


# Survey of Global Personnel Development and Long-term Impact of Study Abroad

-Summary Report: March, 2016-



The number of international students worldwide has now reached 4.5 million. Against the background of a debate surrounding the quality assurance of higher education, there is a demand for personnel with the potential to play an active role in global society. Higher education institutions are encouraging their students to study abroad, and the development of diverse and effective international collaborative programs is required. The question of how to ensure that the quality assurance of education and the enhancement of learning lead to the concrete outcome of global personnel development is an urgent task for the higher education sector. In the light of these global trends, this large-scale retrospective survey of people who had studied abroad was undertaken. Its aim was to reveal the issues with the development of global personnel in Japan, as well as the directions it is taking. The results have shed light upon the impact of study abroad experiences on students' subsequent career development and lives.

***International Comparative Research into Global Personnel Development and Long-term Impact of Study Abroad***

**JSPS Grants-in-Aid for Scientific Research  
Scientific Research (A), Research Project Number 25245078  
Principal Investigator: Professor Masahiro Yokota  
School of Global Japanese Studies, Meiji University**

# Overview: Survey of Global Personnel Development and Long-term Impact of Study Abroad

In this research, people who had studied abroad were surveyed on a variety of topics, including their experiences and the improvement in their abilities while studying abroad, the effects on their subsequent employment and careers, changes in their values and behaviors, and degree of satisfaction with life. In addition, in order to act as a control group for comparison, people who had not studied abroad were also surveyed on their experiences and the improvement in their abilities while studying on undergraduate and/or graduate programs in Japan, and on their subsequent careers.

Given the current decline in the number of Japanese studying abroad, this demonstration of the significance and the outcomes of study abroad, as well as of their effects and influence in the mid- and long-term, can be thought to have valuable implications for universities and companies working to address the urgent issue of developing personnel with global competencies.

- **Survey period and respondents**

- People with study abroad experience

- Period: January-May, 2015

- Number of respondents: 4,489

- People without study abroad experience

- Period: August-September, 2015

- Number of respondents: 1,298

- **Survey method**

- Online survey: As well as making direct requests for participants, the researchers also obtained the participation of monitors from a research company

- **Conditions for participation**

- People with study abroad experience

- (1) At the least, lived primarily in Japan during elementary and junior high school; studied abroad for three months or more after graduation from a Japanese senior high school. However, as long as participants studied abroad after graduation from a Japanese senior high school, they were also permitted to have studied abroad during senior high school.

- (2) Overseas study destination was a senior high school, university, vocational college, and/or language school. Those who studied at international schools/schools teaching the International Baccalaureate, private dance schools, junior sports teams affiliated with professional clubs (not part of vocational colleges), or private business research institutes were not eligible.

- (3) The aim of study abroad was to learn a language, to obtain a degree, or to earn credit; those who simply volunteered or went on a working holiday were not included.

- People without study abroad experience

- (1) Graduated from a Japanese university

- (2) Working for a company located in Japan (foreign-owned companies located in Japan were eligible), housewife, or unemployed

- (3) No experiences of studying or living abroad for longer than three months, did not live overseas as a child (overseas trips of under three months were permitted)

- (4) Experiences prior to entering a Japanese university were as follows:

- Had not acquired foreign language proficiency, did not use a foreign language at home

- Had not studied at an international school in Japan

## Explanations about the classification of people with study abroad experience

Refer to pages 7, 8, 9, 11, 13, 17, 18, and 19

Those who had experience of more than one type of study abroad were classified under the study abroad destination which they responded was the most important.

About those who studied at an overseas university (undergraduate program or/and graduate program):

(1) Restricted to those on scholarships or self-funded (those who were funded by their employer were excluded)

(2) Restricted to the following periods of study - study for an undergraduate degree: three years or more; undergraduate credit-bearing/other study abroad: less than one year; graduate study: one year or more

(3) Study abroad for an undergraduate degree or a graduate degree (Masters/Doctorate) means that he or she studied abroad with the aim of obtaining a degree.

## Demographic and Attribute Data

### People with study abroad experience: 4,489

\* Classified by the type of institution which they responded was their most important study abroad destination

### People without study abroad experience: 1,298

\* Classified by the highest level of institution they attended

	50's or older			40's			30's			20's or younger			Total
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
High School	4	10	14	8	13	21	24	34	58	15	35	50	143
Undergraduate	2.8%	7.0%	9.8%	5.6%	9.1%	14.7%	16.8%	23.8%	40.6%	10.5%	24.5%	35.0%	1,870
	232	84	316	345	281	626	265	347	612	131	185	316	
Masters	12.4%	4.5%	16.9%	18.4%	15.0%	33.5%	14.2%	18.6%	32.7%	7.0%	9.9%	16.9%	568
	160	26	186	127	63	190	75	75	150	26	16	42	
Doctorate	28.2%	4.6%	32.7%	22.4%	11.1%	33.5%	13.2%	13.2%	26.4%	4.6%	2.8%	7.4%	202
	69	10	79	48	18	66	33	17	50	4	3	7	
Language School	34.2%	5.0%	39.1%	23.8%	8.9%	32.7%	16.3%	8.4%	24.8%	2.0%	1.5%	3.5%	1,391
	119	127	246	211	353	564	130	320	450	49	82	131	
Other	8.6%	9.1%	17.7%	15.2%	25.4%	40.5%	9.3%	23.0%	32.4%	3.5%	5.9%	9.4%	315
	45	21	66	40	75	115	35	60	95	10	29	39	
Total	14.3%	6.7%	21.0%	12.7%	23.8%	36.5%	11.1%	19.0%	30.2%	3.2%	9.2%	12.4%	4,489
	629	278	907	779	803	1,582	562	853	1,415	235	350	585	
Undergraduate	14.0%	6.2%	20.2%	17.4%	17.9%	35.2%	12.5%	19.0%	31.5%	5.2%	7.8%	13.0%	710
	100	44	144	114	130	244	100	127	227	20	75	95	
Masters	14.1%	6.2%	20.3%	16.1%	18.3%	34.4%	14.1%	17.9%	32.0%	2.8%	10.6%	13.4%	461
	44	8	52	101	48	149	68	109	177	18	65	83	
Doctorate	9.5%	1.7%	11.3%	21.9%	10.4%	32.3%	14.8%	23.6%	38.4%	3.9%	14.1%	18.0%	127
	24	1	25	39	19	58	16	17	33	3	8	11	
Total	1.8%	0.1%	1.9%	3.0%	1.5%	4.5%	1.2%	1.3%	2.5%	0.2%	0.6%	0.8%	1,298
	168	53	221	254	197	451	184	253	437	41	148	189	
	12.9%	4.1%	17.0%	19.6%	15.2%	34.7%	14.2%	19.5%	33.7%	3.2%	11.4%	14.6%	

### People with study abroad experience: 4,489

\* Classified by the type of institution which they responded was their most important study abroad destination

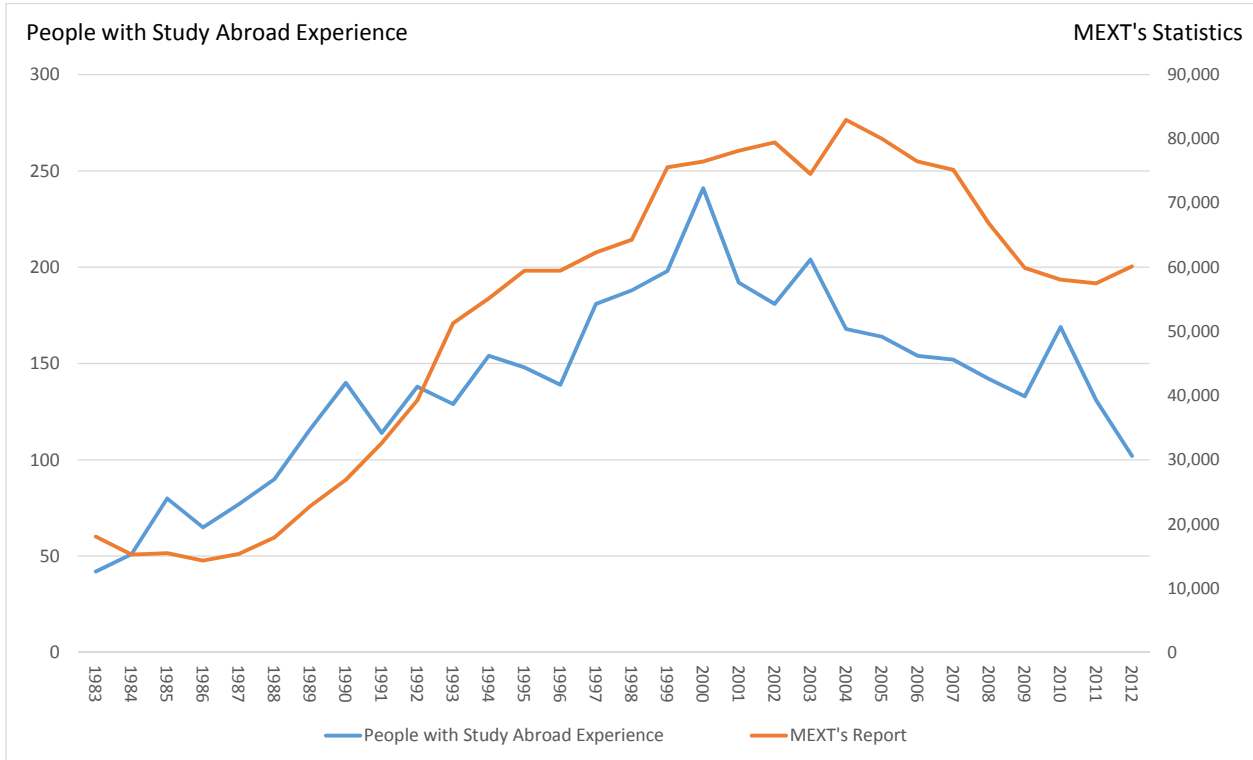
	Destination Country								TOTAL	Type of study abroad			TOTAL
	United States	China, South Korea, Taiwan	English Speaking Countries in Europe	Oceania	Non-English Speaking Countries in Europe	English Speaking Countries in North and Central America other than US	Other English Speaking Countries	Other		Degree seeking	Credit-bearing (exchange student, etc.)	Other	
High School	91	2	8	24	5	9	0	4	143	43	82	18	143
Undergraduate	63.6%	1.4%	5.6%	16.8%	3.5%	6.3%	0%	2.8%	1,870	30.1%	57.3%	12.6%	1,870
	1,082	226	153	102	158	85	11	53					
Masters	57.9%	12.1%	8.2%	5.5%	8.4%	4.5%	0.6%	2.8%	568	39.9%	39.6%	20.4%	568
	339	16	101	20	56	14	8	14					
Doctorate	59.7%	2.8%	17.8%	3.5%	9.9%	2.5%	1.4%	2.5%	202	47.1%	62	35	202
	118	8	27	13	30	5	0	1					
Language School	58.4%	4.0%	13.4%	6.4%	14.9%	2.5%	0%	0.5%	1,391	13.0%	17	55	1,391
	349	148	288	234	152	145	33	42					
Other	25.1%	10.6%	20.7%	16.8%	10.9%	10.4%	2.4%	3.0%	315	64.4%	8.4%	27.2%	315
	100	9	42	47	58	39	8	12					
Total	31.7%	2.9%	13.3%	14.9%	18.4%	12.4%	2.5%	3.8%	4,489	29.2%	3.8%	67.0%	4,489
	2,079	409	619	440	459	297	60	126					
	46.3%	9.1%	13.8%	9.8%	10.2%	6.6%	1.3%	2.8%		1,608	1,016	1,865	

	Duration of study abroad								TOTAL
	3-6 months	6 months - 1 year	1-2 years	2-3 years	3-4 years	4-5 years	5-6 years	6 years or longer	
High School	23	66	29	9	12	1	0	3	143
Undergraduate	16.1%	46.2%	20.3%	6.3%	8.4%	0.7%	0%	2.1%	1,870
	284	609	346	196	186	153	51	45	
Masters	15.2%	32.6%	18.5%	10.5%	9.9%	8.2%	2.7%	2.4%	568
	26	72	267	154	24	10	5	10	
Doctorate	4.6%	12.7%	47.0%	27.1%	4.2%	1.8%	0.9%	1.8%	202
	11	24	37	27	34	25	18	26	
Language School	5.4%	11.9%	18.3%	13.4%	16.8%	12.4%	8.9%	12.9%	1,391
	408	582	297	55	22	8	11	8	
Other	29.3%	41.8%	21.4%	4.0%	1.6%	0.6%	0.8%	0.6%	315
	74	82	89	34	15	7	4	10	
Total	23.5%	26%	28.3%	10.8%	4.8%	2.2%	1.3%	3.2%	4,489
	826	1,435	1,065	475	293	204	89	102	
	18.4%	32.0%	23.7%	10.6%	6.5%	4.5%	2.0%	2.3%	

### Comparison of the numbers of Japanese studying abroad

**Data sources: Survey of people with study abroad experience (4,489 people) and figures published by Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan**

The graph compares two sets of data on Japanese studying abroad. The fact that the recent figures for the survey of respondents with study abroad experience are lower in proportion to the figures published by MEXT may reflect the nature of this survey, which focused on the impacts of study abroad. Those who studied abroad recently have few subsequent experiences in Japan, and would have found it hard to respond to the questions in this survey.



### Comparison of the age profiles of the respondents in the two groups participating in this research: people with study abroad experience (4,489 people) and without study abroad experience (1,298 people)

Looking at the age profiles for the two surveys, the distribution is very similar, with no major divergence.



# 1. Changes in perceptions and values through study abroad

## Experience of study abroad leads to the development of a positive set of values

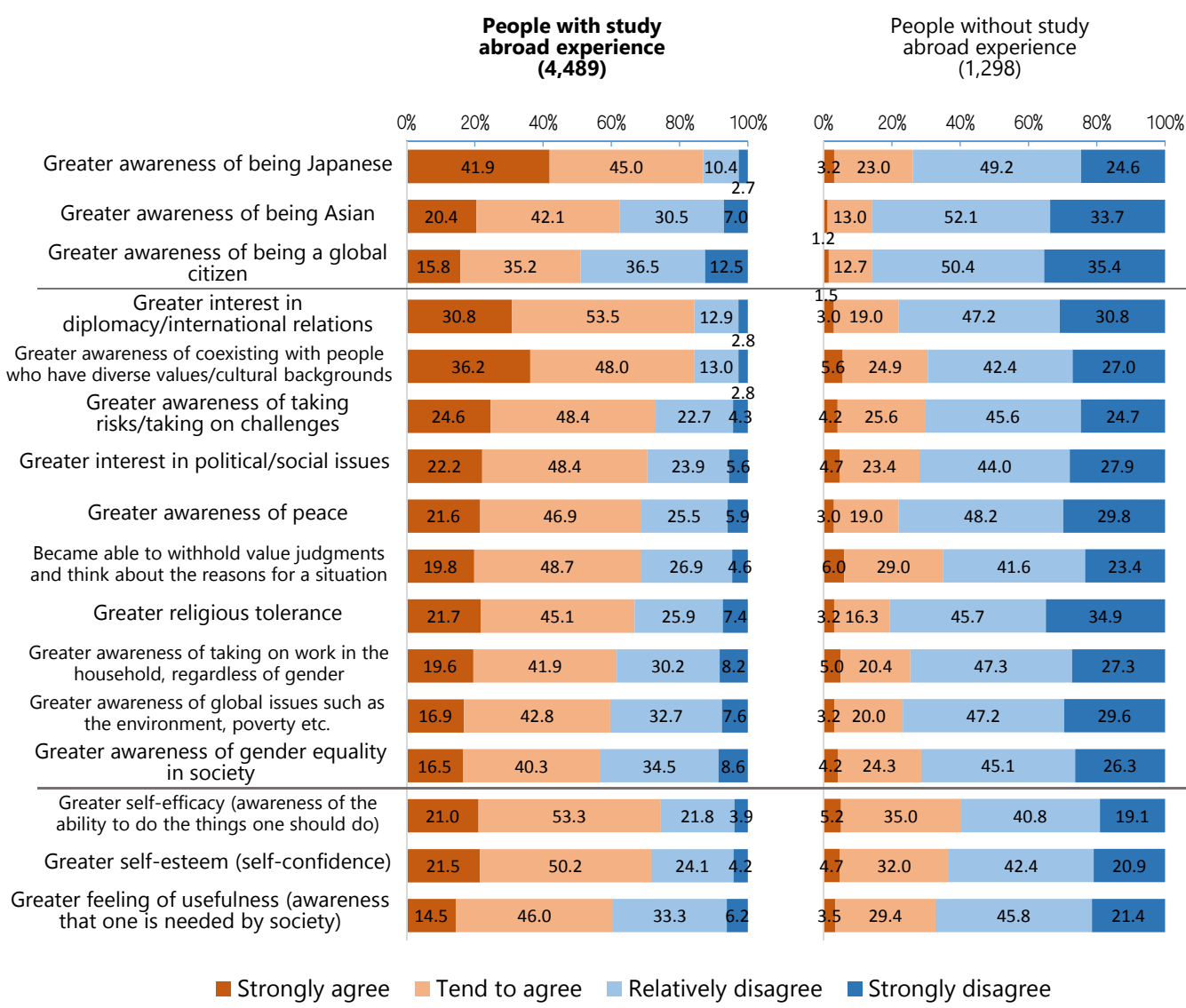
The values engendered include a readiness to take on new challenges without fear of risks and an openness to people with diverse sets of values. Marked differences between those with and without study abroad experience are apparent in terms of "awareness of being an Asian/a global citizen", which are important in a global society. Those who have studied abroad are also proactive about interacting with people who have diverse sets of values and cultural backgrounds, and their study abroad experience also contributes to the development of self-esteem, self-efficacy, and a feeling of being useful.



To what extent do you feel that your awareness of the following increased as a result of your study abroad [graduation from a Japanese university]?

\*Questions in square brackets were those for respondents without study abroad experience.

### By item



# 2. Improvement in abilities through study abroad

## Study abroad contributes to improvements not only in language ability and specialized skills, but also in the fundamental skills required in the workplace

It goes without saying that study abroad allows students to improve foreign language ability and to obtain specialized knowledge and international knowledge; it also leads to the acquisition of attributes which are important once they enter the world of work, such as "resilience to stress", "flexibility", and "leadership". Those who studied abroad also showed a greater degree of improvement in "teamwork", which tends to be valued in Japanese society, than did their peers without study abroad experience.

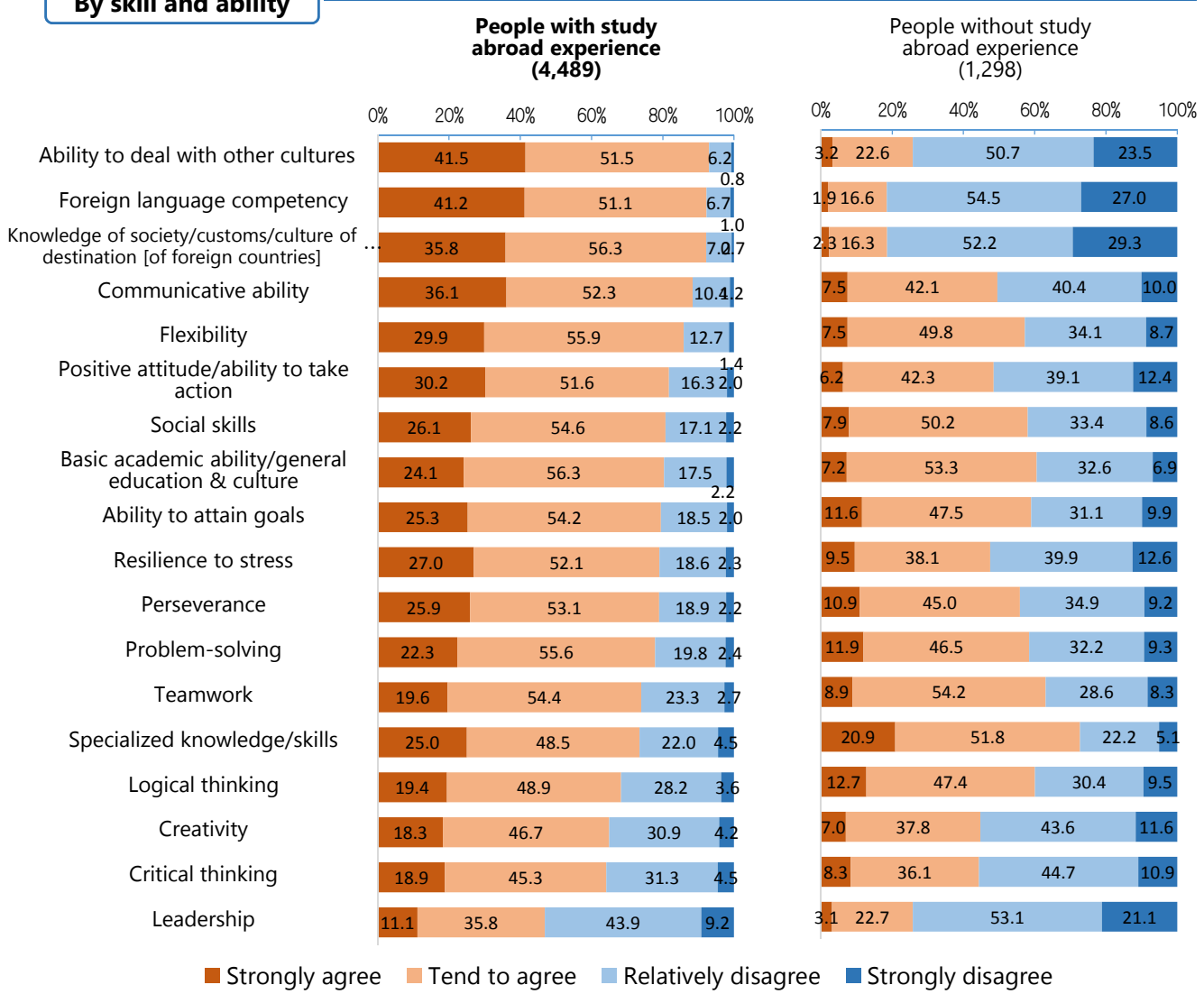
Women studying abroad at undergraduate level showed a greater improvement in most abilities than did men, and students on graduate programs improved more than those on undergraduate programs.



As a result of your study abroad [graduation from a Japanese university], which of the following abilities do you consider improved?

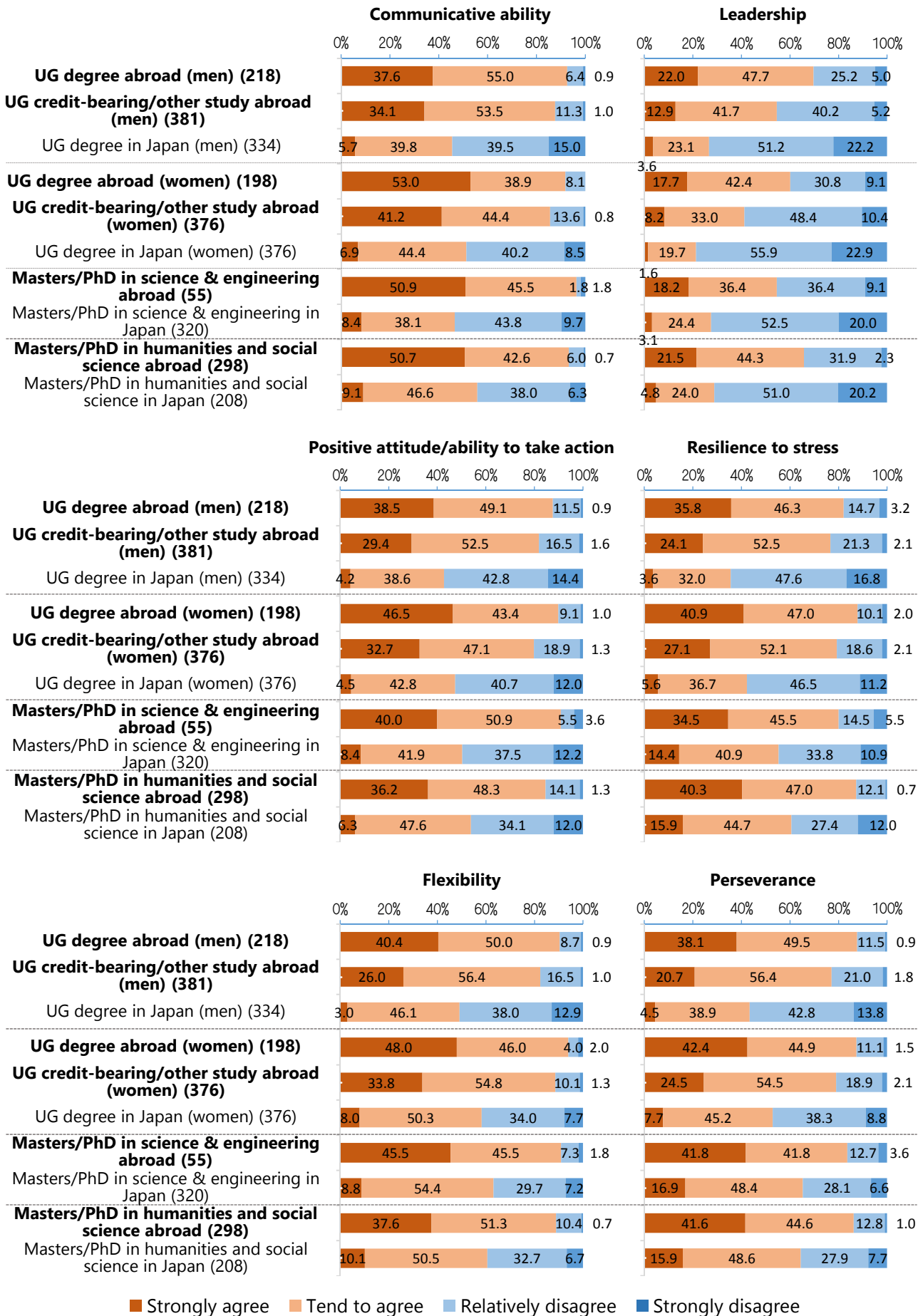
\*Questions in square brackets were those for respondents without study abroad experience.

### By skill and ability



\*Items (abilities) in square brackets were those for respondents without study abroad experience.

**By level and type/field of study**



■ Strongly agree ■ Tend to agree ■ Relatively disagree ■ Strongly disagree



### 3. Current income and position after study abroad, frequency of foreign language usage at work

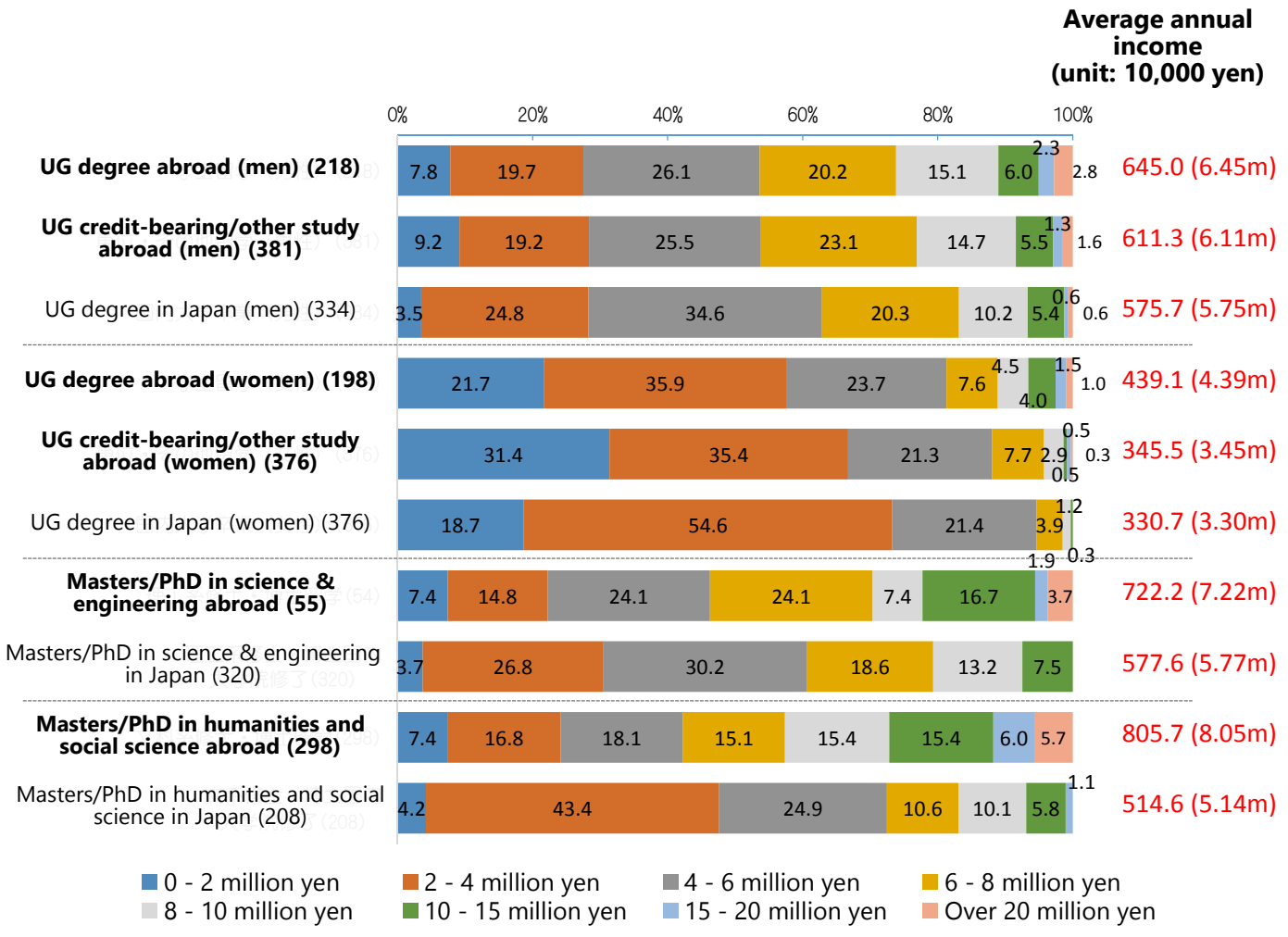
#### Even an undergraduate degree or credits studied abroad lead to a notably higher annual income

Men who obtained an undergraduate degree from an overseas university have an average annual income of over 6 million yen. Women, too, earn around 1 million yen more (4.39 million yen) than their peers without an overseas degree. Even men who studied overseas for credits earn 6.11 million yen, and so these results can be said to show that study abroad experiences are related to career success.

Those who obtained a Masters degree or a PhD abroad, in both the sciences and the humanities and social science, have an average annual income of over 7 million yen. However, it should be noted that those who obtain Masters and PhDs tend to be older than those who obtain undergraduate degrees (refer to page 3, Demographic and Attribute Data).

#### Q What is your current annual income?

By level and type/field of study



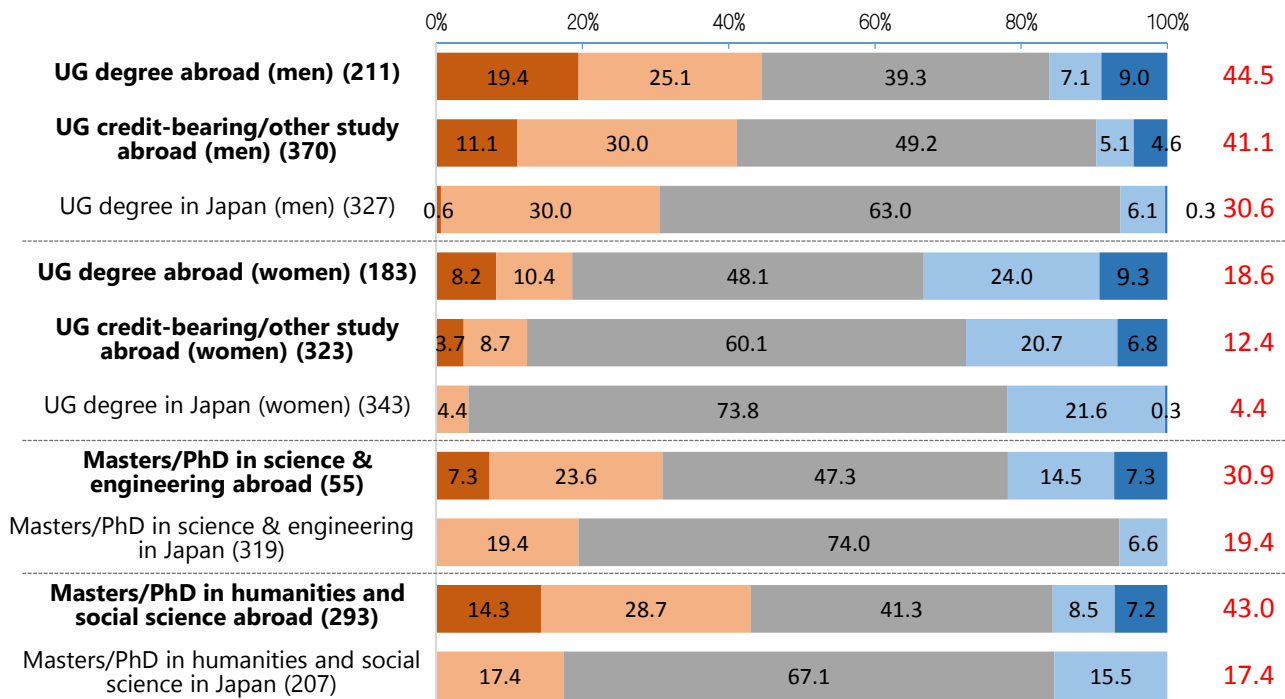
\*PPP for GDP: US\$1 = JPY106 (OECD 2015)  
1 million yen = US\$9,433





## What is your current position?

Percentage (%) in Management roles\*



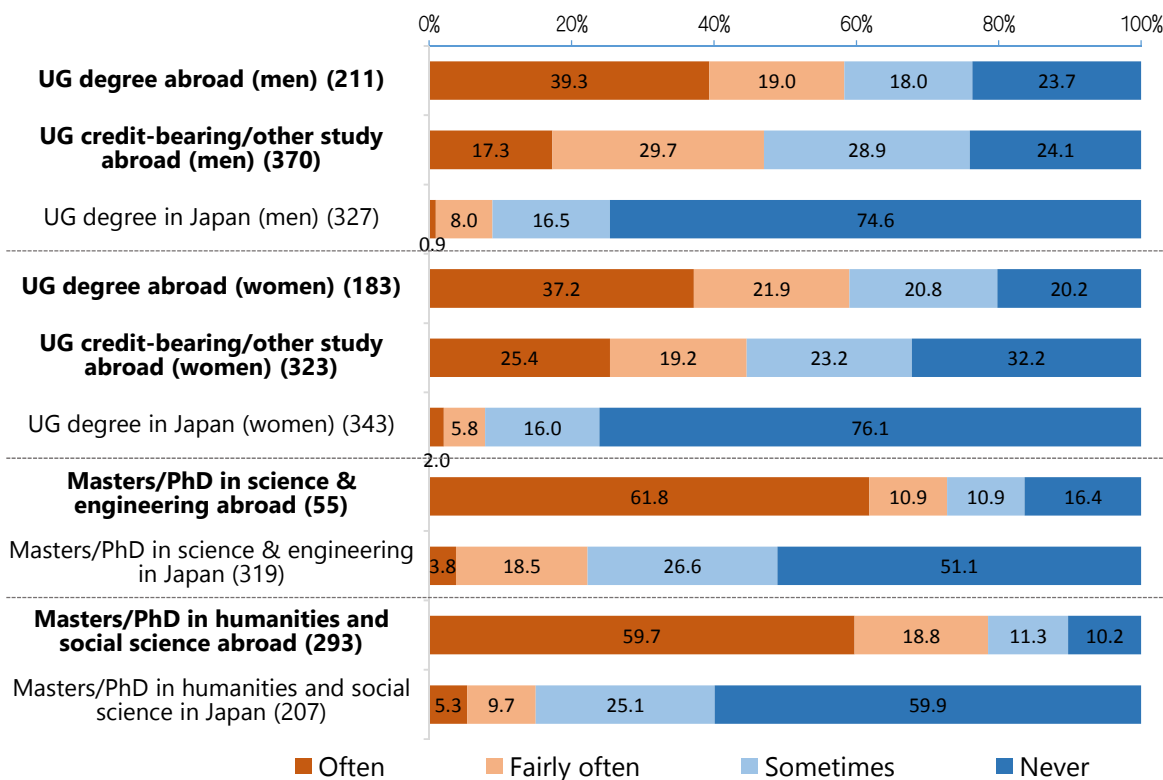
- Executive/board member class
- Managerial class including heads of departments/sections, managers, professors etc.
- General staff class including assistant professors, etc.
- Part-time/contract staff
- Other

\* The percentage in management roles is the total proportion of those in the "executive/board member class" and in the "managerial class"



## How often do you use the language(s) other than Japanese in which you are competent [the foreign language in which you are most competent] in your current job?

\* Questions in square brackets were those for respondents without study abroad.



# 4. Career impact of study abroad

## Study abroad experiences are helpful to career planning

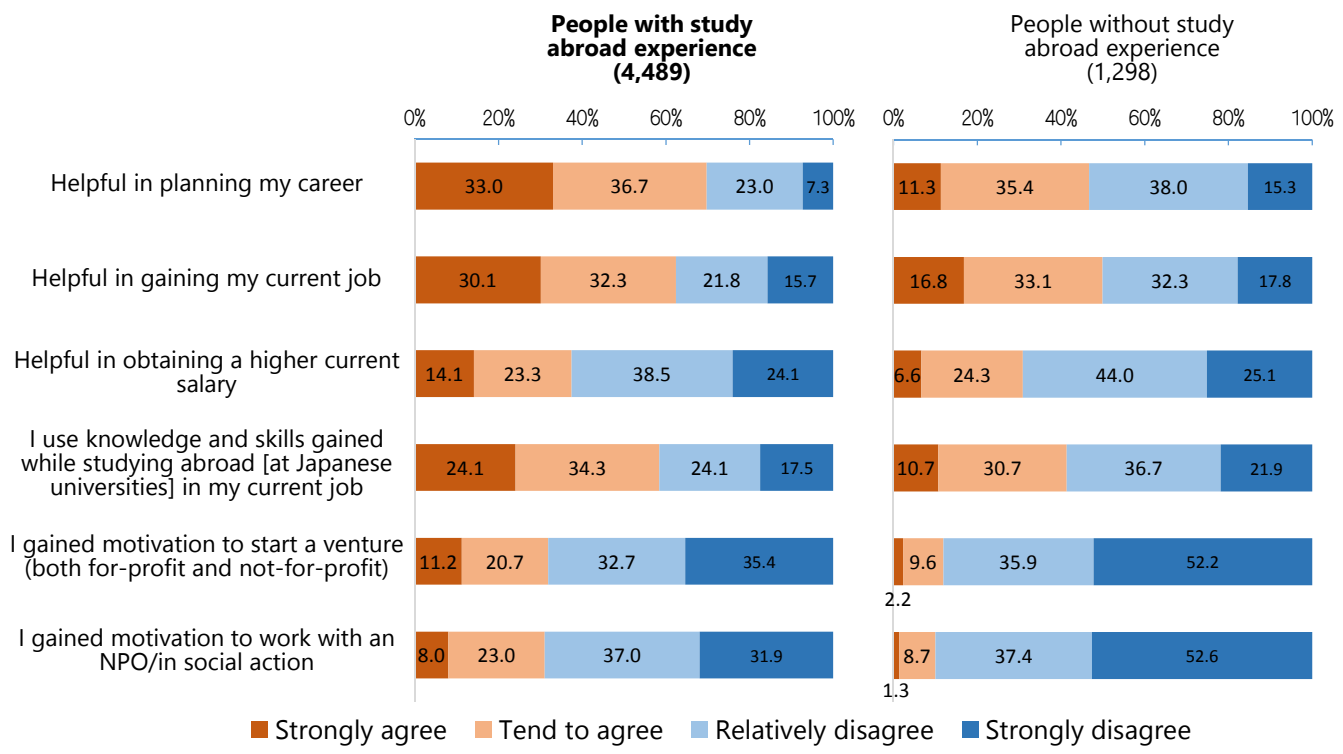
The differential impact on careers is not great when looking at the entire spectrum of study abroad, but it is large for the undergraduate and postgraduate categories. Around 80% of those who obtained an undergraduate degree abroad and 70% of those who studied abroad for credits responded that their study abroad experiences helped their career planning, rising to 90% of those who obtained a postgraduate degree abroad. On the other hand, the undergraduate experiences of those who did not study abroad had a relatively small impact on their careers. These results show that study abroad experiences are felt by graduates to have a major ongoing impact. Over 60% of those who obtained an undergraduate degree abroad use the knowledge and skills gained in their work. Study abroad experiences are put to use at work, and underpin future career progression.



To what extent do you consider that your study abroad [Japanese university] experiences influenced your career?

\* Questions in square brackets were those for respondents without study abroad experience.

### By item



\* Items in square brackets were those for respondents without study abroad experience.

A survey of the hiring of those with study abroad experience and global skills (by total number of employees)

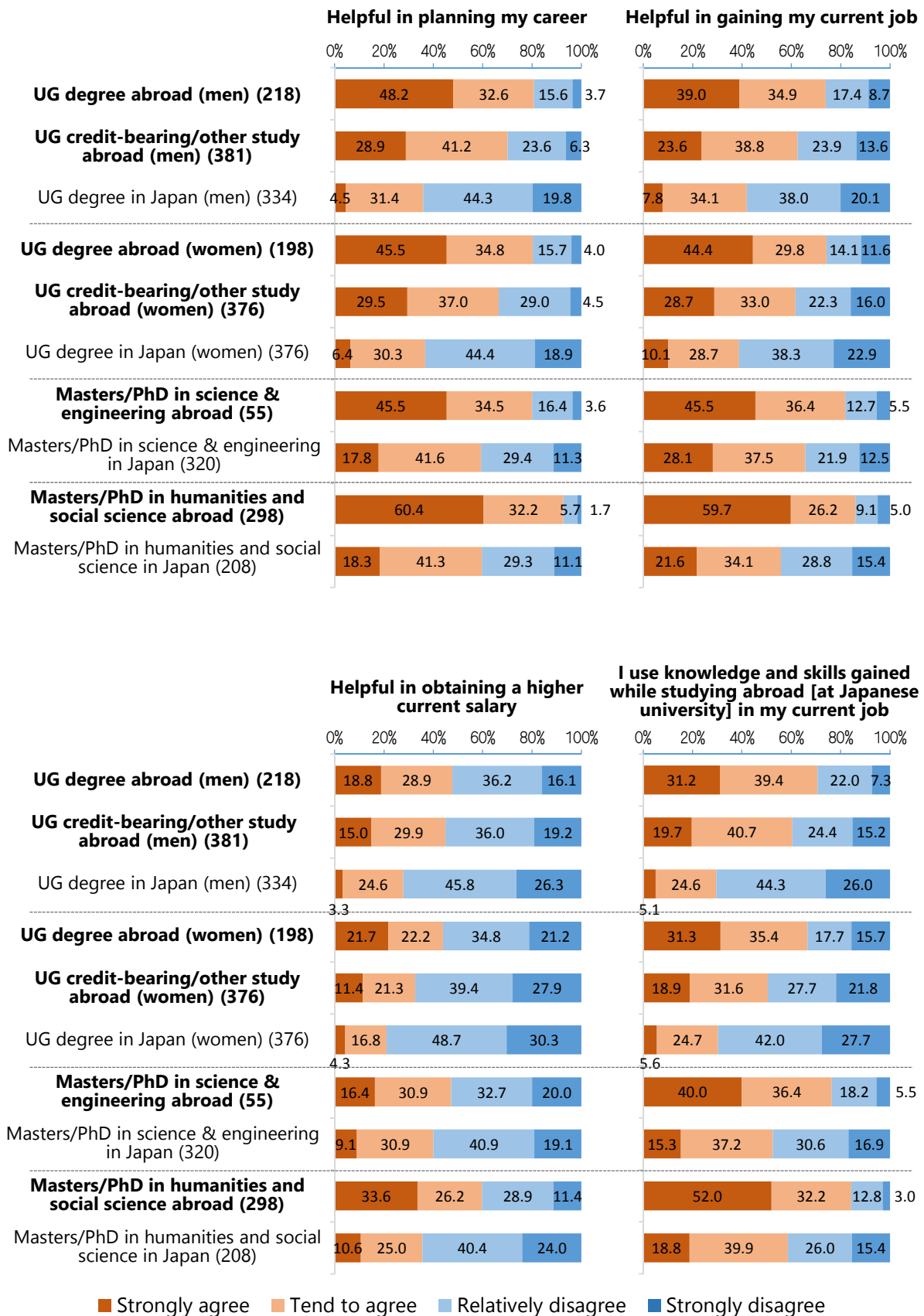
Survey period: March 17, 2014 – June 27, 2014  
 Survey respondents: 423 HR managers at companies in Japan which were clients of DISCO Inc.

**Q: How important is competency in foreign languages (languages other than Japanese) to your company's operations?**

unit: percentage (%)

	Overall	Fewer than 300 staff	300 - 999 staff	1000 staff or more
Very important	8.9	7.3	10.8	9.2
Quite important	33.7	37.5	27.7	35.5
Cannot say	20.0	21.4	17.6	21.1
Not very important	19.2	15.6	21.6	23.7
Hardly important at all	18.3	18.2	22.3	10.5
Total	100.0	100.0	100.0	100.0

## By level and type/field of study



\* Items in square brackets were those for respondents without study abroad experience.

## Around 60% felt that their study abroad experiences were valued

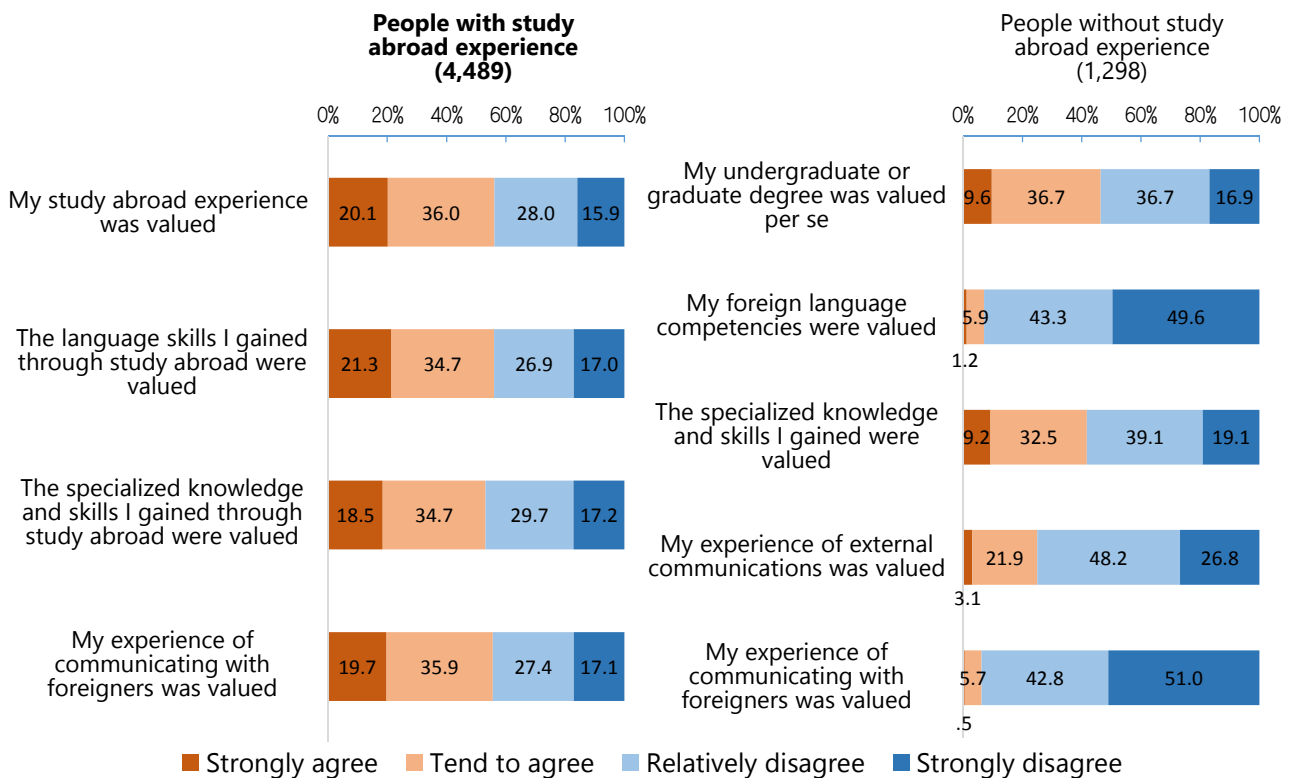
As seen on the last page, a high proportion felt that study abroad helped their careers, but around 60% felt that these experiences were valued during the recruiting process. This is higher than the proportion for those with Japanese undergraduate or graduate degrees, but it can be interpreted as showing that the effects of study abroad as manifested in qualities, motivation, and attitude are valued more highly than language abilities or study abroad in itself.



To what extent do you consider that the following aspects of your study abroad [Japanese university] experiences were valued by recruiters?

\* Questions in square brackets were those for respondents without study abroad experience.

### By item



A survey of the hiring of those with study abroad experience and global skills (by total number of employees)

**Q: How important is "possessing international experience" in your recruitment process?**

unit: percentage (%)

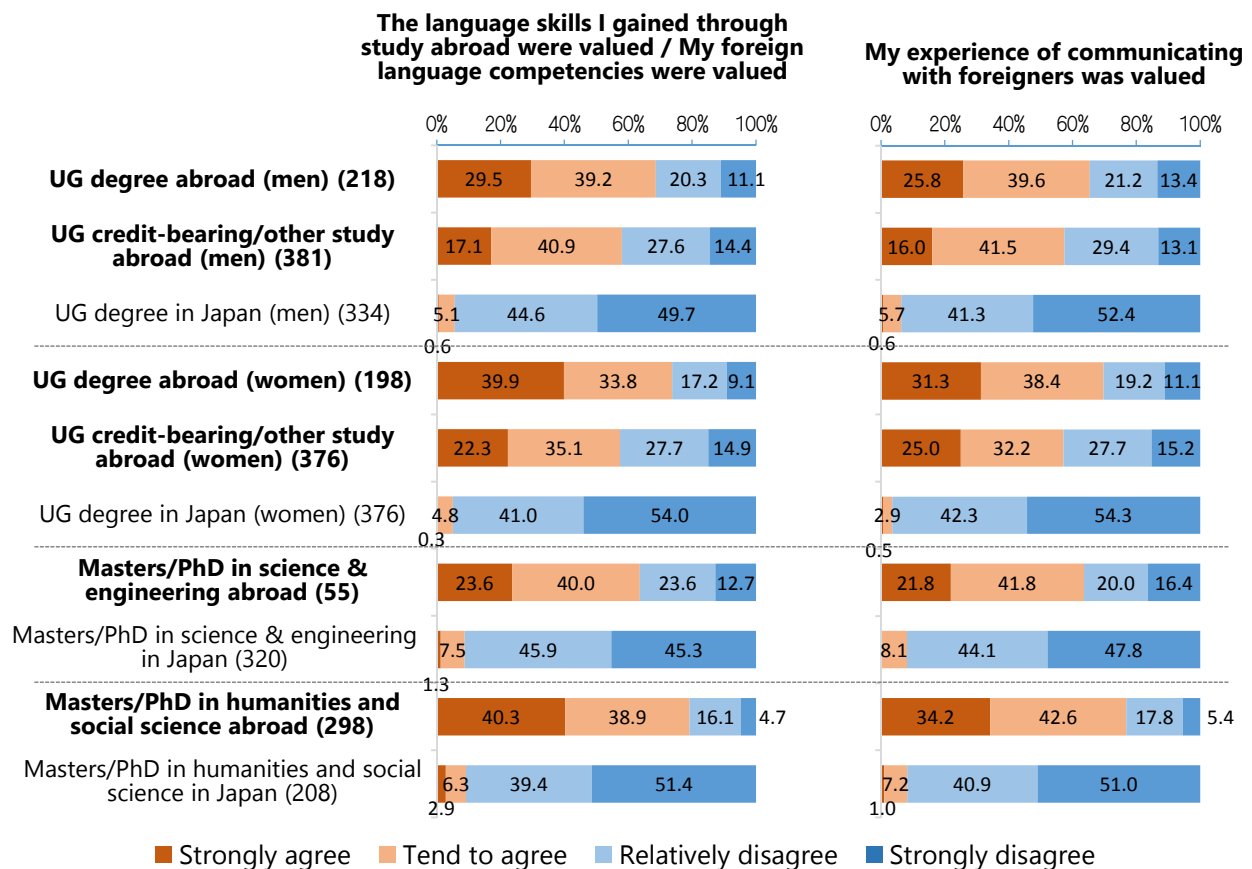
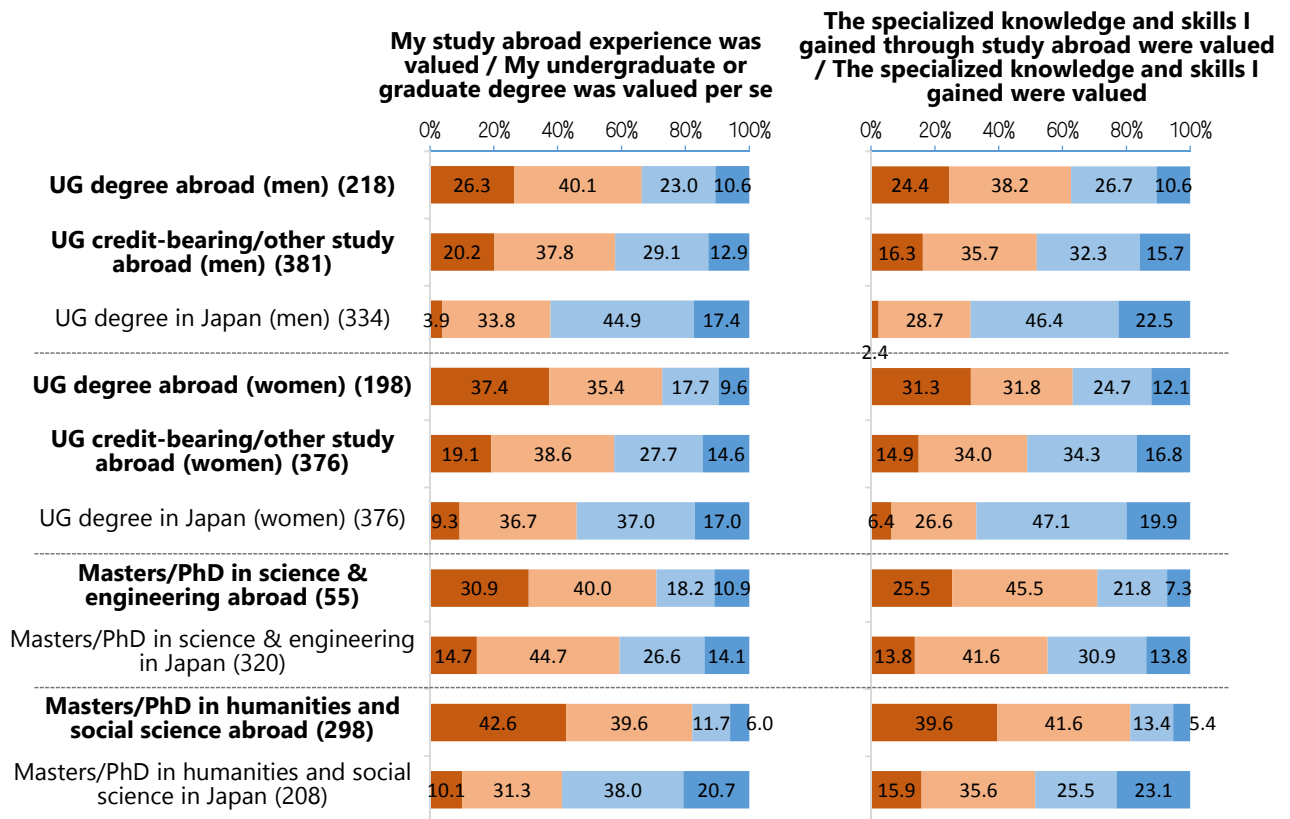
	Overall	Fewer than 300 staff	300 - 999 staff	1000 staff or more
Very important	4.5	4.6	4.7	3.9
Quite important	23.2	23.2	23.5	22.4
Cannot say	28.9	27.3	27.5	35.5
Not very important	18.9	18.6	17.4	22.4
Hardly important at all	24.6	26.3	26.8	15.8
Total	100.0	100.0	100.0	100.0

**Q: "Overseas study experience" (irrespective of type/field) needs to be of what length to be valued by your company?**

unit: percentage (%)

	Overall	Fewer than 300 staff	300 - 999 staff	1000 staff or more
1 year or longer	37.9	38.5	36.3	39.5
6 months or longer	18.1	16.7	18.5	21.1
3 months or longer	3.6	2.1	4.8	5.3
1 month or longer	3.1	2.6	3.4	3.9
Even study for under 1 month is valued	5.1	5.7	5.5	2.6
Overseas study is not valued	32.1	34.4	31.5	27.6
Total	100.0	100.0	100.0	100.0

## By level and type/field of study



\* The first title of each chart is the question for those with study abroad experience, and the second for those without (where there is no such distinction, both groups were asked the same question).

# 5. Proactivity towards classes and extracurricular activities

## Striving to succeed in a new culture and environment while studying abroad leads to a sense of personal growth

There is a remarkable difference between the degree of proactivity towards classes and extracurricular activities shown during study abroad and during the university careers of those who remained in Japan. Study at an overseas university requires not only the use of an unfamiliar foreign language, but also a positive attitude towards classes and assignments. Continued perseverance in such an environment leads to improved abilities and the nurturing of values (see "1. Changes in perceptions and values through study abroad" and "2. Improvement in abilities through study abroad"). Graduates of Japanese universities with no study abroad experience exhibit a passive overall attitude towards classes, revealing a striking contrast to those with study abroad experience.

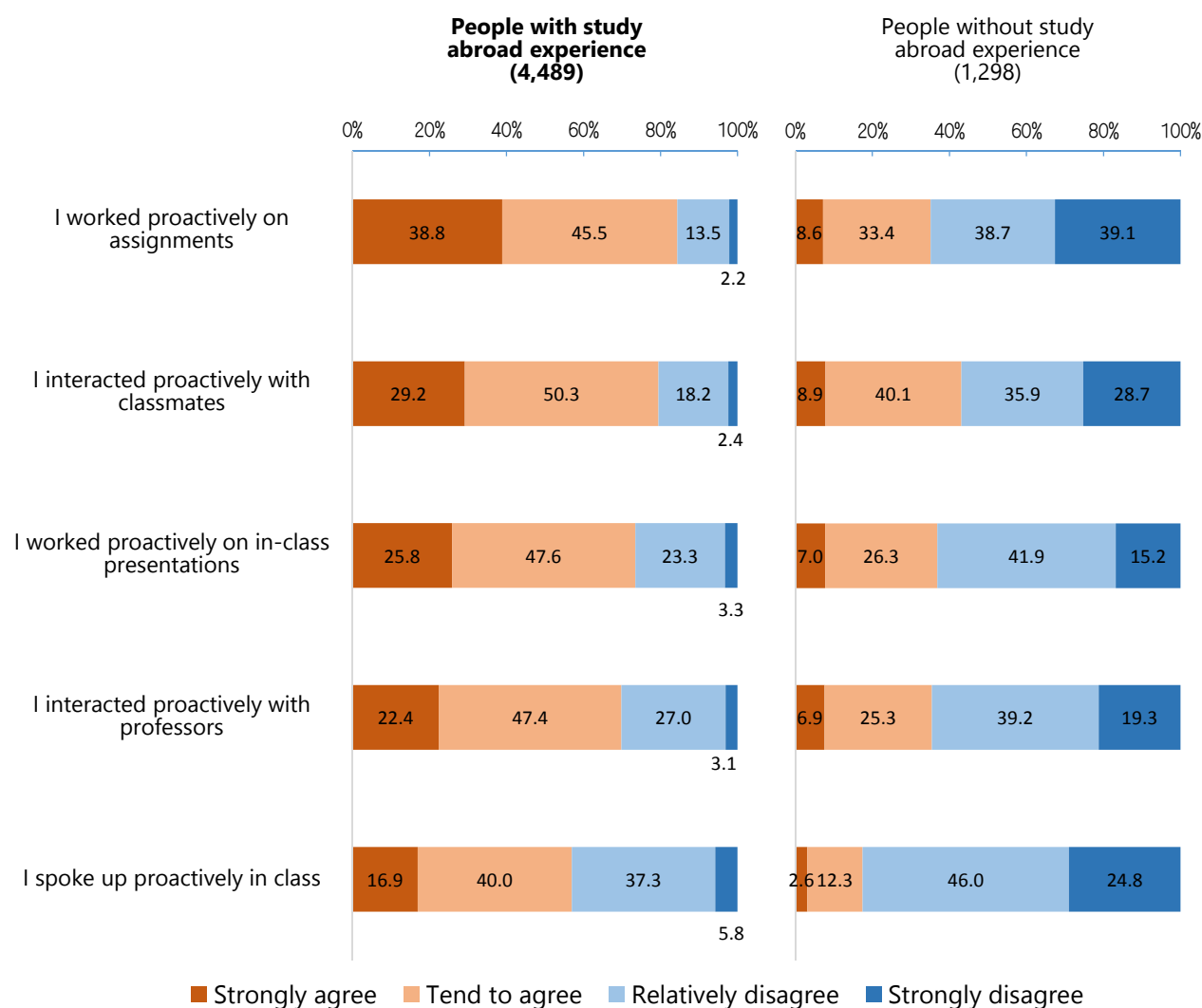


This question refers to your class-related activities during your study abroad [at a Japanese university]. Please respond to each of the items below.

\* Questions in square brackets were those for respondents without study abroad experience.

**By item**

**Class-related activities**



# Those who studied abroad were also more proactive towards extracurricular activities

Since interacting with people who have different cultural backgrounds is also particularly emphasized when studying abroad, many study abroad participants were motivated to communicate with those in their accommodation or homestay and to participate in university events.

On the other hand, graduates of Japanese universities with no study abroad experience were proactive towards their part-time jobs, but showed little engagement with other extracurricular activities.

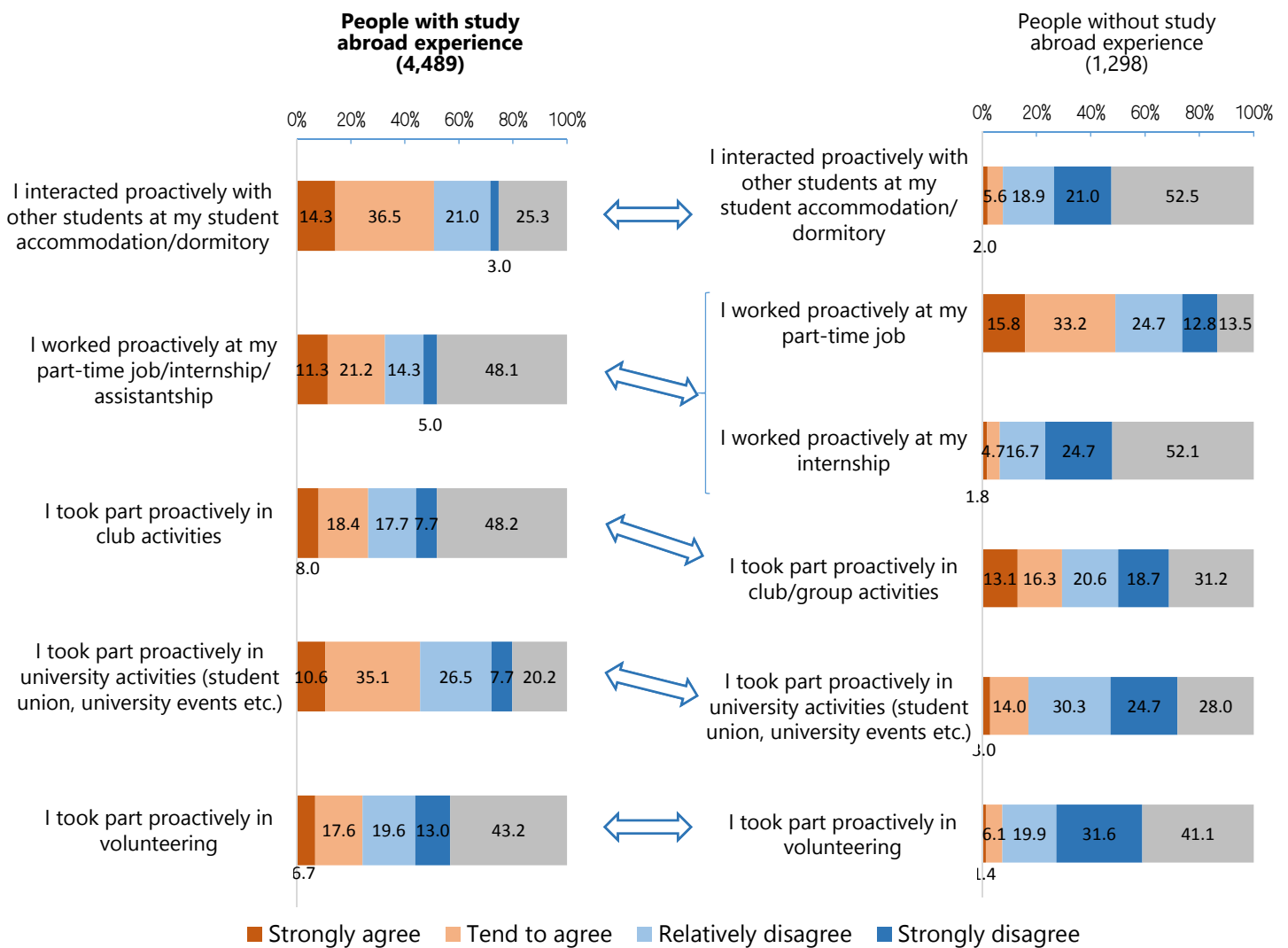


This question refers to extracurricular activities during study abroad [at a Japanese university]. Please respond to each of the items below.

\* Questions in square brackets were those for respondents without study abroad experience.

## By item

### Extracurricular activities





# 6. Satisfaction with life and work

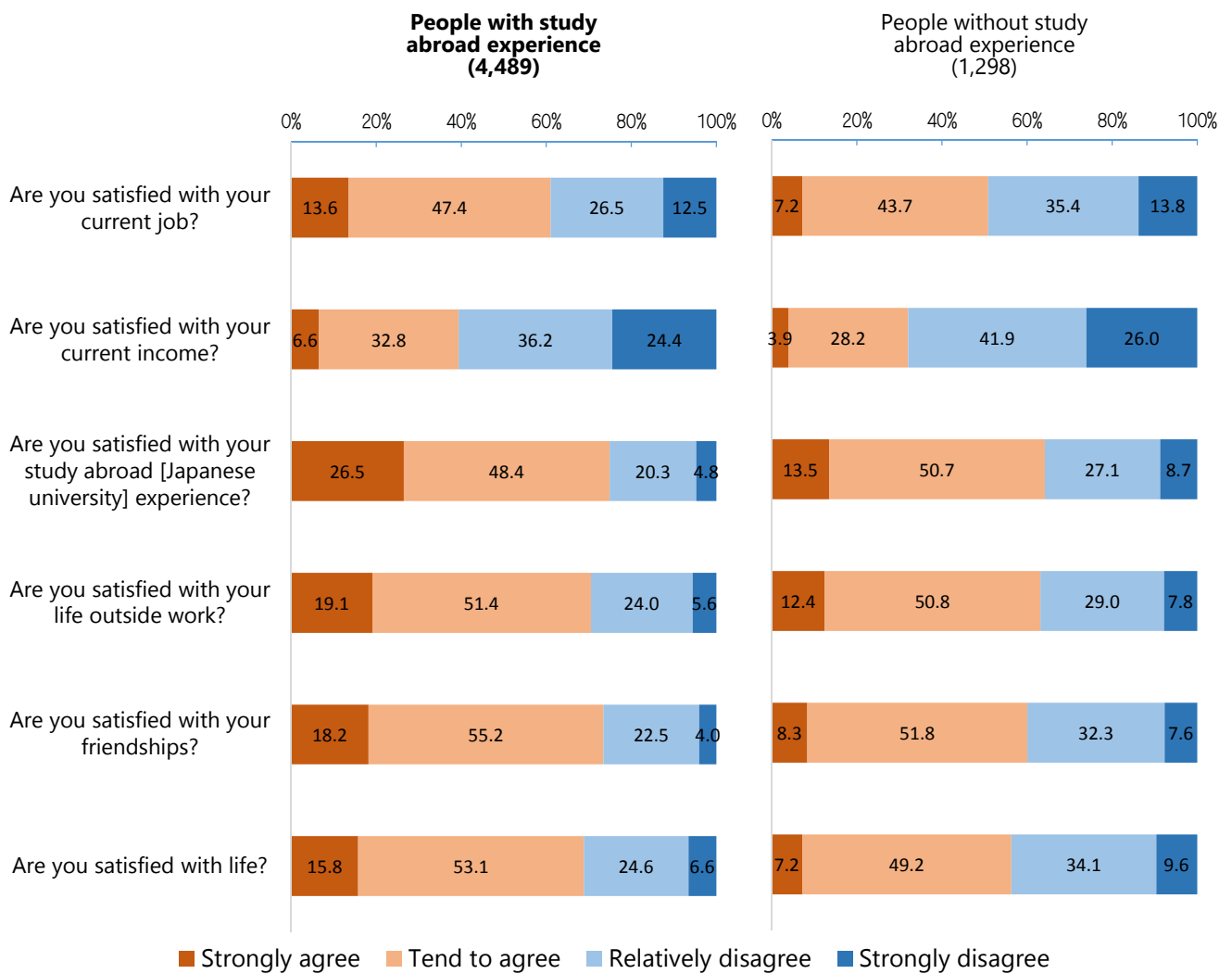
## The degree to which those with and without study abroad experience are satisfied with work does not vary

As seen on previous pages, even though there is a difference between the careers of those with study abroad experience and those without, no significant difference was observed between their levels of satisfaction with work and income. Nor is there any gap between those who studied abroad for an undergraduate degree, for credits, or for a postgraduate degree. However, those with study abroad experience had a higher level of satisfaction with life than those without. It can be inferred that study abroad encourages interaction and friendship with people who have diverse values, and interest in and engagement with social issues, bringing an improved quality of life.



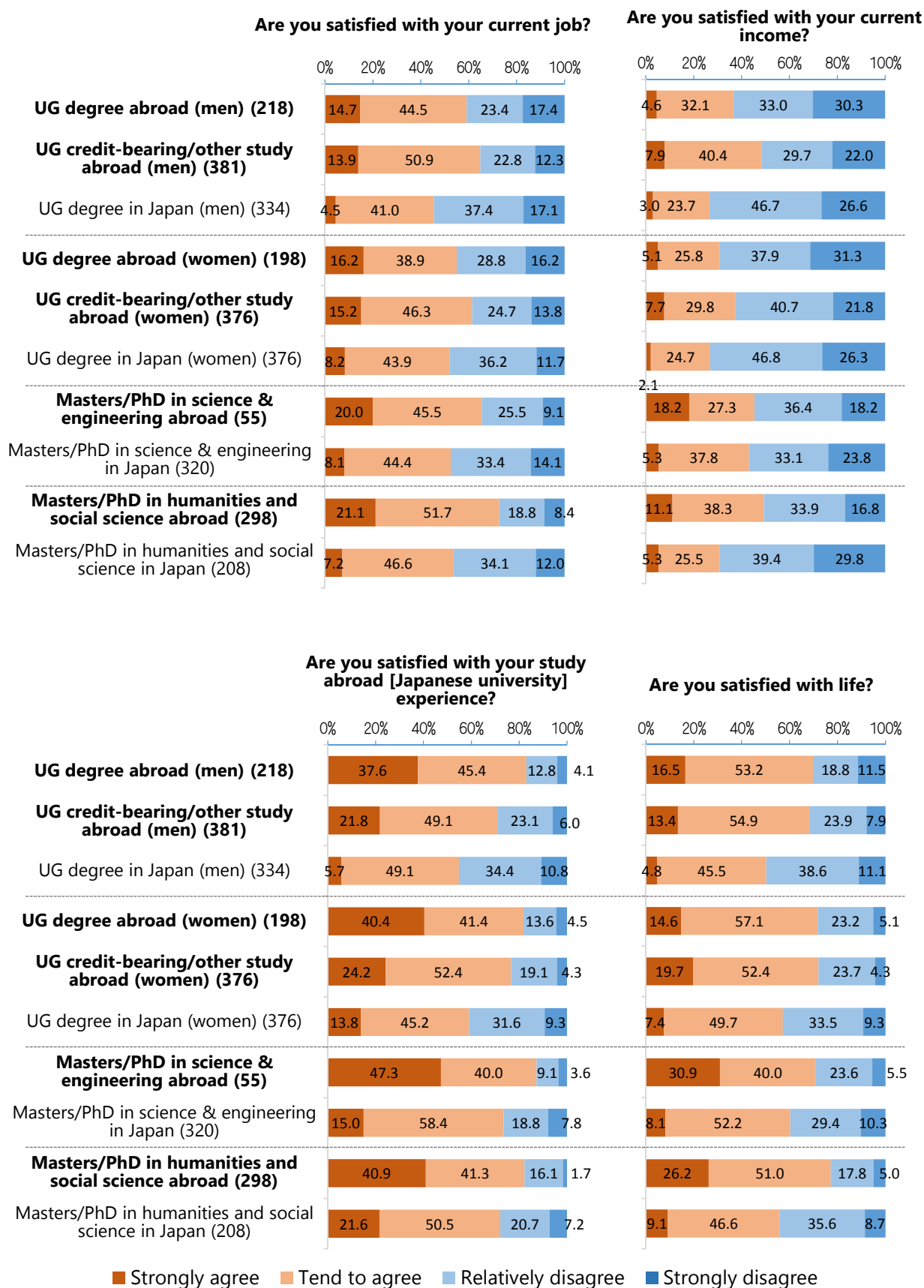
How satisfied are you with each of the following items?

By item



\* Items in square brackets were those for respondents without study abroad experience.

## By level and type/field of study



\* Items in square brackets were those for respondents without study abroad experience.

# 7. Changes in behavior as a result of study abroad

## Those who studied abroad in high school are proactive towards activities which contribute to society

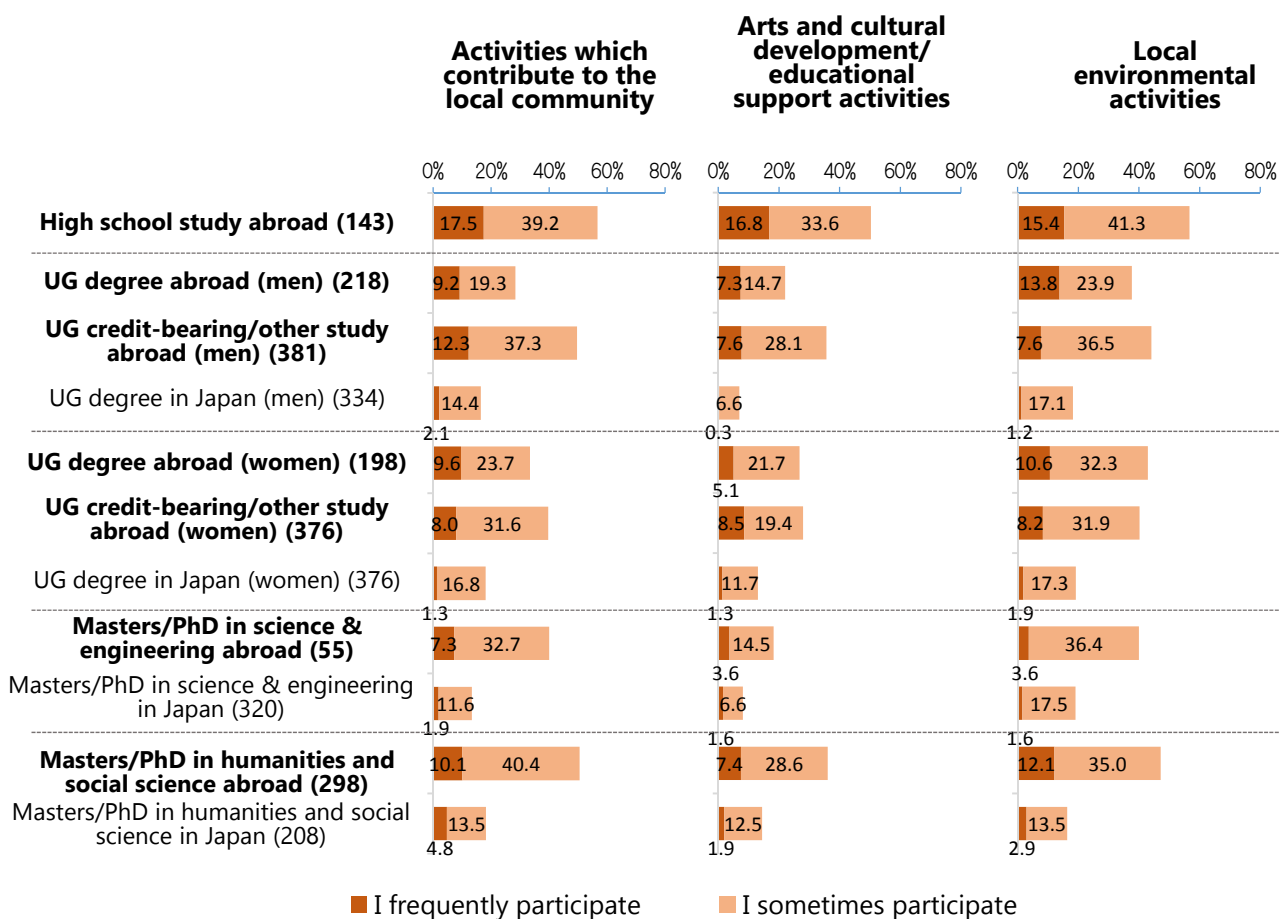
It can be seen that people who studied abroad in high school are significantly proactive towards community activities and exchange activities. Many of these people experienced homestays for comparatively long periods while studying at an overseas high school, and had many opportunities for sustained interaction with their host families and members of the local community. The influence of these experiences may be manifested in their subsequent awareness and behaviors.



To what degree do you consider that your involvement with the following types of activity has increased as a result of study abroad [graduation from a Japanese university]?

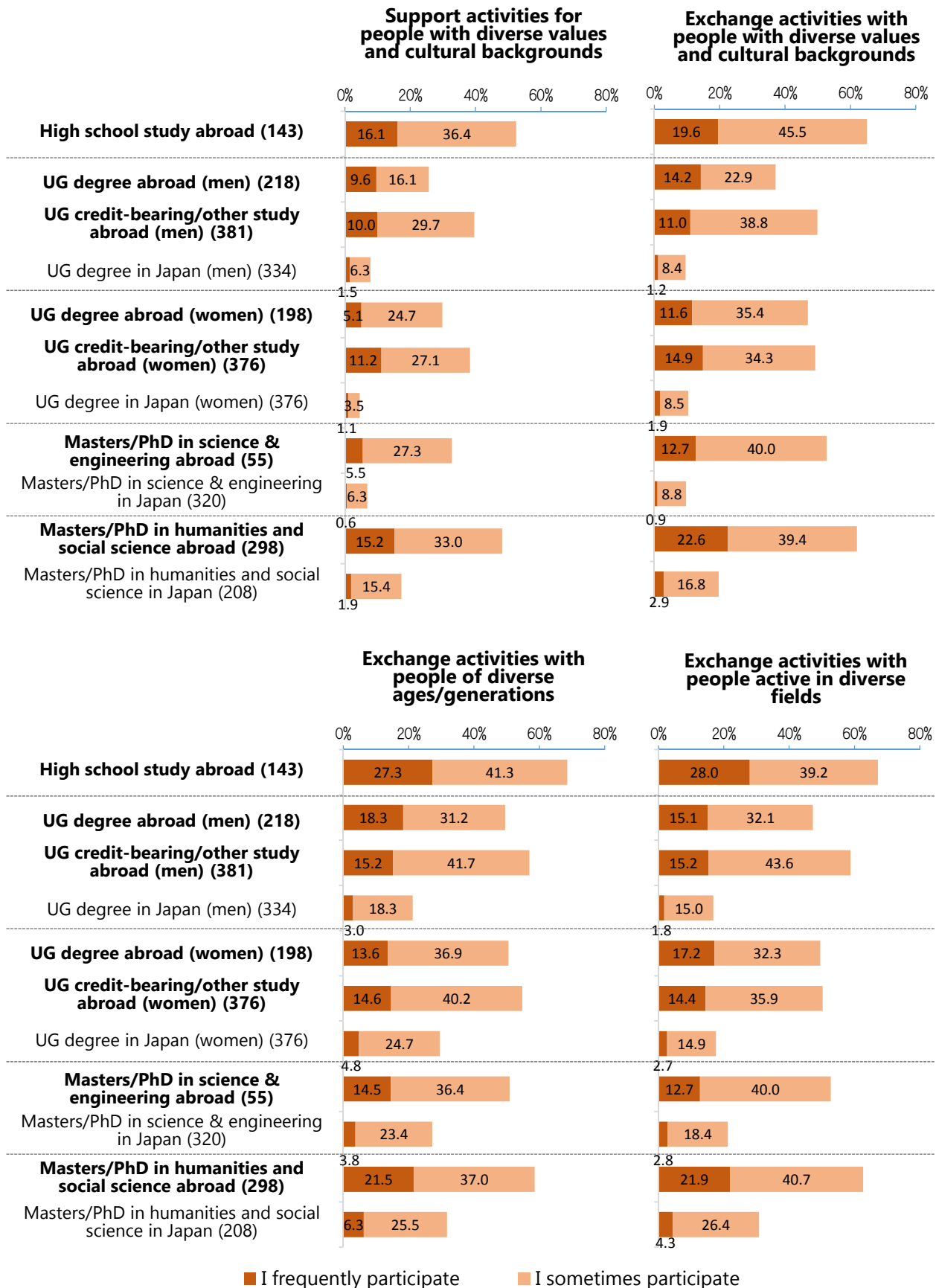
\* Questions in square brackets were those for respondents without study abroad experience.

### By level and type/field of study



\* Choices of response included not only "I frequently participate" and "I sometimes participate", but also "I seldom participate" and "I never participate"; however, the graphs show only the positive responses.

## By level and type/field of study



\* Choices of response included not only “I frequently participate” and “I sometimes participate”, but also “I seldom participate” and “I never participate”; however, the graphs show only the positive responses..

# JSPS-funded Research Project “International Comparative Research into Global Personnel Development and Long-term Impact of Study Abroad”

## Project members

as of March, 2016

Masahiro Yokota, School of Global Japanese Studies, Meiji University  
Hiroshi Ota, Center for Global Education, Hitotsubashi University  
Akiyoshi Yonezawa, Graduate School of International Development,  
Nagoya University  
Yuto Kitamura, Graduate School of Education, The University of Tokyo  
Hiroko Akiba, Graduate School of Commerce and Management,  
Hitotsubashi University  
Yukiko Shimmi, Graduate School of Law, Hitotsubashi University  
Miki Horie, Ritsumeikan International, Ritsumeikan University

Shingo Ashizawa, Faculty of Regional Development Studies, Toyo University  
Isao Nitta, School of Political Science and Economics, Meiji University  
Kazuo Kuroda, Faculty of International Research and Education, Waseda  
University  
Akira Kobayashi, School of Global Japanese Studies, Meiji University  
Yuki Watabe, Graduate School of Commerce and Management, Hitotsubashi  
University  
Yuichi Kondo, College of Asia Pacific Studies, Ritsumeikan Asia Pacific  
University

## Research partner organizations

Motoi Kawamura, Yell Value, Inc.  
Takayasu Omura, Japan Association for Promotion of  
Internationalization (JAPI)

Raku Hayakawa, Anzas International Co., Ltd.  
Madoka Tatsuno, Global Incubation x Fostering Talents (GiFT)

Even after this research project ends, the results of this survey will continue to be put to use by the Research Consortium for the Sustainable Promotion of International Education (<http://recsie.or.jp/>) on the two websites below.

## About the Global JINZAI 5000 Project

This project aims to boost participation in study abroad and exchange activities by Japanese people; to support study abroad by the young generation; and to share the value of study abroad universally, across generations, as well as to construct an online community to support study abroad by the young generation, with the goal of contributing to global personnel development.

### Global JINZAI 5000 Project

Disseminating the Impact of Study Abroad  
Retrospective Research on 5000 Study Abroad Participants



**Global JINZAI 5000 Project website**  
**Contact email**

<http://gj5000.jp/>  
[kaken@gj5000.jp](mailto:kaken@gj5000.jp)

## About Ryugaku no Susume.jp

“Ryugaku no Susume.jp” is an online community which not only features profiles of and interviews with people who have studied abroad, but also has communicative functions allowing young people who hope to study abroad to ask them questions and get advice. Currently, Meiji University, Toyo University, Hitotsubashi University, and Tohoku University are collaborating on this project, and have incorporated it into their courses. Those who have studied abroad can use the site primarily in order to support the next generation of students and to network with others who have overseas study experience. Current students can read interviews about study abroad experiences, search for those who have studied abroad according to their current career or study abroad experiences, ask questions about things which concern them, or apply for an interview.

**Ryugaku no Susume website:** <http://ryugaku-susume.jp/>



## Enquiries about this survey

**Masahiro Yokota, School of Global Japanese Studies, Meiji University**

**Email:** [yokotam@meiji.ac.jp](mailto:yokotam@meiji.ac.jp) **TEL / FAX:** +81-3-5343-8262

Enquiries about data

**Motoi Kawamura, Yell Value, Inc.**

**Email:** [contact@yellval.co.jp](mailto:contact@yellval.co.jp)

Global JINZAI 5000 Project <http://gj5000.jp/>

The results of this survey are also available on the above website, along with project outcomes.