
한국 지방대학의 중국유학생 유치 · 관리방안

Enrollment Elevation to the Chinese International Students in Local Universities in Korea

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요약

세계경제 단일화의 가속화에 따라, 고등교육의 국제화는 점차 세계적인 추세로 자리 잡게 되었으며, 서방 선진국들은 세계 각국 유학생들의 유학 선호 국가가 되어버렸다. 그러나 한국에서는 교육자원, 환경, 정책 등 여러 문제로 각 지방 대학이 유학생 유치에 불리한 위치에 처한 것이 사실이다.

최근에는 중국과 한국 양국의 문화 교류 증대와 양국 간의 지리적 접근성에 힘입어 많은 한국 학생의 중국 유학과 동시에, 중국 유학생 또한 한국 각 지방대학의 주요 입학자원이 되었다. 최근 몇 년 동안, 한국의 중국 유학생 수는 신속히 증가하고 있고, 이에 따라 한국의 유학생 교육제도 또한 끊임없이 개선되고 있지만, 유럽, 미국 등 선진 국가나 한국 수도권 대학의 교육 환경적 우세 조건에 비하면 한국 지방대학의 중국 유학생 유치는 여전히 많은 문제점을 안고 있다.

본 논문의 연구 결과를 제시해 본다면, 우선 한국 지방 대학의 중국 유학생 유치는 유리한 점이 있는 반면 또 시급히 해결되어야 할 문제점이 있다는 점이다. 따라서 어떻게 중국 유학생이 선호하는 특색 있는 교육 환경을 만들고, 중국 유학생의 학습과 발전에 적합한 “One-Stop (신속, 빠른, 편리한) 교육서비스” 체계를 구축하는가, 또 어떻게 유학생 교육의 관리 체계와 모델을 완성하여 중국 유학생과 지방대학이 다 함께 Win-Win할 수 있는가? 이런 점들이야말로 한국의 각 지방대학 중국 유학생 관리자들이 끊임없이 연구해야 할 과제라 할 수 있겠다.

■ 중심어 : | 중국유학생 | 교육 | One-Stop서비스 | 활성화 방안 |

Abstract

Since South Korea has problems existing in the respects of educational resources, environment, policies, etc., local universities of South Korea have been in an inferior position in the competition of overseas student enrollment. With increasingly deepening of cultural exchange between China and South Korea, due to geographic close relationship between the two countries, a great number of South Korean students go to China for study; also, Chinese students have increasingly become the important target of recruitment by all local universities in South Korea.

In recent years, with rapid increase in the number of Chinese students in South Korea, the overseas student education system of South Korea has been progressed continuously. Compared with educational advantages of universities in European, American developed countries, and the capital region of South Korea, however there still exists a lot of problems in Chinese student recruitment by local universities.

The major findings of the study can be summarized as follows. There exist not only some advantages but also some problems to be addressed urgently in Chinese student enrollment by South Korean local universities. How to build a distinctive recruitment environment suitable for Chinese students; and, how to develop a complete “one-stop” educational system suitable for study; and, how to make a strategy of development for Chinese students; and, how to perfect set up the overseas students’ education management system; which are the remaining tasks to be solved for. To achieve a win-win for both overseas students and South Korean local universities, it is very important and urgent works to do for administrators of Chinese students in all local universities of South Korea.

■ keyword : | Chinese international students; Education | One-stop service | Optimization scheme |

* Remaining shortcomings are the authors’ responsibility.

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I. Introduction

The internationalization of higher education is defined by IAU(International Association of Universities) belonging to UNESCO that it is the process of combining the view of cross border and cross culture with the main functions of universities such as teaching, scientific research and social service. It is an all inclusive varying process, including interior variations and exterior variations, variations from top to bottom and variations from bottom to top, and policy oriented variations of the universities. With the rapid growth of foreign students, especially the continuous entrance of Chinese students, many problems and bottlenecks come into being in the development of foreign student education of the local universities of Korea. It is the key problem of this subject how to improve the hardware and software conditions of local universities of Korea; how to improve the international competitive power of local universities of Korea to recruit Chinese students; and how to improve the core competitive power of local universities of Korea.

According to the statistics of UNESCO in 2006, China was the country with the most university students abroad throughout the world; in addition, the Chinese students abroad shared 14% of the total students abroad in the world. This statistic data was issued by the statistic institute of UNESCO in Montreal. The Global Education Digest 2006 issued by this institute reported the conditions of the “flowing students” of higher education among over 100 countries. The definition of “flowing student” by UNESCO refers to “the student studies in a foreign country without the right of permanent residence for that country.”

In 2008, the total quantity of the Chinese students abroad was 179,800, among which the quantity of self

financing students was 161,600, sharing 90% of the total quantity for the year[1].

Korea central government actively issued corresponding convenient policies for foreign students, and the leaders of the local universities and colleges of Korea were also deeply conscious of the new chance of internationalization of higher education. Since the beginning of the century, Korea has made active efforts in accepting foreign students. The government successively issued the “integrated plan for enlargement of accepting foreign students” twice in 2001 and 2004; therefore, the education of foreign students in Korea was developed soon and got good result within just a few years. With the continuous enlargement in the scale of foreign student education, however, many used teaching and management mode suitable for Korean students cannot give good results in the development of education internationalization and the management of foreign students, which enable to require not only for the universities to strive to recruit more foreign students, but also for them to seriously and deeply think about the teaching and management of the foreign students.

II. Comparison of Policies on the Internationalization of Higher Education

At the beginning of the 21st century, the global scientific war first showed the situation to keenly struggle for the global market of educational industry. The governments of the developed countries play an important role in the establishment of international competitive power of universities and the promotion of export of education services. The policies of the developed countries on recruitment for Chinese students are analyzed below.

1. USA Policies on the Internationalization of Higher Education

USA, as the strongest country in economy, keeps the position of largest market to accept students abroad for long time depending on the recruitment policies in the following aspects. (1) USA has many world famous universities and research institutes. With the advantages such as advanced education, technology and management level, large quantities of world famous scholars and specialists, vivid characteristics of opening, and internationalized higher education, USA has attracted the excellent students from all around the world. (2) USA has strong economic power and is able to provide financial aids for the Chinese students with large amounts of capital. Almost all the universities in USA set the scholarship systems to attract more excellent students. (3) USA provides the Chinese students with various high quality management and services; especially, it can provide the policy and chance of work to study program. (4) In order to seize the market of Chinese students, the universities of USA has enhanced the strength of promotion in the recent years. USA made various promotion documents to describe the situations of universities, communities and language teaching in different perspectives. USA also frequently organized teams to recruit large quantities of foreign students from the whole world especially the Southeast Asia. (5) USA insure the sufficient and stable student resources through signing relevant agreement of communication and cooperation especially through joint program to run schools. (6) The policies of USA on the Chinese students are continuous. The policies attract the Chinese students and make the quantity of foreign student steadily grow, which firmly protects the position of USA in the market of foreign students.

(7) USA provides various chances of jobs for the

foreign students. According to statistics, the 400,000 scientists and engineers migrated to USA from all around the world after the war. The introduction of large quantities of foreign talents brought great economic and social benefits for USA and formed the motive power for the development of USA. (8) The universities and research institutes have highly autonomy. The government does not make up uniform specification for recruitment of foreign students to force the universities. For example, no fixed requirements are made in the quantity of recruitment and the general outline of recruitment. The universities can decide these things freely.

2. Japan Policies on the Internationalization of Higher Education

The program of Japan to recruit 300,000 foreign students was a strategic measure to get international excellent talents and improve the national competitive power under the background of globalization. This program was good not only for training talents with the high quality educational and technological resources of Japan through cooperating and sharing advantages between China and Japan but also for the Chinese people who wanted to study in Japan. The pragmatic and opening characteristics of the policy on students abroad were mainly embodied in the following aspects. (1) The program showed the will of government and people, the resolution of further opening and the resolution to enhance the national competitive power, which had an overall meaning. (2) All the departments and ministries comprehensively treated and improved the policies and encouraged the whole society to participate. From admission of students abroad, procedures before entry, arrangement of study and living after entry, change of period of stay to the employment in Japan after

graduation and the contact after returning home, all these things can be done at one stop or with one package service. (3) In the teaching, the condition to obtain a degree only with the classes in English was created and the sections of remedial of Japanese both before and after admission were enhanced. The foreign students can get good results in academy within a short time and acquire Japanese to a certain level. (4) The policy objectives to accept foreign students in different levels and disciplines were made. (5) As a section of the internationalization of universities, in order to accept the students smoothly, the teaching system of fall semester should be promoted actively. (6) Change the system to accept the graduate students depending on the professors individually till now and build the new system to accept the graduate students systematically. (7) Add the kinds of scholarships and enlarge the quantity of scholarships. (8) The Japanese language education organizations such as Japanese language schools should pay attention to the current students, in order to enhance the relation with the universities and create favorable conditions to enter universities for the students. (9) Actively create conditions for the students abroad to work in Japan.

3. France Policies on the Internationalization of Higher Education

The foreign students enjoyed the same treatments as the French students. It was mainly shown in the following aspect. (1) The professional courses in the public universities were free, and only the basic registration fees were charged every year. In the public universities, two kinds of courses are not free: French courses and the courses specially set for the foreign students. (2) The foreign students also could enjoy health insurance. It could be applied to be free if the students were in hospital, and 70% of the

medical charges can be reimbursed. (3) The students without work could enjoy the housing subsidy, of which rates ranged from 20% to 50% of the accommodation fees. The students can rent the houses from French people jointly and enjoyed the housing subsidy all the same. The students in the private universities also could enjoy the housing subsidy from the government. (4) In the restaurant of university students, each meal cost about 3-5 EUR. The reason why it was so cheap was that the nation supplemented 50%. The students could cook for themselves. Each student apartment was equipped with refrigerators. (5) The travelling expenses of the student who did not be older than 26 would be 50% off. (6) The foreign students could have a part time job in France, 20 hours per week after beginning of terms and 40 hours per week in the holidays. The lowest wage is 6.8 EUR per hour. There was a summer holiday of 3 months every year in France.

(7) When the foreign students were to finish the courses, they can work as an intern in France for 6-8 months. In the period of internship, the students could acquire an allowance of 400-1200 EUR per month. Students could apply for scholarships in some elite universities.

4. Comments contemporary topics on the Internationalization of Higher Education

Compared with the foreign student education of the universities of the current developed countries, such as USA, Japan, and France, the foreign student education of the Korean universities is still relatively laggard, since the internationalization level of the Korean universities is relatively low. Such situation is especially embodied in the structure, competence, and service sense of teachers in the Korean universities.

Seen from the structure of teachers, there are very few teachers who have high level and come from

foreign country, which is adverse to not only the international academic communication but also the construction of disciplines and improvement of teaching and research level, so it is hard to attract more foreign students with high level and grade.

Seen from the competence of teachers, there are limited teachers who can freely accomplish professional teaching in both English and Korean, which virtually increase the difficulty for the foreign students to finish professional study in the Korean universities. Therefore, they must take one or two years to learn Korean before the professional study. Maybe it is the low internationalization of teachers in Korean universities in these two aspects that greatly influence the enthusiasm of the foreign students to carry out professional study not with alone language.

The internationalization of universities and colleges is also embodied in the internationalization of the service sense of teachers. On one hand, the proportion of Chinese students keeps increasing, which urgently requires the universities to protect and help them as a vulnerable group with different culture. On the other hand, the teachers of the universities still keep the former education service system, which will definitely result in inadaptability. The exterior environment has changed a lot, but the corresponding methods and strategies remain the same or delayed, which in turn will definitely result in problems.

In order to develop and improve the scale and quality of the Chinese student education in the local universities, this study suggested building a system of “One Stop Education Service.” The “One Stop Education Service” system was divided into two parts. The first one was to strive to enhance the investment in infrastructure, to make up reasonable educational schemes suitable for foreign students, to advance the international teaching level of teachers, to practically improve the education quality of the

universities, to bring up excellent graduates in large scale, and to advance the awareness of the education internationalization of the universities. The second one was to enhance the promotion for recruitment, especially the promotion of the excellent foreign graduates, to simply the investigation program for the admission data of the foreign students, to improve the management and service situation of the living of the foreign students, to provide employment guidance and aid for the graduates, to create good conditions for foreign students, and to advance the good reputation of the universities.

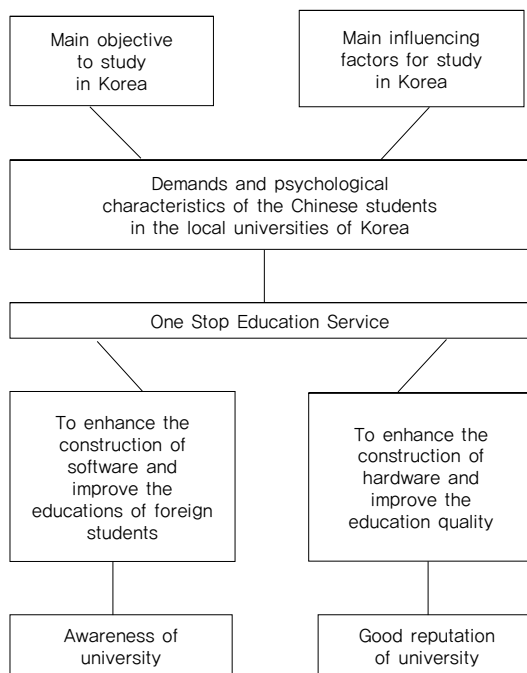


Fig 1. Analyzing Structural Diagram

III. Current Situation of the Chinese Students in Korea

According to the statistics of Ministry of Education Science and Technology of Korea, the quantity of the

Chinese students in Korea has kept relative quick growth in the recent five years, and the growth rate has been in the front rank.

The Korean universities began to recruit Chinese self financing students officially in 2000. However, due to the reasons in different aspects, the speed that Korea introduced international students was relatively slow. After the latter half of 2004, the Korean universities largely speed up the step to develop the market of Chinese students. In May 2004, 10 Korean universities held an educational exhibit in Beijing together. In June 2004, the famous Korean university, Dankook University, sent relevant people to Guangzhou to investigate the market of Chinese students.

Table 1. The Current Situations of the Foreign Students in Korea of the Main Original Countries in the Recent Five Years (Unit: a person)

	2003	2004		2005	
	Quantity of students	Quantity of students[2]	Growth rate	Quantity of students	Growth rate
USA	49,047	56,300	14.8%	57,896	2.8%
Canada	14,058	13,307	5.3%	11,400	14.3%
UK	7,759	18,600	139%	20,100	8.1%
France	3,450	4,550	31.9%	5,500	20.9%
Germany	6,353	6,777	6.7%	6,759	0.3%
Russia	954	1,114	16.8%	1,121	0.6%
Australia	15,775	17,847	13.1%	15,176	15.0%
China	18,267	23,722	29.9%	28,408	19.8%
Japan	17,339	16,992	2.0%	19,022	11.9%

	2006		2007	
	Quantity of students	Growth rate	Quantity of students	Growth rate
USA	57,940	0.8%	59,022	1.9%
Canada	12,570	10.3%	12,795	1.8%
UK	18,845	-6.2%	18,300	-2.9%
France	5,500	0%	9,657	75.6%
Germany	6,651	-1.6%	5,842	-12.2%
Russia	1,264	12.8%	1,479	17.0%
Australia	16,856	11.1%	16,591	-1.6%
China	29,102	2.4%	42,269	45.2%
Japan				

Source of data : Website of Ministry of Education, Science and Technology of Korea
http://www.mest.go.kr/ms_kor/inform/1/2/1208281_8686.jsp

These activities together completely showed the enthusiasm of the Korean universities to develop the international educational market, especially the Chinese market. Meanwhile, with the export of the Korean movies, dramas, and the frequent commercial activities of the Korean stars, Korea seemed to be closer to the Chinese students; and, the market of studying in Korea also became hotter. The quantity of the foreign students, especially the Chinese students, increased rapidly. By April 1, 2007, there were 49,270 current foreign students and 33,650 Chinese students in the Korean universities with 4 year educational system and graduate schools in Korea. The ratio of the Chinese students has already been 68.3% of the whole foreign students [Table 2]. China has obviously become the largest original country of the foreign students in Korea.

Table 2. Quantity of the Foreign Students in Korea and the Main Original Countries in 2007

Country	Quantity of Foreign Students (Unit: one person)	Ratio (%)
China	33,650	68.3
Japan	3,854	7.8
Vietnam	2,242	4.6
USA	1,388	2.8
Mongolia	1,309	2.7
Others	6,827	13.8
Total	49,270	100

Source of data: Statistics on Foreign Students in Korea issued by Ministry of Education, Science and Technology to Douyan, member of Grand National Party on September 24, 2008

According to the data issued by Ministry of Educational Human Resources of Korea in April 1, 2006, the Chinese students in Korea were mainly distributed in the districts including Seoul, Pusan, Taego, Daejeon, Kwangju, etc[3].

According to the public information of the local universities of Chungnam, Korea in 2008, the Chinese students tended to choose the majors of “social and literary series”, followed by “engineering” and “arts &

sports” [Table 3].

Table 3. Current Situations of the Chinese Students in Local Universities of Chungnam in 2008. [4]

Name of University	Quantity of Chinese Students					Language students	Other students	Total
	Sub total	Social and literary series	Natural science series	Engineering series	Arts and sports			
Hoseo Univ.	209	160	12	25	12	35	0	244
Hanseu Univ.	172	61	4	4	103	35	16	223
Sunchunhyang Univ.	339	265	15	28	31	89	55	483
Konyang Univ.	416	331	3	70	12	0	0	416
Sunmoon Univ.	226	156	33	37	0	140	1	367
Total	1362	973	67	164	158	299	72	1733

According to the statistics of “Korean Educational Development Institute”, there were only 321 foreign students in the Korean universities in 1970, 1,015 foreign students in 1980 and 2,237 foreign students in 1990. It showed the trend of increasing. However, there were very few foreign students on the whole.

After the beginning of the present century, the foreign student education of Korea got rid of the downturn and began to develop rapidly. Seen from the growth in the quantity of the foreign students in Korea [Table 4], Korea accepted 11,646 foreign students in 2001 and 12,314 in 2003. The quantity only increased by 668 after two years. It was after 2004 that the foreign student education of Korea really began to develop rapidly. In 2004, the quantity of the foreign students in Korea reached 16,832, increased by 4,518 compared with 2003. In 2005, it reached 22,526, increased by 5,694 compared with 2004. Especially in 2006, the Korean universities and other teacher and scientific organizations totally accepted 32,557 foreign students, which is the year accepting

most foreign students and growing fastest, increased by 178% compared with 2001, by 44.5% compared with 2005. Meanwhile, the origin countries of the foreign students also became diverse. The 32,557 foreign students accepted in 2006 came from 162 countries and districts respectively.

Table 4. Quantity of the Foreign Students Accepted by Korea in 2001-2006 (Unit: one person)

Year	2001	2003	2004	2005	2006
Quantity	11646	12314	16832	22526	32557

Source of data: public data by Ministry of Educational Human Resources of Korean in April 1, 2006. Data in 2002 missed.

According to the statistics of different ways of studying abroad [Table 5], the self financing students always accounted for the largest proportion in the foreign students in Korean universities from 2001 to 2006, and the proportion of such students was equivalent to 78.2%. The mean proportion of the winners of the scholarships by Korean universities was 12.9%, in the second position.

Table 5. Quantity of the foreign students to study in Korea in different ways (Unit: one person)

Type \ Year	Scholarship by Korean government	Scholarship by Korean university	Scholarship by the government of the foreign students	Self financing students and others
2001	269	1026	226	1000
2003	358	2028	85	741
2004	391	2527	198	847
2005	388	2873	309	1357
2006	641	3892	465	1244

Source of data: Public data of the Ministry of Educational Human Resources of Korea in April 1, 2006.

It was shown by [Table 5] that the self financing students have grown most rapidly. The continuous growth in the quantity of foreign students in Korea in

the recent years has a close relation with the growth in the quantity of the self financing students.

Table 6. Situation of the Chinese students and tuition fees in the Korean universities with the educational system of 4 years (Unit: thousand WON per person)

Division	Name of university	Quantity of foreign students (A)	Chinese students		Tuition fee per year	Accommodation fee	Scholarship
			Quota (B)	Proportion (100/A*B)			
Public	Chungnam National Univ.	555	446	80.36	4,400	567	931
Public	Chungbuk National Univ.	380	351	92.37	4,340	460	803
Public	Kongju Univ.	556	485	87.23	4,038	886	794
Private	Sunmoo Univ.	1,119	587	52.46	7,524	516	1,012
Private	Paichai Univ.	907	790	87.10	7,521	476	941
Private	Sangmyung Univ.	104	92	88.46	8,670	1,135	847
Private	Konyang Univ.	509	450	88.41	6,741	398	1,068
Private	Sunchunhyang Univ.	601	532	88.52	7,832	475	1,154
Private	Hanseong Univ.	367	324	88.28	8,480	549	1,237

It was shown in the [Table 6] that the Chinese students accounted for more than 80% of the foreign students in the ordinary students. The Chinese students in Chungbuk National University even accounted for 92.37% of the foreign students, while the Chinese students only accounted for 52% of the foreign students in Sunmoon University which has most foreign students.

According to the comparison of tuition fee of the Korean universities, the tuition fee of Chungnam National University which has the maximum tuition fee among the public universities was 4,400,000 WON, while that of Sangmyung University which has the

maximum tuition fee among the private universities was 8,670,000 WON. The tuition fee of the private university was almost two times that of the public university.

The single accommodation fees were mainly from 450,000 to 600,000 WON, among which the accommodation fee of Konyang University was 398,000 WON and that of Sangmyung University was up to 1,135,000 WON. The highest scholarship of 1,237,000 WON was provided for the students by Hanseo University and the lowest scholarship of 803,000 WON was provided by Chungbuk National University.

IV. Questionnaire survey on the Chinese students in the local universities of Korea

The samples of the present questionnaire survey were the Chinese students in three universities outside the capital circle of Korea. As the subject of this study was the education of the Chinese student in the local universities of Korea, the present questionnaire survey aimed at the students from the three universities of Chongju University, Soonchunhyang University, and Hanseo University which were outside the capital circle. Meanwhile, for the sufficiency and rationality of the survey, the survey was performed for male and female students respectively from July 2007 to July 2009.

Six big questions were set in the questionnaire of empirical study. The first question was the survey on sexes and nationality. Based on this question, another five questions were designed, including the survey on former study, consumption, part time job, and satisfaction on the current university. More small questions were designed under the big questions,

which were about the degree of concerns of the students. We also surveyed the objectives of the students and the factors influencing their study in Korea in this questionnaire.

We finished the questionnaire in the way of face-to-face contact. We distributed 620 copies of questionnaires and recovered 620 copies on the spot. The 600 copies are effective. The recovery rate was 100% and the effective rate was 96.77%. Seen from the recovery situation of the questionnaires, the survey conformed to the sampling precision in statistics.

When surveying the proportion of the grades of the students [Table 7], the combination of cluster sampling on the spot (to distribute questionnaires in the student dormitory and classroom according to the grades and sexes) and random sampling (to interview the students in the restaurant or on the way) was used to distribute questionnaires.

Table 7. Survey on the proportional distribution of grades of the sampling students

Grade	Quantity of sampling students	Rate of the sampling students
Freshman	108	18.0%
Sophomore	210	35.0%
Junior	174	29.0%
Senior	50	8.3%
Master	54	9.0%
Doctor	4	0.7%
Total	600	100%

In the survey questionnaire, we divided the objectives of the students into four aspects: pursuit for experience of studying abroad, studying Korean language, advancing academic records, and employment. It was shown by the results of survey [Table 8] that 43.0% of the students were to pursue experience of studying abroad, 21.0% of the students were to study Korean language, 19.2% of the students

were to advance academic records, and 16.3% of the students were to advance employment.

Table 8. Survey on objectives of foreign students

Degree of preference Item	Like very much		Like		Normally		Not like		Hate very much		Total (quantity)
	Quantity	Rate	Quantity	Rate	Quantity	Rate	Quantity	Rate	Quantity	Rate	
Pursuit for experience of studying abroad	258	43.0%	121	20.0%	112	18.7%	84	14.0%	25	4.2%	600
To study Korean language	126	21.0%	232	38.7%	202	33.7%	33	5.5%	7	1.2%	600
To advance academic records	115	19.2%	194	32.3%	125	20.8%	119	19.8%	17	2.8%	600
To advance employment	98	16.3%	142	23.7%	218	36.3%	128	21.3%	14	2.3%	600

(There is statistically difference between Degree and Item at 1% level, $\chi^2=273.2$)

According to the results of survey, the Chinese students come to study in Korea for different objectives. For example, 43.0% of the sampling students chose “Like very much” in the item of pursuit for experience of studying abroad, so we could think that many students took the most practical aspect as their first choice, which not only showed the fact but also was reasonable. Moreover, in this item, the ratio of male to female was 9:5. Therefore, the male students thought more of the practicality of studying abroad than the female students; that is, the male students preferred to pursue the experience of studying abroad, which is related to the common nature of males and the fact that males preferred improving experience and knowledge through studying abroad. In the aspect of learning Korean language, the ratio of male to female was 4:7. Generally speaking, the objective of learning Korean language accounted for a considerable proportion in the foreign students. Meanwhile, we can also found that the female students thought more of

the study of Korean language than the male students. We thought that it was because the female students liked the Korean dramas, pop songs, and movie stars better. In the aspect of advancing academic records and employment, it did not account for a large proportion. Nevertheless, some students took these two as their objectives as their family were in the middle class, and they did not need to consider the employment; and, it conformed to the nature of the Chinese people to advance the academic records.

Table 9. Survey on starting time of the foreign students to study in Korea

Quantity of applicants Starting time to study abroad	Quantity (a person)	Rate
After senior high school	129	21.5%
After the first year in domestic university	46	7.7%
After the third year in domestic university	327	54.5%
To study the graduate courses	98	16.3%
Total	600	100%

We also surveyed the choices of the Chinese students in Korea on the starting time to study in Korea [Table 9]. 21.5% of the students chose to go to Korea for study after graduation from senior high schools, 7.7% after the first year in domestic university, 54.5% after the third year in domestic university, and 16.3% of the students went to study the graduate courses.

It was shown in the survey that most Chinese students chose to study in Korea after graduation from senior high school or after the third year in the domestic university. The reason was that they could directly accept the system education of Korea after they finished the course of senior high school or junior college. Therefore they would like to go to Korea for study early. The ratio of the male students to female students who chose this item was 2:3,

which showed that the male students did not think too much of the choice on time and all the aspects of study abroad as the female students did.

It was shown in the results of survey [Table 10] that 16.8% of the students spent no more than 20,000 RMB every term, 36.3% of the students spent 20,100-30,000 RMB, 31.7% of the students spent 30,100-40,000 RMB, 11.0% spent 50,100-60,000 RMB and 4.7% of the students spent more than 60,000 RMB.

It was shown in the results of survey that the female students spent more than the male students. The proportion of female students in 20,000 or less and 20,100-30,000 was greatly lower than that of male students, while the proportion of female students in 50,100-60,000 or more was greatly higher than that of male students. The proportions of the female students and male students in 30,100-40,000 were almost the same. The reason might be that the female student preferred to buy socks, clothes, cosmetic, etc.

It was also shown in the table that the Chinese student had considerable power of consumption, which would have active influence on the economic development of Korea.

Table 10. Survey on life expenses of foreign students

Criteria (RMB)	20000 or less		20100 -30000		30100 -40000		50100 -60000		60000 or more	
	Qua- n- tity	Rate	Qua- n- tity	Rate	Qua- n- tity	Rate	Qua- n- tity	Rate	Qua- n- tity	Rate
Male	64	10.6%	150	25.0%	96	16.0%	25	4.2%	10	1.7%
Female	37	6.2%	68	11.3%	94	15.7%	41	6.8%	18	3.0%
total	101	16.8%	218	36.3%	190	31.7%	66	11.0%	28	4.7%

(There is statistically difference between Gender and Criteria at 1% level, $\chi^2=32.4$)

A reasonable action of studying abroad is a complete and comprehensive process of decision making and acting. It mainly includes three sections: understanding the policies on recruitment of the university, decision on the target place to study in, and the action of studying abroad. Before studying abroad, it is the first step of reasonable studying abroad to understand the relevant information of the local universities of Korea. The selection on the education quality, ways of studying abroad, fees, credit of university, and disciplines shows the tendency of the students. It is the finishing phase of reasonable studying abroad to perform the action of studying abroad.

Four factors will be considered when the students have the idea to study in Korea, that is, policies on recruitment, education quality of the universities, awareness, and configuration of disciplines. In order to survey what information would be used by the students as the main assessment indexes, the following four aspects were mainly used to analyze the rationality of studying abroad of the students. In this paper, we mainly used the four indexes of the local universities of Korea to survey the rationality of studying abroad of the Chinese students[Table 11].

Table 11. Survey on the influencing factors of studying abroad of the students

Degree Item	Pay much attention		Pay some attention		Normally		Pay no attention		Total (a person)
	Quantity	Rate	Quantity	Rate	Quantity	Rate	Quantity	Rate	
Policies on recruitment	214	35.6%	256	42.7%	112	18.7%	18	3.0%	600
Education quality of universities	226	37.6%	168	28.1%	178	29.6%	28	4.7%	600
Awareness of universities	168	28.0%	234	39.0%	150	25.0%	48	8.0%	600
Configuration of disciplines	39	6.5%	212	35.3%	151	25.2%	198	33.0%	600

(There is statistically difference between Degree and Item at 1% level, $\chi^2=462.0$)

It was shown by the survey data that the students paid attention to the information collection before studying abroad. 46.5% of the students would understand the information related to the policies on recruitment “in detail.” 47.1% of the students would understand the related educational information “in the rough.” Only 6.4% of the students “understand nothing” of the information related to recruitment. These data showed that as the action of studying abroad would have great influence on the students, the students to go to study in Korea must exert their own judging ability to make reasonable decision on the information related to the recruitment of the university. Certainly, besides the students, their parents, relatives, friends, and related organization of studying abroad also help to make decisions.

The related specifications for the policies on recruitment, education quality of universities, awareness of universities, and configuration of disciplines are the four factors which influence which university to be selected by the students. The education quality and awareness of the universities is general thought to be related to the use value; that is, it is regarded as the target of the foreign students. Meanwhile, it also shows the expectation of the students on the prospect, and future of studying abroad.

The different choices in these two aspects show the reasonable and unreasonable status of the students. 37.6% and 28.1% of the students respectively “paid much attention” and “paid some attention” on the education quality of the universities, which showed that the Chinese students cared much about the education quality of the universities, that is, the use value of the “commodity”. 28.0% and 39.0% of the students respectively “paid much attention” and “paid some attention” on the awareness of the universities, totally up to 67.0%, and only 8.0% “paid no attention.”

It could be seen that the awareness of the universities was also one of the factors the students cared. The configuration of the disciplines was another factor the students considered. However, the degree of care for it was far from that for the education quality and awareness. Only 41.8% of the students “paid much attention” and “paid some attention” on the configuration of disciplines.

From the degree of care for the four factors including the specifications for policies on recruitment, education quality of universities, awareness, and configuration of disciplines, we could see that most of the students pay attention to the education quality and the specifications for policies on recruitment; that is, the use value of the “commodity” and the developing prospect of themselves. Therefore the actions of studying abroad of the students were mainly rational, and most of the actions were reasonable.

As studying abroad was a complicated thing and it had great influence on the Chinese students. We completely understood the rationality of studying abroad of the Chinese students through their care for the policies on recruitment and the education quality of the Korean universities. According to the survey, we could find the following information in the action of studying abroad of the Chinese students: what the Chinese students cared much about was the admission policies of recruitment, and the education quality of the universities, and the action of the Chinese students were the combination of rationality and irrationality.

The Chinese students are the group with similar basic conditions. They have great similarity in many aspects such as ages, educational background, economic income, etc. Therefore, it is relatively easy to understand the situation in their action. Among the consumption way of them, the variation in the focus

of studying abroad is a representative diverse variation. The consumption action of the Chinese students is determined by their life views and economic conditions, so consideration on economy and the policies on recruitment have crucial influence on the action of studying abroad of the Chinese students.

V. Conclusions

The most prominent phenomenon of insufficient infrastructure in universities is the serious shortage of student dormitories. For instance, in 2005, about 51% of overseas students can live in school dormitories while the percentage of students living in dormitories declined to 49% in 2006. Overseas students are different from domestic students. If overseas students are made to look for housing by themselves in a totally unfamiliar environment once they arrive, it will have great difficulties as well as increase the cost of studying abroad; which, at the same time, will trigger a lot of social problems such as life safety and so on.

With continuous increase of the number of overseas students, the situation reflecting insufficient infrastructure also includes inadequate public transportation, seats in reading rooms, sports and fitness facilities, and so on.

Solving problems existing in current domestic overseas student education is a major issue of international education of South Korea. Universities in South Korea are always operated as per the mode of South Korea itself, so they have no idea how to manage and educate foreign students whose number is surging. The first is a serious shortage of infrastructure for accepting overseas students in South Korean universities. The second is that overseas student management and services are also

in a disordered state in all universities. All universities basically do not have special overseas student management organizations. Overseas students have no place to seek help when they encounter difficulties in study, life, communication, etc. That easily makes them have the feeling of disappointment. The third is that entry and exit administrative agencies, etc. are still in the stage of “controlling” overseas students. They have relatively poor “service” awareness, and require too many materials for study visas. The fourth is the relatively low percentage of scholarships provided to overseas students. For example, in 2006, the number of students with scholarships invited by the government was the largest in history: however, there were still only 614 students, which number can only be regarded as being of insignificance compared with 10,000 students in Japan.

Chinese students come to South Korea for study with different purposes, different education background, and from different living environment. There are different graduation conditions and requirements for them; accordingly, their methods of studying abroad also vary. Therefore, it is required to adopt different methods according to actual circumstances. If South Korean universities, especially local universities, need to develop internationalized education, then education for overseas students from China will be a top priority that cannot be ignored. In order to adapt to current social development tendency and needs, local universities with the hope of greatly developing education for Chinese students need to have early understanding and preparations, to build a complete educational management system specifically for Chinese students, and to carry out an educational service system covering the whole process including admission, language training, specialized course

education, graduation authentication, and employment guidance. This system can be achieved through two aspects: one primary and one supplementary. That is to say, on the one hand, the quality of education is to be improved, which is the hardware and the decisive factor of enhancing school popularity; on the other hand, the system of service for overseas students is to be built and perfected, which is the software and the core link to improve school reputation.

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