



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

**Master's Thesis of International Studies**

**Internationalization of Higher  
Education: Implications of Exchange  
Program on Japanese Youths**

고등교육의 국제화: 일본 청년에 대한 교류  
프로그램의 함의

**August 2022**

**Graduate School of International Studies  
Seoul National University  
International Cooperation Major**

**Matsuo Miri**

# **Internationalization of Higher Education: Implications of Exchange Program on Japanese Youths**

**Park Jeehwan**

**Submitting a master's thesis of  
International Studies**

**August 2022**

**Graduate School of International Studies  
Seoul National University  
International Cooperation Major**

**Matsuo Miri**

**Confirming the master's thesis written by**

**Matsuo Miri**

**August 2022**

Chair Kim Hyun Chul (Seal)

Vice Chair Oh Yoon Ah (Seal)

Examiner Park Jeehwan (Seal)

# Abstract

This thesis examines on internationalization of higher education in Japan, specifically the impacts of an exchange program during the undergraduate program on Japanese youths. According to previous research, the awareness of the internationalization of higher education has spread among the Japanese government since it has been a part of processing and adapting to globalization by increasing the number of educated people with global talent. They take the initiative to collaborate with academic institutions to establish an environment and opportunities for Japanese youths to develop abilities: 1) cognitive skills, 2) non-cognitive skills, 3) internationality. The purpose of this research is to identify the Japanese government's strategy and its process of internationalization in higher education, relating to the topics of the social and economic phenomena in Japan. Also, the analysis of the effectiveness of the exchange program on Japanese youths helps to provide a deep insight into the challenges and the achievements of internationalization of higher education in Japan. The qualitative approach utilized in this research was online questionnaires and interviews. As for the online questionnaire, thirty participants who graduated from Japanese universities and had a short-term studying abroad program during their university years were recruited through social media platforms, including a researcher's home university and personal network. Also, 30-40 minutes interviews were conducted with five interviewees to provide insights into the survey results. The significant finding of the study is the specific impacts of students' ability development from experiences and activities of an exchange program. Moreover, the analysis revealed that Japanese youths are perhaps more realistic about their lives due to Japan's socio and economic phenomena, which affects their choices and hopes for the future. Furthermore, based on the study's findings, the quality of the internationalization process in education and the Japanese government's strategy for global human resource development are discussed in this thesis.

**Keywords:** Internationalization of higher education, globalization, Japanese education system, short-term studying abroad, Japanese youths

**Student Number:** 2020-28983

# Table of Contents

## List of Figures and Tables

<i>Chapter I Introduction</i> .....	1
<i>Chapter II Literature Review</i> .....	5
1. Internationalization of Higher education in Japan .....	5
2. Japanese government's strategy for global human resource development .....	9
3. Characteristics of Japanese youths .....	16
<i>Chapter III Methodology</i> .....	23
1. Design and Procedure.....	23
2. Settings.....	24
<i>Chapter IV Overview of an exchange program for Japanese students</i> ....	26
1. A choice of short-term study abroad.....	26
2. Students' skills development during study abroad.....	29
3. Students' satisfaction with study abroad experiences .....	35
4. A linkage of study abroad and global human resource development .....	37
<i>Chapter V Discussion on internationalization of higher education for fostering global human resources</i> .....	42
1. Implications of studying abroad on Japanese youths .....	42
2. A gap between studying abroad and working in Japan .....	45
<i>Chapter VI Conclusion</i> .....	50
<i>Bibliography</i> .....	53
<i>Abstract in Korean</i> .....	57

## List of Figures and Tables

Figure 1 The Japanese school education system .....	10
Figure 2 The enrollment rate of higher education institutions in Japan.....	11
Figure 3 Self-esteem rates of Japanese youths.....	18
Figure 4 Factors that make Japanese youths a sense of fulfillment.....	20
Figure 5 Concerns that Japanese youths have.....	20
Figure 6 A number of Japanese students in different periods of study abroad .....	22
Figure 7 Reasons for studying abroad .....	26
Figure 8 Resources of financial support for study abroad .....	28
Figure 9 Development of English skills during study aboard. Scale from 1(strongly disagree) to 5 (strongly agree).....	29
Figure 10 Development of language skills besides English skills during study abroad. Scale from 1(strongly disagree) to 5 (strongly agree) .....	30
Figure 11 Development of academic abilities during study abroad. Scale from 1(strongly disagree) to 5 (strongly agree).....	31
Figure 12 Increase in academic interests during study abroad. Scale from 1(strongly disagree) to 5 (strongly agree).....	31
Figure 13 Differences in the development of cooperative skills during study abroad. Scale from 1(strongly disagree) to 5 (strongly agree) .....	32
Figure 14 Increase in understanding of Japan. Scale from 1(strongly disagree) to 5 (strongly agree) .....	33
Figure 15 Increase in understanding about oneself or establishing one's own identity. Scale from 1(strongly disagree) to 5 (strongly agree) .....	34
Figure 16 Agree-disagree scale on a self-evaluation of a global talented person after studying abroad. Scale from 1(strongly disagree) to 5 (strongly agree).....	37
Figure 17 Agree-disagree scale for the necessity of studying abroad to be a global person. Scale from 1(strongly disagree) to 5 (strongly agree) .....	38
Table 1 Characteristics of survey participants .....	25

# Chapter I Introduction

Globalization is the ongoing process that has enhanced worldwide integrations in the multi-fields such as politics, culture, and economics. At the political, economic, cultural, and even everyday-life levels, the notion is utilized to make sense of the current social transition and to take measures in response to it (Vaira 2004, 484-485). Globalization may be generally defined as an institutionalized cultural narrative that characterizes reality, makes sense of how the world works and organizes how institutions, and actors behave (Vaira 2004,485).

The notion of globalization differs from the concept of internationalization.

According to Sharipov (2020), internationalization "reflects the orientation of the object's activities directed towards the international dimensions." In contrast, globalization is "the blurring of cultural, economic and other borders between countries (128-129)." In other words, internationalization seems to emphasize the changes and development at the national and institutional level than globalization (Sharipov 2020, 129). Globalization and internationalization are interconnected but have divergence in the approaches at different levels. Internationalization is transforming the world of globalization, which is considered to be a response to the environmental transformation due to globalization (Knight 2003, 3).

As a result, globalization and internationalization of higher education cannot be explained separately since their relationships have called the demand for internationalizing of education sectors with efforts of governments and academic institutions. Although educational internationalization is not a new concept and has lasted before the emergence of globalized concepts in various fields, it has developed with the improvement of globalization and changes in social and economic sectors

due to its adaptation process. (Sharipov 2020, 129). Higher education is historically entrenched in cultural elements that are being questioned by globalization. Their interactions with national polity, culture, and economics are being tested by the process of globalization (Viara 2004, 484).

In other words, the internationalization of higher education has become a key player in the adaptation process of globalization since it enhances the academic institutes to create "cross-border delivery of education" that integrates multi-national perspectives in the academic field (Kreber 2009, 3&7). Internationalized higher education can provide students with knowledge and skills to understand the cross-border social and economic dimensions that can contribute to states and the world (Qiang 2013, 249). In this case, the internationalization of higher education is a part of processing and adapting to globalization by increasing the number of educated people with global talent.

In the case of Japan, the knowledge society has increased the demand for internationalizing higher education to enhance global human resource development. The term, global human resource development, has started to be used frequently by Japanese government agencies and media along with the rise of issues such as globalization, internationalization of higher education, and human resource development by companies since the 2000s (Yoshida 2017, 86-87). The cultivation of global human resources has strategic implications in reaction to the relative fall of the domestic market and the advent of the global market (Akimoto 2013, 5). In 2013, the Japanese government built a plan to boost the number of Japanese youths who study abroad and experience the world through its programs as a strategy for fostering global human resources. For example, a new study abroad supportive system called Tobitate! Study Abroad Initiative, and Top Global University Project,

were launched to back up the government's initiatives. The Japanese government believes that programs help encourage Japanese youths to have an overseas academic experience and become global people by establishing studying abroad.

Moreover, higher education institutions in Japan have also faced pressure to internationalize their operations and academic programs to establish global human resources development. The promotion of global human resource development has become a primary educational reform at the universities after the 2000s, increasing the number of departments, including terms like internationalization, global, and communication (Yoshida 2004, 171). Also, in proportion to that trend, the number of Japanese students in an exchange program between a month to a year has increased. From this tendency, it can conclude that studying abroad has become much more common for Japanese students and also for universities to internationalize their educational systems. The demand for establishing an international program has increased over time since it is believed to provide Japanese people opportunities to learn knowledge from multi-perspectives through a diverse educational system.

In the research, the Japanese government's strategy and its process of internationalization in higher education are identified based on the existing scholarships, relating to the topics of the social and economic phenomena in Japan. Also, the analysis of the effectiveness of the exchange program on Japanese youths helps to provide a deep insight into the challenges and the achievements of internationalization of higher education in Japan. On the other hand, this essay does not aim to generalize the study's findings but rather to provide a deep contextualized view of higher education internationalization and its implications on Japanese youth. It will also help evaluate the Japanese government's initiatives and development

cooperation for academic internationalization. As a result, the reader should view this work as a problem-posing study that will be used to conduct further research to build an internationalization strategy for higher education.

The thesis is structured as follows: Based on the existing scholarships, chapter 2 outlines the three main fundamental concepts to understand the background of the research, such as Japanese educational development and history, internationalization of higher education in Japan, and the characteristics of Japanese youths. Recognition of these concepts and their relations highlight the importance of conducting the research for better development in the internationalization of higher education. The study approach, including the setting and methods, is described in Chapter 3. The research findings are presented in Chapter 4, which provides a fundamental understanding of the impact of a short-term study abroad program on Japanese youths. Chapter 5 discusses significant findings from Chapter 4 and seeks to address the research questions while identifying and debating the underlying concerns. Finally, Chapter 6 ties together the threads of previous chapters to offer some closing statements about the effect of short-term study abroad programs on Japanese youths and what may be deduced from the research findings.

## **Chapter II Literature Review**

### **1. Internationalization of Higher education in Japan**

Due to globalization, the worldwide integrations in the multi-fields, such as politics, culture, and economics, have grown. The expansion of free trade, capital, and labor and increase in international mobility and cross-border corporate activities have proceeded rapidly (Sugiyama 2009, 39). Also, the development of communications, information, and technology has contributed to the expansion of globalization (Sugiyama 2009, 39). The impact of globalization is also examined in the education field, known as the internationalization of higher education. The inclusion of international aspects in higher education has become a central concept in building and forming higher education institutions since the 1990s (Knight 2008, 3).

Internationalization of higher education is a multifaceted and multidimensional process of integrating international, intercultural, and global characteristics and aspects into the core functions of a higher education institution and its educational system, including its "teaching/training, research, and services (Knight 2008, 22)." Therefore, the internationalization of higher education has emerged as a critical player in the adaptation process of globalization since it enhances the academic institutes to create "cross-border delivery of education" that integrates multi-national perspectives in the academic field (Kreber 2009, 3&9). Internationalized higher education can provide students with knowledge and skills to understand the cross-border social and economic dimensions that can contribute to states and the world (Qiang 2003, 249). In other words, the internationalization of

higher education is a response to changes caused by globalization, which aims to increase the number of educated people with global talent.

Different approaches have been taken by people in positions of leadership in the development and execution of internationalization of higher education: 1) activity approach, 2) competency approach, 3) ethos approach, and 4) process approach (Qiang 2003, 250-251). Such internationalization at different approaches may be seen as more than a goal in and of itself but as a valuable resource in the growth of higher education toward a system that meets international standards, which is open and sensitive to its global environment (Qiang 2003, 250). Also, there are four motivations for higher education's internationalization: 1) a political concern for international security, 2) economic competitiveness, 3) the social promotion of international understanding, and 4) an academic improvement at international standards (Qiang 2003, 250-251 & Kreber 2009, 3). Thus, strategies of internationalization in higher education taken by the government and academic institutions are based on the aforementioned approaches and their motivations.

According to Ota (2018), the idea of internationalization in higher education can be observed from the Meiji period<sup>1</sup> in Japan. Internationalization at the period could be justified as a national policy for Japan, having "the aspects of a systematic undertaking (95)." Developing the concepts of westernization and modernization in the academic system of higher education supported the progress of internationalization (Ota 2019, 95).

Since the 1980s, the Japanese government has taken the initiative to enhance internationalization in higher education and promote reforms in its system, mainly targeting international students. In 1983, the Ministry of Education, Science, and

---

<sup>1</sup> Meiji period: 1868 – 1912

Culture introduced the 100,000 by 2000 plan, which aimed to enhance the number of international students in higher education in Japan (Horie 2002, 67). For example, the government provided financial support and services for international students, adjusting their needs for living in Japan (Umakoshi 1997, 260). As a result, the total sum number of international students and academics accelerated, and Japan became one of Asia's most popular studying abroad destinations.

However, despite the success of the government's plan, the number of international students has declined since 1996 due to economic depression and insufficient global environment in Japan (Horie 2002, 68). Instead of focusing on the quantitative enhancement of international student numbers, the government and academic institutions had started concentrating on improving the quality of academic services and systems (Horie 2002, 69). Also, in response to the government's initiatives, some universities took opportunities to have reforms due to short of students in Japan. Compared to public universities, private universities had successfully proposed studying abroad programs and fulfilled the demand of students at the institute, securing human resources (Umakoshi 1997, 272).

Thus, until the 2000s, the promotion of increasing international students and creating a comfortable environment for them was the foundation of the internationalization of higher education in Japan. In other words, compared to programs relating to international student mobility, the internationalization of the curriculum and educational content in higher education for Japanese students were not recognized as essential issues in the growth of Japan's universities' internationalization. (Ota 2018, 95). The lack of progress in the internationalization of higher education is determined by the analysis of the government's initiatives and academic institutions' capacity from 1980 to 2000 (Breaden and Goodman 2020, 20).

Furthermore, the internationalization of higher education has institutionalized a language preference for English, and it is hard to think about internationalization without considering language, mainly English, as a worldwide language (Trahar et al. 2016, 29). Not in the educational content, but universities were encouraged to include international aspects in university life. Japanese universities have started introducing reforms in the curriculum and institutions to create a global setting on the campus and attract domestic and international students (Horie 2002, 72-73).

Although internationalization of higher education initially targeted international students, it has become a key concept in the educational system for Japanese students, enhancing global abilities (Ota 2018, 103). Adopting English education in the curriculum is considered a supportive tool for Japanese students to have a broader opportunity to connect with the world and explore new interests (Trahar et al. 2016, 30). Establishing an international curriculum has reflected in the Japanese educational system today. For instance, a most recent reform in education was introduced in 2020, which has applied to Japan's most current academic system. The 2020 educational reform is believed to improve the adaptation of Japanese people to the rapid social changes due to technological and global development. There are three main changes in the educational system:

1. An Introduction to a new curriculum guideline, including computer science and programming education
2. Reform of English education
3. A revision of the university entrance examination system

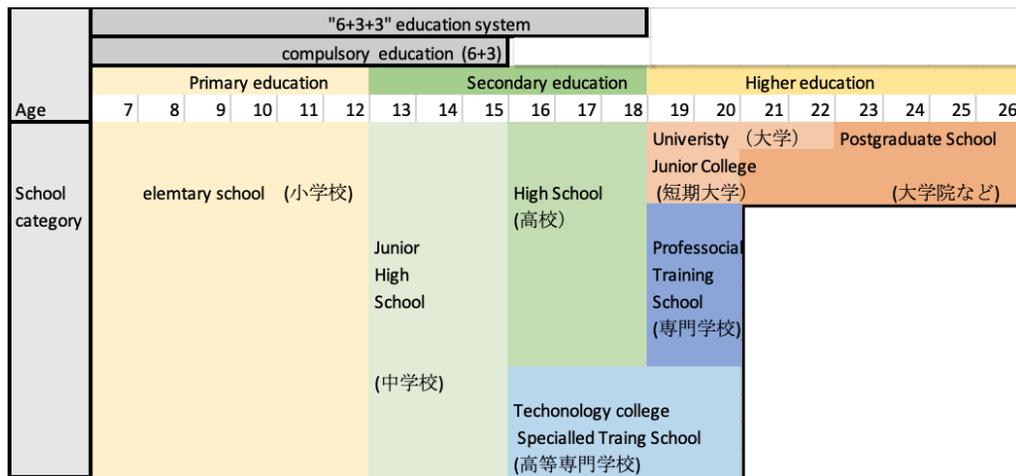
Especially for introducing English education reform, the Japanese government highlights the importance of improving the English skills of Japanese students. They

believed that improving English proficiency as a lingua franca is extremely important for Japan's future in response to globalization, aiming for top-class English proficiency in Asia (MEXT n.d.a). Also, they mentioned that it is a crucial issue to develop the essential knowledge and abilities to think, judge, and express oneself to solve problems proactively using those skills (MEXT n.d.a).

## **2. Japanese government's strategy for global human resource development**

The Japanese education system is called the "6-3-3" school year system, although three years of high school do not include compulsory education (Figure 1) (Kimura and Tatsuno 2017, 7). This is because about 98.8% of students attend a three-year high school or technological college after graduating from junior high school in 2019 (MEXT 2021). Some 1.2% of students choose to go to a five-year technological college or specialized technological college (Kimura and Tatsuno 2017, 7). Overall, it is common for Japanese youths to have a high school degree and continue studying after finishing compulsory education.

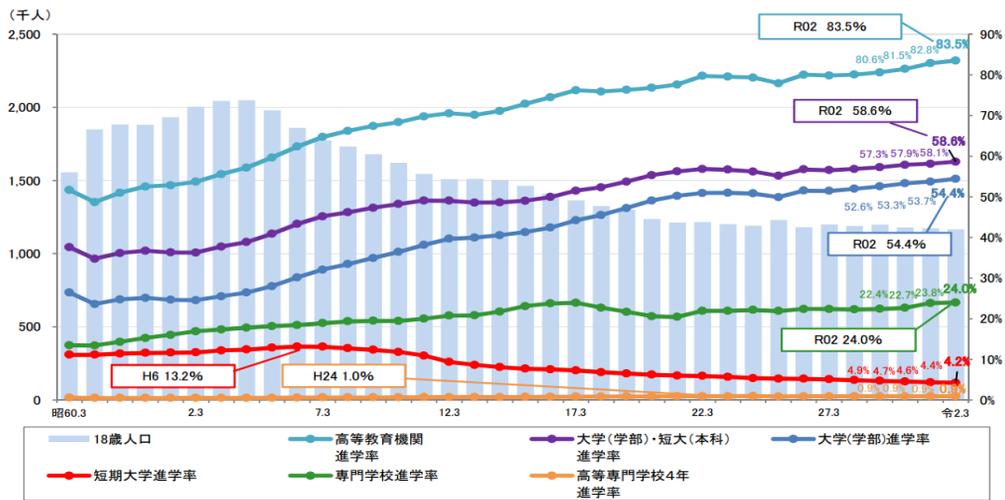
**Figure 1.** The Japanese school education system



Source: MEXT & Kimura and Tatsuno (2017)

As for higher education, there are mainly five future courses that high school students in Japan can choose from after graduating from high school: University(大学), Junior College(短期大学), Professional Training College (専門学校), College of Technology (工科大学), and employment (就職). The university enrollment rate was 54.4%, and the total enrollment rate of higher education institutions was 83.5% in 2020, as shown in Figure 2 (MEXT 2020). Compared to 2019, the enrollment rate of higher education institutions increased by 0.7% in 2020. More precisely, the university enrollment rate increased by 0.5% compared to 2019. Therefore, based on the analysis of the graph, the constant increase in the enrollment rate of higher education institutions is examined. The rate hit a record high in 2019, although the 18-year-old population has declined gradually every year.

**Figure 2.** The enrollment rate of higher education institutions in Japan



Source: MEXT (2020)

However, it is essential to note that despite the increased pattern in the enrollment rate, the Japanese university enrollment rate is low compared to other developed countries. For example, the United States has examined 83.3%, and South Korea has reached 95% (Noguchi 2022). Even with the enormous economic scale of Japan and its GDP, Japan has not reached a high university enrollment rate. However, this result does not mean the low preference of students for pursuing a bachelor's degree or the everyday necessity of university enrollment in Japan. Japanese people have a high preference for obtaining a bachelor's degree (Yano and Hamanaka 2006, 86). The low university entrance rate in Japan compared to other countries, such as the United States and South Korea, is assumed to be the economic factor like educational costs and parental financial strength (Yano and Hamanaka 2006, 86). Hence, the economic burden seems to cause disparities in opportunities for higher education in Japan despite the high preference for university enrollment among Japanese students.

However, despite the low university enrollment rate, higher education has been a foundation of nation-building by enhancing human resource development in Japan. A sense of crisis over competition from other countries due to globalization has increased the need for the internationalization of higher education. Japanese society wants to have a global person with abilities to solve economic and social issues in the global environment and contribute to the development of Japan (Qiang 2003, 249). In other words, the demand for global human resources from society, particularly businesses, increases the responsibility of academic institutions in the role of educating Japanese youths. Cultivation of global human resources has been the central concept of educational reform for Japanese businesses to be more competitive in the global market (Akimoto 2013, 6-7). As a result, the internationalization of higher education in Japan as a basis for the promotion of global human resource development has been supported by the government's initiatives in correspondence to globalization.

According to the Council on Promotion of Human Resource for Globalization Development (2011), there are three characteristics to describe what a global person is: "1) Linguistic and communication skills, 2) Self-direction and positiveness, a spirit for a challenge, cooperativeness, and flexibility, a sense of responsibility and mission, and 3) Understanding of other cultures and a sense of identity as a Japanese (7)." People who have those characteristics are considered to have enough ability to deal with Japan's social and economic issues. However, it is still questionable whether the study abroad experience has an actual impact on developing a global human resource, especially for those who experienced short-term study abroad. The effectiveness of exchange programs on its participants is evaluated by measuring two abilities of a person who joined a short-term program

expected through study abroad experience, which are 1) cognitive abilities and 2) non-cognitive abilities (Lee 2019, 9-10).

As for cognitive abilities, language skills and academic knowledge are included. Students are expected to learn knowledge from multi-perspectives through a diverse educational system since they also have opportunities to take classes that are not offered in their home universities. In contrast, non-cognitive skills are based on adaptability to a new culture, experiences of diversity, and increasing global awareness. By working with people with different backgrounds and understanding the differences in cultures, students can establish individuality and learn more about themselves. These abilities are assumed to be obtained through study abroad experiences.

In addition, the demand for global human resources has increased among Japanese firms (Shimauchi 2014. 110). They especially highlight the importance of communications skills, independence, and the establishment of Japanese identity (Shimauchi 2014. 110). What makes unique about the concept of global human resources in Japan is that a person who develops his cognitive and non-cognitive skills through study abroad experience should also have Japanese perspectives, understanding of cultures, and values (Shimauchi 2014. 111). Therefore, students in the study abroad programs are expected to gain knowledge and skills from an international perspective, but it should develop based on the Japanese identity. The establishment of Japanese identity and recognizing responsibility as a Japanese is a must to be defined as a global person.

As for global human resource development, the Cabinet Office Japan 2013 has decided to increase the number of Japanese students studying abroad to 12 million by 2020 (MEXT 2019). In response, the Japanese government has worked

on projects to enhance internationalization in higher education. For example, a new study abroad supportive system called Tobitate! Study Abroad Initiative was established to expand opportunities for Japanese youths to have study abroad experiences in 2013 (Tada 2016, 23). They provide valuable and practical information about studying abroad, which aims to attract Japanese youths' interest in studying overseas. They also provide financial support to those who study abroad, which 252 corporations and organizations sponsored by 2021 (Tobitate! Study Abroad Initiative 2021). Tobit! Study Abroad Initiative, therefore, does include not only public sectors but also private sectors to assist Japanese youths studying overseas (MEXT 2019). Approximately 12.1 billion yen was donated, and about 93 percent of its donations were used for the scholarship and directly utilized for students as training operations. The scholarship provided through the system is all in the form of grants, which students do not have to pay back after finishing an exchange program or graduating (Tada 2016, 23).

According to Tobitate! Study Abroad Initiative (2021), about 1,500 students, including university students and high school students, receive support through the program every year. There are six study abroad courses for university students constructed based on SDGs. By December 2021, 6,074 students have been selected as the scholarship recipient and gone to 121 countries (Tobitate! Study Abroad Initiative 2021). The most popular destination in Europe, about 40 percent of students have studied abroad (Tobitate! Study Abroad Initiative 2021). There is no difference in gender ratio among recipients.

Moreover, competitive funding projects have promoted the internationalization of Japanese institutions by the government (Ota 2018, 97). Universities that filed for these competitively funded projects were evaluated by "a

large-scale policy initiative to promote comprehensive internationalization, raising the university's position in world university rankings, and responding to global standards (Ota 2018, 97)." Through that projects, the governments pressured higher education institutions to create an internationalized academic system and program, increasing the competitiveness between domestic universities. For instance, the Top Global University Project has been carried out by MEXT since 2014. This project aims 1) to enhance international competitiveness and 2) international comparability (MEXT n.d.b). Those universities selected by the MEXT take initiatives by leading international programs or promoting the establishment of global environments in the educational systems with top universities worldwide. Universities and the government have been closely working together to achieve the goal of the internationalization of higher education.

The awareness of the internationalization of higher education has spread among educational institutes in Japan since it has been a part of processing and adapting to globalization by increasing the number of educated people with global talent. Also, due to this tendency, there are programs and systems provided by the government and academic institutions to create a global environment and provide diverse educational opportunities to Japanese students. However, despite the initiatives taken by the government and its support of academic institutions, it is not clear whether the internationalization of higher education, especially the supportive financial system, has increased "Japanese higher education's overall international competitiveness and compatibility (Oda 2018, 98)."

### **3. Characteristics of Japanese youths**

Japan is prosperous and peaceful, with low crime rates, high educational levels, and a well-established lifestyle infrastructure. As mentioned in chapter 2.1, Japan has of high literacy rate, and about 98% of students go to secondary education today (MEXT 2021). Even though the university enrollment rate is not as high as in other developed countries like the United States and South Korea, 83.5% of students have opportunities to pursue higher education, including professional training college, college of technology, and junior college (MEXT n.d.a).

However, even if they go to the university, students become more dissatisfied with the difficulties and consequences of higher education at the university level (Gainey and Andreseen 2002, 157). Undergraduate years in Japan are widely seen as a four-year reward for the years of sacrifice spent studying for exams. Japanese universities are difficult to enter due to the university entrance examination but easy to graduate since the university courses are easy for students to complete (Breaden and Goodman 2020, 17). Many students are lost and do not have specific future ambitions during their university years (Hirano 2021, 13). Reasons are the lack of support from academic institutions and students' low motivation to study at the university. Most Japanese schools do not provide career guidance or counseling; most students do not select optional subjects in senior high school or university as a method of realizing an occupational dream (Gainey and Andreseen 2002, 157). Lecture attendance is low, note-borrowing is prevalent, and bad behavior in lecture halls is typical to be seen in Japan.

Moreover, due to the changes in the economic situation and social norms, Japanese youths are unsure about their future after tertiary education. In the past, people believed that having an excellent academic background indeed leads to one's

life success and financial stability (Honda 2019, 165). Thus, secondary education was most intense and essential for Japanese youths to ensure the success of their academic paths (Hirano 2021, 6). Also, obtaining a degree in higher education was a fundamental criterion for the success of Japanese youths since educational credential guarantees a high opportunity to get into a big company (Honda 2019, 166). Although it still has a similar norm in society, the role of education and its domination in society has changed gradually among Japanese youths. For instance, the educational credential is not only a requirement for life success in contemporary Japan. Besides educational background, Japanese youths are pressured to develop non-cognitive skills, especially communication and social skills (Hirano 2021, 6-7). Compared to the past, Japanese society seems to seek the establishment of unity in their community. The emergence of a strong sense of connection between people occurs due to future insecurity and uncertainty, which also impacts Japanese youths' choices and behaviors (Hirano 2021, 4).

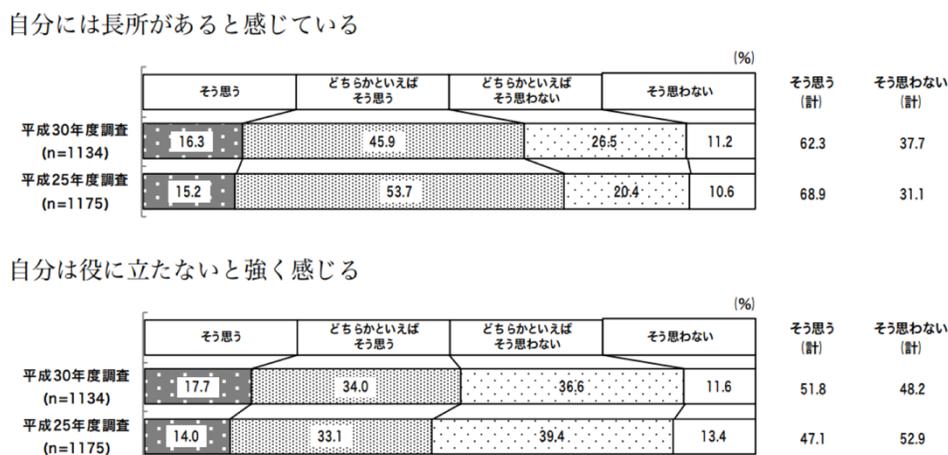
Low and negative self-esteem is examined among Japanese youths. For instance, about 62.3 percent of survey participants said they have strong suits, 6.6 percent lower than in 2013, as shown in figure 5 (Cabinet Office Japan 2019, 6-7)<sup>2</sup>. Compared to countries like the United States, Germany, and South Korea, this number is significantly low. Also, more than half of survey participants think they are useless in society, as shown in figure 3. It seems that low self-confidence in

---

<sup>2</sup> a survey conducted by the Cabinet Office of Japan to compare the attitudes of young people in Japan with those of young people in other countries, to understand the characteristics and problems of Japanese youth attitudes, and to provide a reference for policy making. The survey covered men and women aged 13 to 29 years old in seven countries: Japan, South Korea, the United States, the United Kingdom, Germany, France, and Sweden. The survey period was from November to December 2018, and a web-based survey was conducted with the principle of collecting 1,000 samples. Summary of survey results: <https://www8.cao.go.jp/youth/kenkyu/ishiki/h30/pdf-index.html>:

themselves makes them think they are useless. Social pressures of being perfect at cognitive and non-cognitive abilities make Japanese youths live uncomfortably, considering an ideal lifestyle and a dark reality they have been facing since they are little.

**Figure 3.** Self-esteem rates of Japanese youths



Source: Japanese Cabinet Office (2019)

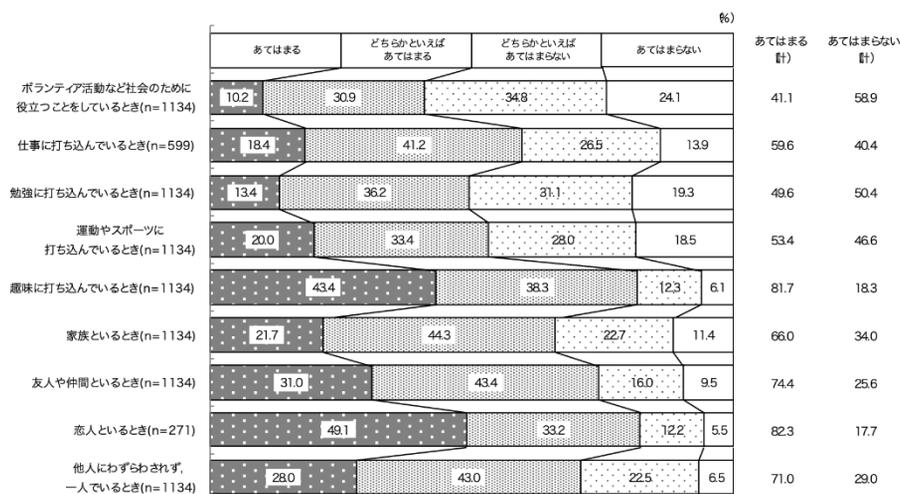
Specifically, the younger generation examines anxiety towards the future than university students. The majority of high school students are stratified with the present moment. However, at the same time, a concern for the future has grown among them due to the economic situation and social issues such as black companies, the job-hunting system, and an aging population (Furuichi 2014, 22). The psychological mindset of 'Enjoy today, tomorrow will come' is quickly engulfing Japan's youth today, characterized by an emphasis on having pleasure in the 'now and now' rather than long-term goals (Furuichi 2014, 22).

Fear of uncertainty about the future seems to increase the negative image of Japanese youths. For instance, the terms dissolving, introverts, and low self-esteem

often describe Japanese youths. Additionally, specific Japanese youth problems like Freeter, NEET, and Hikikomori are featured in the news and discussed in the existing scholarships. However, the issues related to Japanese youths are not the issue of Japanese youths themselves but rather caused by "systemic problems and institutional restrictions of economic stagnation (Hommerich and Tiefenbach 2018, 132)." The economic instability and demographic crisis that Japanese youths are grown with have a particular effect on building their characteristics and choices in their lives (Hirano 2021, 6). Therefore, the structure of youths' happiness is different from the older generation, like their parents and grandparents (Hommerich and Tiefenbach 2018, 134).

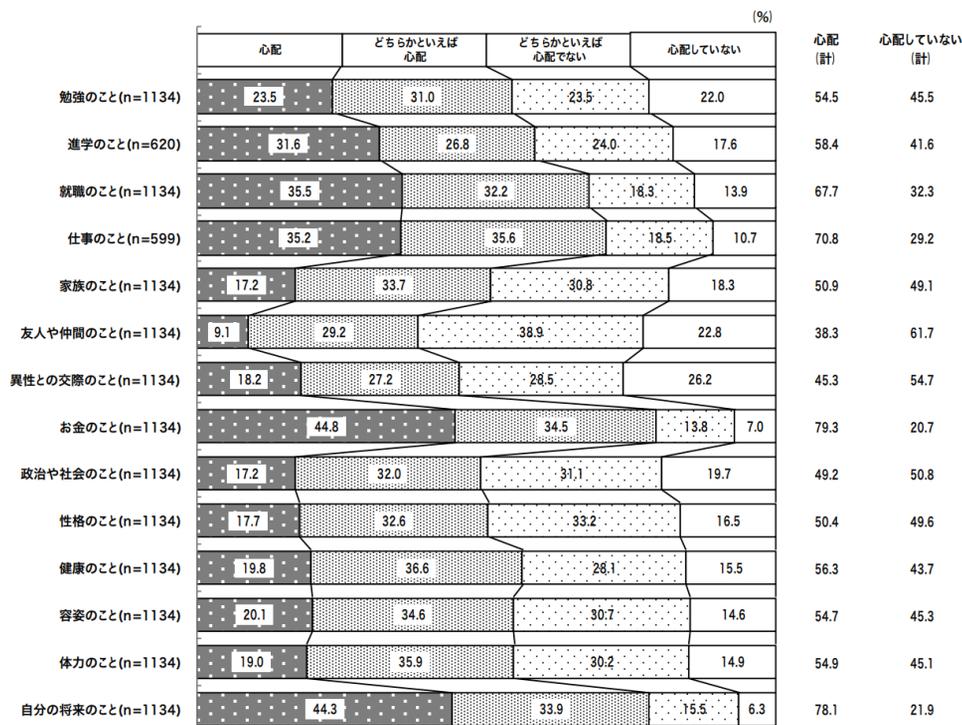
Due to social and economic factors, Japanese youths have shifted to conservative, having fewer hopes for their future lives. This might be why Japanese youths do not have high voting rates compared to other counties. However, this does not mean that they do not respect the things close to them, such as their friends (Furuichi 2014, 23). Instead, when it comes to measuring happiness and life satisfaction, the focus has shifted from society and politics to a sense of unity, such as friends and lovers, as shown in figure 4 (Cabinet Office Japan, 21). This phenomenon is not always due to a lack of desire to leave Japan or one's immediate environment. They still could find happiness in people around them or in things they enjoy doing. However, Japan's overall well-off socio-economic situation could also reflect high levels of present contentment, as shown in figure 5. Thus, although Japanese youths are satisfied with the present moment, they share severe concerns about economic stability and their future.

Figure 4. Factors that make Japanese youths a sense of fulfillment



Source: Japanese Cabinet Office (2019)

Figure 5. Concerns that Japanese youths have

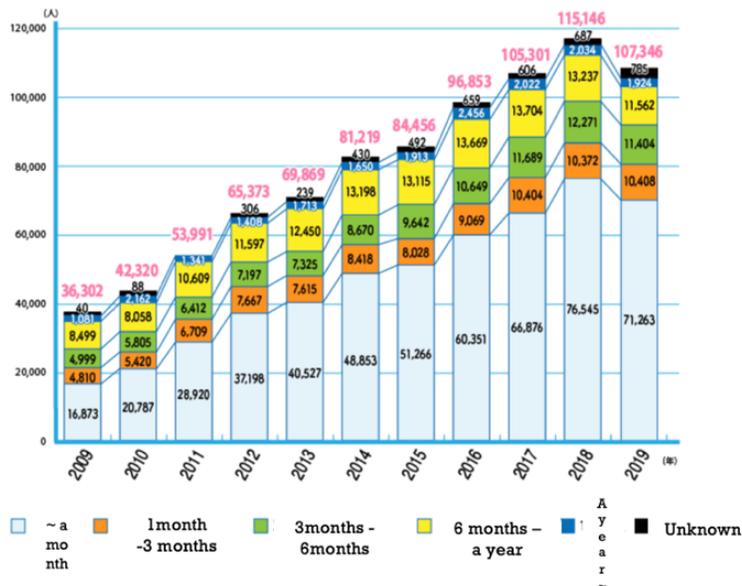


Source: Japanese Cabinet Office (2019)

Furthermore, some scholars argue that Japanese youths have become introverts these days (Yoshida 2014, 169). One of the reasons they raised is the decreased number of students studying abroad. The number of mobile students abroad is 32,365, and an outbound mobile ratio is 0.8 (UNESCO Institute of Statistics n.d.). English-speaking countries are the popular destination countries for outbound students, such as the United States, Australia, and the United Kingdom (UNESCO Institute of Statistics n.d.). Compared to other neighboring countries like the Republic of Korea (3.3%) and China (2.3%), the Japanese outbound mobile ratio is dramatically lower (UNESCO Institute of Statistics n.d.).

However, the number of Japanese youths who join an exchange program from a month to a year has increased over time until 2018, as shown in figure 6 (JASSO 2019). As same as for outbound students, English-speaking countries like the United States and Australia are the popular destination countries (JASSO 2019). Instead of having a long-term study abroad program, students tend to select a short-term study abroad program provided by educational institutions like universities. Reasons for choosing a short-term study abroad program vary, but one common reason is a lack of financing (Gaia 2015, 22). Also, short-term programs are more reachable for some students, who hesitate and worry about their abroad experience since it is organized by home faculty members and involves other students in the same situation as them (Gaia 2015, 22). The short-term exchange program has become a good opportunity for students to experience an international environment in the short term with less financial burden and more support from their home institutions.

**Figure 6.** A number of Japanese students in different periods of study abroad



Source: Tobitate! Study Abroad Initiative

Therefore, it is difficult to generalize that Japanese youths are not interested in studying abroad because they are introverted. Although there are specific patterns and characteristics that we can examine from the young Japanese generation today, the reason for a small outbound mobile ratio is social and economic factors. Students seem to prefer a short-term study abroad program from a month to a year has been grown recently, which is also believed to have an opportunity for them to improve their cognitive and non-cognitive skills through an overseas experience (Lee 2019, 9-10). The Japanese youth's anxiety about their future and anger toward society is reflected in their words, actions, and characteristics, which are also examined in the tendency to study abroad today.

## **Chapter III Methodology**

To understand the core of internationalization of higher education in Japan and its effectiveness on Japanese youths, the researcher will investigate university students who have been in the exchange program provided by their home universities. The guiding questions to this study are: How have Japanese youths have changed before and after the exchange program? Do exchange programs enhance global human resource development? These guiding questions are the foundation of this study.

### **1. Design and Procedure**

A qualitative research approach, online questionnaires, was proposed for this study to answer these questions. The online questionnaires were distributed through social media platforms, including a researcher's home university and personal network. The participants in this study were randomly recruited through networks. They should have experience studying abroad provided by universities from a month to a year during their undergraduate years. Also, their home universities must be Japanese. As for data collection, the researcher distributed a questionnaire to each participant. There were both close-ended and open-ended questions where participants were encouraged to write additional comments or ideas about the specific questions. The survey consists of personal questions and questions about the evaluations of changes in thoughts and behaviors after the study abroad experience. Also, the survey asked participants to choose the factors that they think global human resources should be and see whether they gain those factors or not from exchange programs to measure the effectiveness of the exchange program on

the participants. The researcher already listed the factors; however, there was an additional space to write other vital factors that the participant.

In addition to the survey, the interview was conducted online. The interviewees were selected from the survey participants who were willing to participate in the interview. The questions asked at the interview aimed to expand understanding of the effectiveness of a short exchange program on Japanese youths and provide insights into the survey results.

## **2. Settings**

As shown in table 1, thirty participants answered the online questionnaires, which consisted of nine males and twenty-one females from the age of twenty-one to thirty. The variety in the age of participants is as follows: 13.3 percent of participants from the age of twenty-one to twenty-two, 46.7 percent of participants from the age of twenty-three to twenty-five, and 40.0 percent of participants from the age of twenty-six to thirty. Also, among thirty participants, three participants have an overseas experience from a month to three months, and two participants have been studying abroad from three months to six months. Other twenty-five participants have more than six months of studying abroad experiences (83.3 percent). Eleven participants have experienced studying abroad more than once, going to several countries within their university years. The destinations of their studying abroad are diverse. However, North America and Europe seem to be the most popular place to study abroad, especially in English-speaking countries, such as Canada and the United States.

Moreover, as for an online interview, five out of thirty participants attended: a male and four females. The variety in the age of participants is as follows: four

participants from the age of twenty-three to twenty-five and a participant of the age of twenty-six to thirty. Each individual interview took from 30 mins to 40 mins, mainly talking about the related questions to their answers to the online questionnaires. The questions were categorized into four concepts: 1) background of studying abroad, 2) experiences during an exchange program, 3) global human resource development, and 4) higher education in Japan.

**Table 1. Characteristics of survey participants**

Characteristics	Number (%)	
Age	21-22	4 (13.3)
	23-25	14 (46.7)
	26-30	12 (40.0)
Gender	male	9 (30.0)
	female	21 (70.0)
A total period of studying abroad	a month- three months	3 (10.0)
	three months - six months	2 (6.7)
	six months - a year	25 (83.3)
Study abroad destination*	North America	14 (35.0)
	South America	3 (7.5)
	Europe	12 (30.0)
	Asia	9 (22.5)
	Oceania	2 (5.0)
Number(s) of study abroad experiences	one time	19 (63.3)
	two times	5 (16.7)
	three times	2 (6.7)
	four times	4 (13.3)

\*counting all studying abroad experiences of survey participants during the undergraduate years

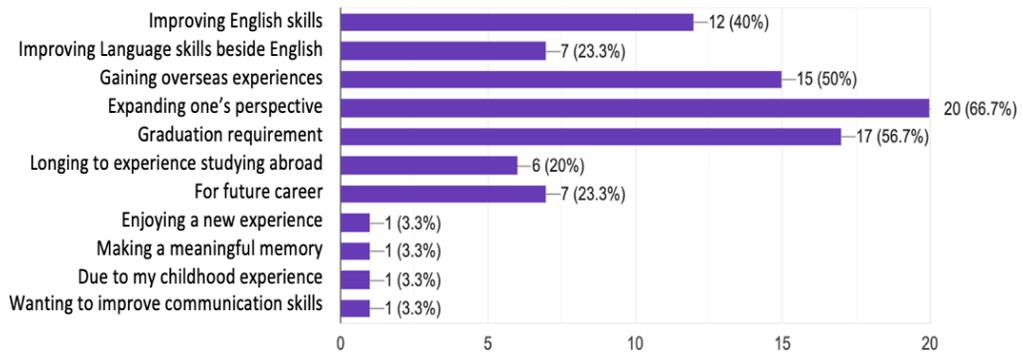
# **Chapter IV Overview of an exchange program for Japanese students**

## **1. A choice of short-term study abroad**

Exchange program that participants of the study joined was provided by their universities in Japan, which is to study abroad for a short-term period from a month to a year at an overseas university with which the university has an academic exchange agreement while being enrolled at a Japanese university. Each university offers a variety of programs, including programs that focus on language study and regular classes at the host university, but the activities and experiences during the program vary from student to student. The students' purpose and motivation for studying abroad also affect what they accomplish during study abroad.

Without the order of priority, the survey participants selected their reasons for going to study abroad during their undergraduate years. As shown in figure 7, the common reasons for studying abroad were to expand one's perspective and gain overseas experiences, rather than thinking about a benefit in their future lives like future career opportunities. Although major participants were required to attend a short-term studying abroad program as a mandatory graduation requirement, they also considered it an excellent opportunity to improve their academic skills like language skills and understand multi-perspectives that they might not be able to gain by staying in Japan for the undergraduate program. Thus, it seems that hope of unordinary experiences and memories that were expected to create during studying abroad were important factors for students to decide whether to join an exchange program or not.

**Figure 7.** Reasons for studying abroad



According to the interview, some participants were interested in overseas experiences from secondary education due to their hobbies and interests, which motivated them to enroll in the university, providing an exchange program and creating an international environment. However, this does not mean they think that a short-term studying abroad program is better than a long-term program. All interviewees agreed that a long-term program would provide more opportunities to improve their skills and have differences after overseas experiences than a short-term program. Some of them said that experience points would be higher as they stay longer overseas experiences because they can meet more local people and become members of society by adapting to a new culture and social norms. They believed that a short-term studying abroad program makes students tourists since they do not have enough time to adapt to a new environment.

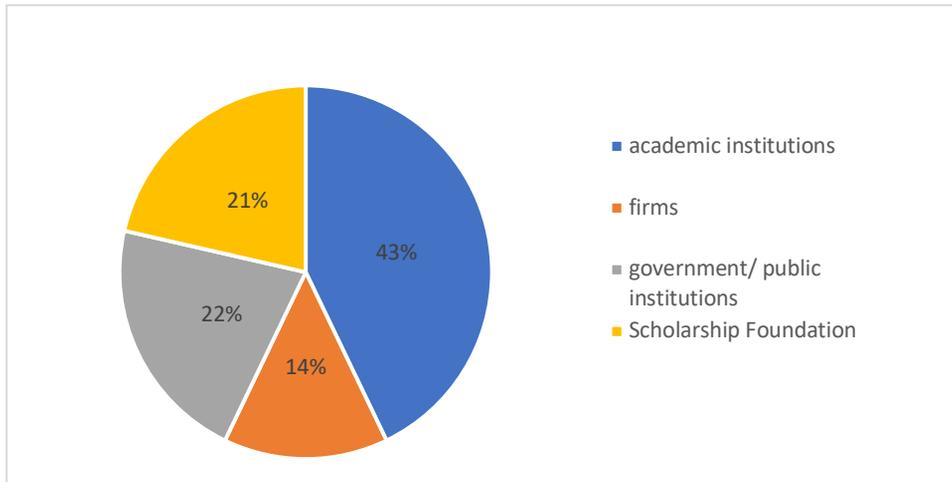
Then, why did they choose a short-term program? The common concern they shared about studying abroad was the cost, including academic fees and daily living expenses as a student in a foreign country. Living costs as an international student can be expensive, especially if he/she goes to a private university. Realistically, attending a short-term program as an exchange program is more

affordable for Japanese youths. Therefore, even though they were interested in a study abroad program before entering a university, they decided to have a short-term program instead of a long-term program due to financial issues. Also, because of their poor language skills, especially English skills, some of them had to give up on obtaining a bachelor's degree at a university outside of Japan.

Furthermore, in the case of financial resources for studying abroad, nine out of thirty survey participants answered that they received financial support from institutions. It is common for Japanese students to cover their study abroad costs at their expense, not receiving any scholarship. The variety of institutions is shown in figure 8; half of them are academic institutions. In the case of survey, participants who selected academic institutions received scholarships from their home universities. Among those, the majority selected the graduate requirement as one of the reasons to study abroad. This result shows that some Japanese universities aim to encourage students to have overseas experiences by providing financial support to students.

Also, according to an interviewee's story, she received financial support from a firm that targets a specific Japanese youth as a receiver of their scholarship. For example, in her case, Softbank Group Corporation has provided a grant-type scholarship to students from the suffering areas of the 2011 Tohoku earthquake incident. Therefore, unfortunately, all scholarships are not equally available to all Japanese youths. However, not only public institutions and academic institutions are taking the initiative to provide financial support for studying abroad.

**Figure 8.** Resources of financial support for study abroad

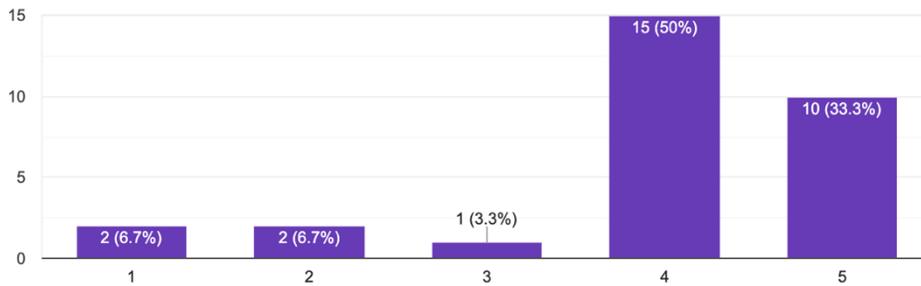


## **2. Students’ skills development during study abroad**

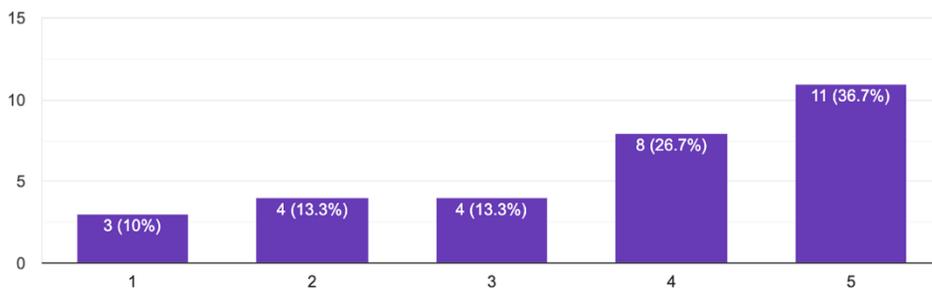
According to the survey, most participants (approximate 83 percent) developed English skills during study abroad, as shown in figure 9. As an exchange student, they used English as the primary language to communicate with people there, especially with students and professors, even if the common language used by local people were not English. The frequent use of English, primarily in academic environments, helps students develop English skills while studying abroad. Also, in the case of language development besides English skills, about 63 percent of participants felt improved language skills as shown in figure 10. However, at the same time, there were a certain number of participants who could not improve their language skills during study abroad: in total, 11 votes on scale 1 (strongly disagree) to scale 3 (neutral). According to the interviewee, she mentioned the importance of the involvement in activities and the local community to develop their language skills besides English skills if the study abroad destination is a non-English speaking country. Opportunities to use and learn non-English language skills tend to be low

unless students take language skills at university since English is the common language in communication with people at study abroad destinations.

**Figure 9.** Development of English skills during study abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)



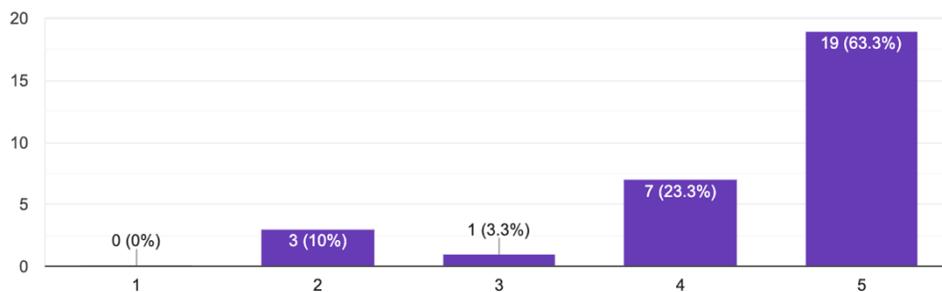
**Figure 10.** Development of language skills besides English skills during study abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)



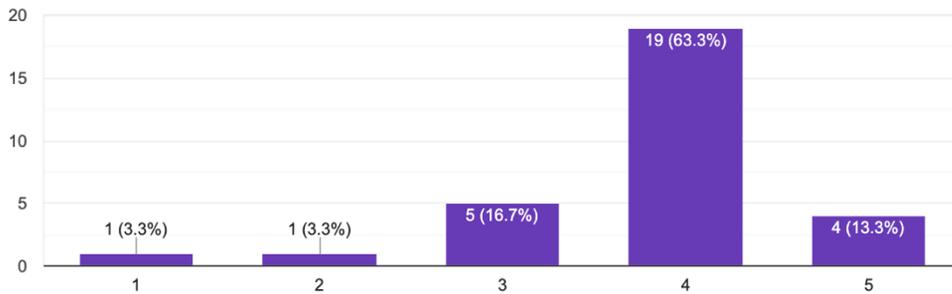
Moreover, the improvement of academic skills is examined from the survey result. About 86 percent of participants could obtain academic knowledge and skills while studying abroad, as shown in figure 11. About 85 percent of participants increased interest in academics, not only the academic-related abilities, as shown in figure 12. According to the interview, the interviewee said, “I was able to listen to the actual story of my classmate from Syria and stayed in Spain as a refugee. If I did not go to Germany as my study abroad destination, I do not think I would have been

able to meet people like her. The discussion during the classes and listening to stories that I have never experienced encouraged me to study more about international issues.” Another interviewee said, “even taking classes about Japan and East Asia, I was able to learn new academic knowledge since it was taught from different perspectives. Also, I was able to take the classes that were not offered in my home university, such as gender classes.” Students listened to other students' opinions based on their backgrounds, such as culture and history, during the class discussion, which made Japanese students broaden their perspectives. However, at the same time, a certain number of students did not aim to increase their academic skills while studying abroad. As stated in the interview, he said, “I could not develop my academic skill because my study abroad period was too short of developing that skill particularly. I used more time for experiencing new culture and sightseeing rather than studying.” Thus, the purpose of studying abroad impacts the improvement of students' academic achievements since it changes the student's motivation to study and activities at the study abroad destination.

**Figure 11.** Development of academic abilities during study abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)



**Figure 12.** Increase in academic interests during study abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)

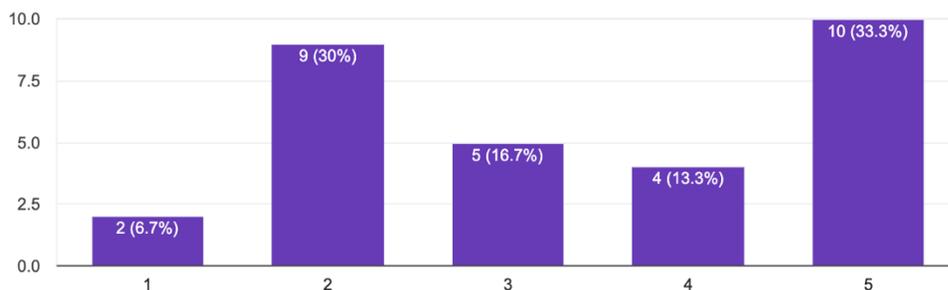


Similar to cognitive skills such as language skills and academic skills, the survey about non-cognitive skills also shows the students' improvements. As for independent skills and communication skills, more than 80% of participants were able to develop from study abroad experiences, whereas approximately 70% of participants increased a sense of responsibility and became extroverted-minded people. Those who did not see the differences in those skills said that they were able to develop those skills in Japan before studying abroad. Thus, studying abroad did not help them develop, but they could maintain the same level of those skills during study abroad. Studying abroad does not necessarily improve non-cognitive skills but does not mean it harms their development.

However, in the case of collaborative skills, the survey result shows an interesting difference of opinions between participants. According to the interview, interviewees who voted on scale 4 (agree) to scale 5 (disagree) highlighted the importance of developing collaborative skills in the international environment, as shown in figure 13. To work together with people with different backgrounds, they had to respect the diversity and understand the differences. Collaborative skills were an essential factor for making friends and fitting into the community. On the other

hand, others who chose scales 1 (strongly disagree) and 2 (disagree) thought that their cooperative skills declined since they became more honest in their opinions and learned to be independent. According to the interview, he said, “Japan has a strong sense of unity, which denies the differences in people. Thus, before studying abroad, I believed that cooperation and following the majority opinions were natural. However, I changed my mindset during my study abroad by encountering a new set of values in society and culture, which prioritizes individualism. I thought that I should be more honest with my opinion and tell that straightforwardly to people whom I work with, not only listening to their opinions.” More remarkable personal changes and better self-competence were examined among participants. It depends on the student to decide how to incorporate newly encountered values into his or her own life.

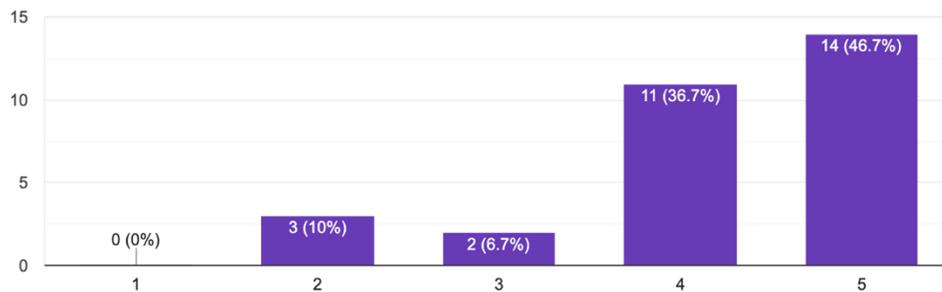
**Figure 13.** Differences in the development of cooperative skills during study abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)



Lastly, Figures 14 and 15 show an increase in the sense of internationality after an exchange program. As shown in figure 14, most survey participants (83 percent) said that they were able to learn more about Japan by experiencing the culture of other countries. In other words, experiencing a distinct culture made them realize Japanese culture's significant or unique features. According to the interview,

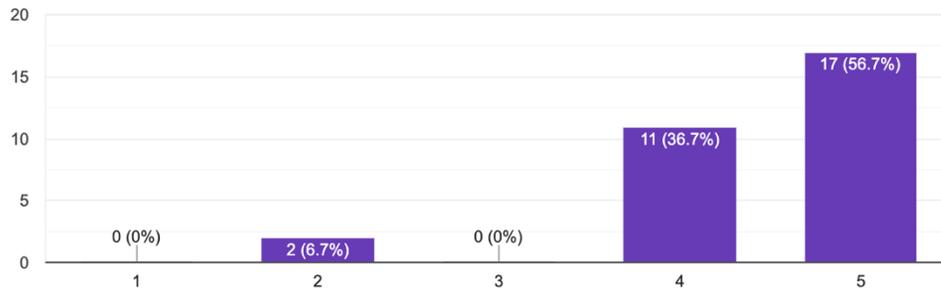
the interviewee said, “Exchange program is the best opportunity to learn different perspectives and experience as a minority. If I did not join the program, I was not able to experience racial discrimination and understand how minorities are treated by society. Also, by comparing with other cultures, I could realize the positive and negative aspects of Japanese society and culture.” Thus, the experiences of studying abroad help to encourage Japanese youth to have a comparative cross-cultural perspective.

**Figure 14.** Increase in understanding of Japan. Scale from 1 (strongly disagree) to 5 (strongly agree)



Furthermore, studying abroad helps establish one's identity by learning about oneself, as shown in figure 15. Concerning the development of cultural understanding, more than 90 percent of survey participants could use the time and opportunities during an exchange program to get to know themselves by encountering people with various backgrounds and stepping outside of their comfort zone. Overall, studying abroad is a lifetime opportunity for students to discover who they are and what makes them culturally Japanese.

**Figure 15.** Increase in understanding about oneself or establishing one’s own identity. Scale from 1 (strongly disagree) to 5 (strongly agree)



### **3. Students’ satisfaction with study abroad experiences**

Based on a consideration of experiences and achievements during studying abroad, all survey participants were satisfied with a short-term studying abroad program: twenty of them were fully satisfied, and the other ten were mainly satisfied. The common reasons stated by interviewees were an accumulation of experiences and memory-making that they could not have had if they did not join an exchange program. By living in a foreign country, they could have an opportunity to reconsider the concept of diversity, multiculturalism, and Japanism.

Thus, besides improving academic abilities and non-cognitive skills, such as management skills, independent skills, and cooperation skills, they think that various experience is the best merit that students can have from studying abroad. Meeting people with different backgrounds and living as a minority in the community made a student improve as an international-minded person. Also, studying abroad is a time for self-reflection and self-awareness where students can understand their identities and uniqueness.

However, despite their high satisfaction with a short-term studying abroad program and its worthiness, survey participants also described negative aspects. Although some participants wrote no obstacle factors to study abroad, a financial issue was the primary disadvantageous feature. Not only living expenses in study abroad destination, but they also had to consider the preparation expense for study abroad like travel expenses, visa application fees, and overseas insurance fees. The financial challenge as an exchange student is a serious problem.

Moreover, mental health issues due to the stress from preparation for a program and adaptation to a new environment while abroad were repeatably listed by survey participants. A culture gap increases the anxiety of being different in the community and the pressure to be fitted in with people. For that reason, students tend to have a hard time until they successfully acclimate themselves to a new climate and feel involved. According to an interviewee, she said, “My anxiety escalated when dealing with my future paths after studies abroad, such as job-hunting and a bachelor’s graduation, as I also had to deal with struggling during study abroad. I did not know how to overcome my mental issues since I did not have anyone to talk to about it. I was losing my confidence.” Thus, studying abroad indeed provides students benefits and opportunities, but it also enhances nervousness and impacts their mental stability negatively due to the stress and concerns.

## **4. A linkage of study abroad and global human resource development**

Even though a description of a global person<sup>3</sup> is determined by the Council on Promotion of Human Resources for Globalization Development, interviewees had a specific image to describe a global person. As for them, high language skills, especially English skills, are essential criteria to define a global person. As stated by interviewees, since an average English skill is not as high as in other countries, a person who can speak English tends to be considered a global person. However, they also highlighted the importance of internationality and open-mindedness beside language skills. When describing a global person, respecting differences and avoiding stereotypes are the common factors that people think. Interviewees believe that the international mind leads to developing collaborative skills, which helps them adapt to the community and become familiar with the environment.

Therefore, due to the minor image of internationalization and globalization in the social and academic conditions, interviewees think that Japanese people, especially youths, do not have the opportunity to learn and understand globalized concepts. Also, for that reason, they all agreed that Japan has a smaller number of global talented people compared to other countries they have visited or gone to study abroad. Some interviewees argued that many people have a high potential to learn language skills or already have high language skills without having overseas

---

<sup>3</sup> A definition of a global talented person:

a person who possesses the following three abilities:

- 1) Cognitive ability: language and communication skills
- 2) Non-cognitive ability: initiative, positivity, a spirit of challenge, cooperativeness, flexibility, sense of responsibility, and sense of mission
- 3) Internationality: understanding of different cultures, Japanese awareness, and identity

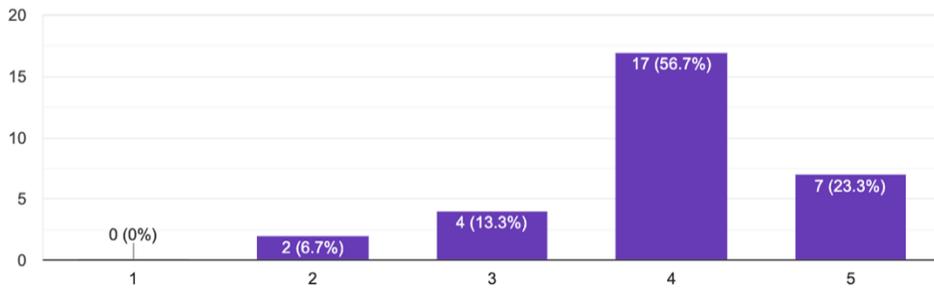
Citation: Council on Promotion of Human Resource for Globalization Development (2011)

experiences. However, due to the social and academic conditions they have experienced in Japan, they could not improve global skills, which is conspired to be one of the significant factors for global human resource development.

Moreover, according to the online questionnaire, most survey participants evaluated themselves as a global talented person after an exchange program based on the definition established by the Council on Promotion of Human Resources for Globalization Development, as shown in figure 16. Although some of them mentioned that not all three abilities (cognitive, non-cognitive, and internationality) had developed fully and equally, they still could feel the positive changes in those abilities. Especially for internationality, all participants who voted on a scale of 4 (agree) and 5 (strongly agree) felt an improvement after returning to Japan. They think they become more global-minded people with broader perspectives and knowledge. Some participants wrote that they had taken advantage of experiences and improved skills from an exchange program after graduating.

Furthermore, the participant who attended the short-term study abroad program for less than three months chose three out of 6 votes choosing scales 2 (disagree) and 3 (neutral). The common reasons for choosing scales 2 and 3 were the period of study abroad and the difficulty in evaluating changes in abilities, especially non-cognitive skills. Since there was a limitation in what they could do during study abroad, their level of skills development was not as high as other participants who attended an exchange program for more than six months.

**Figure 16.** Agree-disagree scale on a self-evaluation of a global talented person after studying abroad. Scale from 1 (strongly disagree) to 5 (strongly agree)



However, although a period study abroad program shows a difference in the level of development in three abilities (cognitive, non-cognitive, and internationality), it is not always the case for students. For example, a participant who studied abroad for less than six months described himself as a global person since he took action actively and was able to gain new experiences by joining lots of events while studying abroad. He said in the interview, “I believe that having a purpose and taking action on one's own initiative is the way to succeed in studying abroad. I think it is important not to be satisfied with going to study abroad but to see what you can accomplish within the period of your stay.” On the other hand, another participant who joined more than six months of exchange programs did not gain a global talent because she did not join activities and shut herself from a new environment and people during her stay at her study abroad destination. Thus, a period does not necessarily guarantee the development of global talents. Motivation and courage of students to do something unfamiliar and new to them to gain experiences during study abroad is significant in the improvement of abilities.

Regardless of the level of satisfaction, survey participants highlighted the lack of opportunities to use study abroad experiences and knowledge after

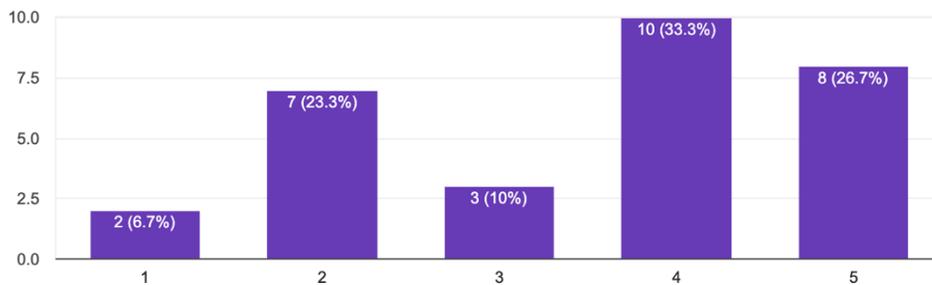
graduation from the university. Although they are satisfied with studying abroad in general, it does not mean that they can all have an excellent opportunity to flourish at work by using their global talents gained from an exchange program. Some of them showed low satisfaction or concerns about the career path after graduating from university, questioning the need for global human resource development when Japanese companies are not capable of pursuing internationalization in the work environment. According to an interviewee, she said, “I was assigned to a department where I have almost no chance to use English, although I wanted to work at the international department. A short-term studying abroad program does not guarantee a job role that requires global talented skills because students who have overseas experiences for more than a year or graduated from non-Japanese universities seem to have more advantages in working in the global-related department. Career selection within the company is competitive among new graduate students who have overseas experiences.”

Furthermore, since experiences and internationality are the crucial factors for the survey participants, about sixty percent of participants agreed that studying abroad is a necessary condition for global human resource development, as shown in figure 17. Some of them said that Japanese students must learn the concept of globalization and diversity through their own experiences and eyes since they do not have opportunities to interact with other cultures in their daily lives. They believed that internationality could be effectively improved by studying abroad but not in Japan.

Meanwhile, approximately thirty percent of participants think that studying abroad is necessary for global human resource development because they expect the same level of improvement in abilities without studying abroad if students involve

in international settings. It is still possible to learn a foreign language while staying in Japan and go beyond one's boundaries by talking with people with various values and backgrounds. Students also have opportunities to join international programs and events if they are willing to do so. Therefore, studying abroad seems to be considered the best way but not only one way to get the three elements of a global human resource. The trigger for acquiring them varies from person to person.

**Figure 17.** Agree-disagree scale for the necessity of studying abroad to be a global person. Scale from 1 (strongly disagree) to 5 (strongly agree)



# **Chapter V Discussion on internationalization of higher education for fostering global human resources**

## **1. Implications of studying abroad on Japanese youths**

A short-term study abroad program provides an excellent opportunity to develop global talents. From the result of the research, studying abroad helps improve the three skills (cognitive skills, non-cognitive skills, and internationality) that are considered significant in global human resource development. Although all skills are not developed equally during study abroad, overall, it positively impacts students' mindsets and perspectives. Especially for internationality, experiences and activities both at school and outside school help students to have a deeper understanding of Japanese culture and diversity in an international environment by meeting people with different backgrounds and encountering new cultures. Also, with that memorable time in a study abroad, they can know who they are and what Japanism is. Studying abroad becomes a time to self-reflect and focus on the development of individualism.

In this sense, a short-term exchange program is necessary for global human resource development. It provides a meaningful impact on Japanese students, developing three required skills as an international person. Japanese students also agreed on the positive aspect of studying abroad as developing internationality based on experiences and activities. Although the experiences and activities in an exchange program differ from student to student due to their personalities, interests, and motivations, studying abroad is an adventure and challenge that aims for students to

gain the ability to be independent. They can learn life lessons by facing difficulties before and during their study abroad, like mental instability and adaptation to a new environment. Therefore, even though academic institutions are trying to establish an international environment for their students and academies in Japan, studying abroad seems to be the easiest and best opportunity for students to develop those three skills effectively. Looking at the linkage of development of three skills and a global talented person, an idea of internationalization of higher education in Japan, including the government's initiatives and support for academic institutions for global human resource development, is necessary to adapt to globalization by educating young people with talented global abilities. Studying abroad allows students to improve necessary abilities as a global talented person but also provides time for self-searching.

Furthermore, due to the decline in the number of Japanese youths joining long-term study abroad programs, Japanese governments and scholars highlighted the importance of overseas experiences to change Japanese youths' characteristics and enhance global human resource development (Yoshida 2014, 169; MEXT 2019; Qiang 2003, 249). However, from the research finding, Japanese youths cannot be identified as introverts and non-outgoing people, as stated by existing scholarships for Japanese youths today. Not going a long-term study abroad does not mean they are not unfamiliar with globalization and not interested in internationality mindset development. Instead, they realistically analyze the situation and decide what they can gain and do within what they have. They chose a short-term exchange program due to the financial issue and language skills. For example, receiving financial support is not typical for students despite economic issues for Japanese youths. Due to the lack of financial support, some students had to give up studying abroad. Also,

even students who went through a short-term study abroad program provided by the university had difficulty making a life in a study abroad destination. Students' interests and motivations for studying abroad are important factors. Without solving the financial issue, students do not even have an opportunity to go and join an exchange program. Thus, regardless of a period of study abroad, finance is a primary issue for Japanese youths, which influences their decision to join exchange programs. Therefore, compared to the past, Japanese youths cling to what they have and do not hope for more than what they can achieve. These attitudes also have contributed to the construction of Japanese youth's value of life.

Overall, university exchange programs have potential benefits for identity development for Japanese youths despite financial and mental difficulties. Improvement of international values is significantly examined from the experiences during the program. They can have broader opportunities to study abroad destination and do some soul-searching, which allows them to figure out whom they are by involving in a new environment. However, it is essential to note that the experiences and memories during an exchange program predominantly affect students' impact and ability development levels. If they are engaged in activities and meet people, they tend to be satisfied with the program and find it valuable to achieve. In other words, it is crucial to ensure students' experiences and opportunities during exchange programs to take potential advantages like skill development fully. For them, studying abroad is not for ability development but a window of opportunity to get in touch with themselves. The interest in studying abroad of Japanese youths and their decision to participate is highly related to their high values on the accessibility of gaining experiences and opportunities for self-searching.

## **2. A gap between studying abroad and working in Japan**

The 5.1 chapter depicts the relationship between a student exchange program and Japanese youths throughout their university years. Studying abroad influences the development of talents in Japanese adolescents by offering opportunities to encounter fresh experiences. It is also helpful in the development of global human resources. The government has achieved internationalization of higher education in the sense of communicating the importance of an exchange program system on Japanese youths provided by Japanese universities. As findings showed, students who joined exchange program during their undergraduate years were able to take advantages of study abroad experiences. A need of global human resources is from Japanese firms to increase the global competitiveness, adapting to internationalization in the global market (Akimoto 2013, 5). This demand has transformed to a society need, which encourages the Japanese government to pursue some strategies for internationalization of higher education, fostering global human resources called global human resource development (Yoshida 2017, 86-87). Particularly, the government wants students to develop three skills as a person who take the future of Japan on themselves: 1) cognitive skill, 2) non-cognitive skill, and 3) internationality (Akimoto 2013, 5-6). In short, the Japanese government is looking for Japanese youths to have the education and expertise cultivated from a broad perspective, the communication and cooperation skills to build relationships overcoming different languages, cultures, and values, the ability to create new values, and a sense of social contribution with an eye to the next generation, while maintaining their identity as Japanese. Simply put, the global human resources Japan is looking for are not simply people who are fluent in languages, but people with a high level of comprehensive human skills, that is the ability to think and act for

themselves, solve problems, and have a strong sense of identity as Japanese people. Global human resource development from internationalization of higher education and securing global human resources for Japanese companies are the challenges of the Japanese government.

However, whether global human resource development and a rise in the number of educated individuals with global talent help to boost competitiveness in a globalized society remains debatable. It seems that there is a gap between studying abroad experiences and working opportunities in Japan. Do Japanese students who have studied abroad genuinely benefit from their experience? Is the internationalization of higher education ensuring the development of global human resources in Japan for a better society and economic growth?

Students who have studied overseas have a better chance of landing a job at a large company in Japan, where the demand for globally competent people is considerable. Having no overseas experiences does not necessarily have any negative impact on jobhunting (Tobitate! Study Abroad Initiative n.d.). However, joining an exchange program provides benefits to students since companies are positively evaluating students who have overseas experiences based on their experiences and developed skills during studying abroad (Tobitate! Study Abroad Initiative n.d.). The abilities that students can gain from studying abroad match what companies are expecting of new graduates. As a result, students who attend studying abroad program tends to have a higher salary than those who do not have any overseas experiences (Yokota 2016, 11 and 16). Additionally, although the significant recruitment period is spring in Japan, companies that offer year-round recruitment have increased by 7.8 percent from 2021 to 2022 (Syushoku Mirai Kenkyujyo 2021, 18). It aims to target a broader range of students, including students

who have overseas experiences, which shows the high demand for students with global talented skills.

Also, companies in Japan feel that globally skilled individuals who gain experience and knowledge while studying abroad have more talents and capabilities to adjust to economic changes brought on by globalization. After graduation from the institution, students are expected to work for Japanese companies and help make Japan's economy more competitive in the global market. According to the study's findings, Japanese students with foreign experiences have a high level of internationality, which helps them comprehend Japanese culture and what it means to be a Japanese person by exposing them to various cultures and viewpoints. However, it is crucial to highlight that studying abroad does not guarantee their future job possibilities following university graduation.

The investigation looks into a lousy working environment at a Japanese corporation. Students with foreign experience, for example, may not always have the chance to work in an international setting. Even though they begin their careers at large Japanese corporations, they do not work in global-related departments; instead, they work in conventional departments with other employees who have no international expertise due to the advancing domestic market economy (Yonezawa and Shimmi 2017, 47). In some instances, they may not be able to fully employ their increased abilities learned while studying abroad at work since their organizations are not entirely internationalized or capable of adjusting to globalization. Those with worldwide abilities are not always guaranteed career changes within the organization (Yonezawa and Shimmi 2017, 50).

Despite the need for talented global people for globalization, companies are not yet ready to establish and manage an international environment and culture

within the companies where people with overseas experience can use their abilities and knowledge effectively in their work. Furthermore, some of them continue to practice traditional Japanese working culture and surroundings, which Japanese youngsters with study abroad experiences find challenging to adjust to. As a result, Japan is losing superb human resources due to this circumstance. According to Career Research (2013), students with study abroad experiences have a higher preference for working overseas, especially in North America (4). Also, they are more interested in working at foreign companies compared to students with no study abroad experiences, although Japanese companies are the most popular among them (Career Research 2013, 3). Japanese students with global talented abilities can go for them elsewhere if they cannot find better opportunities in Japan due to the country's non-internationalized working environment.

Thus, internationalization of higher education, including developing the supportive studying abroad system for Japanese students, needs to be advanced for global human resource development. The gap between studying abroad and working is huge in Japan that students with studying abroad experiences cannot convert into employability and enhance working opportunities at business environment. The participation in exchange program during undergraduate years should guarantee the advantages for students after graduating from the university so they are able to use abilities that they have gained through studying abroad and become responsible for international tasks when they get employed.

At the same time, the Japanese government should focus on the internationalization of businesses to recruit more individuals with global abilities to work for Japanese firms and guarantee their working environment. Japan's primary objective is not to increase the number of students with international experience.

Instead, their goal is to adapt to globalization while maintaining long-term viability. They should focus on societal and economic sustainability with the aid of Japanese enterprises capable of managing the competitive worldwide market with the help of people with globally talented capabilities. Higher education internationalization is simply one aspect of the globalization adaptation process. Supporting only global human resource development does not contribute to achieving the primary objective.

## Chapter VI Conclusion

This paper researches a linkage between internationalization in higher education and global human resource development. Studying abroad is believed to improve three abilities such as cognitive skills, non-cognitive skills, and internationality. A person with these three specific skills is considered a global person, as determined by the Council on Promotion of Human Resources for Globalization Development in 2011. The government and the Japanese firms support promoting global human resource development for Japanese youths. As the demand for global human resource development has increased in Japan, changes in the educational system and environment have become required. Thus, the internationalization of higher education is a response to the adaptation to globalization with the encouragement of global human resource development, fostering students with beneficial qualities and abilities (Kimura and Tatsuno 2017, 33)

Moreover, the research examines the changes in the perspectives and mindsets of Japanese youths before and after overseas experiences: an impact of an exchange program on university students. Today, Japanese youths are perhaps more realistic about their lives due to Japan's socio and economic phenomena. They set challenges based on what they can do and achieve within what they have. Their choice of a short-term exchange program was due to a lack of economic stability and language skills. According to the study's findings, Japanese youths who went to study abroad were able to develop the three global talented skills by experiencing new cultures and meeting people with various backgrounds. Especially internationality was developed rapidly, understanding the concept of diversity and having time to know their identities. Studying abroad is not a must for developing a

global person; however, it is the most efficient program in human resource development.

However, the limitation of the current study should be recognized. The sample size was insufficient to generalize the analyses' findings. To understand the link between internationalizing higher education and global human resource development in Japan, future studies will need to look at a vast number of samples. Furthermore, the survey respondents' diversity was restricted, making it difficult to determine the various consequences of an exchange program on Japanese students. Collecting samples from a diverse range of survey participants' backgrounds will aid in the generalization of findings and provide insight into the effects of studying abroad on Japanese youths.

Lastly, despite these limitations of the study, the research on the implications of studying abroad on Japanese youths provided important information on the internationalization of higher education and the development of abilities during a short-term studying abroad program. Based on the findings, this thesis discusses the effectiveness of the Japanese government's strategy for global human resource development and analyzes Japanese youths' characteristics. It also emphasized the need to establish an international business environment for global talented people at Japanese firms.

Since the experiences and memories during an exchange program predominantly affect students' level of impact and ability development, the government should consider the quality of the studying abroad program. Policies and programs promoted by the government and academic institutions for internationalization must focus on supporting Japanese students to have broader opportunities in domestic and international settings where they can enjoy advantages

fully. For instance, the establishment of supportive financial systems can create opportunities for an exchange program for Japanese youths. The high interest and accessibility of Japanese students to the exchange program help to increase the number of outbound students and enhance the cultivation of global human resources in Japan.

As for future research on the internationalization of higher education and the impacts of studying abroad on youths, this study may serve as an essential step to understanding the adapting process to globalization in Japan and its relation to global human resource development.

## Bibliography

- Akimoto, Daisuke. 2013. "Peace education in globalizing Japan: A case of Japan-Asia Studies (JAS) Program at Soka University in relation to the project for global human resource development.": 3-23.
- Breaden, Jeremy, and Roger Goodman. 2020. "The Predicted Implosion of Japan's Private higher Education System." In *Family-Run Universities in Japan: Sources of Inbuilt Resilience in the Face of Demographic Pressure, 1992-2030*, 13-21.
- Cabinet Office Japan. 2019. "Survey on the Attitudes of Young People in Japan and Other Countries (Waga Kuni to Syogaikoku no Wakamono no Ishikini Kannsuru Chyosa)." Accessed March 30, 2022. <https://www8.cao.go.jp/youth/kenkyu/ishiki/h30/pdf/s2-1.pdf>
- Career Research. 2013. "Career Awareness and Job-Hunting Status of International Students Abroad (Kaigairyugakusei no Kyariaishiki to Syusyokukatsudoujoukyou)." Disco Cooperation. Accessed March 30, 2022. [https://www.disc.co.jp/wp/wp-content/uploads/2013/04/14\\_ryugakusei.pdf](https://www.disc.co.jp/wp/wp-content/uploads/2013/04/14_ryugakusei.pdf)
- Council on Promotion of Human Resource for Globalization Development. 2011. "An Interim Report of the Council on Promotion of Human Resource for Globalization Development."
- Furuichi, Noritoshi. 2014. "How the young think about their insular life." In *East Asia Forum Quarterly* 6(2):21-24.
- Gaia, A. Celeste. 2015. "Short-term faculty-led study abroad programs enhance cultural exchange and self-awareness." *International Education Journal: Comparative Perspectives* 14(1): 21-31.
- Gainey, Peter, and Curtis Andressen. 2002. "The Japanese education system: Globalisation and international education." *Japanese Studies* 22, 2: 153-167.
- Hirano, Kunisuke. 2021. "Educated to Participate: Interaction and Imagination in Three Alternative High schools in Contemporary Japan." PhD diss..
- Hommerich, Carola, and Tim Tiefenbach. 2018. "The structure of happiness: Why young Japanese might be happy after all." In *Being Young in Super-Aging Japan*, 132-149. Routledge.
- Honda, Yuki. 2019. "Background of 'Individualized Meritocracy' Among Japanese Youth: Social Circulation Model of Postwar Japan and Its Collapse." *Education in Japan*, 159-176. Springer, Singapore.

- Horie, Miki. 2002. "The internationalization of higher education in Japan in the 1990s: A reconsideration." *Higher education* 43 (1): 65-84.
- JASSO. 2019. "Survey Results of Japanese Students Studying Abroad in 2019 (2019nendo Nihonjin Gakusei Ryugakujyoukyou Chousakekka)." Accessed March 30, 2022.  
[https://www.studyinjapan.go.jp/ja/\\_mt/2021/03/date2019n.pdf](https://www.studyinjapan.go.jp/ja/_mt/2021/03/date2019n.pdf)
- Kimura Daisuke, and Madoka Tatsuno. 2017. "Advancing 21st century competencies in Japan." *Asia Society: Center for Global Education*, 1-37.
- Knight, Jane. 2003. "Updated definition of internationalization." *International higher education* 33.
- Knight, Jane. 2008. *Higher education in turmoil: The changing world of internationalization*. Brill.
- Kreber, Carolin. 2009. "Different perspectives on internationalization in higher education." *New directions for teaching and learning* 2009, 118:1-14.
- Lee Sun Youn. 2019. "An Empirical Study of the Effect of Studying Abroad: Focusing on its Effect on (Non-) Cognitive Skills and Labor Market Outcomes." *International Studies* 54: 1-28.
- MEXT. 2019. "Current Status and Policies Concerning Foreign Student Policies (Ryugakuseisaku wo Meguru Genjyo to Shisaku)." Accessed March 30, 2022.  
[https://www.mext.go.jp/b\\_menu/shingi/chukyo/chukyo4/043/siryu/\\_icsFiles/afielddfile/2019/01/21/1396556\\_6.pdf](https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo4/043/siryu/_icsFiles/afielddfile/2019/01/21/1396556_6.pdf)
- MEXT. 2020. "Publication of the Basic School Survey for 2020 (final results) (Reiwa 2nendo Gakkou Kihon Chousa (Kakuteichi) no Kouhyou ni tsuite)." Accessed March 30, 2022.  
[https://www.mext.go.jp/content/20200825-mxt\\_chousa01-1419591\\_8.pdf](https://www.mext.go.jp/content/20200825-mxt_chousa01-1419591_8.pdf)
- MEXT. 2021. "The Current State of High School Education (Koutou Gakkou Kyouiku no Genjyo ni tsuite)." Accessed March 30, 2022.  
[https://www.mext.go.jp/a\\_menu/shotou/kaikaku/20210315-mxt\\_kouhou02-1.pdf](https://www.mext.go.jp/a_menu/shotou/kaikaku/20210315-mxt_kouhou02-1.pdf)
- MEXT. NDa. "Report on Measures to Improve and Strengthen English Language Education in the Future - Five Recommendations for English Language Education Reform in Response to Globalization (Kongo no Eigokyoiku noK Kaizen • Jyujitsuhausaku ni tsuite Hokoku – Guro-baruka ni Taioushita Eigokyoikukaikau no itsutsu no Teigen-)." Accessed May 15, 2022.  
[https://www.mext.go.jp/b\\_menu/shingi/chousa/shotou/102/houkoku/attach/1352464.htm](https://www.mext.go.jp/b_menu/shingi/chousa/shotou/102/houkoku/attach/1352464.htm)

- MEXT. NDb. "Top Global University Project." TOP GLOBAL UNIVERSITY JAPAN. Accessed November 10, 2021. <https://tgu.mext.go.jp/en/index.html>.
- Noguchi Yukio. 2022. "Why is the university enrollment rate so low in "low-education Japan," two-thirds that of South Korea? (「Teigakureki Nihonn」 no Daigakushingakuritsu ha Kannkoku no 3 bun no 2, Naze Konnnani Hikuinoka)." Diamond Online. Accessed March 30, 2022. <https://diamond.jp/articles/-/298482>
- Qiang, Zha. 2003. "Internationalization of higher education: Towards a conceptual framework." *Policy futures in education* 1(2): 248-270.
- Ota, Hiroshi. 2018. "Internationalization of higher education: Global trends and Japan's challenges." *Educational Studies in Japan*, 12, 91-105.
- Sharipov, Furkat .2020. "Internationalization of higher education: definition and description." *Mental Enlightenment Scientific-Methodological Journal* 2020, (1):127-138.
- Shimauchi Sae. 2014. "A Study on Global Human Resources Development and Internationalization of Higher Education in Japan." *The Bulletin of Yokohama City University, Humanities* 66(1): 109-126.
- Sugiyama Tomoko. 2009. "Globalization • internationalization of higher education • international trends on higher education: analytical perspective from international relations theories and implication for higher education in Japan." *Journal of the Faculty of Political Science and Economics, Tokai University* 41 (2009): 37-49.
- Syushoku Mirai Kenkyujo. 2021. Report on employment 2020 (Syushokuhakusyo 2020). RECRUIT Holdings Co., Ltd., Accessed May 11, 2022. [https://shushokumirai.recruit.co.jp/wp-content/uploads/2021/02/hakusho2021\\_20210216-1.pdf](https://shushokumirai.recruit.co.jp/wp-content/uploads/2021/02/hakusho2021_20210216-1.pdf)
- Tada, Megumi. 2016. "Recent reform to the English education system in Japan."
- Tobitate! Study Abroad Initiative. 2021. "Tobitate! Study Abroad Initiative Annual Report 2021 (Tobitate Ryugaku Japan Nenji Houkokusyo 2021)" Accessed May 11, 2022. [https://tobitate.mext.go.jp/assets/pdf/donation\\_2021.pdf](https://tobitate.mext.go.jp/assets/pdf/donation_2021.pdf)
- Tobitate! Study Abroad Initiative. ND. "Job Hunting and Career Realities for International Students (Ryugakusei no Syukatsu to Kyaria no Riaru)." MEXT. Accessed May 11, 2022. <https://tobitate.mext.go.jp/about/career/>.
- Trahar, Sheila, Wendy Green, Hans de Wit, and Craig Whitsed. 2016. "The internationalization of higher education." *Researching higher education: International perspectives on theory, policy and practice* 23-41.

- Umakoshi, Toru. 1997. "Internationalization of Japanese higher education in the 1980's and early 1990's." *Higher Education* 34 (2): 259-273.
- UNESCO Institute of Statistics. ND. "Global Flow of Tertiary-Level Students." UNESCO Institute of Statistics. Accessed November 10, 2021. <http://uis.unesco.org/en/uis-student-flow>.
- Vaira, Massimiliano. 2004. "Globalization and higher education organizational change: A framework for analysis." *Higher education* 48(4): 483-510.
- Yano Masakazu, and Hamanaka Junko. 2006. "Why Don't High School Students Go to University?: Determinants of the Demand for Higher Education." *The journal of educational sociology* 79: 85-104.
- Yokota Masahiro. 2016. "Survey on Global Human Resource Development and Long-Term Impact of Study Abroad (Guro-baru Jinzaiikusei to Ryuugaku no Chokitekina Inpakuto ni Kannsuru Chousa)." Accessed May 11, 2022. [http://recsie.or.jp/wp-content/uploads/2016/04/Survey-on-study-abroad-impact\\_final20170529](http://recsie.or.jp/wp-content/uploads/2016/04/Survey-on-study-abroad-impact_final20170529)
- Yonezawa, Akiyoshi, and Yukiko Shimmi. 2017. "Japan's challenge in fostering global human resources: Policy debates and practices." In *Globalization and Japanese "Exceptionalism" in Education*, 43-60. Routledge.
- Yoshida, Aya. 2017. "'Global human resource development' and Japanese university education: 'Localism' in actor discussions." *Educational Studies in Japan* 11: 83-99.
- Yoshida Fumi. 2014. "Global Human Resource Development" and University Education in Japan: From the Perspective of "Localism" in Discussion among Actors." *The Japanese journal of educational research* 81(2): 164-175.

## Abstract in Korean

본 연구는 일본 고등교육의 국제화, 특히 학부 과정 교환 학생 제도가 일본 청년에게 가지는 의미에 대해 탐색한다. 이전 연구에 따르면, 일본 정부는 세계화에 발맞추어 해외에서 교육받는 학생들의 수를 증가시키는 정책을 펼친 이래 고등교육 국제화에 대해 보다 적극적 태도를 보이고 있다. 특히 일본 정부는 일본의 청년들이 1) 인지 능력 2) 비인지 능력(non-cognitive skills) 3) 국제성(internationality)과 같은 역량을 개발하고 발견할 수 있는 환경 및 기회를 제공하기 위해 여러 학술 기관들과 적극적으로 협력하고 있다. 본 연구는 일본 정부의 고등교육 국제화 정책 과정을 일본 사회 및 경제 동향과 연계하여 분석하는 것을 목적으로 한다. 또한 일본 청년을 대상으로 하는 국제 교류프로그램이 일본 고등교육 국제화에 미치는 영향을 분석하여 현 제도의 성과를 살펴보고 향후 과제를 제시할 것이다. 본 연구는 온라인 설문과 인터뷰를 주로 하는 질적 방법론을 차용하였다. 먼저 온라인 설문은 일본 대학을 졸업하고 대학 시절 단기 유학 프로그램을 경험한 30 명의 참가자를 소셜 미디어 플랫폼을 통해 모집하였다. 또한 설문 결과에 대한 자세한 설명을 제공하기 위해 5 명의 설문 참가자를 대상으로 30-40 분간의 인터뷰를 수행하였다. 본 연구는 따라서 교환 학생 프로그램과 부속 활동이 일본 학생들의 역량 발전 및 계발에 어떠한 영향을 미치는지 분석하였다. 또한 이 연구는 일본 청년들이 일본의 경제 및 사회 현황을 그들의 삶과 연결시켜 진로 결정에 있어 현실적인 판단을 내린다는 것을 규명하였다는 점에서 의의가 있다. 이러한 결과를 바탕으로, 일본 정부의 교육 국제화 정책 성패와 일본 정부의 세계 인재 육성 정책(Human Resource Development; HRD)대해서도 논의한다.