

Implications on Linking Overseas Trainings with Strategic Needs of the 21st Century: A Case Observation of Foreign Students in South Korea

Adilu Mussa Salim¹ and SooBong Uh²

¹Ph.D. Candidate, Korea University of Technology and Education, Republic of Korea

²Professor, Korea University of Technology and Education, Republic of Korea

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ABSTRACT: This study attempts to explore the aspect of International Human Resource Development with reference to foreign students currently enrolled in Universities in South Korea in terms of the role human resource development helps the country of origin of the international students and how international students can link the International Human Resource Development goals to their home country's strategic needs. The study, studied the responses of 46 international students randomly selected from 76 responses among the 83 returned survey questionnaires. The surveys contained information about the foreign scholars' attitudes, perceptions and motivations with respect to the training received or receiving in foreign countries and the connection to the strategic goals from their home country. The results of the study offer meaningful assistance to the suggested assumptions showing that attitudes, perceptions and motivations have significant influence not only in the choices individuals made with regard to studying in a foreign country but also in the accuracy of familiarity and understanding of the strategic needs of the country of origin. Greater part of the participants has seen their training as important to their countries to facilitate economic development. The findings may have remarkable contribution to HRD professionals, funding agencies and training facilitators.

KEYWORDS: Attitudes, International Students, Perception, South Korea, IHRD, Effectiveness.

1 BACKGROUND

There is no doubt that, in order to compete successfully in the current global professional arena more nations and organizations are focusing on the role of human resources as a critical part of their core competence and vital source of competitive advantage. The focus has become not only for competence but also for creating capacity to adapt effectively to newly multicultural settings of business, for creating strategies to more effectively globalization and for rethinking of the traditional ways of developing human resources.

Influential and growing, the discipline or field of human resource development has come to be defined as the framework useful in helping human labour develop knowledge, abilities, and personal and organisational skills. Due to the continued regard of human resource as the most useful resource in an organisation, the human resource development framework has come to be seen as a significant source of sustainable competitive advantage in an organisation or nation. The continued development in internationalization and globalization has made it important for nations and organisations to operate effectively in order to be competitive, sustainable, and to keep up in terms of development. The emergence of the global economies has led to reduced differentiation between nations and organisations especially in the world of business as they have both been forced to work together in order to mediate the differences brought into the international arena. International Human Resource Development, which henceforth will be referred to as IHRD, has emerged as what mediate the labour needs in the international arena through ensuring that employees are sufficiently trained and developed to meet the global needs (Stahl and Björkman, eds, 2006). This research explores the aspect of IHRD with reference to foreign students in South Korea in terms of the role human resource development helps the country of origin of international students.

1.1 GLOBAL PERSPECTIVE OF HUMAN INVESTMENT IN THE 21ST CENTURY

With the rise in globalisation and internationalisation, nations and organisations have been forced to seek competencies to ensure that they improve their international competitiveness and enhance ties between nations. According to Sirageldin (2003), human development as a concept is multidimensional and complex, and this is partly as a result of complexity of human nature, the nature of human interactions as social groups or individuals, and the way people perceive their role in the ecosystem or treat their environment. In terms of human resource development, since human resources are not used in a void, their development is aimed at ensuring that they are best suited to exploit the existing environment. In the 21st century, human capital formation, scientific development, globalization processes and culture have become more internationalized, hence this has expanded the scope of human development to an international one. The cumulative process of globalization which started with interaction and communication among civilization has gained unstoppable momentum that cannot be stopped. Among nations around the world, this has led to increased interdependence, spread of information, emergence of regulatory institutions, and diffusion of finance capital.

Human resource development involves the identification of both the skills needed in the market and the training needs of the people being trained. In the world today where strategic management has become a competitive advantage, the development of human resources needs to be proactive and not reactive. This means anticipating the future needs and making sure that the human labour is developed to meet such needs. In order to successfully train international human resources, there is a need to recognise the differences between international and domestic human resource management. According to (Dowling, Festing and Engle, 2006), these differences are due to employing different national categories of employees and the complexities associated with operating in different countries. This can be attributed to more human resource activities, more involvement in the personal lives of the employees, the need for broader perspectives, broader external influences, increases in the risks the employee is exposed to, and the need to deal with the consequences of locals mixing with expatriates and foreign expatriates.

1.2 IMPACT OF OVERSEAS TRAINEES IN ECONOMY

Globalisation and internationalisation of learning institutions in the world today has led to the advancement of the education industry as countries seek to follow the international standards and trends. As countries seek to become hosts to international students, competition from other countries has forced the level of education offered to rise significantly. This is in addition to ensuring that the levels of training of the human resources are at an international level, hence improving production and competitiveness. Through training overseas, knowledge and skills are shared and transferred faster and more effectively, hence fuelling development at significant speed. This is in addition to the fact that training overseas acts as international relations between the host country and country of origin. Students that gain employment in foreign countries not only contribute to the country's economy but can even decide to invest in their home countries or help their kinsmen, hence a source of foreign exchange earner for the country (Stahl and Björkman, eds, 2006).

Since nations are currently operating in the international economies and markets, ensuring that their manpower meets the competitive skills and training of their international compatriots makes them competitive in the industry. Globalisation has ended the need or organisations and nations to be inward looking; hence looking for approaches to compete effectively with others has taken precedence over others. All nations envision a situation where they can have optimum labour at all times, and the rest exported to earn revenue in the international markets. This competition for effective labour, of the training institutions, and of nations and organisations has led to effective global training of human resources (Dowling, Festing and Engle, 2006).

1.3 GENERATING PEOPLE ADVANTAGE IN SOUTH KOREA

Apart from moderately growing number of international students in the country, there are still few international or foreign learning institutions in the country. With the university sector in the country being regarded as relatively incapable of competing in the international arena, according to OECD (2012), the recognition of introducing foreign learning institution in the country was identified during the research. The reason behind this was that if the educational sector in South Korea needs to compete effectively internationally, it should be effectively exposed to the variables and competition in the international arena. The logic behind this is that the nation should not use a tunnel vision with regard to education and labour needs (OECD, 2012; Varma and Budhwar, 2013).

The most serious problem facing South Korea in terms of education and human resources is the high levels of brain drain without an equal or higher compensation with foreign students. Since international learning has been identified as being influenced by the standards of learning, it has been deduced that a significant number of South Koreans that seek out international learning and training are influenced by the reality or perception of their institutions and countries of destination as more equipped than South Korea or learning institutions in the country to meet their educational and skills needs (OECD, 2012; Organisation for Economic Co-operation and Development, 2011).

2 MATERIAL AND METHODS

2.1 THE FRAMEWORK

The study involved the use of both the primary and secondary sources of data. The secondary data was used to establish the theoretical framework for the study, establish the background of human resource development and IHRD, and understand the labour and human workforce needs and their impacts on the economy. Attaining secondary data involved the use of both library books and references together with internet resources. Although a significant amount of information was found on human resource management and development, just a few sources were found about the subject in the international arena. In order to ensure the reliability and validity of the secondary information obtained, only scholarly articles, journals and books were consulted. Purposive sampling was used in the case of IHRD where the information sources with the pertinent information were sought. Due to the need for understanding the dynamics of human resource in the global scope, a random sampling was conducted on the significantly large amount of sources found on the topic (Hathaway, 1995).

Information from the secondary sources was compared for consistency, differences, and gaps. The results of the findings regarding the significance of human resource development in the international labour industry formed the basis under which the case observation of South Korea was examined. For primary research, on the other hand, involved the use of questionnaire survey. 100 questionnaires were sent to 10 tertiary learning institutions that were purposely sampled for the reason that they had international students. 10 questionnaires were sent to each institution through 10 foreign students with the request that the questionnaires be filled and returned to the researcher by email. Only 83 questionnaires were returned after three weeks, and after a further analysis of the questionnaires, it was found out that 7 were not completely filled, hence were eliminated from the population. Of the remaining 76 questionnaires, a sample of 46 questionnaires was randomly selected. The randomness made it possible to generalize the study to represent great part of foreign students studying in South Korea (Hathaway, 1995).

2.2 GUIDING ASSUMPTIONS

- I. It was assumed that just like in the national or local human resource management and development, human resources in the global arena are just as important, and a significant source of competitive advantages for organisations and organisations. This helped in the review of the background and in the introduction of the issue of human resource development in the international arena.
- II. Effectiveness depends on or can be predicted on the student's attitudes, perception and belief of overseas training programs together with the understanding and familiarity of his/her home country's strategic needs.
- III. The accuracy of familiarity and understanding of the strategic needs of a country depends on the attitude and perceptions.
- IV. Respondents were truthful in their responses

2.3 THE POPULATION REACTION

As with majority of studies, according to the secondary data, the respondents were wary of the intentions of the study and the possible consequences were they to be involved in the study. According to the reports from 8 different tertiary learning institutions sampled, it was necessary to address the fears of the potential respondents before they agreed on becoming part of the sample. Guarantees of anonymity and description of the researcher's status, background and competency was introduced and persuaded them to be part of the respondents. The logic behind giving enough information to them was to ensure that the answers were valid and reliable (Hathaway, 1995).

2.4 MORAL CONSIDERATIONS

- I. The validity and reliability of the study was observed till the presentation of the factual and actual data collected.
- II. Consent was sought before the beginning of the study
- III. The identity of the respondents was kept anonymous
- IV. The researcher intends to allow access to the results of the study to the general public so that international students can benefit.

2.5 INDIVIDUAL PERFORMANCE IMPROVEMENT

As a researcher, the main focus of during the collection and analysis of data was acquiring an insightful knowledge about the topic, while at the same time observing the intellectual, moral and ethical requirements and obligations of the study. Through observing objectivity, researcher's bias was avoided. The questionnaire was prepared in such a way that same question was asked differently, and the respondent was given independence in making choices. Validity and reliability were the foundations behind which all decisions about the research were based (Hathaway, 1995).

3 RESULTS AND DISCUSSION

3.1 THE SIGNIFICANCE OF STRATEGIC HRD

Strategic human resource development was identified as one of the most significant influences behind the need for people to acquire knowledge, skills and attitudes in other countries. It was identified through the survey that majority of the foreign students in South Korea thought that training and development was essential in ensuring that economic development in their countries of origin was facilitated. Only three respondents in the sample of 46 did not consider this training as essential for economic development, and this was because of the fact that their need to be trained in a foreign country was based on the need to access more employment opportunities. This shows that the majority of responses supported the need to have trained and developed manpower to cater for future manpower needs. Hence satisfy their home country's strategic needs.

The question about whether the decision to earn education in foreign countries was supported by the familiarity and understanding of the country's of origin strategic needs for the skills gained received a positive feedback by the majority of the respondents. This means that an overwhelming majority of the respondents argued that their need for going to foreign countries to earn skills and education was based on the recognition of the problems, situations, and future projections of the situations in their countries. This shows an inclination for not only seeking to ensure that the current problems are resolve but also dealing with future manpower problems in their countries of origin.

3.2 THE PREDICTORS DISTURBING LINKING OF THE TRAINING AND THE NEEDS

- I. Attitudes: the reasons behind why the international students seek to study abroad are different and are influenced by a number of factors most of which are not academic in nature. These include the concern about the feelings about other people on the issue, the need to portray a certain image to others, and the desire to follow the current trends. This makes it impossible to identify the skills that would be most suited for such individuals because of the fact that gaining specific skills is not the key motivation for becoming international students.
- II. Perceptions about the impact of foreign training on an individual: the issue of unemployment and competitiveness in the employment sector have become common knowledge among many circles. This is in addition to the continued recognition of the problems in the societies in which people live. This has led to people striving to gain competitive advantages academically. With the changes in the world today, existing trends are continually being replaced by newer ones. This has led to keeping training and labour needs out of synchronisation, hence making training lag the needs in the industry.

3.3 TRAINING NEEDS IN THE PERCEPTION OF TRAINEES

The research sought to understand the attitudes, perceptions, and motivations of foreign scholars in seeking for education in foreign countries. Majority of the respondents saw their training and development as important to their countries to facilitate economic development. Although some thought of the opportunity to travel abroad as an opportunity

to satisfy their curiosity, the level to which the respondents agreed to this assertion varied. The content of the training was also another variable surveyed, and majority believed that they were more fulfilled when they were confident of the content of the training. The need for studying abroad was made more appealing because of the challenge involved in understanding the problems in their individual countries, hence the need to seek further and specialized training, and the value the foreign training would add on their certificates.

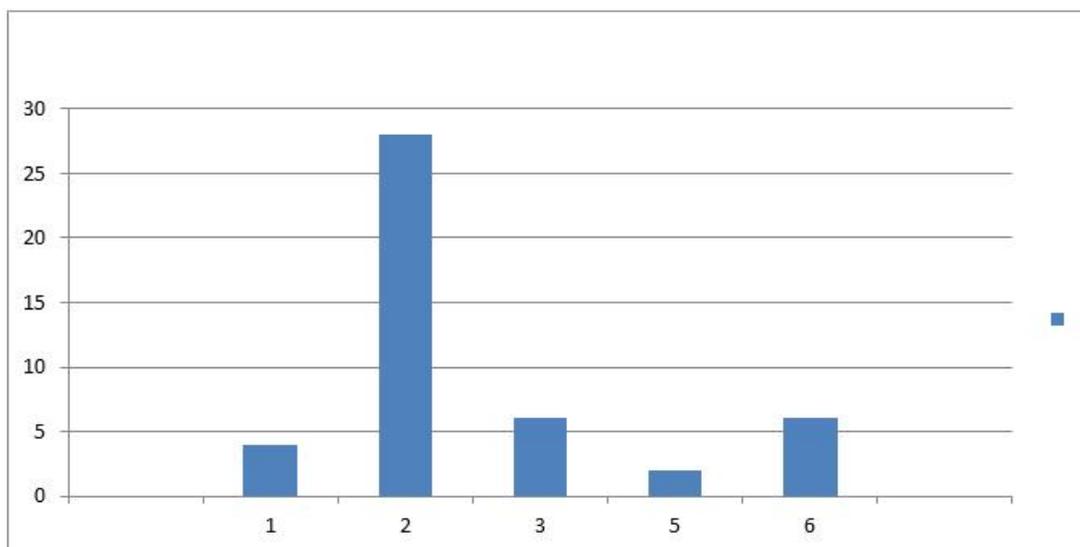
3.4 DESCRIPTIVE STATISTICS

Attitudes, perceptions, and motivations were identified as having significant influence in the choices people made with regard to studying abroad. While majority of the respondents argued in support for self betterment and improvement and development of their countries of origin as the main influence behind their studying abroad, others argued that the reasons for seeking skills and knowledge abroad was based on personal reasons. Despite this, however, majority of them indicated that their countries of origin should take precedence over their individual goals in terms of the choices made when seeking training abroad. This can be seen in the frequency table results table 1. The table indicates that the majority of the respondents (60%) said the reason for studying abroad is for facilitating the economic development in their country of origin.

Table 1: Distribution of respondents with regard to the reason for studying abroad being facilitation of economic development in their countries

Variable options (coded)	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	8.7	8.7	8.7
2	28	60.9	60.9	69.6
3	6	13.0	13.0	82.6
5	2	4.3	4.3	87.0
6	6	13.0	13.0	100.0
Total	46	100.0	100.0	

A column chart showing the frequency of the results can be shown below. Both the table and the chart show that the need to facilitate economic development, represented by number 2, was recognised by the majority of the respondents as the main reason for international human resource training and development. Reduction of a country's reliance on other countries, represented by number 5 with 4.3%, had the least responses. This can be said to be the case because the respondents recognised the fact that the international community is based on interdependence among the interacting countries.



In terms of the relationship between human resource development and strategic needs, majority of the respondents agreed with the fact that training is intertwined with strategic management. This was in addition to recognising the need for training and development as a way to become more proficient workers. Although these respondents were studying in a foreign country, majority of them admitted that their desires for training and development are in line with the development agendas of the countries of their origin. This can be seen in the 6 pie charts of appendix 1 where the respondents were asked whether they agreed or disagreed with the reasoning that human resource training and development is important. An overwhelming majority agreed, and are represented by the portions of the pie charts with the green colour or key 2

Pie chart1 in appendix 1 represents the results of the respondents on the importance of training and development on efficiency and proficiency of individuals, and the quotient of those agreeing with the importance of training and development on efficiency and proficiency of individuals is the larger if the two. Pie chart2 indicates the relationship between the desire for international human resource training and development and development agendas for the country of origin, and according to the chart, many respondents argued that a positive relationship exist between the two. In the pie chart3 shows the responses concerning whether the role of training in terms of creating, gaining, and sharing of skills and knowledge is influenced by human capital investments, the majority of the respondents agreed with the statement. Although a few respondents, 4, did not answer the question, more than three-quarters of the respondents agreed that human capital investment affects the role of training. This pie chart4 shows the relationships between the competition for labor on the global scope, and the impact this has on the capacity strategies and priorities of the national workforce. Majority of the respondents indicated that globalization and increased competition for workforce has led to increased concern about national workforce. This means that nations have recognized the competition for competent workers, hence have sought for domestic workers to be adequately trained to meet the international standards.

In the Piechart5, we can see the responses on whether countries should share knowledge and skills and help one another in the identification of the HR needs in order to mutually benefit, and for international welfare. The majority of the respondents agreed to this, and this can be attributed to the recognition of the high degree of interdependence in the world today. Pie chart 6, represents the responses on what international students should prioritize: their countries of origin or themselves. Almost two-thirds of the respondents argued that the needs of the countries should take precedence over the needs of the individuals. Results of further analysis are included as appendix2.

Table 2: Summary statistics on the respondents' rating on Attitudes, perceptions and Motivation

Statement linking to Attitudes, Perceptions and Motivation	Category of responses	Freq.	Mean	Med.	Mode	Std. dev.
Training and Development are extremely important for my country to:	(a) Create more Jobs	4(8.7)	1.93	2	2	.250
	(b) Facilitate economic development	28(60.9)				
	(c) Build career path for me within my country	6(13)				
	(d) Set an example for other countries to follow	2(4.3)				
	(e) Reduce reliance on	6(13)				
	(f) All of the above	0				
	(g) Other	0				
I think it is important to have the opportunity to satisfy my own curiosity when attending training course abroad.	Strongly disagree	1(2.2)	3.533	4.00	4.00	1.09959
	Disagree	11(23.9)				
	No opinion	3(6.5)				
	Agree	23(50)				
	Strongly agree	7(15.2)				
I feel most fulfilled when I feel confident about the content in the training am attending	Strongly disagree	1(2.2)	3.83	4.00	4	.877
	Disagree	3(6.5)				
	No opinion	7(15.2)				
	Agree	27(58.7)				
	Strongly agree	8(17.4)				
The reason that I am serious to expand my knowledge/skills particularly through a program outside my country is:	(a)Because it's interesting to learn more about the nature of this world	1(2.2)	2.311	2.000	2.00	.51444
	(b) Because it's a challenge to really understand how to contribute in resolving my country's problems	29(63.0)				
	(c)Because a good grade in a foreign training program will look positive on my record	15(32.6)				
	(d)Because I want others to see that I am really intelligent	0(0)				
The option above is better because:	(a) Others might think badly of me if I didn't.	0(0)	2.46	2.00	2	.808
	(b) A solid understanding of my country's problems is important to my academic growth as well	34(73.9)				
	(c) I would feel proud of myself	3(6.5)				
	(d) I just feel like it's a good way to improve my understanding	9(19.6)				
	(e) It creates goodwill	0(0)				

The table 2 shows that respondents rated their idea with respect to perceptions, attitudes and motivation as generally can shown by the frequency percent in brackets given in the table. For example on the reason that training and development are extremely important for their country is mainly shown by respondents to facilitate economic development, with frequency of 28 (60.9%), this shows that the majority of the respondents perceive this way. The mean of 1.93, median of 2 and mode of 2 further support their predictability, and the small standard deviation of 0.250 implies that respondents had similar ratings of themselves with regards to their view on the importance training and development for their countries.

On whether their thinking is to have the opportunity to satisfy their own interests when attending training course abroad, the frequency of 23(50%) indicates that majority of them agree as opposed to 11(23.9%) who disagree. The standard deviation of 1.09959 which is relatively smaller implies that respondents were consistent with their responses regarding their interest in attending course abroad. However, the measures of central tendency where the mean is 3.533, median is 4 and mode is 4 are in agreement with the fact that they are consistent with their interest in attending course abroad.

On the issue of feeling fulfilled on the content of the training program, 27(58.7%) agree that they are satisfied with the content and that they are self-assured with mean of 3.83, median 4 and mode of 4. The standard deviation of 0.877 indicates that most respondents had relatively similar feeling. Regarding the reason on their urgency to expand their skills through a program abroad, majority 29(63.0%), sensed that is because it's a challenge to really understand how to contribute in resolving their country's problems. The measures of central tendency are in agreement with this fact, where the mean was 2.311, median 2 and mode 2. Respondents results showed a standard deviation of 0.51444, which is small and implying that most respondents had similar reasoning on the variable. Agreeing to the results on the option that, their reason to seek expanding their skills abroad is because it's a challenge to really understand how to contribute in resolving their country's problems, majority 34 (73.9%) of the respondents added that the solid understanding of their country's problems is important to their academic growth as well. The mean of 2.46, median 2 and mode of 2 further indicate this predictability while the very small standard deviation of 0.808 indicates that the respondents had similar views on this variable.

Table 3: Summary statistics on the respondents' score on variables related to HRD, Familiarity & Strategic needs

Statement linking to HRD, Familiarity & Strategic needs	Category of responses	Freq.	Mean	Med.	Mode	Std. dev.
Training & development plans help maintaining job skills so that an individual can be proficient in his/her work	Disagree	3(6.5%)	1.93	2.00	2	.250
	Agree	43(93.5%)				
My training & development desires are associated to the current development agendas of my country	Disagree	5(10.9%)	1.89	2.00	2	.318
	Agree	40(87.0%)				
The current Human Capital Investment influences the role of training from, skills and knowledge gaining to creating and sharing knowledge.	Disagree	3(6.5%)	1.93	2.00	2	.258
	Agree	40(87.0%)				
As competition for talents is increasingly global, national workforce-capacity strategies and priorities become apparent	Disagree	2(4.3%)	1.95	2.00	2	.211
	Agree	42(91.3%)				
Countries should Share Knowledge and skills and help each other to identify demand and supply side of skills for mutual benefits and international welfare	Disagree	2(4.3%)	1.96	2.00	2	.208
	Agree	43(93.5%)				
Perceived needs by countries should be more influential factors encourage individuals to opt for further training and development than perceived needs by themselves	Disagree	14(30.4%)	1.7	2.00	2	.465
	Agree	32(69.6%)				

Table 3 above shows that respondents rated their level of understanding with respect to the extent with which the linking of human resource development, their familiarity with it, and the connection to the strategic needs from their home countries.

For example on whether their training & development desires are associated to the current development agendas of their country, majority 40(87.0%) have shown agreement as against the minority 5(10.9%) who disagreed. This is further supported by the mean of 1.89, median of 2 and mode of 2 with the small standard deviation of 0.318 which implies that respondents had similar ratings of themselves with regards to the variable

On whether training & development plans help maintaining job skills so that an individual can be proficient in his/her work, 43(93.5%) decided to agree with the statement and only regularly publish while only 3(6.5%) disagreed. The mean of 1.93 median of 2.00 and mode of 2 additionally supports this to this agreement. Regarding whether the current Human Capital Investment influences the role of training from, skills and knowledge gaining to creating and sharing knowledge the majority of respondents 40(87.0%) confessed as opposed by only 3(6.5%). The measures of central tendency are in arrangement with the situation, displaying the mean of 1.93, median of 2.00 and mode of 2. The consistency in opinion is shown by the relative smaller standard deviation of 0.258. The regularity on the statement that competition for talents is increasingly global, and that national workforce-capacity strategies and priorities become apparent, the respondents have shown 42(91.3%) of agreement and only 2(4.3%) disagreement. 43(93.5%) also agreed that countries should share knowledge

and skills and help each other to identify demand and supply side of skills for mutual benefits and international welfare. Only 2(4.3%) disagreed on this statement. Finally, respondents shown agreement on the statement that, perceived needs by countries should be more influential factors encourage individuals to opt for further training and development than perceived needs by the students themselves. 32(69.6%) of the respondents agreed as against 14(30.4%) who disagreed.

4 CONCLUSION

4.1 THE DEMAND FOR HUMAN POWER

Quality of programmes of education was identified as one of the most significant predictor of the host countries that students choose their origin countries for. According to Organisation for Economic Co-operation and Development (2011), international students are increasingly selecting study destination based of the level and quality of education offered. With the continued invention and innovation, potential students have access to large amounts of information regarding learning institutions, both local and international, that offer education to international students. In the past, the level of brain drain in South Korea has outweighed its position as a host. According to Guruz (2011), South Korea is placed in the same range as China, Greece, Morocco, Hong Kong, Malaysia, Turkey, Indonesia, Japan, Mexico, and India as some of the major countries of origin of international students. With the high level of brain drain, and the increased changes in demographics in the country, it is projected that the number of people of university age in the country will reduce by a third by 2030. This presents a serious need for South Korea to either turn the tide of brain drain or increase the popularity and choice of South Korea as the host destination for international students (OECD, 2012). This is because of the need for the country to ensure that the labour needs in the country are catered for both in the present and future.

Although South Korea is among the top countries of origin, its quotient as a host to international students is below the 8.7% average instituted by the OECD. In 2009, the number of international students in tertiary education in the country was just 1.6%. This was in relation to the 5% number of foreign students that originated from the country in the year. About 7% of this quotient was made up of South Korean tertiary students, hence indicating the significance of the brain drain in the country. In the world today where the labour industry has become international, being identified as a potential source of international students makes South Korea vulnerable to exploitation by other nations. Competition for local labour on an international scale, as is the case with any issue of demand and supply, will give the employees more bargaining power, hence affects the labour market dynamics in the country. With labour being a significantly influential factor of production in the country, there is a need to ensure that strategic management of labour is managed in the country in order to ensure that the country continues competing healthily in the international markets (OECD, 2012; Organisation for Economic Co-operation and Development, 2011).

4.2 POTENTIAL IMPLICATIONS AND SIGNIFICANCE (IN KOREA)

As identified by Organisation for Economic Co-operation and Development (2011), the quality of education programmes offered in a country or institution is one of the most significant factors that determine the choices of the students. This is especially the case with the increased number of entries of new institutions in the market. Considering the low level of foreign students in the country, a strategic planning involving the utilisation of foreign students for the betterment of South Korea would first involve attraction of such students into the country's learning institutions (Organisation for Economic Co-operation and Development, 2011).

Since the quality of programs offered has been identified as one of the attractions in the international education, the strive by the nation to match or supersede the global standards in terms of the quality of learning programs would not only attract the foreign students but also improve the levels of learning in the country. Since the integration of cultures and populations in the global markets and economies has led to more interactions among culturally differentiated persons, the improvement of standards of learning would improve education in the country holistically. This is especially because of the fact that the local students would have access to the high quality of education offered internationally. This would increase enrolment in learning institutions as the high level of learning programs become more identifiable (Organisation for Economic Co-operation and Development, 2011).

The improvement of education programs in the country might be the eventual answer to the problem of brain drain and the increased popularity of the country as the 'country of origin' of international students. This is because of the fact that with the identification of South Korea and the learning institutions in the country as capable of meeting the needs of the students, these students' motivation to seek education elsewhere will be reduced. This will lead to the development, retaining, and maintaining of a qualified workforce that is ready to meet the needs of the country.

Having foreign educational institutions in the country that are proficient in manpower development will ensure that the goodwill of the country in terms of educational standards rises. This will attract more international students into the country as they seek to make use of the emerging educational proficiencies and capacities. These international organisations will make sure that the education in South Korea is comparable to that in other international countries they operate, hence mapping the country internationally in terms of education standards. Such institutions will also ensure that the need for South Koreans to seek education elsewhere is reduced. As foreign students and institutions continually enter the South Korean market, the level of financial returns to the South Korean government from taxes, fees, and other expenses will increase.

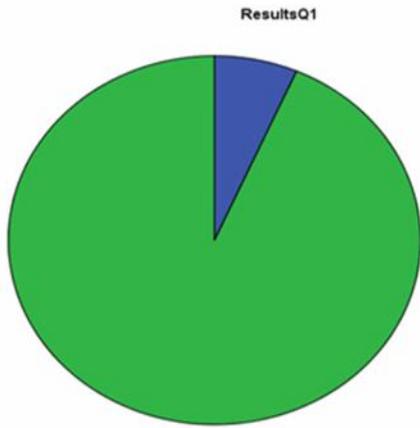
Most students, especially through that are not from the affluent families, work at one time or another when they are in colleges. This is also the case with international students; hence the increase in international students in South Korea will lead to an increase in untapped workforce. Through innovative incentives such as apprenticeship and internship, the government can make working in South Korea seem and become interesting and attractive to the international students as well as the locals. As a result, this can lead to a growing labour supply of qualified human labour, and can also cause retention of the foreign students in the country, hence reversing the brain drain the country is currently experiencing. Well developed and placed employees are equitable to increased production, hence development. This will not only improve the economy of the country but also improve the competitiveness and positioning of the country internationally.

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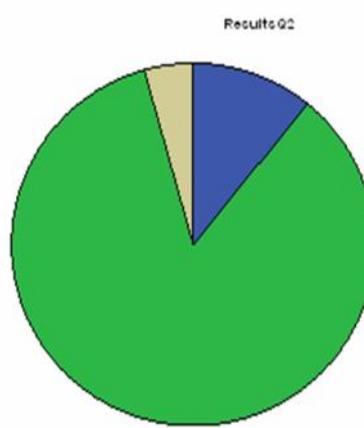
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APPENDIX 1

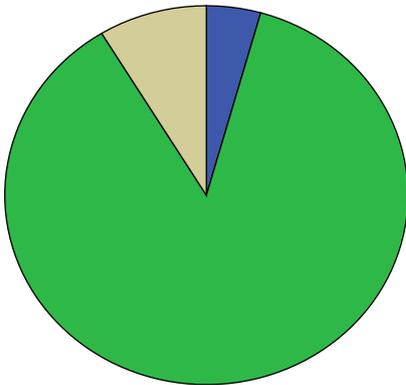
Pie chart 1



Pie chart 2

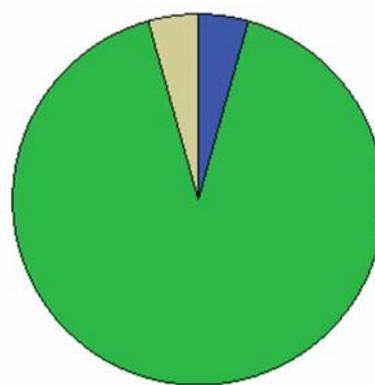


ResultsQ3



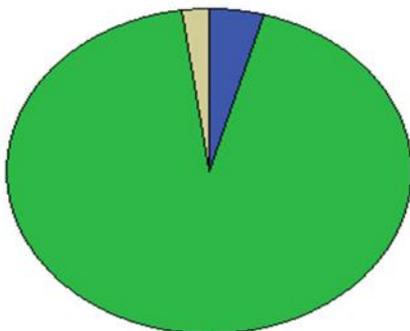
Pie chart 3

ResultsQ4



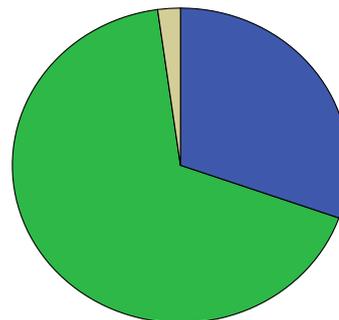
Pie chart 4

ResultsQ5



Pie chart 5

ResultsQ6



Pie chart 6

APPENDIX2:

Attitudes, Perceptions and Motivation Statistics

		ResultsQI	ResultsQII	ResultsQIII	ResultsQIV	ResultsQV
N	Valid	46	45	46	45	46
	Missing	0	1	0	1	0
Mean		2.70	3.5333	3.83	2.3111	2.46
Std. Error of Mean		.222	.16392	.129	.07669	.119
Median		2.00	4.0000	4.00	2.0000	2.00
Mode		2	4.00	4	2.00	2
Std. Deviation		1.504	1.09959	.877	.51444	.808
Variance		2.261	1.209	.769	.265	.654
Skewness		1.450	-.572	-1.092	.310	1.334
Std. Error of Skewness		.350	.354	.350	.354	.350
Range		5	4.00	4	2.00	2
Minimum		1	1.00	1	1.00	2
Maximum		6	5.00	5	3.00	4
Sum		124	159.00	176	104.00	113
Percentiles	25	2.00	2.0000	3.75	2.0000	2.00
	50	2.00	4.0000	4.00	2.0000	2.00
	75	3.00	4.0000	4.00	3.0000	3.00

Human Resource Development, Familiarity, and Strategic Needs Statistics

		Results-Q1	Results-Q2	Results-Q3	Results-Q4	Results-Q5	Results-Q6
N	Valid	46	45	43	44	45	46
	Missing	0	1	3	2	1	0
Mean		1.93	1.89	1.93	1.95	1.96	1.70
Std. Error of Mean		.037	.047	.039	.032	.031	.069
Median		2.00	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2	2	2	2
Std. Deviation		.250	.318	.258	.211	.208	.465
Variance		.062	.101	.066	.044	.043	.216
Skewness		-3.642	-2.561	-3.501	-4.520	-4.575	-.879
Std. Error of Skewness		.350	.354	.361	.357	.354	.350
Range		1	1	1	1	1	1
Minimum		1	1	1	1	1	1
Maximum		2	2	2	2	2	2
Sum		89	85	83	86	88	78
Percentiles	25	2.00	2.00	2.00	2.00	2.00	1.00
	50	2.00	2.00	2.00	2.00	2.00	2.00
	75	2.00	2.00	2.00	2.00	2.00	2.00