasizes interdependent construal of the self. Although South Korea has adopted many Western values since the Korean War, the Confucian worldview emphasizing human-relatedness remains strong (Park & Kim, 2004b). The Korean word for "human being" is *ingan* ("human between"), which means that the human substance is fundamentally relational and can be defined by what happens between individuals (Park & Kim, 2004b). Thus, understanding South Korean students' motivation must take into account this construal of the self in South Korean culture.

Relationships, not the individual, are considered to be a basic unit; the parent-child relationship provides the basis for the development of the self. The role of the family in the motivation of students to undertake university study is illuminated by the fascinating finding that East Asian students' success in education results from interaction with parents (Schneider & Lee, 1990). In particular, Korean mothers see their children as extensions of themselves. Thus, Korean mothers regard accomplishments of their children as their own successes. Parents play a central role throughout a child's life, even though adulthood and the maintenance of strong relationships with family is the key to understanding educational success (Kim & Park, 2004; Park & Kim, 2004b).

The interpersonal emotion promotes filial piety and achievement motivation (Park & Kim, 2006). In Korea, people believe that the concept of guilt has a positive aspect. Children feel guilty about their parents' sacrifice and love that they receive, so they try to satisfy their parents (Park & Kim, 2004a). Even adults report that their parents provide strong emotional support, so their parental influence is strong later in life and is critical for adult success. (Kim & Park, 2003; Park, Kim, & Tak, 2002).

Parents' expectations are extremely powerful and are transmitted to their children. In general, South Korean parents put a great deal of money and effort into their child's private education. In 2010, private education expenditures in South Korea were more than 19 billion dollars (Statistics Korea, 2011). In Korea, about 824,000 families borrowed money to pay for their children's education and chronically spent more than the parents could make; they are referred to as "education poor" (Hyundai Research Institute, 2012). Korean parents want to invest in children's higher education even though it is beyond their capability, as they believe that it can help their children to excel in the competitive society (Park & Kim, 2004b).

Within the social milieu, it is important to maintain harmony between the self and others. South Korean students seem to be motivated not only by such relational factors but also by social factors. A report from the National Center for Educational Statistics (TIMSS, 2000) showed that the vast majority of South Korean eighth graders reported relational and social factors as their motivation to study math. Only 10% of the participating Korean students strongly indicated that they want to do it; 62% of the Korean students indicated that it is "to please their parents" (relational motivation); 85% of the Korean students indicated that it is to "enter a desired university" (social motivation). In

South Korea, educational success enhances the individual, the family, and the lineage, because it is both the primary route to success and fulfills one's duty to the family (Kim & Park, 2006). Thus, South Korean students' desires are significantly shaped by their parents.

Children and parents, however, may have different expectations of educational benefits to be derived from higher education. In another study, 152 male and 164 female high-school seniors and 127 parents were examined in a questionnaire listing 18 benefits of higher education (Kim, 2002). The finding of the study is that South Korean high-school seniors have a heavy study-burden to prepare for the college entrance exam, which probably influences students' tendency to expect more consumption benefits (e.g., participation in cultural events, leisure activities, or college events) than investment benefits (e.g., higher lifetime earnings or upward social movement). In contrast, 82% of the parents expected that the greatest benefit was "not to have a socioeconomic disadvantage" (p.188).

Within the interdependent self-schema, people recognize prescribed tasks through interactions with others. The idea from the in-group and the self can be easily shared and overlapped. However, the ingroup-outgroup distinction is significant and the idea that people cannot move easily across this boundary (Markus & Kitayama, 1991). Interdependence can promote certain types of behaviors, which results in different behaviors toward in-group and out-group members (Heine, 2008).

In a study of South Korean students and parents, the extent of the belief about the value of a quality education was examined. The study included 450 graduates who were

employees in a large business, 450 graduates who were employees in a public organization, 100 employees in personnel work, 400 high-school students, and 250 parents. The result showed that 63% of the participants thought that a degree from a high-ranking school is the primary factor to succeed in South Korea. In the survey, Koreans from less elite universities felt that they have difficulty getting a job because of their school reputation. Seventy percent of the participants from less elite schools felt psychologically inferior (Jung & Lee, 2003). Graduates from high-ranking schools seem to be an in-group; on the other hand, graduates from other schools seem to be a disadvantaged out-group in South Korea.

According to the three basic domains of the self (Higgins, 1987), the "actual self" is a person's basic self-concept; the "ideal self" is representation of an individual's beliefs about his or her own or significant others' hopes or aspirations for the individual; and the "ought self" is representation of an individual's beliefs about his or her own or significant others' beliefs about the individual's duties or obligations (p. 319). When the actual self approximately approaches the ideal self, the individual is better off psychologically (Higgins, 1987).

Social comparison is a prominent source of information about the self's relation to desired end-states; one way of understanding how close one is to reaching the ideal self is to compare oneself to similar others (Higgins, 1987). In such a comparison setting, ideas and practices place more emphasis on "relationships and social responsiveness and the maintenance of these relationships as the form of agency" (Markus & Kitayama, 2010, p. 423).

In the social setting, accordingly, most Koreans are apt to try to achieve a goal that is standardized by the in-group. If South Korean students perceive that going to a high-ranking school in the United States is a prescribed task in their in-group, they may make the decision to pursue that standard as the ideal.

Still, it is not evident whether the reason for studying in the United States is to be closer to the ideal self to fit into South Korean social norms, or whether the reason is to escape from intense social comparison, finding psychological well-being in another society. Korean students' choices for schools are different; whereas some Korean students go to high-ranking schools in the United States, others go to less elite schools. Some students may also make that decision because of influence from other people. Thus, investigating the various reasons to pursue higher education may be helpful to understand the intentions of the students coming to study in the United States (abbreviated as U.S.).

The current study examines the educational values of Korean students that influence their decision to pursue higher education in the United States. Higgins (2007) defined value as the psychological experience of being attracted to an activity; valuing something provides a desire to attain it. For Higgins, value is a motivational force. Therefore, taking into account both expectancy and value can help investigate Korean students' intentions of pursuing a higher education in United States institutions. Since the expectancy-value model consists of four components, it can be a direct predictor of achievement choice and covers a wide range in psychological and social contexts.

Expectancy-Value Theory

Expectancy-value theory (EVT) begins with the work of Atkinson (1957, 1964), who developed the first model as a means of explaining achievement-related behaviors. Achievement is influenced by achievement motives, expectancies for success, and the value a task brings. Atkinson and his colleagues later extended their body of research on individuals' achievement efforts under different possibilities for success (Atkinson, 1964; Wigfield & Eccles, 1992).

Modern expectancy-value theories (e.g., Eccles, 1987, 1993, 2005; Eccles et al., 1983; Feather, 1982, 1988; Pekrun, 2000; Wigfield & Eccles, 1992, 2000, 2002) are based on Atkinson's work for the reason that they link achievement performance, persistence, and choice most directly to individual's expectancy-related and task-value belief. Expectancies for success and task values are based in part on the levels of confidence students have in their perceived ability to accomplish a task. Expectations of the benefits of higher education can be influenced by the actual benefits of that education; however, it is the expectation of the benefits that influences students' decision to pursue higher education (Kim, 2002). Therefore, to investigate how South Korean students perceive higher education in the United States and how expectancies for success function, one possible way to conceptualize this is to apply the theory of reasoned action based on expectancy and value constructs. From expectancy-value theory, individuals' choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity (Atkinson, 1957; Eccles et al., 1983; Wigfield, 1994; Wigfield & Eccles, 1992).

Eccles and her colleagues define values in terms of the qualities of different tasks and examine how those qualities affect the individual desire to do the task (Eccles et al., 1983). In general, people value differently at the same task; it is subjective. Thus, Eccles and her colleagues have focused on individuals' valuing of specific tasks or activities. Based on their self-schema, affective memories, the socializers (e.g., parents, teachers, peers, siblings, or media) with whom students have significant related and the individuals' perceptions of their own previous experiences, aptitudes, and attitude are associated with achievement-related tasks (Eccles et al., 1983).

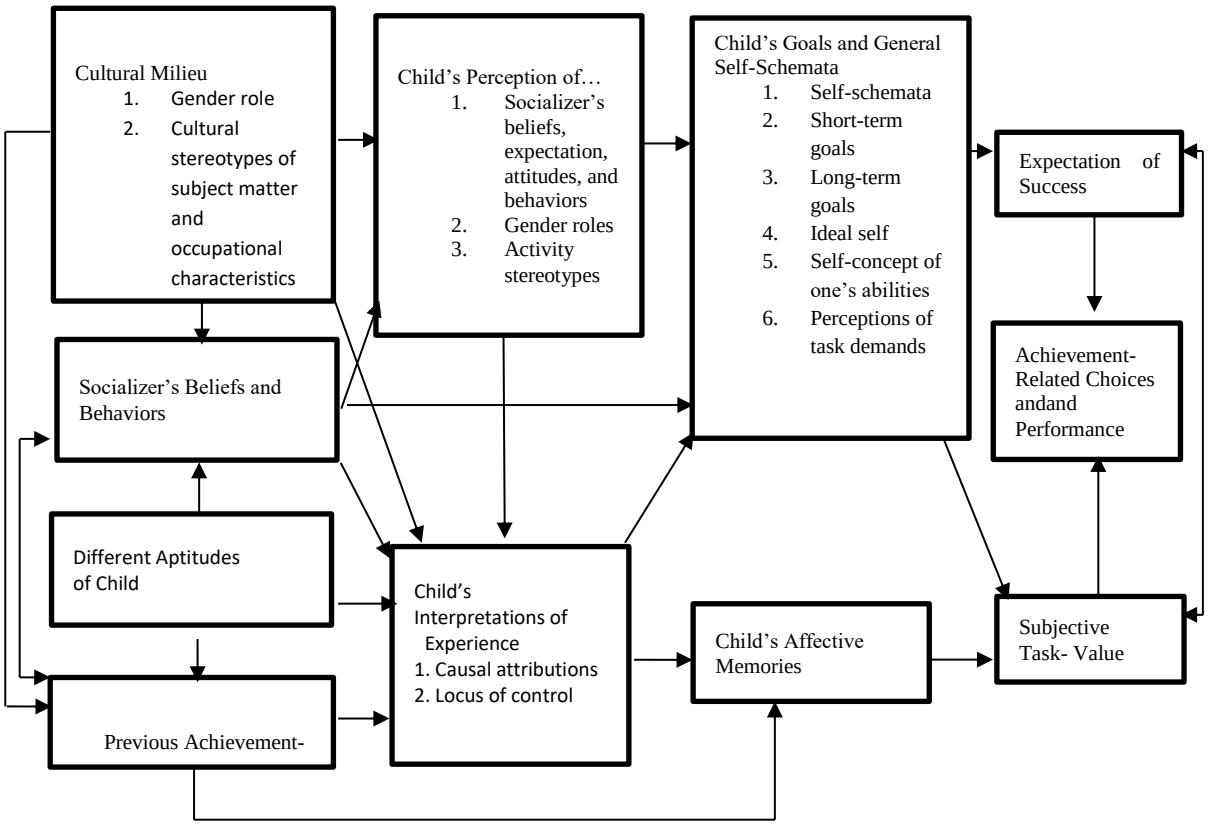

Figure 1. Eccles, Wigfield, and colleagues' expectancy-value model of achievement performance and choice (Material draw from Expectancy-Value Theory, *Handbook of Motivation at School*, 2009, p.57)

EVT distinguishes four components of subjective values: *attainment value*, *utility value*, *intrinsic value*, and *cost* (Eccles et al., 1983; Wigfield & Eccles, 1992). Individuals perceive tasks in terms of certain characteristics related to the needs, personal interests, personal values, and both personal and collective identities that an activity fulfills (Eccles, 2009). Attainment value is defined as the importance of doing well on a given task; this value incorporates identity issues. Individuals want to undertake activities and behaviors that can be internalized as components of their personal and collective identities and self-image. The individual's self-image is fundamental to self-definition, which influences the value the individual attaches to various education and vocational options (Eccles, 1994; Markus & Nurius, 1986). As a result, attainment value is culturally embedded. Since South Korean society highly stresses higher education, education may be more valuable than other activities. Therefore, South Korean students may place higher value on investing time and energy in doing well in a school than in other pursuits because doing well in the school has high attainment value for most Korean individuals. In addition, being a college student or a graduate student for some Korean students is important to family honor if family members are college graduates.

Utility value refers to how a task fits into an individual's future plans. Utility value, as distinguished from attainment value, captures the more "extrinsic" reasons for engaging in a task. Utility value relates directly to a person's internalized short- and long-term goals (Eccles & Wigfield, 2002). For instance, even if students are not interested in studying in the United States, some may expect that a degree from a major American university may facilitate getting a more prestigious job. Fifteen universities in the United States are ranked among the 25 world's best universities (*US News*, 2011), and

a student with a degree from one of them has a higher market value. In collectivist cultures, where high importance is placed on the group, usefulness to the group may play a large role in establishing the utility value of a task for an individual (Wigfield, Tonks, & Klauda, 2009).

Intrinsic value refers to either the enjoyment one gains while doing the task or the enjoyment one expects to experience while one is engaged in the task. A task may have an intrinsic value by fostering a deeper understanding of something an individual holds in high regard or enjoys doing (Wigfield, Tonk, & Klauda, 2009). This component of value is similar to the concept of *intrinsic motivation* as defined by Harter (1981) and by Deci and Ryan (1985), and to the concept of interest as defined by Renninger (1992). Intrinsic motivation is highest when individuals are doing interesting tasks. However, intrinsic value should not be confused with intrinsic motivation, as it is the impetus to undertake a task rather than the enjoyable experience itself (Eccles, 2005). When children intrinsically value an activity, they often become preoccupied with it. Some Koreans find the idea of being a college student in the United States to be so appealing that they may decide to come here.

Choices are influenced by both positive and negative task characteristics and all choices are assumed to have costs associated with them because one choice often excludes other options (Wigfield, Tonks, & Klauda, 2009). Cost is conceptualized in terms of the negative aspects of engaging in the task or what the individual has to give up in doing a task since people have limited time, effort, opportunities, and energy (Eccles, 2007; Eccles et al., 1999). Hence, perceived cost is cultural. There are various ways of assessing costs; material cost (e.g., money); effort cost (e.g., moving across the world, putting in a

lot of time and effort, doing a degree in a different language); opportunity cost (e.g., not being able to be a student in a higher-ranking school in Korea or not being able to build up networks with South Koreans in Korea); and psychological cost (e.g., potential risk to self-esteem or social esteem, anxiety, depression). When the cost of an activity is too high, individuals may choose not to engage in that activity (Eccles, 2007; Eccles et al., 1999). Likewise, the high cost of failure can also deter someone from an attempt.

Expectancy for Success

People often estimate whether they can succeed or fail before undertaking a task. Higher expectancies for success are positively related to all types of achievement behavior, including choice and persistence (Eccles, 1983; Wigfield, 1994; Wigfield & Eccles, 1992). Expectation for success involves an individual's beliefs about how well he or she will perform on particular tasks in the immediate or longer-term future (Eccles & Wigfield, 2002; Wigfield et al., 2009). According to Eccles and Wigfield, expectations for success are similar to ability beliefs, which are defined as peoples' perceptions about their own present ability not only in comparison with their earlier capacities but also in comparison to the ability of others. Ability beliefs are conceived as broad beliefs about competence in a given domain, in contrast to one's expectancies for success on a specific upcoming task (2002). Expectancy for success is more future-oriented. However, empirically these constructs are highly related (Eccles &Wigfield, 1995; Eccles et al., 1993; Eccles & Wigfield, 2002).

The construct of expectations for success is similar to self-efficacy, which is defined as individuals' beliefs about how capable they are at performing in a specific level

(Schunk & Pajares, 2009). However, self-efficacy relates to one's own ability, whereas expectancy beliefs are related also to external factors (Schunk & Pajares, 2009).

The social environment seems to be a crucial factor in determining students who can have high expectancy for their success. The emphasis on high-stakes testing in school can weaken the belief in competence and the motivation of students who do poorly on such tests (Deci & Ryan, 2002). Ruble (1983) mentioned that once children begin school, they engage more systematically in social comparison with others as a way to judge their own abilities. As a result, some children may easily define themselves inferior others. Those children who did not experience successes probably try to avoid engaging in the task or not to challenge not to face failure.

Wigfield and Eccles (2002) suggested that changes in school environments could increasingly make evaluation and competition more explicit. For example, Korean universities use relative evaluation (Hong et al., 2008; Woo, 2009), whereas American universities employ more absolute evaluation. Relative evaluation is to compare one with others so the evaluation can accelerate the competition. Some students who might not have succeeded in South Korea because of the more comparative evaluation may decide on a fresh start in America, where evaluation is less comparative. Consequently, some South Korean students have more positive expectation for academic success in the United States than in South Korea.

Academic Achievement

Emphasis on education in South Korea is indicated by the high academic performance of Korean students among those from other countries. Academic

achievement is the key to receive social acceptance or respect in Korea. South Korean students received the highest mean scores in science and math among students from 19 countries in the International Assessment of Educational Progress (Kim & Dembo, 2000). Admission to a prestigious college is especially important because the reputation of the college one attends greatly influences one's future career (Lee & Brinton, 1996). Since most Koreans believe that education is the only avenue to success (Robinson, 1994), preparation for success on the college entrance exam is a primary concern of both parents and students (Ellinger & Beckham, 1997). Korean students know that academic results are the most important factors in gaining admission to a good school because the impact of the outcome reverberates throughout life.

Academic achievement, therefore, may take on different meanings in the sociocultural contexts of different societies. Whereas academic achievement in Western culture is generally considered as an individual effort, it is considered as a collective effort in countries influenced by Confucianism. In Confucianism, academic achievement is not only one's own desire for knowledge but also a means to bring wealth, power, and respect to the family (Tao & Hong, 2014). Higher education may not guarantee its benefits as much as it did in the past because of the current economic risks, yet parents still encourage their children to acquire more education beyond high school (Kim, 2002).

Students who manifest social-oriented achievement motivation have intense pressure, so they feel more agitated when they fail to attain academic success than those who manifest individual-social oriented achievement motivation (Tao & Hong, 2014). South Koreans ascribe their success to persistent effort and their failure due to lack of effort. People feel guilty because their delinquency has led to failure in academic

examinations. Through academic achievement, children want to express their appreciation of parents' sacrifice for their education (Park & Kim, 2006). They may also feel ashamed because they believe their inadequacy may cause their significant others to lose face (Higgins, 1987; Tompkins, 1984). In another empirical study, South Koreans show how seriously they value academic achievement. Focus-group interviews were conducted with a sample of South Korean adolescents, teachers, and parents to explore the factors that influence academic achievement of children and adolescents (Ahn, Hwang, Kim & Park, 1997). In this study, among 1,157 respondents (730 students and 427 adults), students most frequently chose educational attainment as their proudest moment, while adults most frequently chose occupational success. As for their failure experience, both groups listed academic failure as the most painful (Students = 45%, Adults = 30%).

There is a substantial agreement among adolescents, parents, and teachers in South Korea about the value of academic achievement and the way to attain it (Park &Kim, 2004b). If some Korean students have been strongly influenced by their parents or significant others to decide on studying in the United States in order to gain social approval and to bring honor to their family, they are likely to evaluate their own performance based on the standards of their family or significant others. For them, academic achievement seems to be a requirement to fit into the standard of others. On the other hand, more independent students may consider that academic achievement is their own way and responsibility. These students may come to the United States for their personal aspirations. Hence, an investigation of individual differences in achievement value may be helpful in drawing some patterns in the success of South Korean students in the United States.

Well-being

People are likely to have different standards for success in each life area; they are acting differently in similar circumstances and conditions based on their unique expectations, values, and experiences (Pavot & Diener, 1993). People in Western individualistic nations find it natural to rely on their own affect, and feeling pleasant emotions frequently is a reasonable predictor of life satisfaction (Suh, 1998). In comparison, East Asian cultural perspectives on happiness are quite different from those in the West. Since people with interdependent self-construal pay attention to their social context, other significant people, role obligation, and duties, they take the others' perspective (e.g., Cohen & Hoshino-Brown, 2005; Mesquita, 2001; Tsai, Louie, Chen & Uchida, 2007). In South Korea, the concept of "well-being" means not simply "being well" but rather being well with someone or doing well for someone (Kwon, 2008). Thus, some Korean students may be under heavy stress due to the fact that educational failure will bring parental disapproval or negative results for future employment (Eaton & Dembo, 1997). Those who are worn out by the effort to comply with the society's norm may want to escape from their society and to attain well-being in the American way. If some students seek different values of higher education from those sought by the majority in South Korea, who consider universities as educational pedigree, they will have difficulty performing in South Korean society and find possibility of studying in the United States attractive.

The Type-T (Thrill-seeking/Risk-taking) Personality

South Koreans perceive that higher education is critically important in their lives, but people with different personalities approach that goal differently. Therefore,

examining individual personalities may be helpful to understand these South Korean students in the United States. There are numerous personality variables that are related to academic achievement. One of these is the Type-T perspective, which asserts that thrill-seeking is a personality trait that is found in people who engage in risk-taking, enjoy significant variety and novelty, are tolerant of uncertainty, are self-confident, and are attracted to situations which are highly stimulating (Broder & Farley, 2007, Farley, 2001). The Type-T personality characterizes individuals along a continuum ranging from those motivated by risk-taking and thrill-seeking (*Big T*) to those who are risk and thrill avoiders (*Little t*). *Big T* students are apt to be very resistant to regimented or rote learning; they will be much more responsive in a learning environment with variety and stimulation. On the other hand, *Little t* students like a highly structured environment (Farley, 1986). According to Farley (2001) and Farley and Broder (2007), students with the *Big T* personality trait are more likely to seek stimulation and therefore need an academic environment that presents more opportunities for mental and/or physical stimulation. Such individual differences in personality may be related to decision-making. Some South Korean students might be risk takers, coming to the United States for university study in an academically and socially alien environment. Those Korean students who have chosen to study in the United States endure much uncertainty. Since coming to the United States for higher education is risky in several ways, the readiness of incoming students to encounter these risks may have been itself a factor in the decision. Depending on the status of schools in the United States, South Korean students may need to take different degrees of risks.

Summary

Within the social frame, human-capital theory cannot explain thoroughly why South Korean students come to study in American universities. Pursuing a degree is not only a rational individual decision that focusses on utilitarian goals and the chance of attaining them. Expectancy-value theory, with its four value components—attainment, utility, intrinsic value, and cost—can explain various other motivations for pursuing higher education. Since the decision to study in the United States is risky, the Type-T personality trait is also relevant to processes underlying the decision. In South Korea, the status of educational attainment is very important for social success. Therefore, the current study will also attend to the motivation of students who select to study in more and less prestigious schools. The investigation will relate students' different motivations to their academic success and personal well-being, seeking to represent how well different South Korean students are doing in the United States. By investigating their meaning of academic success, the study aims to produce a profile of the characteristics of South Korean students who are studying in American universities that can contribute to their academic and psychological success and well-being.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The study employed a mixed-methods research design, with both quantitative and qualitative components. A survey was conducted to examine South Korean students' motivation factors in higher education, risk-taking, and well-being in the United States. In the quantitative component, this survey based on expectancy-value theory (EVT) (Eccles et al., 1983) was to find out characteristics of expectancy-value for students who came to the United States to study. Using EVT was not able to fully capture Korean students' motivation, so an additional focus considered risk-taking and its possible relationship as a trait underlying the decision for leaving home to study abroad. Furthermore, South Korean students' long-term goals are still in process, so using the Flourishing Scale for well-being investigated what achievement patterns are more satisfied by studying in the United States. EVT, Type-T personality, and other variables in the demographic question are predictors of well-being.

Research Questions

1. What educational task-values motivated South Korean students who came to the United States for college?
2. What educational task-values and dispositional risk-taking characterizes South Korean students who chose to study in more highly versus less highly ranked universities in the United States?
3. How do different educational task-values and dispositional risk-taking of South Korean students in the United States relate to their well-being?

Quantitative Approach

Participants

A total of 82 South Korean college students from undergraduate to doctoral level at an urban public university and a private university in the Northeast, and a large public university in the Midwest participated in this study. To prevent overestimation (Tabachnick & Fidell, 2007), one participant was excluded because the participant did not complete the survey questions.

Graduation from a highly ranked school grants advantages in the labor market, but it is not known whether these advantages accrue from a university's prestige or from the graduate's own social background or ability (Lee & Brinton, 1996). Comparing a more highly ranked school to a less one may contribute to understanding the varieties of motivations.

Procedure

Participants were recruited via the Korean Student Associations and International Student Scholar Services at the three schools. During recruitment, the purpose of the study was explained to the students. The students were notified that participation was voluntary. In addition, students were informed that responses to any and all survey items will be kept in the strictest confidence.

First, participants completed a brief demographic questionnaire that provides information about age, gender, marital status, name of the current school, name of the previous school in Korea, level of degree, college major, cumulative GPA, parents' financial support, length of staying in the United States, father's education, and mother's

education. The purpose of this part of the questionnaire was primarily for describing the participants' characteristics.

Second, a survey with 42 questions containing a Likert-type scale using a 1-5 rating where 1= Strongly Disagree, 5= Strongly Agree was administered. The original version of the VOE consists of 51 items in four scales, based on the interest, attainment, utility, and cost value component defined by Eccles et al. (1983). This study adopted items from Battle and Wigfield, which were modified from Eccles et al.'s original scale assessing the value of math, and additional items were written to provide a more in-depth assessment of each proposed task-value component (Battle & Wigfield, 2003, p.61). Battle and Wigfield's study was designed to examine how college women's valuing of graduate education predicted their intentions to attend graduate school, using a new measure for the valuing of graduate school. For the current study, questions were modified to include both male and female responses and to include undergraduate education. Additionally, the future tense was changed to the past tense, since these participants had already come to study in the United States. Table 3.1 displays some differences in the sub-scales of the current study.

Table 3.1

Changed Words in the Current Study

Sub-scales	Battle & Wigfield (2003)	The Current Study
Intrinsic value	I find the idea of being a graduate student to be very appealing.	I found the idea of being a college/graduate student in the U.S. to be very appealing.
Attainment value	I feel that I have something to prove to myself by going to graduate school.	I felt that I have something to prove to myself by going to school in the U.S.
Utility value	I want to go to graduate school because it will help me decide what to do with my life.	I wanted to go to school in the U.S. because it will help me decide what to do with my life.
Cost	I am concerned that I will not be able to handle the stress that goes along with graduate school.	I was concerned that I would not be able to handle the stress that goes along with school in the U.S.

Battle and Wigfield (2003) reported the following Cronbach alpha coefficients for the constructs in their scale: Family and career: $\alpha = .83$; Intrinsic-attainment: $\alpha = .96$; Utility: = .76; and Cost: $\alpha = .85$.

Third, the Type-T Personality Trait Scale (Farley, 2011; Jennings, 2012), a brief 7-item measure used to examine the association between risk-taking/thrill-seeking personality traits (see Farley, 2001) and academic achievement, was included in the survey. This Type-T instrument differentiates students who possess higher levels of risk-taking (Big T) personality traits from students who possess lower levels of risk-taking (Little t) personality traits by using a 4-point scale anchored at 1 (does not apply at all) and 4 (applies very strongly). Cronbach's $\alpha = .81$ for the scale (Jennings, 2012). Students with the Type-T personality trait are more likely to seek stimulation; thus, they need an academic environment that presents more varied, less structured, and more creative

opportunities for mental or physical stimulation. Students who have a high score in intrinsic value may also have higher levels of risk-taking.

The Flourishing Scale (Diener et al., 2009), a brief 8-item measure used to assess psychological and social well-being, was employed in the survey. The scale was called psychological well-being in an earlier publication, but the name was changed to more accurately reflect the content because the scale includes content that goes beyond well-being as narrowly defined (Diener et al., 2010). Each item has a 1-7 scale (Strong Disagreement to Strong Agreement) for responding. Scores can range from 8 (Strong Disagreement with all items) to 56 (Strong Agreement with all items). Although the scale does not provide detailed measures of the various aspects of well-being, it yields an overview of positive functioning in the various domains. The scale is based on the amount of time the feelings were experienced during the past four weeks (Diener et al., 2009). The brief Flourishing Scale (FS) performed well, with high reliability and high convergence with similar scales of positive and negative experience. This study by Diener and his colleagues examined college students' well-being. The Cronbach's α for the scales (N = 689, M = 44.97, SD = 6.56) was adequate (α= .87).

In this study, only the FS was used, even though in Diener's previous study the FS was associated with the scales of Positive and Negative Feeling. Since the FS assesses major parts of social and psychological functioning from the respondents' viewpoints (Diener et al., 2009), the scale can measure only overall social and psychological well-being.

The survey, containing the Valuing of Education Scale (VOE), the Type-T Personality Trait, and the FS, with a brief demographic questionnaire, was conducted

through on-line SurveyMonkey (Appendix A). The items 1-42 assessed the Value of Education. In the VOE section, subscale items 1-8 assessed Intrinsic Value, 9-18 assessed Attainment Value, 19-26 assessed Utility Value, and 27-42 assessed Cost. The items 43-49 assessed the Type-T Personality Trait, and the items 50-57 assessed the Flourishing Scale.

Qualitative Approach

Additionally, I chose a qualitative approach for this study for several reasons. Qualitative data analysis is intended to furnish general statements about relationships and themes present on the data. Wolcott (1994) states that the term "analysis" is a generic term that embraces the three basic categories when analyzing data: description, analysis, and interpretation.

In general, qualitative research methods are useful in exploring the meaning of participants' own categories as well as complex phenomena, and it can help to determine how participants interpret constructs. In addition, it can provide new insight into a social phenomenon. The purpose of this study was to investigate the meaning that Korean college students ascribed to their motivation to choose American higher-education institutions.

In particular, a qualitative research methodology was conducted to gather and examine accounts given by Korean students of their motivation to come to school in the United States. An open-ended interview followed the phenomenological approach (Borgman, 2009) was used to elicit participants' subjective experiences in their decision-making. The specific method used was in-depth interviewing (Bogdan & Bilkin, 1982).

Since value, the meaning of success, and the prestige of schools are both subjective, depth measurement is necessary to understand the context of why Korean college students come to the United States. To obtain more detailed reasons why Korean students came to study in the United States, in-depth interviewing was conducted. Questions targeted: 1) perceived values; 2) expectation of what the Korean students will do in the future; 3) the role of interdependent self-construal and of parents; and 4) well-being in the United States.

The findings in the qualitative study were intended to reinforce the previous research questions and investigate additional motivation of Korean college students to come to study in the United States.

Procedure

The participants who had completed the on-line questionnaire were asked whether they were willing to have an interview that includes open-ended questions designed to explore their decision-making. Among the volunteers from the previous survey, fourteen students volunteered to have an interview. Half of the fourteen interviews were conducted face-to-face; the remaining half were conducted via phone calls (Skype).

With participants' approval, all the interviews were audio-recorded in Korean to ensure accurate transcription (Merriam, 1998). The responses, including hesitations, ambiguities, level of assertiveness, or emotional reactions were recorded. I also took handwritten notes during each interview, which enabled me to mark key points of particular interest or importance to return to after the interview (Saldaña, 2009). During each interview, pauses were indicated in the note. After that, an assistant translated the

transcripts into English. An interview took usually between 20-40 minutes, but this was not a set rule.

Confidentiality was an important concern, so interviewees and their schools remained anonymous. Pseudonyms were employed for school names. In the Northeast, an urban public university was named U1 and a private university of high reputation was named U2. In the Midwest, a large public university was named U3.

I reminded participants of the purpose of the study, research procedures, their rights to withdraw from the study at any time, protection of confidentiality as well as what risks the participants might encounter. I also ensured that this study was aligned with IRB policies. I provided information about myself to establish rapport and gain the trust of interviewees (Patton, 1980).

To ensure confidentiality, the interviews were conducted in an office to provide privacy and a comfortable environment because of the sensitive nature of the topic. The participants agreed to be interviewed; then a time for the interview was scheduled collaboratively through e-mail. Half of the interviews were conducted face-to-face and the others were conducted via phone calls.

I used the semi-structured interview approach (Merriam, 2002) and a uniform set of open-ended questions to obtain participants' demographic information and their perception of the value of higher education (see a protocol in the Appendix B). Open-ended questions were used to encourage participants to respond freely (Bogadn & Biklen, 2003; Esterberg, 2002; Kvale, 1996). Follow-up questions were used, when it was necessary, to clarify a response (Denzin & Lincoln, 2002).

Pilot Testing

I used some information from a pilot testing to develop research questions of this study. This pilot study was conducted during a Qualitative Research course in 2012. Two undergraduate students and two PhD students from a public university in the Northeast and an undergraduate and a PhD student from a private university of high reputation in the Northeast were interviewed.

Those students frequently commented that the Korean society strongly consider school ranks. One of the interviewees studying in a doctoral program at the public university mentioned that she generally considered the ranking of schools; however, since her major is unique, she did not have many options to select and did not need to consider the ranking. She chose the school because the school offered scholarships. One interviewee at the private prestigious school had already been a junior in a university abroad, but since he had wanted to attend a prestigious school, he restarted learning the same subjects at the private school in the United States. The other one in a doctoral program at the same school had been rejected by other prestigious schools in the United States, so that he prepared for one more year in South Korea to be accepted by an American school. The participants perceived that having a degree from a high-ranking school would give a strong benefit. The school rank for students from a more highly ranked school was the primary factor to make the decision to study in the United States. Instead of just using school rank to choose a school, students from the public schools considered other criteria, such as majors or financial supports.

Data Analysis

Quantitative Analysis

A variety of different analyses were performed to examine the factors most associated with Korean college students who have come to the United States. First, descriptive statistics were conducted to analyze the characteristics of these Korean students. To analyze what factors influenced Korean students' decisions, means and standard deviations were calculated for all of the variables (research question 1).

This analysis of these Korean college students at a public university and a private university in the Northeast area and a public university in the Midwest area was performed to gain an understanding of this population. To analyze whether there is a significant difference among these schools (research question 2), separate samples t-tests were conducted to compare scores of these schools with all 18 predictor variables, including all demographic information, on the VOE, the Type-T personality, and the FS.

Cronbach alphas that were computed conducted with the VOE scale, the Type-T personality, and the FS to investigate the internal consistency of these scales with this sample of respondents.

Multiple regression analysis was conducted to determine which factors best predict well-being in the United States (research question 3). The predictor variables were: age, cumulative GPA, length of stay in the United States, mother's education level, father's education level, the Attainment Value, Utility, Intrinsic Value, Cost, and the Type-T Personality. The criterion variable was well-being as measured through the FS.

Qualitative Analysis

The goal of the qualitative analysis was to reinforce findings from the previous survey and obtain more detailed reasons for their decision. I used a thematic analysis for the portion of qualitative study. In general, to get core categories and themes, the transcriptions were analyzed using the constant comparative method. Some notes were taken by the researcher in order to assist in accuracy and transcription, but the note taking was limited to allow the researcher to focus on the participants and their answers to the prompts (Creswell, 1998).

In general, the constant comparative method of data analysis involves the "process of taking information from data collection and comparing it to emerging categories" (Creswell, 1998, p. 57). Merriam (1998) defined the constant comparative method as the researcher beginning "with a particular incident from an interview, field notes, or document" and comparing with "another incident in the same set of data or in another set" (p. 159).

Thematic analysis used to search for themes that emerge as being important to the description of the phenomena (Daly, Kellehear, & Gliksman, 1997). It is employed through the process of coding to create established, meaningful patterns.

Data analysis followed an iterative process to make sure of an in-depth understanding of the data and coding consistency (Weber, 1990). To ensure credibility of conclusions drawn and inferences made, the data processing procedures described by Creswell (2009) were used and are outlined below.

Step 1: Organize and prepare the data for analysis (p.185). During this phase, I reviewed all of the interview-audio files and the interviews were transcribed; these transcripts were then translated from Korean to English.

Step 2: Read through the data (p.185). In this phase, I read and reread the data from the hard copy of transcript to become familiar with its content.

Step 3: Begin detailed analysis with the coding process (p.186). "Open coding" refers to the initial phase of the coding process in the grounded-theory approach to qualitative research as employed by Strauss and Corbin (1998). This initial stage of data analysis is open coding because they view the process as the "opening up" of the text in order to discover ideas and meanings it holds. In this phase, I developed categories and coding. It involves generating brief labels that identify important features of the data that might be relevant to answering the research question. For the initial coding, data from the interviews were analyzed by Vivo Coding, which assigns a label from a piece of data, such as an interview transcript, using a word or short phrase taken from that section of the data (King, 2008). I used the software ATLAS.ti.

Step 4: Use the coding process to generate a description of the setting or people as well as categories for these for analysis (p.189). In this phase, I focused on sorting the different codes, which may combine to form core categories or themes. The software ATLAS.ti analyzes the data based on *groundedness and density.* Groundedness is the number of data segments associated with a particular code. Density is the number of links between a code and other codes or families. The softeware ATLAS.ti "families" editing and search features helped pull the codes together (see Fig. 2).

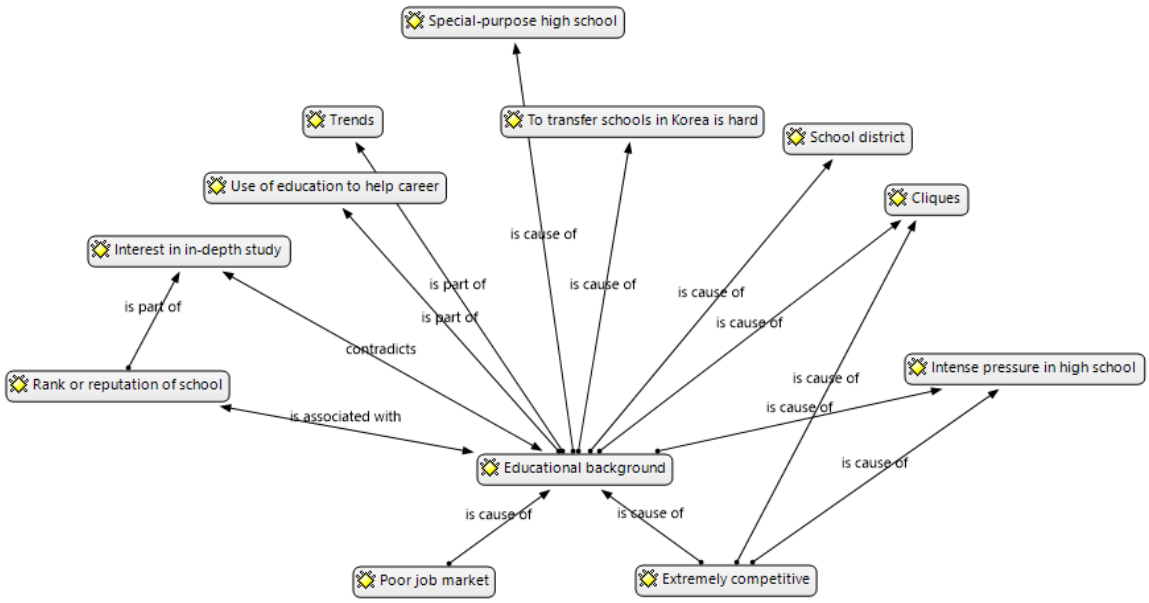

Fig.2. Influence of Emphasis on Educational Background within Korean Social Context (Extracted from ATLAS.ti)

Step 5: Advance how the description and themes will be represented in the qualitative narrative (p.189). In this phase, I focused on capturing important codes in relation to the research question. In this step, codes represent some level of patterned response or meaning within the data set (Braun & Clarke, 2006).

Step 6: Interpret the meaning of the data (p.189). According to Creswell, a researcher's own background and researcher's fidelity play important roles while interpreting the participants' meaning. In this phase, I tried not to convey my perception since I used to study in Korea and I am currently studying in a public urban university in the Northeast of United States, but rather focus on the participants' perceptions of their experiences in the United States.

My Positionality

Research is a process (England, 1994); a researcher's identity affects the research. Therefore, assessing my positionality is necessary to understand how my background has influenced both my perception of education and research performance. My research experience is influenced by my accumulated life experiences and cultural background. This awareness of myself as the researcher is reflected in my interpretation of seeing and being in the world and the development of the research process.

I understand, and am aware of, general difficulties of Korean graduate students studying in the United States since I used to study in Korea and have been studying in a graduate school in the Northeastern United States. However, I lack an understanding of what it is like to be an undergraduate student in American schools and how American students choose their current schools and experience their lives in the United States.

I do not see myself as a typical Korean in some aspects. I did not grow up with the idea that there are limitations to being female. Compared to other Korean parents, my parents did not force me to do exceptionally well in school or to follow in their footsteps. In particular, my mother was relentless in teaching me to take care of myself and to make up my own mind about matters.

My older brother and I have about a decade age gap. During my childhood, he exposed me to American culture. While listening to American or British pop music and watching their movies, I became much more curious about studying in the United States or United Kingdom. Meanwhile, I heard studying and living in the United Kingdom would be very expensive. I could not start an undergraduate program in the United States

because I felt my parents could not support four years of tuition and living costs in the United States. Due to this financial difficulty, instead of an undergraduate program, I chose to study in a graduate school. My parents lukewarmly supported my decision to go to the United States, but later they respected my decision. Therefore, based on my experiences, I lack an understanding of those who came to the United States because of their parents' suggestion.

My parents worked constantly so that they did not have enough time to lay the path of my education in extreme detail. Moreover, I also did not like my parents' strong involvement in my studies. Additionally, thus, I lack understanding of those who have been influenced by their parents for their educational choices.

I attended a regular high school in Korea and am attending a public graduate school in the United States, so I might not understand the atmosphere of special high schools or prestigious schools. Still, I am concerned about my lack of a clear position; however, I believe that this understanding of myself can be helpful in balancing my own interests and research agenda with the participants.

Trustworthiness

In qualitative research, trustworthiness is an important concept because it allows researchers to describe the virtues of qualitative terms. The quantitative concepts of generalizability, internal validity, reliability, and objectivity parallel four qualitative criteria: transferability, credibility, confirmability, and dependability (Guba, 1981).

Transferability refers to the degree to which the results in qualitative research be generalized or transferred to. The person who wishes to "transfer" the results to a

different context is then responsible for making the judgment of the sensibility of that transfer (Given & Samure, 2008). I enhanced transferability by doing a thorough job of describing the research context. Credibility can be parallel of internal validity. The credibility criterion involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research. I tried richly and accurately to explain the phenomenon. Confirmability can be equivalent to objectivity (Jensen, 2008). The interpretations and findings match the data. Dependability can be comparable to reliability (Jensen, 2008). The research is responsible for describing the changes that occur in the setting and how the changes affected the way the research approached the study. I reported the procedures for checking and rechecking the data throughout the study. In addition, when member checking was necessary, I gave opportunities to participants to correct errors and check what they perceived as incorrect interpretations. Participant L is a female doctoral candidate at U3, who completed undergraduate education in South Korea and started studying in a master's program in the United States. This following statement illustrates one of examples about member checking:

> Q: Why did you choose this school?
>
> PL: I found out that my advisor has the same research interest, and a grant was important for me to choose this school.
>
> Q: So you did not consider ranks of schools when you applied to a doctoral program, right?
>
> PL: No, I considered the rank because I needed to think of going back to Korea.

CHAPTER 4

RESULTS

INTRODUCTION

This chapter analyzes the results for the quantitative and qualitative research. The results of this study will be presented in four sections. Section I will present the demographic data of the participants. Section II will present a description of the predicator and criterion variables with the various psychological constructs used in the study. Section III will present the results related to the research questions. Section IV will present the results of the interviews and discussion of the results.

Section I

Participant Characteristics

The survey was completed by 83 participants; however, one survey was excluded, since the participant only completed 20% of the questions. In general, missing data are common in research. No data with more than 20% of questions missing were analyzed in this study. The total study reflects the responses of 82 participants who completed the survey.

Descriptions of the overall demographic data are presented in Tables 4.1 to 4.9. Descriptions of the sample by gender, age, and marital status are presented in Tables 4.1, 4.2, and 4.3, respectively.

Table 4.1

Frequency Analysis on Groups by Gender

Group		*N*	Percent
Valid	Male	33	40.2
	Female	49	59.8
		82	

Table 4.2

Frequency Analysis on Groups by Age

Age	Frequency	Percent
18-24	40	48.8
25-34	38	46.3
35-44	4	4.9

Table 4.3

Marital Status

	Status	Frequency	Percent
	Single	74	90.2
	Married	8	9.8
	Total	82	100.0

As displayed in Table 4.1, 59.8% of the sample is female. Table 4.2 shows that the majority of students in this sample are the ages of 18 to 24 (48.8%) or the ages of 25 to 34 (46.3%). No students in this sample identified themselves as being older than 45 years of age. Table 4.3 shows that the majority of students are single (90.2%). Data on parental education are contained in Tables, 4.5 and 4.6.

Table 4.4

Education Level

	Frequency	Percent
Bachelor's	42	51
Master's	7	9
PhD	33	40

Table 4.5

Father's Education Level

	Frequency	Percent
Less than high school	3	3.7
High school	11	13.4
Some college but no degree	1	1.2
Associated degree	3	3.7
College degree	27	32.9
Graduate school	35	42.7
Missing	2	2.4

Table 4.6

Mother's Education Level

	Frequency	Percent
Less than high school	3	3.7
High school	15	18.3
Some college but no degree	4	4.9
Associated degree	2	2.4
College degree	35	42.7
Graduate school	22	26.8
Missing	1	1.2

As shown in Table 4.6, about 43% of students' fathers completed graduate school and approximately 33% of fathers earned bachelor's degrees. As shown in Table 4.7, about 43% of students' mothers earned bachelor's degrees and approximately 27% of

mothers completed graduate schools. Two students (2.4%) did not complete the question about father's education and one student (1.2%) did not complete the question about mother's education.

Table 4.7

GPA

GPA	Frequency	Percent
2.6-3.0	3	3.7
3.1-3.5	24	29.3
3.6-4.0	53	64.6
Missing	2	2.4

Table 4.8

Previous School Attended

	Frequency	Percent
Seoul National University (S)	6	7.3
Korea University (K)	2	2.4
Yonsei University (Y)	5	6.1
KAIST	3	3.7
Sogang University	2	2.4
Sungkyunkwon University	1	1.2
Sejong University	5	6.1
Dongguk University	1	1.2
Catholic University	1	1.2
Ewha Women's University	1	1.2
Sookmyung Women's University	2	2.4
Dongduk Women's University	1	1.2
Pusan National University	3	3.7
Chonbuk National University	1	1.2
Gyeongsang National University	1	1.2
Dongseo University	1	1.2
University of Chicago	2	2.4
University of Iowa	2	2.4
University of Michigan	2	2.4
University of Pennsylvania	2	2.4
University of Wisconsin-Madison	1	1.2
University of Washington	1	1.2
Columbia University	1	1.2
NYU	1	1.2
Stanford University	1	1.2
Texas Tech	1	1.2
Others	4	4.9
Total	54	65
Missing	28	34

Table 4.7 shows that the majority of participants (64.6%) reported their current GPA is 3.6 to 4.0. Two students (2.4%) did not answer the question. As shown Table 4.8, a total 54 students reported that they have previous higher education experience. Fifty attended universities in Korea or in the United States and four did in another country. Among those who had previous higher education experience, six students (11%) attended Seoul National University, five students (9%) attended Yonsei, and two students (2.4%) attended Korea University. Three students (3.7%) attended KAIST. Except SKY[2]schools and the KAIST school, 14 students (26%) went to other schools in Seoul.

[2] Seoul National University (SNU) is the top school in Korea. Yonsei has been in the three top schools in Korea as well as SNU and Korea University called *SKY*. These schools including Sejong are located in the capital city, Seoul. Most high-ranking schools are located in Seoul. KAIST (formally the Korea Advanced Institute of Science and Technology) is a public research university located in Daedeok Innopolis, Daejeon in South Korea. This university is the nation's first research oriented science and engineering institution.

Table 4.9

Major

	Frequency	Percent
Accounting, Business, Finance, Marketing	21	25.6
Biology, Bio-technology	7	8.5
Chemistry	3	3.7
Communication	3	3.7
Economics	2	2.4
Education	2	2.4
Engineering	6	7.3
Computer Science, Information Science	3	3.7
English Literature	2	2.4
Environment, Geo-science	3	3.7
Mathematics	2	2.4
Nursing	2	2.4
Neuroscience	3	3.7
Psychology	4	4.9
Sociology	5	6.1
Statistics	6	7.3
Advertising, Film, Media, Production	2	2.4
Architecture, Designs, Interior	3	3.7
Fine Arts	1	1.2
Undecided	2	2.4

As shown in Table 4.9, the majority of students in this sample are majoring in business or related to the field of business (accounting, finance, marketing) (25.6%), 8.5% of students are majoring in biology or bio-technology, 7.3% of students are majoring in engineering or statistics, and 6.1% of students are majoring in sociology. Two students (2.4%) have not decided their major yet.

Section II

The Valuing of Education Scale (VOE)

This study was designed to investigate motivational factors for pursuing higher education in the United States. For this study, the 42 items from the Valuing of Education Scale (VOE) adapted from Battle and Wigfield (2003) were used to measure this construct.

The questionnaires in the survey consist of three categories, so some items in the VOE were excluded. After Dr. Farley and I discussed reducing some items, one item was dropped from the Utility subscale and eight items were eliminated from the Cost subscale from the study of Battle and Wigfield (2003) since in the Cost subscale was 47% of the overall items even though other subscales had 8-10 items. Cronbach alpha coefficients were computed to assess internal consistency reliability of the measures. The Cronbach alpha coefficients were: .96 for the intrinsic-attainment subscale; .76 for the utility subscale; and .85 for the cost subscale (Battle & Wigfield, 2003).

Type-T Personality

The Type-T Personality consists of seven items. The result of Cronbach's alpha for the scale found a reliability of 0.87, which is similar to the reliability ($\alpha = 0.81$) found by Jennings (2012). The questions in the Type-T Personality scale were designed to measure the degree which "students take risks and prefer a great deal of stimulation in an academic environment."

Flourishing Scale (FS)

In combination with the Type-T Personality, the FS questionnaire was also utilized in the study, which assesses well-being socially and psychologically. There are eight items included in the FS. The result of Cronbach's alpha for the scale found a reliability of 0.845, which is consistent with the previous study ($\alpha = 0.87$). Pearson Correlations were computed to find relations in the VOE, Type-T Personality, and FS.

Section III

Analyses for the Research Questions

Research Question 1: What educational task-values motivated South Korean students who came to the United States for college?

The means and standard deviations for the four task-value subscales are presented in Table 4.10.

Table 4.10

Means and Standard Deviations for Task-Values

	M	*SD*
Intrinsic Value	4.08	0.65
Attainment	3.21	0.58
Utility	3.38	0.46
Cost	2.91	0.57

Table 4.11

Repeated Measures ANOVA on Task-Values Subscales

		Type III Sum of Squares	*df*	Mean Square	*F*	Sig	Partial Eta Squared
Task Value Mean	Greenhouse -Geisser	57.09	2.56	22.31	81.06	.000	.503
Error (TMean)	Greenhouse -Geisser	56.35	204.71	.275			

A one-way, repeated measures ANOVA was computed on the means. These results are presented in Table 4.11. As shown in Table 4.11, there is a highly significant difference between the four means with a large effect size. Since there is one predictor variable, the partial eta squared is equivalent to eta squared. Partial eta squared (ηp^2=503) indicates that approximately 50% of the task-values is explained. About 50 percentage in the participants' scores on the dependent variable could be explained by participants being in one or the other of the groups. Paired samples t-tests were conducted to make post-hoc comparisons between the means. The results of this analysis are presented in Table 4.12.

Table 4.12

Post-Hoc Comparison among the Means

Sub-Scale	Mean	Cost	Attainment	Utility	Intrinsic
Cost	2.91	-			
Attainment	3.21	.002	-		
Utility	3.38	.000	.028	-	
Intrinsic	4.08	.000	.000	.000	-

As shown in Table 4.12, all of the means are significantly different from each other. In summary, the dominant value that Korean students attend United States institutions is for intrinsic reasons, followed by utility, then attainment, and finally cost.

Research Question 2: What educational task-values and dispositional risk-taking characterizes South Korean students who chose to study in more highly versus less highly ranked universities in the United States?

Table 4.13

Means and Standard Deviations for Task Values and Type T by Institution

	U1	U2	U3
Intrinsic Value	3.89 (.78)	4.14 (.57)	4.28 (.54)
Attainment Value	3.30 (.64)	3.15 (.42)	3.23 (.66)
Utility	3.42 (.50)	3.34 (.34)	3.43 (.55)
Cost	3.18 (.61)	2.75 (.45)	3.00 (.43)
Type T	2.39 (.61)	2.66 (.73)	2.57 (.72)

(U1: an urban public university in the Northeast; U2: a highly ranked private university in the Northeast; U3: a large public university in the Midwest.)

Table 4.13 contains the means for the four task-values and Type-T Personality by type of institution. A one-way MANOVA was computed on the data in Table 4.13. The omnibus Wilks' Lambda was not significant (Wilks' Lambda = .080, $p = .91$, $\eta p^2 = .104$). The multivariate $\eta^2 = .104$ indicates that approximately 10% of multivariate variance of the dependent variables is associate with the group factor. However, since one of the univariate comparisons was significant, these results are presented in Table 4.14.

Table 4.14

Univariate Results

		Type III Sum of Squares	*Df*	Mean Square	*F*	Sig.	Partial eta Squared
U2	Intrinsic	1.90	2	.95	2.31	.107	.057
	Attainment	.30	2	.15	.45	.641	.012
	Utility	.13	2	.07	.31	.733	.008
	Cost	2.63	2	1.32	5.14	.008	.119
	Type T	.99	2	.50	1.05	.357	.027

As shown in Table 4.14, the one significant factor is Cost. The post-hoc Tukey test indicated that University 2 (highly ranked) is significantly different from the other schools (less highly ranked).

Research 3: How do different educational task-values and dispositional risk-taking of South Korean students in the United States relate to their well-being?

As the initial analysis to answer this question, Pearson correlations were computed between the Task Values and Type-T Personality and the Flourishing Scale (which is the measure of well-being used in this research). Correlation coefficients indicated that higher scores the intrinsic value (r = .399), and the Type T personality trait (r = .389) are associated with higher perceived well-being. The utility, attainment, and cost values are not associated with perceived well-being.

Table 4.15

Correlations with Well-Being

Variable	*Correlation with Well-Being*
Intrinsic	.399**
Utility	.181
Cost	-.179
Attainment	.112
Type T	.389**
Gender	.175
Age	.034
Length of Stay	-.131
School	.171
Father's Education	.228*
Mother's Education	.244*
Parents' Financial Support	-.226
Current GPA	.173

*$p < .05$; **$p < .01$

As shown in Table 4.15, the four variables that correlate with well-being are Intrinsic Value, Type-T Personality, Father's Education, and Mother's Education. Due to the pattern of the correlations among the independent variables, an additional analysis, a step-wise multiple regression was conducted using the variables listed in Table 4.16. The results of the analysis are presented in Table 4.16.

However, as shown in Table 4.16, 16% of the variability between intrinsic value and well-being has been accounted for, and 22% of the variability between Type T and well-being has been accounted for. As shown in Table 4.16, only intrinsic value and Type-T personality are included in the regression equation.

Table 4.16

Step-wise Regression Results

Model	*R*	*R Square*	*Adjusted R Square*
Intrinsic	.399[a]	.159	.148
Type T	.474[b]	.224	.204

Factor Analysis

An exploratory factor analysis was computed on the data to ascertain if the items could be reduced to a smaller number of factors. First, a maximum likelihood analysis was conducted using a direct oblimin rotation because the factors were presumed to be correlated following Battle and Wigfield's analysis. Comrey and Lee (1992) discussed the suitability of choosing oblique versus orthogonal rotations by recommending "rotation with knowledge" as opposed to "blind" rotation (p. 175), stating that "just because constructs are apt to be oblique in nature does not mean necessarily that oblique factor solutions should be employed." In comparing the results of the various rotations utilized it was found that all of them produced essentially the same result. Consequently, the varimax solution was retained. Since this solution was considered unworkable, the analysis was conducted again, but in this case, the solution was forced to extract only four factors. This analysis also did not produce a reasonable solution.

As a final attempt at producing a reasonable solution, a principal axis factoring was conducted with varimax rotation. This analysis produced, 12 factors with eigenvalues greater than one. An analysis of the scree plot indicated that the graph line flattened after Factor 5. As such, it was decided to use a five-factor solution and to employ a loading criterion of 0.40 or greater. The results of this analysis are presented in Tables 4.17.

Table 4.17

Rotated Component Matrix of the VOE

	Battle & Wigfield Scale	Component 1	2	3	4
Q6	I	**.790**	.082	-.034	.059
Q2	I	**.775**	.013	-.066	.179
Q3	I	**.759**	.050	-.222	.136
Q8	I	**.743**	.092	.100	-.214
Q1	I	**.681**	.289	-.169	.199
Q7	I	**.679**	-.016	.015	-.017
Q5	I	**.601**	.247	-.024	-.096
Q12	A	**.553**	.497	.001	.054
Q13	A	**.534**	.430	.013	.271
Q4	I	**.492**	.314	.269	-.211
Q20	U	-.322	.264	.101	.208
Q11	A	-.074	**-.654**	.143	-.018
Q24	U	.100	**.642**	.144	-.158
Q17	A	.268	**.612**	.199	.232
Q9	A	.187	**.579**	-.208	.244
Q10	A	.145	**.571**	-.080	.260
Q 22	U	-.149	**.549**	-.031	-.001
Q25	U	.249	**.543**	.133	-.259
Q40	C	.299	**.494**	-.004	.191
Q39	C	.424	**.456**	.239	.204
Q14	A	.270	**.437**	.227	.346
Q26	C	.102	**.427**	.081	.288
Q23	U	-.030	-.357	.050	.036
Q29	C	-.034	-.006	**.681**	.098
Q38	C	-.166	.138	**.679**	.231
Q37	C	-.067	.065	**.677**	-.026
Q36	C	.290	.160	**.629**	-.002
Q31	C	-.147	-.173	**.604**	.038
Q42	C	.091	.317	**.596**	-.018
Q34	C	-.277	-.006	**.519**	.303
Q18.	A	-.203	.179	**.512**	.095
Q35	C	.161	-.136	**.502**	.058
Q28	C	.132	-.099	**.463**	.429

Q30	C	.112	-.290	**.380**	.308
Q27	C	-.190	-.271	.325	.148
Q21	U	.094	.134	.111	**.592**
Q33	C	.107	-.019	.075	**.581**
Q15	A	-.167	.361	.215	**.561**
Q41	C	-.141	.188	-.008	**.557**
Q16	A	-.073	.490	.243	**.556**
Q32	C	-.001	-.241	.416	**.423**
Q19	U	.118	-.173	.216	.276

(A: Attainment value, C: Cost value, I: Intrinsic value, U: Utility value)

As shown in Table 4.17, this factor analysis was not successful in identifying clear, distinct factors underlying the 42 items. Factor 1 included items from the original intrinsic and attainment set, factor 2 included items from the original attainment set, utility, and cost set, factor 4 included items from the original cost, attainment and utility set, and the only factor 3 had items from the original cost set (see Appendix C).

Section IV

Results of Qualitative Analysis

The purpose of this study is to determine motivation factors of Korean students pursuing higher education in the U.S. Parental influence on students' decision-making processes is also gauged. In seeking to investigate the role of parents in the decision-making processes of Korean students pursuing higher education in the U.S., it may be useful first to consider how parents influence their children's pursuits of education in Korea. These fourteen volunteer interviewees had already participated in the previous survey. These interviews took three months from March to May 2015.

The first section contains some brief demographic information about the participants. Following this, the ways in which information was categorized is discussed.

The initial coding was formed by words repeated in several places and by some distinguished statements in the hard copy of the transcripts. The first 130 codes were reduced to eleven categories. The second-cycle coding was used to find patterns in the coded data and to categorize them. For this procedure, ATLAS. ti was used.

A thematic analysis was applied to represent the participants' pattern. The first procedure was used to analyze the data to investigate research question 4. The second procedure was to discover the patterns of the decision for these Korean students.

Demographic Profile of Participants

Participants were requested to provide brief demographic data. Table 4.18.1 depicts the demographic profile of the Korean college students studying in the United States who participated in this interview. Table 4.18.2 lists 10 participants (71%) between the ages of 25 and 34 years old. The remaining participants (29%) were 18 to 24 years old.

Out of the fourteen participants, four participants were male. Only two participants were married. Seven participants were pursuing doctoral degrees while three were pursuing master's degrees. The remaining four were pursuing bachelor's degrees. Nine participants had previous experience studying abroad, seven students attended special-purpose high schools in Korea, and six participants had both experiences. Although the question about attending special-purpose high schools was not asked, participants volunteered the prior experience.

The demographic information can be seen in the table below.

Table 4.18.1

Demographical profiles of participants

Participant	Gender	Marital Status	Major	Intended degree	Previous study experience abroad	Special-purpose high school
PA	M	Married	Business	PhD	Yes	No
PB	F	Single	Biology	BA	No	No
PC	M	Single	Politic Science	BA	No	No
PD	F	Single	English Education	MA	No	No
PE	F	Single	Material Engineering	PhD	No	Yes
PF	F	Single	Statistics	PhD	Yes	Yes
PG	F	Single	English Literature	PhD	Yes	Yes
PH	F	Single	Economics	PhD	Yes	Yes
PI	F	Single	Human Development	MA	Yes	No
PJ	M	Single	Material Engineering	MA	Yes	Yes
PK	F	Single	Communication Studies	BA	Yes	Yes
PL	M	Married	Nuclear Engineering	PhD	No	No
PM	F	Single	Business	BA	Yes	No
PN	F	Single	Communication Studies	PhD	Yes	Yes

Table 4.18.2

Frequency Analysis on Groups by Age

Age	Frequency	Percent
18-24	4	29
25-34	10	71
35-44	0	0

Table 4.18.3

GPA

GPA	Frequency	Percent
2.6-3.0	0	0
3.1-3.5	7	50
3.6-4.0	6	43
Missing	1	7

As shown in the above table, the participants in the interview have high GPAs. Seven participants (50%) reported that their current GPA is 3.1 to 3.5. Six participants (43%) said that their GPA is 3.6 to 4.0. Five of seven PhD students reported that their GPA is 3.6 to 4.0. Two PhD, three Master's, and three undergraduate students reported that their GPA is 3.1 to 3.5. One student (7%) did not answer the question.

Table 4.18.4

Major

	Frequency	Percentage
Business	3	21.43
Biology	1	7.14
Communication Studies	2	14.3
Education	1	7.14
English Literature	1	7.14
Engineering	3	21.43
Human Development	1	7.14
Political Studies	1	7.14
Statistics	1	7.14

Table 4.18.5

Previous School Attended

	Frequency	Percent
Ewha Women's University	1	7.14
Seoul National University	2	14.3
Sogang University	1	7.14
Sookmyung Women's University	2	14.3
Sungkyunkwon University	1	7.14
Outside of Seoul	1	7.14
Columbia University	1	7.14
NYU	1	7.14
University of Chicago	1	7.14
University of Michigan	1	7.14
University of Washington	1	7.14
Outside of the United States	1	7.14

As shown in Table 4.18.5, all the participants in the interviews had a previous higher education experience. Two students attended the top school in Korea, Seoul National University. Of Women's schools, Ewha Women's University represents the first rank and Sookmyung Women's University is the second rank. Eight students attended other

universities in Seoul. Five participants attended universities in the United States and the other one attended a university in another foreign country.

Table 4.18.6

Father's Education Level

	Frequency	Percent
Less than high school	0	0
High school	1	7.14
Some college but no degree	0	0
Associated degree	1	7.14
College degree	4	28.58
Graduate school	7	50.0
Missing	1	7.14

Table 4.18.7

Mother's Education Level

	Frequency	Percent
Less than high school	0	0
High school	3	21.42
Some college but no degree	1	7.14
Associated degree	0	0
College degree	4	28.58
Graduate school	6	42.86
Missing	0	0

As shown in the above table, all parents of interviewees at least have high school diplomas. The majority of parents of the participants were highly educated: 50% of fathers and 43% of mothers completed graduate programs.

The analysis generated 11 key themes. In Table 4.19.1, the top four codes based on frequency are "Use of Education to Help Career", "Emphasis on Educational Background", "Parents' Support for Higher Education in the U.S.", and "the Rank or Reputation of School".

Table 4.19.1

Key Codes from Interviews

Codes	Examples of Coded Phrases
Parents' support for higher education in Korea	My parents were apt to be very serious that I should go to the top school, Seoul National University, so they suggested that I prepare for one year again to apply to SNU if I could not get a higher score on the entrance exam.
Emphasis of educational background	They [Koreans] are too concerned about others' educational backgrounds.
Rank or reputation of schools	Some of them [friends] wanted to have a degree from SKY; that was why they went to a graduate program.
Use of education to help career	Many of my friends went abroad or started taking new classes or programs to apply for a government or teaching job.
Previous positive experiences for study	I went to a school for international students in the Philippines, and the school offered many activities.
Interest in in-depth study	My intention to come to the U.S. was to study subjects in-depth.
Opportunities in the U.S.	I found out that I would get better treatment and welfare in the U.S. than in Korea.
Scholarships/grant	A grant was important for me to choose this school….In Korea, grants were allotted only to a few famous professors, so I thought I should study in the U.S.
Language barrier	I was a smart student in Korea, but I feel that here I would be looked down on sometimes because of the language barrier.
Uncertain future plan	I do not know what I really want to do.
Positive career expectation for the future	I positively expect that I will be successful in finding a job because the alumni from my program have good positions, and professors enthusiastically help us to find a good position.

Codes and categories were sorted, compared, and contrasted until analysis provided no more new codes or categories (Strauss, 1987). Of initial 130 codes, 11 categories emerged. These categories were clustered under 7 themes which are shown in Table 4.19.2 and Table 4.19.3.

Table 4.19.2

Categories and Codes from Interviews

Categories	Codes
Parents' influence	Parents' value for education in Korea Parents' support for higher education in the U.S.
Other socializers' influence	Advice from friends, peers, or professors Information from some agencies
Korean education context	Elite education Emphasis of educational background Extreme competition Lack of a chance to find interests or talents Rank or reputation of school
Korean social context	High social demands Networking Trend
Career utility	Changing majors Fluctuation of job market Use of education to help career
Previous experiences	Dissatisfaction with Korean education Previous positive academic experience Previous work experience
Interests in studying	Interest in studying in the U.S. Interest in in-depth study U.S. curricula and teaching methods
Benefits and opportunities in the U.S.	American lifestyle Better working environment Scholarships/grants
Difficulties in attending an American school	Financial difficulties Losing alternative options Time commitment Fear of being rejected

Current difficulties in the U.S.	Frustration Heavy workload Language barrier Relationship difficulties
Future plan	Becoming a professor Planning to apply to graduate schools Planning to apply to PhD programs in the U.S. Returning to Korea Staying in the U.S. Uncertainty Positive career expectations for the future

Table 4.19.3

Themes

Theme	Category
Impact of interdependent construal of self	Parents' influence Other socializers' influence
Perception of the value of higher education	Influence of Korean education context Korean social context
Using educational background from the U.S. for a career	Career utility
Influence of previous experience	Study experience in schools Work experience in Korea
Fulfilling their interests	Interests in studying
Cost	Difficulties in attending a school in the U.S. Current difficulties in the U.S.
Expectation of future	Future plan Other benefits and opportunities in the U.S.

Theme 1: Impact of Interdependent Construal of Self

Korean society emphasizes interdependence and conformity to group norms, and most Korean students feel strong social pressure to conform to these norms. The decision-

making of these Korean students is influenced by others with whom participants interact within their interdependent construal of self.

Two categories are related to this theme.

Category 1: Parents' Influence

A number of parents were highly educated, and they highly valued their children's education in Korea. Moreover, they have been strongly and actively involved in their children's higher education. The statements by Participant A show that the participant followed his parents' suggestions even though he and his parents had different opinions while choosing his major.

Participant A is a married male student of business at U1 and made the following statement:

> When in high school, students needed to choose between natural science and liberal arts for a college. I wanted to choose classes in natural science, but my parents said that the content was going to change quickly in that area. When I applied to a college, my parents suggested that I study law. Also, when I chose a business major, they suggested accounting. Although I chose accounting as my parents suggested, I did not want to be an accountant…. However, I think that my parents did not compel me, but they gave some direct suggestions to me.

Just as Participant A was influenced by his parents in an academic decision-making, Participant I, who is a female, completed an undergraduate program at a reputable school in Korea and just started a master's program at U2 and had a similar experience. Participant I stated:

> My father has very much emphasized the rank of a college. When I failed to get a high score on the college entrance exam, I was very embarrassed. I felt that my life was over. I expected that I could study social science at Korea University, from which my parents graduated. However, my score was not suitable to apply to that school. My father said that I should not take the risk of applying to SKY universities if I could not go. So I applied to Ewha Women's University following my father's advice, because the school is still famous as a women's school.

These statements show that the task of pursuing higher education in Korea was accomplished in collaboration between students and their parents. Moreover, participants and their parents estimated the value of higher education based on the rank of the school.

Participant J, a male graduate student at U2, had the same experience. His parents suggested that if he could not get a high score on the exam the first time, he should prepare for the college entrance exam for one year again in order to apply to the top school.

However, another finding illustrates that the parents of participants showed less support studying for higher education in the United States. When Participant A applied to universities in Korea, his parents were directly coaching him. However, his parents did not understand why he should study in the United States when he applied to a doctoral program in the United States. He stated, "I think they expected that I would get a job after completing my master's degree." Participant L similarly stated, "My parents wondered why I needed to study in the United States. They thought that I should stay in Korea and earn money."

Participants A, I, J, and L graduated from a reputable university in Korea. As a result, this finding illustrates that parents thought that their child's higher education could help find a job in Korea and higher education should directly connect to a career. Instead of their parents, for pursuing higher education in the United States the majority of participants got some advice from people with experience abroad. This finding is relevant to the fourth research question.

Category 2: Other socializers' influence

Participants have received considerable support from their parents to accomplish their goal to go to a college in Korea. In other words, parents directly influenced higher

educational choices in Korea. However, the findings show that when 11 participants made the decision to study in the United States, others who had more experience abroad, such as professors, classmates, or former students, influenced them.

Participant H is a female doctoral candidate majoring in economics at U2 who used other people's advice to apply to graduate school. Her statements illustrate her case: "I consulted with my professors about the matter. My parents just knew I would apply for a doctoral program, but they did not know specific schools or locations." Participant E also stated, "My parents always support me emotionally. However, practically, I got advice from my professor and seniors who already had the experience of studying in the U.S. After my professor told me the advantages of studying in the United States, I built my first dream."

Participant B's experience also supports this finding. This participant is a female undergraduate student majoring in biology at U1 who has had a similar experience. In her case, her sister and friends influenced the academic decision when she applied to college in the United States. Participant B stated:

> Since my older sister had been studying biology, she gave advice that neuroscience at U1 was better than that at FSU. That is why I chose this school. […] One fourth of my classmates in high school went to universities abroad, and the rest of the students went to SKY.

Participant B perceived that studying abroad or attending top Korean schools were her in-group choice options. Even though she attended a good school in Korea, her school is not included in the top three schools; therefore, studying abroad was an important requirement for PB to belong to her group because many high-school classmates went abroad for higher education.

The role of parents was a passive assistant when their children chose higher education in the United States whereas they were actively involved when their children applied to a college in Korea. The majority of participants, their parents, and their other socializers emphasized the rank of the schools when participants applied to universities in Korea.

The following theme will illustrate how these Koreans framed that perception.

Theme 2: Perception of the Value of Higher Education

Category 1: Influence of Korean Educational Context

The interview data so far showed that many participants valued the reputation of schools, and therefore it is important to consider where this idea comes from. The data show that many participants based their social status on their educational background. Thus, in Korea, those participants perceived graduating from a high-ranking school as helping them to survive in society. For instance, Participant J, a male graduate student at U2, went to high school in District 8, an area that has sent many students to reputable schools. The following statements relate to this finding:

> Since my high school was located in Socho[3], people in that area were apt to be very enthusiastic about education even though the school is a regular one. From middle school, I was exposed to the question of which school I needed to attend. These students frequently asked, "If somebody does not go to a good university, how can they live with that shame?"

As in the above example, from a young age the majority of participants were exposed to the perception of which schools were good. In particular, in Socho, going to low-ranking schools is considered shameful, and judging others based on their educational background is

[3] Socho is in the school district of a rich neighborhood, which sends many students to high-ranking universities.

widespread. Participant B stated, "My friends used to say that SKY schools are worthy to apply to a graduate school, but below the ranks of the three schools, there is no point to apply." Participant F also stated, "If I graduated from Seoul National University (SNU) in Korea or the Ivy League in the United States, I would be first-class." Moreover, Participant B emphasized that this criterion is fair enough since she gave up many things to build up her educational background. She stated:

> I wish that Korean companies would more highly value these kinds of things [GPA and reputation of schools]. Because of that, I have put in great efforts since I was little. I reduced sleeping time to produce good results. On the other hand, those who did not go to higher-ranking schools needed to find another way or place to break through.

Participant I is a male undergraduate at U1 who tried to transfer between Korean schools but could not do so in Korea. The following statement describes his perception of why he was not able to transfer schools in Korea: "I think that I was qualified but the name value of my previous school caused the result." In Korean society, the name value[4] refers to the rank. Additionally, he stated, "I thought there was no hope in Korea, so I wanted to apply to an American school."

Therefore, the act of pursuing a higher education in the United States might be a breakthrough for some participants, while for others it helps them build a stronger educational background.

Participant L, a female PhD candidate majoring in communication studies at U3, stated:

> One of them [Korean classmates] was accepted by both the State University of New York at Buffalo and the U3. Even though he got grants from SUNY Buffalo but not from this school, he chose this school. Actually, SUNY Buffalo has a high rank in

[4]These Korean participants use the "name value" of the school in English, so I use their wording. The name value of the school means the reputation of the school.

> my field, but many Koreans in Korea know my school is good. They do not know SUNY Buffalo well. Somehow, for a few years the U3 has been popular in Korea.

Although many participants strongly considered school rank when they chose American schools, the standard was very subjective; some participants explained that they prefer some well-known American schools based on university popularity among Korean people.

Category 2: Korean Social Context

The interview data show that participants acknowledged that the Korean social context is rigid and the social environment aggravates competition. Participants reported that they were under the social pressure in Korea. Participant F, a female PhD candidate majoring in engineering at U2, described how she was doing in high school, "I was so stressed that I became easily sick because I attended a very competitive foreign-language high school." Participant F was under pressure because her high school was very competitive. Likewise, Participant A described his high-school life in more detail:

> PA: For three years in high school, except for a few days when going on short trips from school, I was under pressure to go to a good university all the time. Even though I felt that it would be fine with me to go to Korea University or Yonsei University, my teacher said in front of the class that I should go to the Seoul National University. So I was under intense pressure to provide a good result.

Participant A described under the social pressure as a need to get good results on college entrance exam and from satisfying others' expectations. Participant K is a female undergraduate student majoring in business at U3 who had learning experiences in both Korea and Japan before studying in the United States. She stated, "I used to study until 1 a.m. in a private cram institution even though I was in junior high school." PK's description indicates that she recognized that she should study at an early age.

Their statements demonstrate that Korean high school and even middle school students feel the pressure to go to a reputable university. This finding shows that there is no age difference when it comes to society's demands for education.

Some participants complained that Korean society stresses elite education too much, so most Koreans seem to put high value on excelling academically. Therefore, while participants have tried to satisfy social standards, they might have lost chances to find their own interests.

Participants F, G, and I are ideal students. Participants F and G are a female doctoral candidate at U2 and have followed an elite educational track. This type of education includes attending a special-purpose high school and a reputable university, which many Koreans desire to achieve. For example, Participant F had learning experience abroad when she was in elementary school. Participant G was born and spent her childhood in the United States, and went to a special-purpose high school in Korea. Participant I is a female student majoring in human development in a master's program at U2. She also had a learning experience abroad before studying in her current school. In addition, she graduated from one of reputable universities in Korea. However, these participants do not like the social norm of seeking reputable universities. Relevant to this finding PF, PG, and PI shared:

> PF: I did not like the expectation in Korea that if students had high scores on the college entrance exams like the SAT, they would assume that they should go to a medical, business, or law school even if they wanted to study another subject, such as arts or philosophy.

> PG: Probably it is because Korean society demands us to be perfect in everything; we do not have time for finding our talents or interests.

> PI: When they judge others, they seem to focus on capability. When people introduce one another, they are apt to focus on this, "He is smart," or "She is the best in this."

Even though they criticized Korean society's demands, they have attempted to meet them. On the other hand, only Participant K portrayed the society's demands in a positive light.

> I have heard that many good companies in Korea overall consider the GPA and name value of schools from applicants when they select employees. Actually, to speak frankly, I wish that those companies would more highly value these kinds of things. Because of that, I have put in great effort since I was young. […] I know that higher education in a good school is the ultimate route to be successful. […] It was a trend in Korea to study or to have working experience in the United States. If others did that and I did not follow that path, I might fall behind.

Participants perceive that educational background is a gateway to succeed in their society. To fit in this society, obtaining a degree from a reputable school and good GPA are critical whether they agree with this social norm or not.

In general, since Koreans emphasize educational background, this background has a great influence, so it forms not only a trend, but it also causes academic cliques. Participant H who is a female doctoral candidate majoring in economics at U2 stated, "They [Korean students in a Korean association] want to make cliques….I feel that it is not necessary, but many Koreans judge others based on their educational background." The statements show that Koreans are associated with others using their educational background. Based on their background, they can belong to the group or not.

Theme 3: Using Educational Background from the U.S. for a Career

Category 1: Career Utility

To be recognized in society, in general, many Koreans believe that to find a career is the most important aspect of their education. Therefore, most responses show that

participants assumed that going to the United States to earn a degree would benefit them greatly. For their careers, studying in the United States is one of the possible options to survive in the poor job market in South Korea. While some other graduates prepared for a test to apply for a more secure position, such as a job with the government, others took a chance to study in the United States as a transition because they could not get a job in South Korea. Some participants came to the United States to change their majors to have a greater chance to get hired in the job market. Thus, those participants tried to use their higher education in the United States to enhance their future careers. These statements are related to this finding:

> PE: These days it is too hard to get a good job in Korea. Students from engineering could find a reasonable job even if they were from low-ranked schools in the past. These days, however, even students from SKY have no guarantee to have a good job.
>
> PF: I was looking for another path; I found out that statistics would be beneficial in the job market.
>
> PB: When I graduated in Korea, the job market was poor; women especially had a more difficult time than men getting a good job. Many of my friends went abroad or started taking new classes or programs again to apply for a government or teaching job.
>
> PH: Some friends tried to find a job, but the job market in Korea was so bad then. Some classmates prepared for tests to apply for government jobs. Some went to the U.S. to study in graduate schools.

Since getting a job is hard, participants needed to adapt to the circumstances. For example, Participant F changed her major in graduate school to become a more attractive candidate in the job market. For most Koreans who have a job, they do not know how long they can work, so stability seems to be an important condition to select a job rather than aptitude. As Participant H stated, Korean graduates seem to consider stable positions such as a teaching job or working in a government sector.

Theme 4: Influence of Previous Experience

Category 1: Studying Experiences in Schools

Many Koreans consider obtaining a high quality education; however, not everyone can afford it. In this study, only half of the fourteen participants went to special-purpose high schools, which are private schools. Nine participants had previous study abroad experiences; seven participants had both experiences. In particular, those participants who went to international schools when they were in elementary school stated that they had good experience.

These statements are related to this finding:

> PF: I had a chance to live out of Korea when I was in the 5th grade, and my family needed to move to the Philippines because my father was assigned to work there. I went to a school for international students in the Philippines, and the school offered a lot of activities. When I returned to Korea, I was supposed to be a senior in middle school. However, since I was exposed to a different educational system in the Philippines, I felt that I would not or could not catch up with the high-school curriculum in Korea.

> PG: In high school in Korea, I was already in a preparation class to study for universities in the United States. My classmates were very good at school and studied hard, so they gave good motivation to one another. It was a good influence.

The prior learning abroad experience was a positive influence on the decision to study in the United States, so going to the United States for higher education was a natural path for them.

In comparison, Participant J had an opposite experience in the Korean educational system, so he wanted to experience another learning atmosphere. He stated, “I was not satisfied with Korean education, which focused on a cramming method of teaching. Teachers did not explain why I needed to study this. I could not understand why I needed

to memorize all kinds of things." His prior learning experience in Korea discourages him from wanting to seek further higher education in Korea.

Category 2: Work Experience in Korea

It is common to see that many workers in Korea work late into night. Participants E and F had some work experiences in Korea, but because their previous work experiences made negative impressions on them, they do not want to work in Korea again. PF stated, "After I worked in Korea, I felt that the place was not right for me. So living in the United States would be better for me." Participant E described the Korean work environment in more detail. She stated, "The work was more hectic in Korea, since people in a lab work until midnight or 1 am. Even if the regular business hour was 6 o'clock closing, nobody could leave at that time. In Korea, the working climate was rigid with little freedom."

The participants were looking for some places in a less harsh environment to work or to live later. Therefore, those participants perceived that studying in an American school could give an opportunity to settle down in that place.

Themes 5: Fulfilling Their Interests

Category: Interest

Creativity has been emphasized as a critical 21st century skill. It has become a common slogan in Korea because its importance has been emphasized. However, most participants expressed that they were not displeased by the system in Korea. They pointed out that the educational system in Korea advocates rote memorization and passive learning. In addition, the rapport between students and professors is strict, so students passively follow the professors' ideas. For these reasons, those participants did not want to have Korean education for their higher education. Some participants directly expressed negative

views of Korean teaching styles and atmosphere in class. For instance, Participant B stated, "many universities in Korea tried to adopt American teaching methods, however bringing up their own thoughts freely in class would still be awkward." Additionally, Participant A stated, "I was getting into not knowledge but only practical things [in my Korean university], so I felt that I was not gaining enough knowledge in school. For this reason, I wanted further study in the U.S."

Instead, the majority of participants had positive views about American schools' curricula and teaching styles. They expected that they could learn subjects in depth and they could more freely express their thoughts in an American institution. Participant B stated, "In the United States, however, even if professors have a hierarchy, they seem to treat students equally; especially communicating freely impressed me."

However, they still considered school rank even though the majority of participants were interested in learning in an American institution. Participant L, a male doctoral candidate studying nuclear engineering at U3, stated:

His statements illustrate the finding:

> PL: I found out that my advisor has the same research interests.
> Interviewer: So you did not consider ranking of schools when you applied to a doctoral program, right?
> PL: No, I did consider the rank because I need to think of going back to Korea.

Only two participants expressed that they did not consider school rank. Participant A has already earned degrees from high-ranking schools in both United States and Korea. Only Participant C without a former degree from a high-ranking school mentioned that he wanted to continue studying his subject more extensively. Participant C stated, "Many people suggested that I should change my major to business to be eligible on the job market. My intention to come to the United States was to study in depth."

The statements by Participant C show that he was influenced solely by the intrinsic motivation factor in the decision. The participant did not seem to consider the reputation of the school, so he thought applying to only two schools would be very risky. However, he is very satisfied with the current college life. This finding suggests that intrinsic motivation is related to the Type-T personality and psychological well-being.

Theme 6: Cost

Category 1: Difficulties in Attending a School in the United States

It is a big decision to study in another country, even if students are interested in it. The interview data show that participants who thought of studying in the United States confronted difficulties with finances, lack of time, loss of alternatives, and fear of rejection. Of those 14 interviewees, 11 participants stated that they applied to 10-20 schools as a backup plan. This shows that those participants were very afraid of rejection. Even if they were accepted to a school, financial issues were the biggest factor regarding whether or not they could come to study in the United States. According to Participant B from U1, she was concerned with obtaining the money needed to complete her studies and with finding the time to prepare for the tests, such as the GRE and the TOEFL. She described her concern over whether a degree in the United States is worth these costs. Additionally, Participant I at U2 stated that he delayed his attendance due to financial difficulty. He had wanted to study in the United States for a bachelor's degree, but his parents could not afford a four-year college at that time. Later, when his parents were in a better financial situation, they supported him for his master's degree. Participant G in a doctoral program at U2 was also concerned regarding financial aid when she applied for the program.

These statements illustrate the finding:

> PG: Of prospective schools, this school satisfied my needs such as providing scholarship. (Graduate student at U2)
>
> PJ: A grant was important for me to choose this school. […]In Korea, grants were allotted only to a few famous professors, so I thought I should study in the U.S. (Graduate student at U3)

Most doctoral students considered financial aid as the primary reason why they wanted to attend a specific school.

Category 2: Current Difficulties in the U.S.

Still, students have some difficulties while they study in the United States. The interviews illustrate that participants face difficulties in the language barrier, heavy workload, and camaraderie with classmates, rapport with professors, fear of losing alternative opportunities, and overall emotional frustration.

The majority of participants emphasized their language barrier issue. This statement below is relevant to this finding:

> PE: English! When I asked something to American coworkers in a lab, if I did not understand the explanation well, I should ask it again. Nevertheless, I could not ask it twice. I pretended to understand.
> I: Why?
> PE: It is not about self-esteem. I could see from their faces that I bothered them, so I could not ask it again. I feel if I continue nagging them, next time I cannot ask anything to them, so I save the chance for a worse time.
> In addition, if I asked something to a professor, it would be fine. However, coworkers are on the equal level, so if I asked them many things, they probably will not want to work with me. For these reasons, I could not ask many things.

Participant E went to a special-purpose high school and a reputable university in Korea, which is an elite educational track in South Korea. She used to receive good feedback on her school performance. However, because of the language barrier, she faces challenges. Her difficulty in English not only affects communication with coworkers, but also challenges her self-confidence regarding aptitude in the workplace. Other participants

complained about their heavy workloads. Moreover, their language barriers seem to aggravate their workloads. Participant K, an undergraduate student at U2 who graduated from a foreign-language high school in Korea, stated that English is a big problem while she studies in the United States. She pointed out that since her major is sociology, she should read and write a lot, but her speed in comprehending and writing English is slower than that of American students. It appears that a language barrier or a heavy workload is a natural process when transitioning from a foreign country.

For their long-term plans, obtaining a degree in the United States is an ongoing, so some participants still struggle with fear of losing alternatives. For example, Participant I stated that she fears that aging diminishes her job opportunities in Korea after completing her degree in the United States. In general, Korean companies prefer to have younger workers, so those companies probably offer fewer working places to professionals.

Before coming to the United States, Participant I wanted to have a more relaxing Americans' lifestyle; however, she had difficulty adjusting to the different ambiance. She stated, "I do not know where the boundary in class is. In particular, I have difficulty getting along with professors." Most participants pointed out that in Korea, the rapport with professors is hierarchical but the United States is considerably equal. In addition, Participant N mentioned that building up relationships with American students is the most substantial difficulty. For instance, Participant N, a doctoral candidate at U3, stated, "studying itself is not a problem, but I feel tired of living in the United States. I sometimes feel there is a wall between American students and me. I am not sure that they and I can be real friends."

Similarly, two participants E and F at U2 expressed frustration that they drove themselves to achieve something before studying in the United States, even if they did not like it. However, they could no longer maintain the same effort, so they felt lost. Specifically, Participant E stated, "I used to be a person who did my duties if they were necessary and useful regardless of my interests." This interview shows that these students accomplished their duties but did not enjoy them. They follow what the Korean society demands whether or not they were interested in the task. Participant E chose a different major to attend a more reputable school and Participant F began studying a different major in a Master's program to find a job in the United States.

Intrinsic value seems to be very pertinent to well-being and taking risk factors. Only one participant was influenced solely by intrinsic motivation factor. Participant C at U1 did not consider the reputation of the school, so he expected to take a high risk when he applied to only two schools. However, he expressed that he is very satisfied with his current college life. He felt that he did not have the same opportunities in Korea, which were available in the United States.

Theme 7: Expectation of Future

Category 1: Future Plan

Pursuing degrees in the United States is for their future. The interview data show that half of participants who want to attain a teaching position in universities. However, they perceived that it would be risky to go back to Korea immediately after completing their degrees because the open positions may be too limited for entry-level employees. In particular, five participants could not think of their long-term future yet, whether they will stay in the United States or return to Korea. Only Participant I at U2 had planned to live in

the United States, so he came to study in the United States. Mostly those participants endured uncertainty of their future. As Participant G stated, "I would like to go back to Korea to have a position as a professor, like my parents… I expect that I can be a professor in Korea to use my degree and knowledge from U2." Most participants viewed their future positively, especially those participants from U2 who expected that their degrees would be beneficial in the job market.

Category 2: Other Benefits and Opportunities in the U.S.

The participants have positive views on studying in the United States. The interview data show that these participants perceived that there are more opportunities in the United States than in Korea. In particular, they wanted to experience American lifestyles and expected that the work environment in the United States would be better than in Korea. For instance, Participant I described that when she was a junior in college in Korea, she got a chance to study in California for one year. She stated, "I was so impressed with the students' free spirits and appreciation of their ordinary lives. I thought it was representative of American lifestyle." Additionally, Participant C expressed that he already had a good opportunity in the United States. He could get the opportunity in the United States before completing his study even though he had difficulties in getting an internship in Korea. Participants M and N mentioned that since English education is strongly emphasized in Korea, learning and improving their English at the same time is a benefit while they are studying in the United States. For instance, Participant E majoring in material science at U2 expressed her confidence when she applied to graduate schools in the United States. She made the following statement:

> I made a decision to try to study in the United States. I felt that if it did not work, I could go back to Korea, since getting a job in my field is not difficult even in Korea. It would be worthwhile to have various experiences.

Overall, participants who graduated from high-ranking schools in Korea or are currently majoring in business or science fields were very confident about their future. Those participants focused on the benefits rather than the costs.

Summary of Results

The two analyses offered some distinct perspectives of Korean students' motivation to pursue higher education in the United States. The quantitative data provide a profile of motivation of Korean students. The qualitative data demonstrate that how educational background influenced those Korean students' decision regarding pursuing higher education in the United States. Compared to the quantitative analysis, the qualitative analysis offers evidence of specific instances or experiences that motivated those Korean students. The findings from both the quantitative and qualitative data suggest that Korean graduate students in the United States have already attended a reputable school in Korea or in the United States. The responses from the interviewees indicate a diverse range of experiences and motivations that have led those Korean students to attend their current schools in the United States.

Some of the results of qualitative methods differ from the results of qualitative; thus, in the next chapter, I will discuss similarities and differences in detail between quantitative and qualitative results. Recapitulation of the purpose, implications, and limitations of this study as well as suggestions for future research, and the conclusion will be contained in the next chapter.

CHAPTER 5

DISCUSSION

The purpose of this study was to explore significant factors motivating Korean college students to study in the United States; its findings can provide a functional profile of Korean students pursuing higher education in the United States. The major research question in this study explores, through an initial survey, demography and the pattern for students' decisions. In the quantitative study, survey questions are combined with the Valuing of Education scales, the Type-T Personality scale, and the Flourishing scale. Three questions were proposed: 1) What educational task-values motivated South Korean students who came to the United States for college? 2) What educational task-values and dispositional risk-taking characterizes South Korean students who chose to study in more versus less highly ranked universities in the United States? 3) How do different educational task-values and dispositional risk-taking of South Korean students in the United States relate to their psychological well-being? In order to in-depth investigate students' decision-making, as well as to determine a more detailed understanding of why students pursue higher education in the United States, interviews were conducted on a sub-sample of the participants.

This study was designed to assist educators and college administrators in understanding the demographic, psychological, and cultural factors that Korean students face in the pursuit of higher education in the United States. Its findings may contribute to social-psychology research. The following section explains the results of the research and its relationship to previous work in the social sciences.

Overview of Findings

Analysis and interpretation of the data revealed that several factors were important to Korean college students when making the decision regarding higher education in the United States. In terms of the first research question, findings from both the survey and the interview component were complementary. Findings from the survey indicate that the primary reason Korean students attend United States institutions is because of intrinsic value, followed by utility, then attainment value, and finally cost. Findings in the interviews demonstrate that intrinsic value, attainment value, and utility value are closely linked when considering prestige in the decision-making process; a degree from a high-status university is highly valued.

Regarding the second research question, findings do not reveal significant differences between Korean students based on their current school status. However, a possible implication of the study is that cost value may influence the decision of students attending more highly ranked schools versus less highly ranked schools. Findings from the interviews demonstrate that students attending high-ranking schools strongly considered their schools' reputation when selecting their schools.

In terms of the third research question, findings in both studies are similar. High intrinsic value, high risk-taking, and psychological well-being are correlated. An additional finding from the interviews demonstrates that Korean parents influenced educational decisions only in Korea. However, for the pursuit of higher education in the United States, parents did not directly influence their children. Instead, other socializers, such as peers, former students, or professors who had more experience abroad influenced

the decision-making process. The Korean students and their parents strongly considered school reputation in choosing higher education. A possible implication of intention of the parents is that their children already had degrees from high-ranking schools, so the parents may think that the pursuit of higher education in the United States is an additional educational background for the future career. Education is the most important tool for success in society (Lee & Brinton, 1996; Lee & Shouse, 2008). Moreover, prestige orientation is a key component of educational decisions (Lee, 2006). Thus, pursuing higher education in a high-ranking school is not only a personal goal, but also nation's goal (Lee & Shouse, 2008). The majority of the participants have been exposed to the concept of how important the pursuit of higher education is in Korea from an early age.
The following section will provide more detailed explanations of these findings.

Similarities Between Quantitative Study and Qualitative Study

Overall, the findings from both the quantitative and qualitative data illustrate that those who currently study in graduate programs in the United States already attended considerably reputable schools in Korea or in the United States. Even if some graduate students did not go to *SKY* schools, they went to universities in Seoul or other national universities[5] in Korea. In general, if students are not able to attend SKY universities, they want to go to schools in Seoul. If they are not able to go to school in Seoul, they may choose national universities. Findings show that they are very serious about obtaining higher education and perceive that school rank represents a qualified education.

[5] National universities in South Korea were established by the South Korean government to provide higher education and develop the country. There are 10 major national universities, which were established to play a role in the development of each region. Among all the universities in Korea, the most prestigious is Seoul National University.

Consequently, these students highly place a high value on an institution's prestige in choosing university to attend.

Intrinsic Value

All the participants who were interviewed expressed that, in general, they were interested in the pursuit of higher education in the United States because they had a positive view of American teaching styles and curricula. The students expected that in the U.S. they could learn their subjects extensively. This is relatated to the fact that the Korean education system is based on rote learning (Shin & Koh, 2005). Findings from the interviews revealed that the same students were not satisfied with the Korean educational system, given the acquisition of knowledge in Korean schools is more superficial comparatively speaking.

In addition, the interviewees expressed that they were not satisfied with the strict hierarchical relationship between professors and students in Korea. The classroom climate in Korea is that students follow their professors' opinions. Consequently, the Korean higher education system could not meet these students' needs. According to Connell and Wellborn (1991), people are highly involved in an activity or task when all three human needs of competence, relatedness, and autonomy are fulfilled. Attending American schools could be a solution for those who were seeking a better academic environment, not only to follow the prestige orientation but also to satisfy their personal needs.

The findings in the quantitative study and the qualitative study are similar. The students who attend American schools for intrinsic value took high risks for educational choices and experience greater psychological well-being. In particular, those who attending a less highly ranked university were highly influenced by personal interest to

select their current schools even though they perceived that most Koreans stress school reputation.

Only one student attending a less highly ranked school did not consider school reputation when he chose his current school. The interviewee explained that most Korean universities are apt only to fit the demands of the job market. Other people suggested that he change his major to business. Moreover, he perceived that he probably could not make a decent salary with his major. However, he was just interested in learning his major extensively in the United States. While other interviewees applied to approximately 10-20 schools, he applied to only two schools. The characteristic of intrinsic value is a connection with the Type-T personality. In the Type-T personality, people who engage in risk-taking enjoy significant variety and novelty, are tolerant of uncertainty, are self-confident, and are drawn to situations which are highly stimulating (Broder & Farley, 2007, Farley, 2001). His decision to pursue a degree in a field with a lower level of financial reward meant that he was taking a higher risk as compared to other Korean students interviewed.

On the other hand, those who are more focused on their social identity than personal identity were afraid of taking high risks for their own interests. There is a good example of *Little t* personality traits from the finding in the interviews: “It is too late to find a new field in which I am interested, so I am searching for some interests within my field.” This shows that individual differences in personality are relevant to the decision-making.

Students who chose higher education for intrinsic reasons have slightly different characteristics. The students who are attending a more highly ranked school highly

emphasized school reputation for future career and academic attainment. Most participants in high-ranking schools had prior learning experiences abroad or attended private special-purpose high schools. The notion of the self-concept from Markus and Nurius (1986) explains that "the self-schemas are constructed selectively and creatively from an individual's past experiences in a particular domain" (p.955). The findings of the interviews illustrate that these students are used receiving good feedback from teachers or other classmates on academic results. Battle and Wigfield (2003) also explain that the separation of enjoyment from personal salience may be difficult. For elite students who come from elite backgrounds, the pursuit of higher education in a high-ranking school would be a natural path to follow.

According to Lee and Brinton (1996), in highly competitive education system, intense competition has been accelerated by the widespread popular belief that a degree from a high-ranking university sets one on the right track through the status, class, and income structure of Korean society. The students perceived that their educational backgrounds would determine their future careers and social status.

Cost

The participants in doctoral programs were more likely to consider financial cost when choosing their schools in the United States. These graduate students perceived that the cost of the activity was high, so they looked for schools which could offer financial aid. Students in doctoral programs considered financial support as a major factor in selecting their schools. Moreover, students who had prior learning experience abroad or attended private special-purpose high schools in Korea did not intend to choose schools without financial support. It was not only a monetary matter, but also a matter of pride because in

doctoral programs, getting funding proves one's capabilities. These students want to become professors, so higher education in the United States will help build up additional qualifications to apply for such positions. They focused on the benefits of the activity rather than the costs.

Participants pursuing their bachelor's degree have a different situation because, in general, financial support for foreign students in undergraduate programs from their American schools is limited. Thus, most undergraduate students need to get financial assistance through their parents. Thus, if undergraduate students have financial difficulties, the financial cost will affect their decision.

Specifically for Korean students, if a bachelor's degree is an individual's first higher education pursuit, financial cost may not affect their choice. Previous studies show that many Korean parents spend a huge portion of income on their children's education (Lee, 2006), so many households become poorer because of extreme expenses in education. In the qualitative study, the participants in undergraduate programs expressed that their parents have supported their educational desires. This is relevant to the ideology of prestige orientation from Lee's study (2006), which emphasizes the importance of obtaining a degree from a high status university. This is a strong predictor of parent expenditure on the "shadow education[6]." The findings of the interviews illustrate that both Korean students and parents have high aspirations if it is the child's first experience pursuing higher

[6] It represents as private supplementary tutoring including a range of formal after-school academic activity, such as individual or group tutoring, instruction from for cram schools, practice exam sheets, Internet tutoring, and after-class lessons within regular public schools (Bray, 1999; LeTendre 1994; Stevenson & Backer, 1992; Tsukada, 1991).

education. Moreover, the students perceived that this pursuit in Korea is a trend. Because of their high aspirations to meet their educational needs, these Korean students are willing to adjust their financial cost. Hence, financial cost was not a major factor influencing undergraduate students' decisions to study in the United States.

An additional finding from the qualitative study shows that these Korean students did not predict future emotional cost when they chose to study in the United States. The interview data illustrate that some participants were suffering from frustration and often felt lost. Consequently, they seemed to try to satisfy social standards instead of their own interests. This shows that their social identity was more emphasized than personal identity. According to Eccles (2009), individuals develop a set of beliefs about who they are and who they would like to become. The notion of Higgins' self-discrepancy explains that when there is a big gap between *ideal* self or possible self and *actual* self, people experience discomfort (Higgins, 1897). Self-inconsistencies produce emotional problems (Adler, 1964; Allport, 1955, Cooley, 1902/1964; Freud, 1923/1961; Higgins, 1987; Markus & Nurius, 1986; Mead, 1934; Rogers, 1961). Higgins's notion of *real* self, *ideal* self, and *ought* self explains that the ideal self is the person we want to be. The ought self is our understanding of what others want us to become. Then there is our actual self. The ideal and ought selves are standards that people use to motivate action. When the actual self does not align with the ideal self, people typically feel disappointed, sad, or despondent. When the actual self does not match the ought self, people feel agitated, distressed, and anxious (Higgins, 1987). Findings in the qualitative study describe that the Korean students who conformed to the social standards focused on the ought self. They confused their ought selves with their ideal selves. The interview data suggest that when the ought

self does not match the ideal self, people might suffer emotional problems, such as confusion about their choices and future.

The Korean students considered academic achievement and occupational success as the most important aspects during college life. The majority of the participants thought that social success could produce happiness; they disregarded their psychological well-being. Some participants suffer from frustration and depression.

Differences Between Quantitative Study and Qualitative Study

Utility Value

The phenomenon of coming to study in the United States has multiple layers. In the qualitative study, participants mostly considered the usefulness. The majority of the participants pointed out that their future career was the reason for pursuing higher education in the United States. This pursuit can have a positive value for a person because it facilities important future goals (Eccles & Wigfield, 2002). Thus, utility value is a major factor to motivate these Korean students to pursue higher education in the United States. Even the students who came to the United States for intrinsic reasons were concerned about attending a high-ranking school to build up their career credentials.

The results show that the pursuit of social mobility through higher education, as suggested by Sorensen (1994), was also found to be an important factor in Korea. In Korean society, intense competition has been exacerbated by the popular belief that a degree from a high-ranking university can contribute to success in the labor market (Lee & Brinton, 1996) when the job market is poor. In the past, employers used a college degree to screen job applicants (Arrow 1973; Blaug 1985; Spence 1973). Since so many people have a

bachelor's degree, the degree is no longer a major criterion for employment. As a result, school rank differentiates a person from other job candidates.

However, not all students can enter high-ranking schools, so these Korean students must prove their competence in another way. A finding from the study of Lee and Shouse (2008) is that students who already attended Korean universities overvalued the ranks of their current American state universities in comparison to the top Korean university, Seoul National University (Lee & Souse, 2008).

Another possible implication is that some participants in less highly ranked schools still have chances to show their competence—their GPA or specialty in English—to meet the social standards. Thus, pursuing higher education in the United States can be a solution for students attending both more highly or less highly ranked schools for their future careers.

Attainment Value

Korean students believe that attending United States schools, regardless of their prestige, will give them more options in their future careers. In the quantitative study, attainment value was a weak factor for the decision-making of Korean students. However, the findings from the interviews illustrate that the educational backgrounds of Korean people are determined by school rank and educational backgrounds are the biggest factor in creating social status.

According to Lee and Brinton, the elitism in Korea creates personal ties and cliques based on academic attainment. Those who graduated from high-ranked schools led Korean politics, economy, society, culture, and education (Lee & Brinton, 1996). The emphasis on

educational background causes people to feel that they failed in life if they failed the college entrance exam (Kim & Dembo, 2000). Hofsted (2001) explains that Korea is a culturally collectivistic country where people tend to be greatly concerned about social norms and experience anxiety about violating them.

In Korea, belongingness in a group or community is very important to Korean people. Those with the interdependent view of self are motivated to take actions that reinforce their relatedness or connection to others (Markus & Kitayama, 1991). Thus, the task of studying in the United States rapidly become widespread. The majority of the participants in the interviews described studying in the United States as a trend.

Eccles (2009) explains attainment value is consistent with one's self-image and personal and social identities. In particular, the elite, the students at a more highly ranked school who had prior learning experiences abroad or attended private special-purpose high schools, described studying in the United States as a natural path to becoming part of the educated elite.

In the findings from the quantitative study, attainment value in the VOE is not a strong factor. The reason is probably that attainment value and utility value are related to each other in career orientation (Battle & Wigfield, 2003) making it difficult to separate them.

Implications of the Results and Suggestions for Future Research

These results have several implications. The most common way to access task-values comes from Eccles and Wigfield (Eccles, 1998; Eccles & Wigfield, 2002) who divided task-values into four components: attainment value, utility value, intrinsic value,

and perceived cost. However, based on the finding of this current research, it is useful to consider different costs that may be important in academic choice in college. In the findings of qualitative study, participants considered different costs such as the material cost, the opportunity cost, the effort cost, and the psychological cost. Hence, additional theory development is needed to determine whether or not cost is a unified construct.

Even with the pressure and stress, when students succeed academically they are given economic rewards and social relationships, and they feel that the investment is worthwhile (Park et al., 2002). Similarly, some participants in the qualitative study focused more on benefits rather than costs when they made the decision to study in the United States. Therefore, cost-benefit analysis will be helpful for further research.

To discover additional indirect effects among the expectancy-value models, path analyses might be helpful for future research. Eccles and Wigfield (1995) found positive correlations among attainment, intrinsic, and utility values. In this study, the findings showed that intrinsic value, utility value, and attainment value are the same facet. However, from a young age those students attending a more highly ranked school seemed to have been exposed to the social norm that higher education in a high-ranking school is important. Therefore, my study indicates that for future research analyzing the direction among the values might be helpful.

This might be interesting topic for further research. In addition, since students' values are changing over time, conducting interviews of younger generations is highly recommended. Additional longitudinal study is also recommended because participants' views of higher education may change after completing their education in the United States.

Parent interviews are highly recommended. Such studies can show how parents influence students' perception of higher education. To investigate the seriousness of consideration about educational background, conducting a focus group might be effective for future research to see the group dynamics. Ideally, since sharing ideas with others will encourage participants to explore the issues of importance to them (Kitzinger, 1995), their social milieu can be clearly exposed.

Limitations

One of the limitations of the study was that students' responses may be biased or inaccurate. One of the previous studies pointed out that students' academic achievement was assessed based on students' self-reports, which have been demonstrated to lack accuracy among lower-performing students (Kuncel, Crede, & Thomas, 2005). Therefore, this study is limited in knowing whether the recorded attitudes and behaviors realistically encompass the feelings of the participants and the degree to which the participants engaged in biased responding.

The second limitation pertained to the size and character of the sample. The sample was collected based on participants' availability in both the quantitative study and qualitative study. If participants came from a greater variety of high-ranked schools and included students from very low-ranked schools, the interpretation of Koreans' perceptions of higher education might be significantly different. In addition, since this study recruited volunteers, I could not select interesting participants from the earlier survey for interviews. That is probably why some findings from the interviews seem to differ from the survey.

The third limitation was to the methodology of interviewing I used in qualitative study; I was not distant or emotionally uninvolved. My empathy, sensitivity, and sincerity all contributed to productive outcomes. According to Creswell, the researcher's personality, interests or biases (Creswell, 2009) may affect the interviews. In addition, this research depends on each participants' truthfulness and openness in expressing their values, feelings, motivations, and experiences. Since it is the task of the researcher to evoke sincere and truthful responses (Ely et al., 191), this study can be influenced by participants' attitudes and degrees of openness in expressing themselves and the researcher's interactions with participants.

The last limitation to this study that should be taken into account when interpreting the findings is that the interviews were conducted and transcribed in Korean first. Later, when an assistant translated them into English, some meanings may have been altered or lost in the translation process.

Conclusion

This study advances the understanding of how such cultural patterns shape critical educational decisions. The Korean society has a special feature that anchored the coupling between individual and group goals and behaviors with respect to education. The central goal of this study was to understand the motivators that influence South Korean college students pursuing a higher education in the United States.

Since South Koreans' educational enthusiasm provided the rapid economic growth in the past, Korean education fever still weighs heavily on Korean college-choice decisions and educational behaviors. Due to too much emphasis, Korean education fever has brought about an academically oriented society, elitism based on academic factionalism, a

competitive education system, excessive education expenditure. Additionally, it caused increasing number of oversea studies.

The Korean students had been living in that environment so that the social pressure influenced the decision-making of the Korean students when they planned to study in the United States. Thus, even though those who decided to study in the United States for intrinsic reasons could not disregard the Korean society's demands, such as having a degree from a high-ranking school because the educational background provides social status and career in Korea.

The role of higher education should be not only for future career. Nevertheless, most Korean students focus on only that purpose of their higher education because their society has not given other opportunities to them. Because of the malfunction of the Korean social system, some Korean students who had been trying to satisfy the social standards were confused about their desires regarding education and career paths.

The findings show that some Korean students who highly focused on utility value but disregarded interests have their first crisis in the United States. These students have based their self-esteem on their academic results, so they do not know how to maintain their well-being in another way. Thus, American educators or administrators should consider that Korean students used to live in a high-demanding society so those need time to adjust in the atmosphere of an American school. With the finding of this study, educators can help Korean students to form healthier ideas about academic achievement and identity.

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APPENDIX A

Survey

Demographic Background

Name:
Age:
Gender: F / M
Your marital status:
Name of your current school:
Name of your previous school in Korea if you attended an undergraduate or master's program in Korea:
Major:
Level of Education:
How long have you been staying in the U.S.?
(If you have that experience studying in the U.S. before, please write the length):
Father's Education:
Mather's Education:
Student Grants such as scholarships or fellowships:
If you have not had scholarships or fellowships, do you get your parents' financial support? Y/ N
Current culminate GPA:

1. ***The Valuing of Education Scale (VOE)***

   Each of the following questions was answered on a scale of 1-5

- 1- Strongly Disagree
- 2- Somewhat Disagree
- 3- Not Sure
- 4- Somewhat Agree
- 5- Strongly Agree

<u>Please circle the number that best applies to the statement</u>

1) I found the idea of being a college/ graduate student in the U.S. to be very appealing.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

2) It was exciting to think about the challenge of undergraduate/ graduate-level schoolwork in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

3) I was excited about the idea of going to school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

4) I looked forward to taking undergraduate/graduate school classes from professors who are experts in their field.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

5) I liked the idea of attending stimulating lectures in undergraduate/graduate school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

6) I would welcome the challenge of doing the work to get good grades in undergraduate/ graduate school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

7) I liked the idea of writing an undergraduate/graduate-level paper on a topic of special interest to me.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

8) I looked forward to advancing my knowledge by exploring new and challenging ideas in undergraduate/graduate school.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

9) I would be very upset if I were not able to go to a college/graduate school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

10) I felt that attending undergraduate/graduate school in the U.S. was a necessary part of what will make me feel good about myself in the future.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

11) I don't need an undergraduate/graduate degree in the U.S. to fulfill my potential.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

12) A college/graduate education is of great personal value to me.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

13) Knowing that I had completed all the work to get an undergraduate/graduate degree would make me feel good about myself.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

14) I felt that I have something to prove to myself by going to school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

15) I felt that I would be a failure if I did not attend school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

16) I would be disappointed in myself if I did not attend school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

17) I valued the prestige that comes with an undergraduate/graduate diploma.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

18) The main reason I wanted to go to school in the U.S. is that many of my friends did.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

19) I didn't think a degree from my school in the U.S. would be very useful for what I want to do in the future.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

20) I wanted to come to this school so I can make more money.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

21) I expected that going to this school is to meet smart, successful people of the opposite sex.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

22) I wanted to get a degree from this school so that I can support myself in the future.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

23) My life goals can be met without a degree from this school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

24) This education in the U.S. is important to me because it will provide better job opportunities.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

25) I felt that my understanding of the world around me would be broadened by going to school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

26) I wanted to go to school in the U.S. because it would help me decide what to do with my life.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

27) I considered that getting a degree in the U.S. would not be worthwhile if I have to work hard after getting out to repay a long-term tuition loan.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

28) Getting a degree in the U.S. sounded that it would require more effort than I was willing to put into it.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

29) I worried that spending all the time in school would take time away from other activities I want to pursue while I'm still young.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

30) I was concerned that coming to study in the U.S. would prevent me from being able to focus on marriage and family as soon as I'd like to.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

31) I worried about losing track of some valuable friendships while I would be studying in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

32) I did not want to take time away from a job and earning money by graduating from this school.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

33) I wanted to relax and enjoy life while I am study in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

34) I was concerned that I'm not a good enough student to do well in higher education.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

35) I worried that I would waste a lot of time and money while I am studying in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

36) My self-esteem would suffer if I try graduate school, and am unsuccessful at it.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

37) I worried that my work would be inferior to that of my classmates when I started taking classes in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

38) I was concerned that I would not be able to handle the stress that goes along with school in the U.S.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

39) Having a degree from the U.S. would be worthwhile even if having it costs me some treasured friendships.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

40) Having a degree from the U.S. would be worthwhile even if I had a hard time with boyfriend/girlfriend/spouse.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

41) Having a degree from the U.S. would be worthwhile even if having it somehow causes my family relationships to suffer.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

42) I'd be embarrassed if I were to start under/graduate school and find that my work is inferior to that of my peers.

1 Strongly Disagree	2 Somewhat Disagree	3 Not Sure	4 Somewhat Agree	5 Strongly Agree

2. Type-T Personality

Please circle the number that best applies to the statement

43) **I would like to have as many exciting experiences in my life as possible.**

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

44) **I am an excitement-seeker/thrill seeker.**

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

45) **My friends would call me a thrill-seeker.**

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

46) **I am a risk-taker**.

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

47) **I enjoy taking mental chances or risks**
(eg. I share a new idea when I am not sure how other people will take it).

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

48) **I enjoy taking physical chances or risks.**

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

49) **I like to have discussions with people who have ideas that are different from or opposite to mine.**

1	2	3	4
Does not apply at all	Applies slightly	Applies somewhat	Applies very strongly

3. Flourishing Scale

Below are 8 statements that you may agree or disagree with.
Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line. Please be open and honest in your responding.

- 1-Strongly disagree
- 2-Disagree
- 3-Slightly disagree
- 4-Neither agree nor disagree
- 5-Slightly agree
- 6-Agree
- 7-Strongly agree

50) ___ I lead a purposeful and meaningful life.

51) ___My social relationships are supportive and rewarding

52) ___ I am engaged and interested in my daily activities.

53) ___ I actively contribute to the happiness and well-being of others.

54) ___I am competent and capable in the activities that are important to me.

55) ___I am a good person and live a good life.

56) ___I am optimistic about my future.

57) ___People respect me.

***Thank you for participation in this study.**

If you wish to participate in an interview, please leave your contact information

Contact Information	
Email:	Phone number:

APPENDIX B-1

Interview

Name:
Age:
Gender:
Level of Education:
Marital Status:
Major:
Name of School:

Protocol

- Introduce yourself
- Discuss the purpose of the study
- Provide informed consent (They already passed TOEFL test to come here, so consent form in Korean version may not be necessary)
- Provide structure of the interview (audio recording and use of pseudonym)
- Ask if they have any questions
- Test audio recording equipment
- Smile-make the participants feel comfortable

Introduction

1. Tell me a little about yourself.

2. What is it like to be a student at your current school?

Questions about the **Value of Education**

Think of the time when you made the decision to study in the U.S.

3. Please tell me how you decide to go to undergraduate/ graduate school in the U.S.

4. Please tell me why you chose studying at the current school? (Did you apply to another school?)

5. What's your plan when you finish studying in the U.S.?

Interdependent Self

Can you recall the time when you graduated from high school/undergraduate?

6. What was the atmosphere around you when you applied to graduate/ undergraduate school?

7. Had you ever thought about getting a job in Korea before deciding to study for the Bachelor's or Doctoral degree?

8. Who is supporting your current study emotionally or financially?

9. Please tell me how your parents value a higher education in the U.S. (Optional Q: Could I contact your parents in Korea?)

Expectancy for Success

Tell me about how you can succeed

10. Tell me the positive/negative experiences you had while you were studying in South Korea.

11. What difficulties do you have while you are studying in the U.S.?

12. Tell me what you expect with your degree from the U.S. and from your university.

Well-being

13. Please tell me how you are doing in school.

14. Please tell me about your social life.

Concluding Statement

Is there anything else you would like to add or share about this topic that you feel is important for me to know?

- ☐ Ask if they would like to see a copy of the results
- ☐ Thank you for participation in this study.

If you agree that I can contact your parents in Korea, please leave your contact information and your parents' phone number.

Contact Information: Email	Phone number:

APPENDIX B-2

Interview: Korean Version

1. 자신에 대해 소개 좀 해 주세요.
2. 이곳의 학생이 되니깐 어떠세요?
3. 어떻게 미국 유학을 결심하게 되었는지 말씀해 주세요.
4. 왜 이 학교를 선택하게 되었는지 말씀해 주세요.
5. 학교를 졸업하고 난 뒤 계획은 무엇인가요?
6. 한국에서 졸업하시고 난 뒤 주변 분위기는 어땠나요?
7. 한국에서 졸업 하시고, 취직 준비나 취직을 해 보신적이 있나요?
8. 주위에 누가 본인에게 공부하는 것에 경제적인 지원이나 응원을 해 주시나요?
9. 부모님은 본인이 미국에서 공부하는 것에 대해 어떻게 반응하시는 말씀해 주세요. (제가 한국에 계신 부모님과 인터뷰를 할 수 있을까요?)
10. 한국에서 공부 하실 때 좋은 또는 나쁜 경험을 해 보신적이 있는지 말씀해 주세요.
11. 지금 미국에서 공부하시면서 힘든 점은 뭐가 있나요?
12. 지금 공부하는 학교에서 졸업 하시면 어떤 것을 예상하는지 말씀해 주세요.
13. 요즘 학교 생활은 어떻게 하시고 있는지 말씀해 주세요.
14. 공부 외에 사회 생활은 어떻게 하시고 있는지도 말씀해 주세요.

(Optional, if it is possible later)

Interview with Parents

Date Name

- ☐ Introduce yourself
- ☐ Discuss the purpose of the study
- ☐ Provide informed consent
- ☐ Provide structure of the interview (audio recording and use of pseudonym)
- ☐ Ask if they have any questions
- ☐ Test audio recording equipment

Tell me about how you support your child to study in the U.S.
Tell me about the meaning of education to you.
Have you had disadvantage in Korea because of your educational background?
Tell me what you expect your child to study in the U.S.
Ex) What do you expect from your child's higher education in the U.S.?
Ex) What does success mean to you?

Is there anything else you would like to add or share about this topic that you feel is important for me to know?

Concluding Statement

- Thank them for their participation
- Ask if they would like to see a copy of the results

APPENDIX C
Results of Quantitative Analysis

Table 4.10.1

Means and Standard Deviations for variables

	N	*M*	*SD*	*Min.*	*Max.*
Intrinsic per Item	82	4.08	0.65	1.13	5.00
Intrinsic Total		32.51	5.43	9.04	40.00
Attainment per Item	82	3.21	0.58	1.40	5.00
Attainment Total		32.1	5.85	14.00	50.00
Utility per Item	82	3.38	0.46	1.88	4.63
Utility Total		27.22	3.68	15.04	37.04
Cost per Item	81	2.91	0.57	1.38	4.13
Cost Total		46.43	9.02	22.08	66.08
Type-T per Item	79	2.54	0.69	1.14	4.00
Type-T Total		17.69	4.77	7.98	28.00
Well-being per Item	79	5.58	0.73	3.63	6.68
Well-being Total		44.41	5.95	29.04	53.44

Table 4.18.8

Length of Stay in the U.S.

	Frequency	Percent
Less than 1 year	17	20.7
1~3	23	28.0
4~6	17	20.7
7~9	17	20.7
10~12	4	4.9
13~15	2	2.4
More than 15 years	2	2.4
Total	82	100

Table 4.18.9

Parents' Financial Support

	Frequency	Percent
Yes	57	69.5
No	17	20.7
Missing	8	9.8
Total	82	100

Table 4.15.2

Correlation Matrix among Well-being, Task-values, Type-T Personality, and Demographic variables

Variables	1	2	3	4	5	6	7	8	9
1. Well-being	1	.399**	.112	.181	-.179	.389**	.175	.034	.116
2. Intrinsic Value	.399**	1	.308**	.091	.072	.386**	.142	-.023	-.090
3. Attainment Value	.112	.308**	1	.441**	.457**	.126	.183	.016	-.166
4. Utility Value	.181	.091	.441**	1	.307*	.255*	-.048	-.182	-.033
5. Cost	-.179	.072	.457**	.307**	1	-.038	.093	-.001	-.122
6. Type-T Personality	.389**	.386**	.126	.255*	-.038	1	-.194	-.006	.060
7. Gender	.175	.142	.183	-.048	.093	-.194	1	-.225	-.147
8. Age	.034	-.023	.016	-.182	-.001	-.006	-.225	1	.455
9. Marital Status	.116	-.090	-.166	-.033	-.122	.060	-.147	.455	1
10. Length of Stay in the U.S.	-.131	-.111	-.101	-.240	-.246	-.106	-.135	.055	.025
11. School	.124	.252*	-.001	.036	-.106	.107	-.108	.195	.083
12. Major	-.007	.133	-.084	-.206	-.074	.207	.234*	-.012	-.139
13. Education Level	.081	-.102	-.042	-105	.016	-107	-.079	.762	.339**
14. Previous School	.077	.002	.175	.208	-.041	.133	.097	-.232	-.386**
15. Father's Education	.228*	.115	-.048	-.007	-.143	-.036	.150	-.245*	-.177
16. Mother's Education	.244*	.138	-.037	-.064	-.247*	-.103	.114	-.354**	-.172
17. Parents' Financial Support	-.226	-.091	-.221	-.259*	-.156	-.148	-.264*	.471	.222
18. Current GPA	.173	.179	-.127	-.272*	-.306**	.190	-.007	.219	.153

Table 4.15.2 (Continued)

Variables	10	11	12	13	14	15	16	17	18
1. Well-being	-.131	.124	-.007	.081	.077	.228*	.224	-.226	.173
2. Intrinsic Value	-.111	.252*	.133	.102	.002	.115	.138	-.091	.179
3. Attainment Value	-.101	-.001	-.084	-.042	.175	-.048	-.037	-.221	-.127
4. Utility Value	-.240*	.036	-.206	-105	.208	-.007	-.064	-.259*	-.272*
5. Cost	-.246*	-.106	-.074	.016	.041	-.143	-.247	-.156	-.306**
6. Type-T Personality	-.106	.107	-.207	-.107	.133	-.036	-.103	-.148	.190
7. Gender	-.135	-.108	.234*	-.079	.097	.150	.114	-.264*	-.007
8. Age	.055	.195	-.012	.762*	-.232	-.245*	-.354**	.471**	.291
9. Marital Status	.025	.083	-.139	.339**	-.386**	-.177	-.172	.222	.153
10. Length of Stay in the U.S.	1	.103	.010	-.030	.287*	.124	.175	.221	.084
11. School	.103	1	.210	.240*	.047	.080	.111	.056	.031
12. Major	.010	.210	1	-.008	-.083	.144	.021	.103	.020
13. Education Level	-.030	.240*	-.008	1	-.196	-.192	-.286*	.463**	.329**
14. Previous School	.287*	.047	-.083	-.196	1	.135	-.083	-.281	-.012
15. Father’s Education	.124	.080	.144	-.192	.135	1	.796**	-.304**	.087
16. Mother’s Education	.175	.111	.021	-.286*	-.083	.796**	1	-.402**	.033
17. Parents’ Financial Support	.221	.056	.103	.463**	-.281	-.304**	-.402**	1	.215
18. Current GPA	.084	.031	.020	.329**	-.012	.087	.033	.215	1

$P < .05$

Table 4.17.2

Factor Loadings for Exploratory Factor Analysis of the VOE

Factor I: Intrinsic-Attainment

Q 6, Q2, Q3, Q8, Q1, Q7, Q5, Q12, Q13, Q4

Survey Item	Factor Loading
Q6. I would welcome the challenge of doing the work to get good grades in undergraduate/graduate school in the U.S.	.790
Q2. It was exciting to think about the challenge of undergraduate/graduate-level schoolwork in the U.S.	.775
Q3. I was excited about the idea of going to school in the U.S.	.759
Q8. I looked forward to advancing my knowledge by exploring new and challenging ideas in undergraduate/graduate school.	.743
Q1. I found the idea of being a college/graduate student in the U.S. to be very appealing.	.681
Q7. I liked the idea of writing an undergraduate/graduate-level paper on a topic of special interest to me.	.679
Q5. I liked the idea of attending stimulating lectures in undergraduate/graduate school in the U.S.	.601
Q12. A college/graduate education is of great personal value to me.	.553
Q13. Knowing that I had completed all the work to get an undergraduate/graduate degree would make me feel good about myself.	.534
Q4. I looked forward to taking undergraduate/graduate school classes from professors who are experts in their field.	.492

Factor II: Utility and Desire

Q11, Q24, Q17, Q9, Q10, Q22, Q25, Q40, Q39, Q14, Q26

Survey Item	Factor Loading

Q11. I do not need an undergraduate/graduate degree in the U.S. to fulfill my potential.	-.654
Q24. This education in the U.S. is important to me because it will provide better job opportunities.	.642
Q17. I valued the prestige that comes with an undergraduate/graduate diploma.	.612
Q9. I would be very upset if I were not able to go to a college/graduate school in the U.S.	.579
Q10. I felt that attending undergraduate/graduate school in the U.S. was a necessary part of what will make me feel good about myself in the future.	.571
Q22. I wanted to get a degree from this school so that I can support myself in the future.	.549
Q25. I feel that my understanding of the world around me will be broadened by going to school in the U.S.	.543
Q40. Having a degree from the U.S. would be worthwhile it even if I had a hard time with boyfriend/girlfriend/spouse.	.494
Q39. Having a degree from the U.S. would be worthwhile it even if having it costs me some treasured friendships.	.456
Q14. I felt that I have something to prove to myself by going to school in the U.S.	.473
Q26. I wanted to go to school in the U.S. because it will help me decide what to do with my life.	.427

Factor III: Cost

Q29, Q38, Q37, Q36, Q31, Q42, Q34, Q18, Q35, Q28

Survey Item	Factor Loading
Q29. I worried that spending all the time in school will take time away from other activities I want to pursue while I'm still young.	.681
Q38. I was concerned that I won't be able to handle the stress that goes alone with school in the U.S.	.679
Q37. I worried when I started taking classes in the U.S. that my work would be inferior to that of my classmates.	.677
Q36. My self-esteem would suffer if I tried graduate school, and was unsuccessful at it.	.629
Q31. I worried about losing track of some valuable friendships while I study in the U.S.	.604
Q42. I would be embarrassed if I started under/graduate school and found out that my work was inferior to that of my peers.	.596
Q34. I was concerned that I am not a good enough student to do well in higher education.	.519
Q18. The main reason I wanted to go to school in the U.S. is that many of my friends did.	.512
Q35. I worried that I would waste a lot of time and money while I study in the U.S.	.502
Q28. Getting a degree in the U.S. sounds like it really requires more effort than I am willing to put into it.	.463

Factor IV: Incidental Importance for myself

Q 21, Q33, Q15, Q41, Q16, Q32

Survey Item	Factor Loading

Q21. I expected that going to this school is to meet smart, successful people of the opposite sex.	.592
Q33. I wanted to relax and enjoy life when I study in the U.S.	.581
Q15. I would feel like a failure if I didn't attend school in the U.S.	.561
Q41. Having a degree from the U.S. would be worthwhile it even if having it somehow causes my family relationships to suffer.	.557
Q16. I will be disappointed in myself if I don't attend school in the U.S.	.556
Q32. I do not want to take time away from a job and earning money by graduating from this school.	.423

Table 4.17.3

Reliability Tests on Factor Scales

Scale	Cronbach's alpha
Factor I (10 items)	.885
Factor II (11 items)	.700
Factor III (10 items)	.821
Factor IV (6 items)	.722

Korean University Ranking

South Korean University Rankings

Rank	School	Location
1	Seoul National University (SNU)	Seoul
2	Korea Advanced Institute of Science and Technology (KAIST)	Deajeon
3	Pohang University of Science Technology	Gyeongbuk
4	Sungkyunkwan University	Seoul
5	Yonsei University (Y)	Seoul
6	Korea University (K)	Seoul
7	Hanyang University	Seoul
8	Kyungpook National University	Daegu
9	Ewha Women's University	Seoul
10	Kyung Hee University	Seoul

U.S. News (2015)

APPENDIX D

TEMPLE UNIVERSITY®

Office for Human Subjects Protections
Institutional Review Board
Medical Intervention Committees A1 & A2
Social and Behavioral Committee B
Unanticipated Problems Committee

Student Faculty Conference Center
3340 N Broad Street - Suite 304
Philadelphia, Pennsylvania 19140
Phone: (215) 707-3390
Fax: (215) 707-9100
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Certification of Approval for a Project Involving Human Subjects

Protocol Number:	22289
PI:	FARLEY, FRANK
Review Type:	EXEMPT
Approved On:	19-Aug-2014
Approved From:	
Approved To:	
Committee:	B BEHAVIORAL AND SOCIAL SCIENCES
School/College:	EDUCATION (1900)
Department:	EDUCATION:PSYCH, ORG & LEADERSHIP (19040)
Sponsor:	No External Sponsor
Project Title:	Korean Students' Motivation Pursuing Higher Education in the United States

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The IRB approved the protocol 22289.

If the study was approved under expedited or full board review, the approval period can be found above. Otherwise, the study was deemed exempt and does not have an IRB approval period.

Before an approval period ends, you must submit the Continuing Review form via the eRA module. Please note that though an item is submitted in eRA, it is not received in the IRB office until the principal investigator approves it. Consequently, please submit the Continuing Review form via the eRA module at least 60 days, and preferably 90 days, before the study's expiration date.

Note that all applicable Institutional approvals must also be secured before study implementation. These approvals include, but are not limited to, Medical Radiation Committee (“MRC”); Radiation Safety Committee (“RSC”);
Institutional Biosafety Committee ("IBC"); and Temple University Survey Coordinating Committee ("TUSCC"). Please visit these Committees’ websites for further information.

Finally, in conducting this research, you are obligated to submit modification requests for all changes to any study; reportable new information using the Reportable New Information form; and renewal and closure forms. For the complete list of investigator responsibilities, please see the Policies and Procedures, the Investigator Manual, and other requirements found on the Temple University IRB website:
http://www.temple.edu/research/regaffairs/irb/index.html

Please contact the IRB at (215) 707-3390 if you have any questions

APPENDIX E

IRB project 22289

Temple IRB Approved

08/19/2014

Consent Form-Student Participants for Survey

Title: Korean Students' Motivation to Pursue Higher Education in the United States

Principal Investigator: Frank Farley, PhD Professor Educational Psychology: 215-668-7581
Student Investigator: Benhee Lee, PhD Candidate Educational Psychology: 267-241-7035

The purpose of the research is to know what motivates Korean college students to decide to study in the United States. The results of this study will be used to inform educators to help understand the motivation factors of Korean college students in the United States.

You are being invited to participate in this research study because you are a Korean college student attending a university in the United States. This research team is interested in understanding your experiences, how you have perceived the value of higher education in the United States, and what you expect after studying in the United States.

If you agree to participate in this study, you will be asked to fill out a questionnaire providing some basic information about yourself such as name and age and your opinion about the value of higher-education, risk-taking, and well-being. The entire process through on-line SurveyMonkey will take forty-five minutes or less. However, there is no time limit, so you can manage your own time. Your participation in this study is voluntary, and you may refuse to participate at any time without consequence or prejudice.

All documents and information pertaining to this research will be kept confidential, unless required by applicable federal, state, and local laws and regulations to be disclosed. Records and data generated by the study may be reviewed by Temple University and its agents. The results of the study may be published. If any data are published or a summary is presented at a conference, you will not be identified by name.

Please feel free to contact the research team to ask all the questions you want before and after you decide.

This research has been reviewed and approved by the Temple University Institutional Review Board. If you have any questions about your rights as a research subject, you may contact the Institutional Review Board Coordinator at (215) 707-3390 or e-mail them at: irb@temple.edu.

We may want to contact you in the future to see if you would be interested in participating in an interview and/ or to obtain additional information related to your participation in a future study. Please indicate if you are willing to be contacted.

- ☐ Yes, I agree to be contacted about future research studies.
- ☐ No, I do not want to be contacted about future research studies.

Signing your name below indicates that you have read and understand the contents of this Consent Form and that you agree to take part in this research.

Printed name of participant	Signature of participant	Date

Printed name of investigator	Signature of investigator	Date

IRB project 22289

Temple IRB Approved

08/19/2014

Consent Form-Students Participants for Interview

Title: Korean Students' Motivation to Pursue Higher Education in the United States

Principal Investigator: Frank Farley, PhD Professor Educational Psychology: 215-668-7581
Student Investigator: Benhee Lee, PhD Candidate Educational Psychology: 267-241-7035

The purpose of the research is to know what motivates Korean college students to decide to study in American universities.

You are being invited to participate in this research because you are a Korean college student attending a university in the United States. This research team is interested in understanding in depth your experiences, how you have perceived the value of higher education, and what you expect in the future after studying in your school.

To do the study in depth, you will be interviewed by the research team. It will take thirty minutes or longer. In the interview, you will be asked a series of open-ended questions. These questions help you to talk about how you value a higher education, what success you expect after studying in the United States, and how you are doing in school and in social life.

Your responses will be audio-recorded. All documents and information pertaining to this research will be kept confidential. However, the study team cannot promise complete secrecy. Although the study team has put in safeguards to protect your information, there is always a potential risk of loss of confidentiality. For example, records and data generated by the study may be reviewed by the IRB, Temple University, its agents, and the Office for Human Research Protections. The results of the study may be published. If any data are published or a summary is presented at a conference, you will not be identified by name.

Your participation in this study is voluntary, and you may refuse to participate at any time without consequence or prejudice. Please feel free to contact the research team to ask all the questions you want before and after you decide.

This research has been reviewed and approved by the Temple University Institutional Review Board. If you have any questions about your rights as a research subject, you may contact the Institutional Review Board Coordinator at (215) 707-3390 or e-mail them at: irb@temple.edu.

Signing your name below indicates that you have read and understand the contents of this Consent Form and that you agree to take part in this research..

Your signature documents your permission to take part in this research.

Printed name of participant	Signature of participant	Date

Printed name of investigator	Signature of investigator	Date