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Zhe Wu

April 13, 2015

The Unspoken Truth: How Different are We?

A Comparative Analysis on International Student Identity and Student Work Values.

By

Zhe Wu

Dr. Alexander Hicks
Adviser

Department of Sociology

Dr. Alexander Hicks
Adviser

Dr. Tracy Scott

Committee Member

Dr. Sally Gouzoules

Committee Member

Dr. Harold Gouzoules

Committee Member

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Abstract

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The overwhelming influx of international students into the United States has attracted great attention in the past few decades. Yet existing studies mainly focused on the macro level of cross cultural relationships and international connections. Few scholars examined the micro level of interactions between international and domestic students. Even fewer examined value differences. My research intended to study the variance in work values created by students' identity. In other words, I examined whether being an international student influences one's values towards work and career preference. I utilized Schwartz's theory on work values and divided them into four aspects: intrinsic, extrinsic, social and power. Schwartz's theory is widely referenced and is closely connected with his basic human values. Having conducted two surveys and four supplementary interviews, my research data refuted the popular notion that international students' value different dramatically from those of domestic students'. Both demographic groups rated intrinsic and power values similarly, and showed variance on extrinsic and social values. With the help of my interview field notes and other scholarly journals, I was able to offer several plausible factors for these results. Among them the admission process was crucial for that it gathered students from similar backgrounds and with similar values together. Meanwhile, cultural factor still plays its role in demographical differences, but data has proved that the difference is not as dramatic as we expected. This research is limited to the context of Emory University, and further study with more longitudinal data will certainly strengthen my theories. The value of my research lies in that it offers the educational institution with a new perspective: international students' values are similar to domestic students' on certain dimensions. This counterintuitive finding provides a new direction for campus policy and fosters a new understanding on diversity.

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1. Overview

1.1 International Student Population in the Globalization

Our definition of “education” is now being challenged as it is constantly changing in the 21st century. Globalization not only brings about rapid developments in technology and communications, but also imports promising advancement in learning platforms. Along with this trend, revolution of the roles of students, as well as diversity and cultural exchange are occurring on an unimaginable scale. As a result, higher education holds a unique position that is crucial in preserving the competitive advantage for both nations and individuals. To compete in the fast-changing world, some nations choose to develop their own resources and traditions; while others, on the other hand, decide to pursue academic expertise and advance learning from other countries through overseas study (McMahon1992). America’s early and long-lasting enthusiasm for higher education has given it the biggest and the best-funded education system in the world—one that continues to embrace millions of talented young minds around the globe each year. Such great exchange of population underlies tremendous opportunities as well as challenges. The frequent interaction between international students and domestic students has opened up a new gateway for information exchange. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), there were about 238,000 international students studying abroad during the 1960s. The number increased ten times by the time of 1989, and surpassed one and a half million by 1995. The rapid expansion of foreign student population in the U.S. has made this diversified student body an innovative and

challenging field of social research. Furthermore, researches on international students are no longer limited to the field of foreign student affairs, but have expanded organically towards a more systematic understanding of this unique student population.

2. Literature Review

2.1 International Student as a Rising Demographic

In the past few decades, scholars have also noticed fluctuations in the enrollment rate of international students. The topic of international students has received more attention than ever as the post-911 time period becomes a sensitive era for both the United States and foreign countries. Reports indicate that the first absolute decline in international student enrollments since 1971 was in 2004, with the smallest increase rate appearing in the previous year (IIE, 2004). Enrollment dropped most significantly in East Asia, with Saudi Arabia the most conspicuous (Peterson 1999; Harrison, 2002; NAFSA, 2003). The NAFSA 2004 report also indicates that many of the highly skilled foreign students back then sought education opportunities outside the U.S., and surveyors attribute this result to the unwelcoming climate for international students in the U.S. Their attribution remains largely theoretical and reasons for the decline in international applications and enrollment remain empirically unexplored. However, scholars have proposed various explanations: greater obstacles of obtaining visa (Owens 2002; NAFSA, 2003; IIE, 2003b; Arnone, 2003), and discrimination towards foreign students (McMurtie, 2001; Lane, 2002; Brender, 2004; MacWilliams, 2004; Lee, 2005). Hundreds of Middle Eastern students withdrew from U.S. institutions and returned home after

September 11, 2001 (McMurtie, 2001). The constant sense of fear in America pushed students with Middle East and South Asia background away (Council of Graduate Schools, 2004). According to the report from the U.S. Department of Homeland Security, an estimation of 1.13 million foreign students are expected to study in the U.S. in 2015, with the majority of them in college-degree programs. This number reflects a 14% increase over last year, is nearly 50% more than that in 2010 and almost twice the size of the number in 2005.

Recent research on international student exchange has a global perspective — this exchange not only provides a pathway for the flow of knowledge resources among nations, but also serves as an interconnection for political, economic, and cultural relationships around the world (McMahon 1992). This invaluable pathway, however, is susceptible to changes in the world economy (Sutton 1993), according to the study of expansion of overseas study after the reduction of East West tensions. Cummings (1993) adds to Sutton's theory by stating that the increase in overseas education is related to the emergence of a new international economic order, along with individual advancement and regional solidarity. Barnett and Wu (1995) are some of the first scholars to describe the international students exchange program using network analysis. Their findings indicate that the international student network changed significantly over the past 20 years. Within this network whose center remains largely in the hands of US and other western developed countries, Asian and Middle Eastern countries have become more central while African countries have become more marginalized in the past decades. Changes in this network reflect not only the hierarchical structure of the hegemonic powers in the

modern world system, but also economic changes over this period. Since the mid-1980s, scholars have shifted their focus from examining patterns within a large context to understanding international interactions as different aspects of global political and economic relationships. Examples include international trade (Smith and Nemeth 1988), capital flow (Bradshaw 1991), investments (Wimberley 1990), the flow of mail (Clark and Merit 1982), and telecommunications (Barnett and Salisbury 1996; Sun and Barnett 1994). Although foreign student flow has been a recognized research topic, there is relatively little empirical research at the micro level to assess the economic and political impact of this exchange.

Without question, international students studying in America benefit the United States economics and education system in multiple ways. As globalization calls for cultural and social awareness, international students bring diversity to the student population, offer new perspectives in classroom conversations, and most importantly, increase the awareness and appreciation for other countries and cultures (Bevis, 2002; Harrison, 2002). College environment, as a vivid reflection of the academia world, makes such information exchange tangible and accessible. Many of the international students' insights within the fields of sciences, engineering, and technology have elevated classroom discussion to a brand new level (Barber and Morgan, 1987; Altbach, 1989, 1998; Slaughter and Rhoades, 2004). The benefits international students bring extend even after graduation: students who stay and develop their career in America contribute to the intellectual capital of the country, while those that return home most often hold affinity to their foreign study destination. A more arousing statistic for America may be that most of those

students who studied in the states take on leadership positions after they return home, ultimately leading to potential political and business opportunities overseas. (Altbach, 1998; NAFSA, 2003).

As students travel overseas, they bring along their values, religious beliefs, customs, and other developments as results of their societal upbringing. Differences in social norms, academic practices, and communication styles are only a few of the many differences that newcomers will encounter. International students often experience initial cultural shock upon arriving. The cultural adjustment process is further complicated as they learn to navigate their host institution's culture and expectations, ranging from class enrollment, campus policy, academic procedure, to language barriers (Duff, Rogers, & Harris, 2006). Raised and educated in a traditional Chinese family, I encountered similar challenges in learning language, understanding culture, and more importantly, adjusting to local values when I first stepped on this land of hope as a first-generation immigrant years ago. My constant impulses in understanding and rationalizing social differences between China and the United States, not only encourage me to pursue a sociology major, but also motivate me to further explore American culture and values.

Clearly, American universities are welcoming unprecedented numbers of foreign students. The enormous scale and growth makes the importance of international students self-evident. Meanwhile, international students have become an increasingly important concern for educational institutions, like Emory University. Educators nowadays have found that the traditional one-on-one advising method neither satisfies the demand of growing population nor provides

constructive insights on the nature of the problems. Student concerns, such as language barriers and cultural shocks, are replaced by demands for equal opportunities and more respect. The responsibility of providing a better educational experience thus no longer falls on the shoulder of few student advisors, but has become a shared goal in the community consisting of faculties, administrators and ourselves. My service experience in Office of Community and Diversity, and Office of International Student Life encouraged me to take a pioneering role in understanding the students' population, initiating changes in student services, and ultimately advancing students' experience at Emory University. Hence, during the past three years, I have devoted myself to understanding the international student population and have constantly contributed efforts to advancing their college experience. The lack of prior research on the similar topic has undoubtedly posed potential difficulties on my research. Fortunately, with the help from faculties and staff, I was able to complete my research on how international student identity affect their work values in comparison to the values of domestic students.

In the following sections, I will elaborate on the operationalization and implementation of the research project, and then provide analysis and discussion around the research outcome. The United States of America has the world's largest international student population. Constituting nearly 4% of all students enrolled in US's higher-level education, the international student population continues to grow. In the last five years, international student proportion at Emory College soared from 5% to 18%. However, the widely used term "international student" may represent several different, yet overlapping student groups based on different interpretations.

In daily conversation, an “international student” refers to someone who lacks social or cultural experience in the United States, in comparison to an American student. This popular notion makes statistical comparisons difficult, partially due to its incomprehensiveness. Yet many academic articles consider this definition well established and thus fail to clarify the specific definition of an international student. Because of the vagueness of the definition, their research subjects range from foreign citizens who have lived in American for years to U.S citizens who were raised in a foreign country. This inconsistency in subject choosing creates a grey area and blind spot of the definition and makes the conclusion theoretically inaccurate and misleading. In recognition of this, I attempt to standardize the term by using the definition from authoritative resources. According to NESCO, an “international student” is defined as “an individual who is enrolled for credit at an accredited higher education institution in the U.S. on a temporary visa, and who is not an immigrant (permanent resident with an I-51 or Green Card), or an undocumented immigrant or a refugee.” UNESCO’s definition has drawn a clear distinction on subject’s “nationality”, in another word, the citizenship of the subject— temporary visa becomes an essential prerequisite for a student to be categorized as an international student. At the same time, students who are permanent residents, undocumented immigrants, and refugees are excluded. This definition, though distinctive from popular notions, underlies similar patterns of experiences due to visa status and most importantly, is in accordance with the actual policy conducted by the International Student and Scholar Program (ISSP) at Emory University.

2.2 Historic Development of Work Values

With the overwhelming trend of globalization, the fast changing workforce attracted large amount of researchers. Work values, as a matter of fact, only became a popular topic within the last several decades when extensive changes in work values between populations (Dickson and Buchholz, 1977) and generations (Cherrington, 1980; Levy-Le Boyer, 1986, Yankelovich, 1979) have been reported. The dependent variable in my research is the student's work values. Value is generally perceived as a set of beliefs and personal standards that guide individuals to function in a society, and therefore has both cognitive and affective dimensions. Many researchers consider value as a system of criteria that people utilize to select, justify, and evaluate objects including others and actions. The majority of prior studies tried to conceptualize the term yet little consensus has been reached based on their widely different interpretation (Campbell and Pritchard, 1976). In other words, researchers have referred to work values with dis-unified definitions. Early studies are characteristic for their broad and generalized definition of work values that proved to be difficult to measure with either qualitative or quantitative research method.

“Work values are the end-values such as the nature of the satisfaction, quality, or reward individual seek from their work (Super 1957).” In Super's word, work values include both intrinsic and extrinsic satisfaction in work. They may be seen as the by-products of work, or what people seek in their work activity. Super is among the group of researchers who first categorized work values into subgroups—

intrinsic and extrinsic. His measurement is also popular in other early studies on work values.

“The belief of an individual that being involved in work related activities is an important aspect of life which forms a major pressure to attend to work (Steers and Rhodes 1979).” Slightly touching on the concept of work values, Steers focused more on the statistical fact of employee attendance and used work values as a plausible explanation for the attendance model in his discussion session.

Dov Elizur is among the earlier sociologists who consciously sought a more structured concept of work values. He described work values as the level of importance that individuals attribute to certain outcomes related to aspects of work (Elizur 1984). Elizur concluded that previous studies have mostly classified work values into intrinsic and extrinsic aspects. Yet he, as well as some other sociologists, posed doubts around the compatibility of the intrinsic-extrinsic dichotomy.

“Every individual holds certain evaluative disposition or inclination regarding work in general. Work values consist of a strong affective component and are evaluative in nature (Van Pletzen 1986).”

Another sociologist Wayne suggested the definition for work values as “the usefulness, or general worth that a person assigns to some behavior or conceptions of work and non-work activities (Wayne 1989).”

During the late 80s, many social scientists identified work value into three types. From the work of Dov Elizur, who was a leading scholar with this approach, the three types of work values are: intrinsic or self-actualization values, extrinsic or security or material values, and social or relational values.

Comparing to earlier studies, social or relational values, as a third dimension in the value system, has now been added into the scene. However, Elizur did mention in his 1991 study that there are certain anomalies that cannot be explained by his theory. Multiple research projects completed during this period all left a similar portion of statistical data that is unexplainable under the existing conceptual framework at the point of time.

Shalom H. Schwartz, a social psychologist, took the responsibility of solving this mystery. Schwartz's in-depth knowledge on the theory of basic human values (universal values as latent motivations and needs) and his identity as a cross-cultural researcher, enabled him to improve the existing work value theories. Based on his human value theory and previous research, he contributed to the formulation of the values scale under the framework of social learning theory and social cognitive theory. Integrating all previous studies, Schwartz proposed four aspects of work values: intrinsic values, extrinsic values, social values and power values (Schwartz, 1999). In his follow up study, Schwartz used secondary analyses of data to support the existence of these four types. Essentially, the appearance of the fourth type—power values, helped explain the anomalies in Elizur's result.

According to prior literature reviews, work values serve as the index of a person's attitudes towards work in general, and can be categorized into intrinsic, extrinsic, social, and power values. More specifically, these four aspects can be used to identify personal growth, interest, and creativity; pay and security; interaction with people and contribution to society; prestige, authority, and autonomy accordingly (Schwartz 1999). Among all the conceptual definitions mentioned above,

it is evident that the attitude towards work constitutes the central theme of most of the interpretations. Like basic values, work values are beliefs that pertain to desirable end-states or behavior. They can be very broad in that they indicate what people expect to gain from their work in general rather than the narrowly defined outcomes. At the same time, work values are also specific, tangible, and reward-orientated since they are rooted in workplace environment. Work values, essentially, can be measured by how people prioritize different work outcomes and work alternatives. In summary, work values represent cognitive expressions of the various needs or goals addressed in one's work, including monetary security, social interaction, intellectual stimulation, status, esteem, and self-actualization needs, etc.

2.3 Student Identity and Value Difference

Overall, sociologists have only recently started to research on the micro interactions among international students. Hence, few existing scholarly journals focused on the systematic value differences between international and American students. Therefore, I intend to apply the four aspects of work values to the new arena of research. As I delved into the realm of international-domestic student comparison, I found that most of the focus was given to psychological observations, whereas little attention was allocated to value differences between these two demographic groups. Most of the researches are solely from the perspective of international students whereas that try to explore the differences between international and domestic students are rare. Several studies concentrated on the information-seeking behavior difference within the student population. They arrived at the conclusion that international students are not as familiar with the

school's resources as domestic students are—essentially a reminder for the school to facilitate related orientation process (Chau and Culbertson,1994; Indra Abeysekera,2008). For example, Ranjita Misra and Linda G. Castillo did a study on academic stressors along with reactions from international and domestic students towards those stressors. Their research was crucial in that it serves as a model for my research methodology and implementation. In a world where diversity and cross-culture studies are so prevalent, it is logical to anticipate abundant works on cultural influences and students' college lives. There have been plenty of studies on the differences of career choices (fouad, 2005), or individual aspirations (Bennett, 1964), but among them the concept of international students is absent.

3. Research Question and Hypotheses

My research focus is on the question “How ‘international student’ identities affect students’ work values”. My independent variable is students’ international student identity, and dependent variable is students’ work values. I proposed four hypotheses based on my observation and student service experience.

Hypothesis: 1. Domestic and international students tend to value similarly on intrinsic values.

Hypothesis: 2. International students will rate higher on extrinsic values than domestic students do.

Hypothesis: 3. International students will rate lower on social values than domestic students do.

Hypothesis: 4. International students will rate higher on power values than domestic students do.

4. 2013-2014 Domestic Student Survey

4.1 Research Method, Operationalization and Implementation

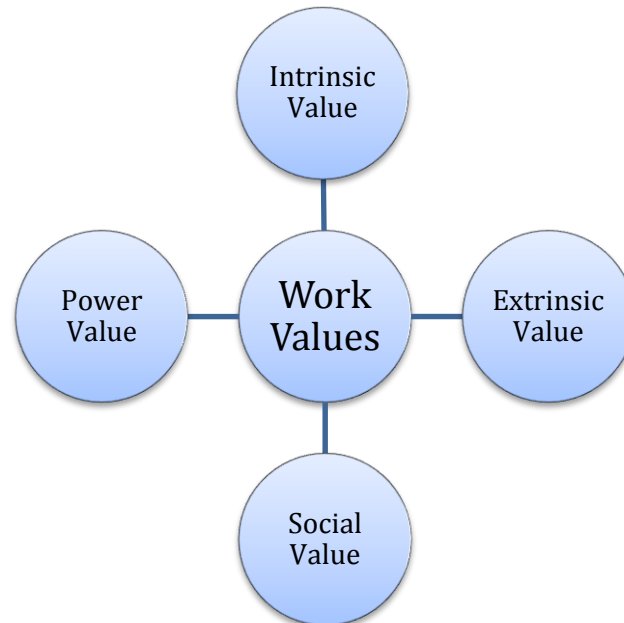
I believed that a survey method would best address my research as a descriptive study. A survey is a standardized research method in which same questions are asked in the same manner to all respondents. Responses can therefore be converted into numbers and be easily analyzed using statistical software, which in my case, is the SPSS program. With the ease of conducting statistical analysis, surveys best represent the collection of information on an entire population such as the whole domestic student body of Emory undergraduates.

Essentially, survey research involves initiating, administering, and evaluating either questionnaires or written surveys. The investigator analyzes the data obtained from surveys to learn about similarities, differences, and trends—on the basis of which conclusions and predictions about the population are made and studied. A survey method brings many advantages that other research methods cannot surpass including its large scale, convenience and economical costs. “Mailed-in” or online surveys have the added advantage of ensuring anonymity and thus prompting respondents to answer questions truthfully. On the other hand, disadvantages of survey research include volunteering bias, interviewer bias, and distortion. Volunteering bias occurs when a sample of volunteers is unrepresentative of the general population. Subjects who are willing to talk about certain topics may answer surveys differently than those who are not willing to talk. Interviewer bias occurs when an interviewer's expectations or insignificant gestures (in this case, how survey question is phrased or the option given) unintentionally

influence a subject's responses one way or the other. Distortion occurs when a subject does not respond to questions honestly. Throughout the research, strategies have been specifically implemented and deemed to minimize the three potential biases mentioned above.

Reflecting on the various existing definitions on work values and the nature of my study, I realized that an arbitrarily selected conceptual definition will result in the disjunctions between survey analysis and hypothesis, which in turn potentially deteriorates the testability of the study outcomes. Hence, instead of forming a specific concept of work values, I started with carefully reviewing the “Work Values/Goals” section under the survey, and matched them with each theory listed above. As a result, Schwartz’s theory on work values seems most explanatory for the structure of the survey questions. This theory falls between the individual values and work-specific values while corresponding to what students considered as important aspects of their future career, including considerations on both intrinsic and extrinsic values, social and power values. Last but not least, the applicability of Schwartz’s theory is favorable for the fact that many of the survey questions are directly collecting response for Schwartz’s four categories. To measure respondents’ perspective on their work values, I utilized the survey question, “when thinking about your future work, please tell us how important the following aspects of work are for you” under “Emory College Spring 2013 Career Interest Survey” section. Every single sub-question listed in this section was allocated into one of the four types of rewards mentioned in Schwartz’s theory, including intrinsic, extrinsic, social, and power (See Figure 1).

Figure 1. Work Value Conceptual Framework



It is important to note that I did not include all the statements given as dependent variables, because many of them would add potential bias against specific personalities or personal preferences. For example, “spending time with family” may be considered as an extrinsic value. However, for those who do not value extrinsic values but do value “family accompany or family responsibility”, may still rate high on this sector. Hence, the result will contain errors created by ambiguity and individual interpretation. As a result, I created a table that exemplifies how I categorized each aspect of work values (See Table 1).

“Not important at all”, “Not important”, “Neutral”, “Important”, “Very Important” are used as a self-reported index in order to outline the general patterns of students’ work values. Hence, I added up each response (e.g. neutral) of the

question (e.g. have a career not just a job) and then changed them into a percentage score of total responses (e.g. 43% neutral). A high score on relative importance indicates a strong preference towards a specific type of considerations given. It also reflects less inclination for the other three types of values. Conversely, a low score indicates less importance of the type of rewards given. As a result, each question is associated with five distinctive percentage-scores. Since there was no multiple-choice setting, the five percentage-score can add up to one hundred percent. Furthermore, questions listed under the same categories (e.g. intrinsic values) were summed up and then averaged. Two tables were listed for student sub-groups including international and domestic student. A systematic analysis was conducted in order to compare the results.

This survey is a modified on the foundation of a career survey required for my sociology class. The access to the large student body was a crucial aspect on improving sample validity. Therefore, I adjusted some of the questions in the career interest survey and used the data we collected for my research.

I received a complete list of all undergraduate students enrolled for the Spring 2013 term (N=5,479). This list, provided by the Registrar's office, includes all Emory College undergraduate degree-seeking students who do not have a FERPA hold on their records. Consequently, I randomly chose samples from the sampling frame, with the premise that each individual in the sampling frame has equal chance of being selected. My social research class group helped me and conducted initial pilot tests of the surveys to ensure that questions were clear, concise, and not overly time-consuming. We reviewed the questionnaire in class and added a limited

number of new questions. Then, each student in our class was responsible for e-mailing 75 subjects. We sent out the initial recruitment e-mails and a final reminder. The surveys included various close-ended questions regarding demographic information, major selection, and work values. Due to the limitation on time and resources, we randomly selected a portion of the total population to contact.

My dependent variable, work value, was mainly evaluated by the fourth section in Career Survey “work values/ goals section”. Each question asked the participant to respond to a specified perspective on work values with their level of recognition, such as “not important at all”, “not important”, “neutral”, “important”, and “very important” (See Table 1). I categorized a total of thirteen questions into four groups according to Schwartz’s theory on work values, including intrinsic values, extrinsic values, social values, and power values (See Table 2). Then, I reviewed each question again, comparing them to the Schwartz’s definition. I abandoned several questions due to their ambiguity in categories or their potential bias against participants’ individualities.

Table 1: 2013-2014 Comparative Survey Work Values Question

1. When thinking about (or making decisions about) your future work, please tell us how important the following aspects of work are for you.

It is important for me to...

	Not important at all	Not important	Neutral	Important	Very important
Have a career not just a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation with a lot of prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation that pays well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation that allows me to help others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation that uses my skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have work that I enjoy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have opportunities to be creative in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have freedom from supervision in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a lot of social interaction in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation that allows flexibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have an occupation that allows time with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table 2: Work Value Question Converting Table

Intrinsic Values	<p>Question:</p> <p>#1 a career not just a job;</p> <p>#5 use my skills and abilities;</p> <p>#6 I enjoys;</p> <p>#7 opportunities to be creative in my work (Adding potential variable “Creativity”);</p> <p>#8 freedom from supervision (adding potential variable “supervision”);</p> <p>#13 be recognized in my work (adding potential variable “recognition” by whom, by peers or boss, in/extrinsic values)</p>
Extrinsic Values	<p>Question:</p> <p>#3 pays well</p> <p>#10 flexibility (adding potential variable “flexibility”, people interpret differently);</p> <p>#11 have time with my family (adding potential variable “Family orientation”);</p>

	#12 allow time to travel and leisure
Social Values	Question: #4 allow me to help others (adding potential variable of “altruism”; #9 have lot of social interaction;
Power Values	Question: #2 with a lot of prestige

4.2 Results

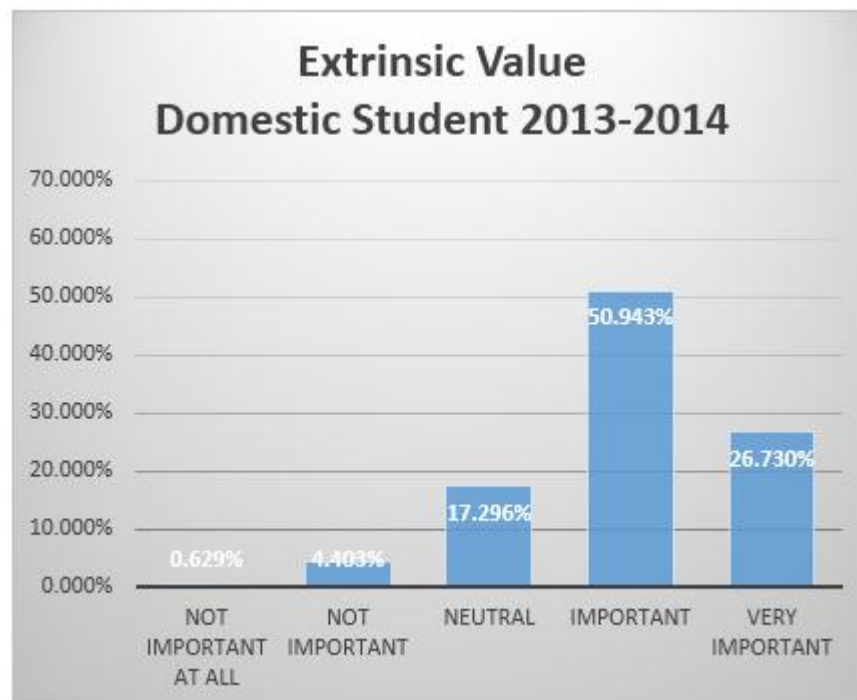
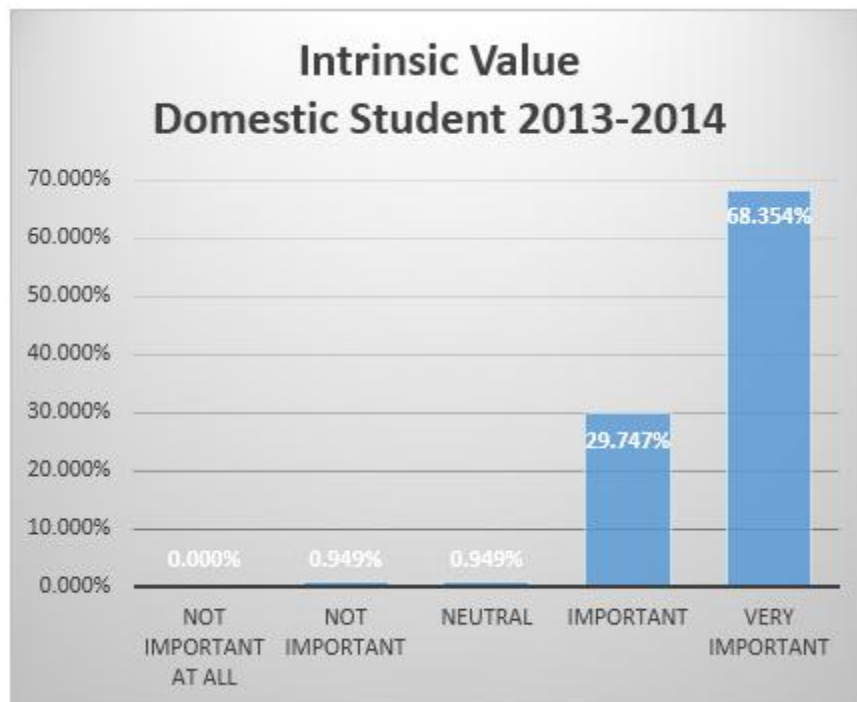
Since this survey only resulted in 25 international student responses, making it too small a sample to continue with analysis, I decided to focus only on domestic students. Among the 358 career-survey responses I collected, 343 were valid and 318 identified themselves as domestic students (See Table 3). As a result, I had a sample size of 318 domestic students randomly selected from Emory College.

Table 3: 2013-2014 Comparative Survey Respondents

Variable	Total (n=358)		Valid Total (n=343)
	#	%	Valid Percentage
International Student Identity	358	100	N/A
Yes, International Student	25	7.0	7.3
No, American Student	318	88.8	92.7
Miss	15	4.2	N/A

Domestic students rated intrinsic values with more than 29.7% around “important” and 68.3% around “very important”. In the extrinsic value section, domestic student percentages corresponding to “important” and “very important” are 50.9%, and 26.7%. 65.7% of domestic students considered social values either “important” or “very important”. 13.5% of domestic students rated power value “very important” and 42.3% of them chose “important” (See Figure 2 and Table 4).

Figure 2: 2013-2014 Domestic Student Survey Outcome



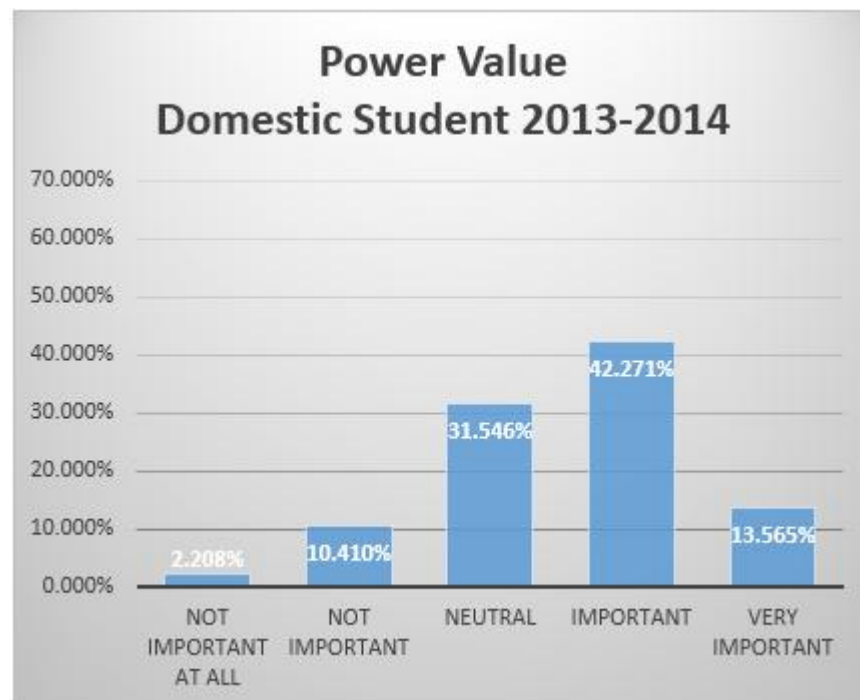
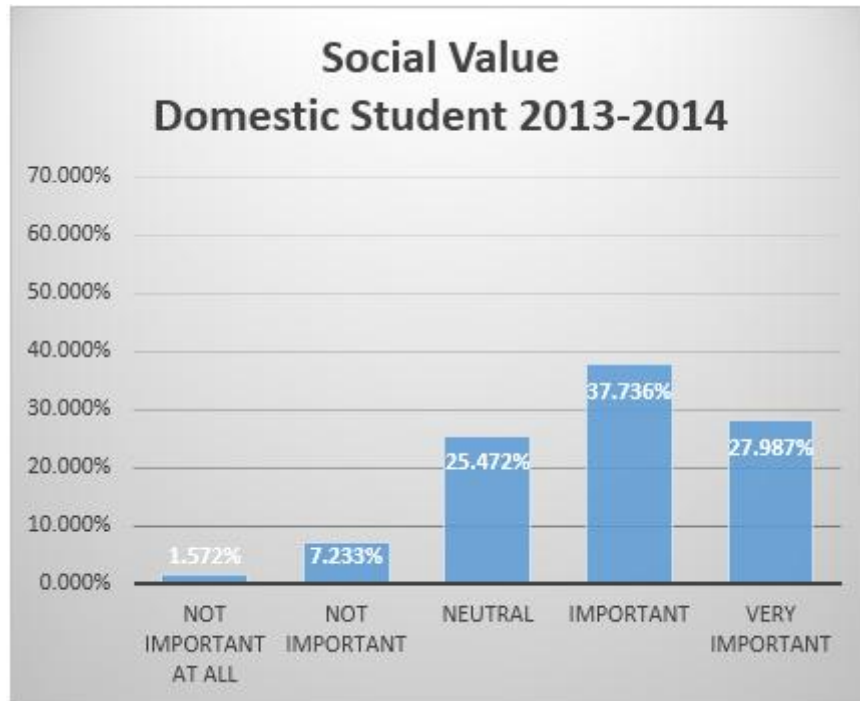


Table 4: 2013-2014 Domestic Student Survey Research Outcome Descriptive format

Variable	Domestic Student	
	Total (n=318)	
	#	%
Intrinsic Values	316	100.000%
Not important at all	0	0.000%
Not important	3	0.900%
Neutral	3	0.900%
Important	94	29.700%
Very important	216	68.400%
Extrinsic Values	318	100.000%
Not important at all	2	0.629%
Not important	14	4.403%
Neutral	55	17.296%
Important	162	50.943%
Very important	85	26.730%
Social Values	318	100.000%
Not important at all	5	1.572%
Not important	23	7.233%
Neutral	81	25.472%
Important	120	37.736%
Very important	89	27.987%
Power Values	317	100.000%
Not important at all	7	2.208%
Not important	33	10.410%
Neutral	100	31.546%
Important	134	42.271%
Very important	43	13.565%

5. 2014-2015 International Student Survey

5.1 Research Method, Operationalization and Implementation

Based on the result from 2013-2014 Domestic Student Survey, I decided to initiate another survey specifically to international students in the 2014-2015

academic year. I intended to utilize a better platform to access the total international student population. By applying the similar theoretical framework of Schwartz's work values theory, I anticipated to compare this data with that of domestic students' in 2013.

The Office of International Student Life (OISL) provided me the list of international students currently enrolled in Emory College during 2014. OISL was newly founded in June 2013 as a sub-division of Campus Life and serves the international student population through organizing programs and events. The name of the survey was "International Student Experience Survey Emory 2014" and was sent out to all international students. The questionnaire contained a total of 89 questions that examine the "Emory Experience" of the survey recipient (See Figure 3) and took an average of 15 minutes to complete. OISL provided the list with intensive supervision. The majority of the survey distribution process was conducted in the office. The responses were generated through the online software managed by University IT department and can be only accessed through on-campus computer with granted authority. The survey only asked a Student ID# for sorting purpose. Thus, no individual could identify certain student identity without the permission of registrar office. I also intentionally excluded any questions that ask about student age, class, race group which may potentially reveals student identity. In short, the survey was essentially anonymous and classified for limited usage. Moreover, I minimized the usage of the term "international student" in order to generate a more personal experience. With the help of OISL, I was able to send out the survey recruitment email directly to all international students. The actual operation of the

survey research took place between 12/08/2014 – 02/02/2015, following a general project timeline of survey design - pilot test - initial recruitment - reminder - analysis. The work value section of the 2014-2015 survey was developed based on the Schwartz’s work values conceptual framework. Each survey question were given five choices paralleled to the 2013-2014 Comparative Survey, including “Very Important”, “Important”, “Neutral”, “Not Important”, and “Not Important at all” (See Table 6). With the help of data management tools, such as IBM SPSS and Microsoft Excel, responses were easily turn into numerical data and further used for analysis. The population of interest of my research is the undergraduate population in Emory College. Unit of analysis was individual international college student.

Figure 3: 2014-2015 Longitudinal Survey Question Examples

Q26. Please indicate your preference based on your ideal work position or job responsibility. (This ideally refers to a position after you graduate, but could also refer to an on-campus job during the school year.)

How important are the following aspects of your future work positions or job responsibilities? - Advance personal interests

Table 5: 2014-2015 International Student Survey Question Statements

Survey Question	Question Statement	Work Values
26	Help others	Intrinsic Value
27	Have control/authority	Power Value
28	Have recognition through awards	Extrinsic Value
29	Help personal growth	Intrinsic Value
30	Have lots of public contact	Social Value
31	Be an expert	Power Value
32	Set your own hours/have flexibility	Extrinsic Value
33	Be autonomous	Power Value
34	Work as a team	Social Value
35	Influence others	Social Value
36	In an aesthetically pleasing environment	Extrinsic Value

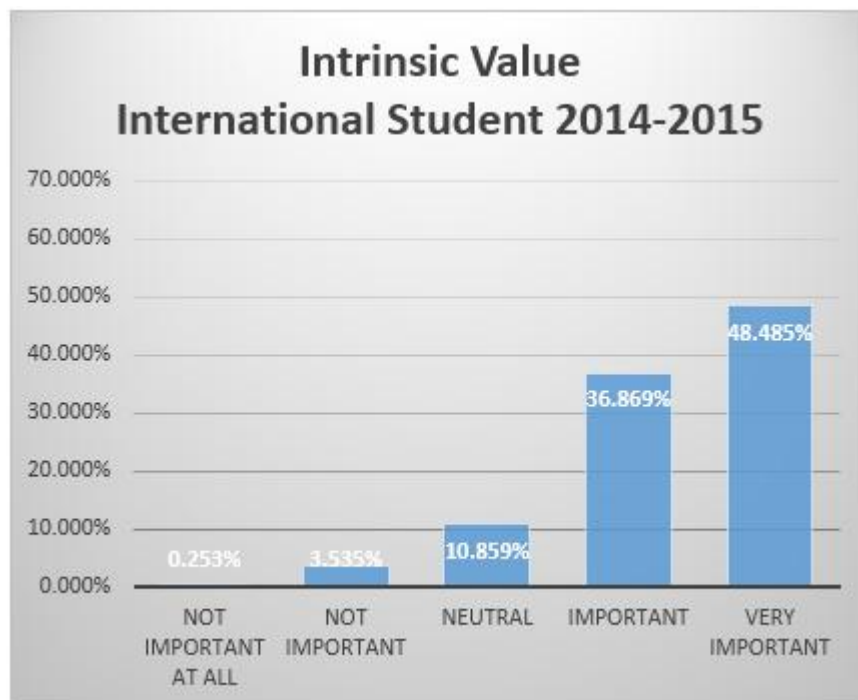
37	Gain a sense of achievement	Intrinsic Value
38	Work for a good cause	Social Value
39	Have prestige or social status	Power Value
40	Save money	Extrinsic Value

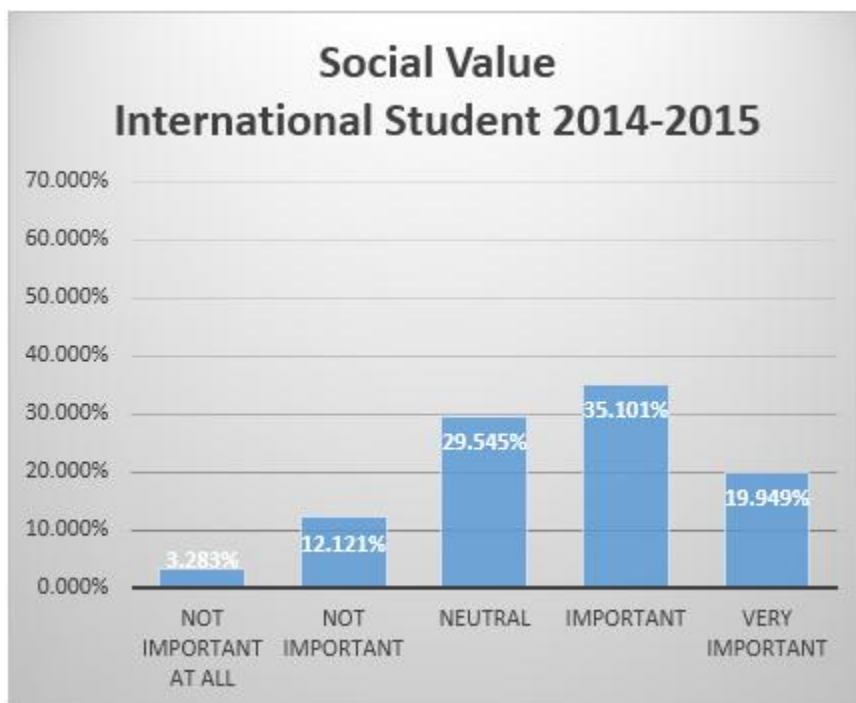
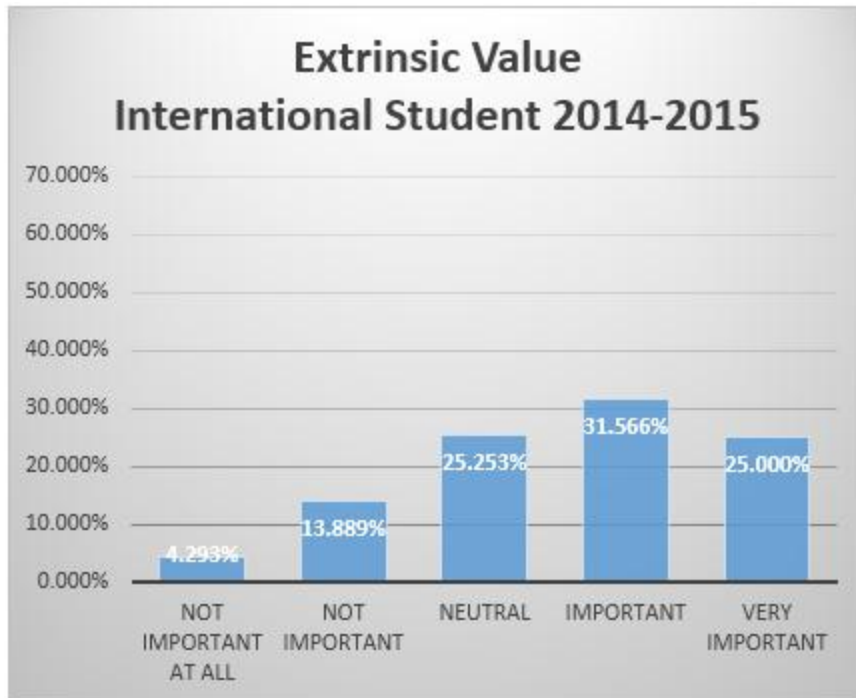
5.2 Results

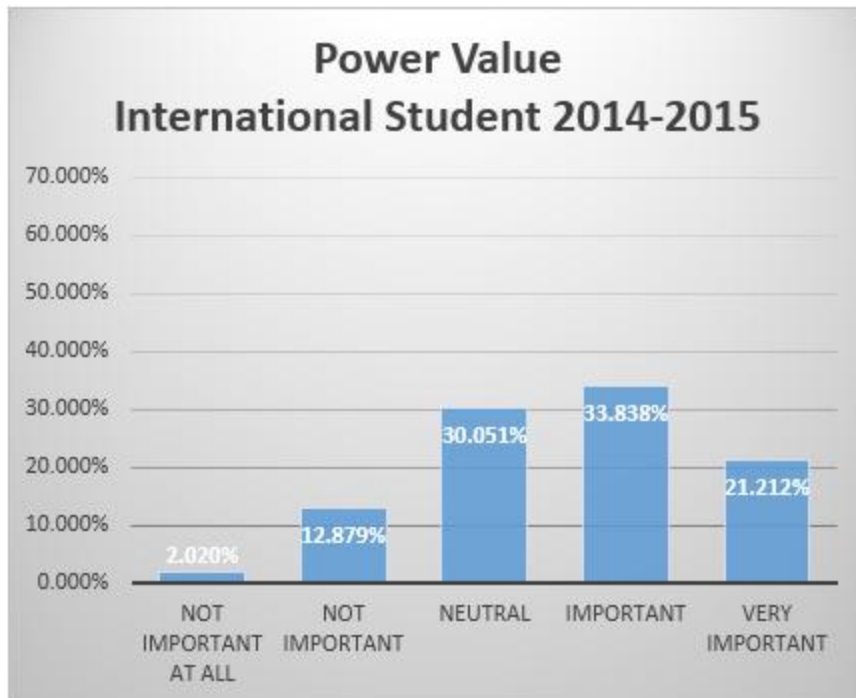
In the data collection, 256 students responded the survey among which 99 of them provided valid answers that qualify as research sample, a response rate of 11.27% for all undergraduate international student population in Emory College.

Most of the international students rated rather high on intrinsic values. 86% of them indicated that intrinsic value was important. Only 56% chose important in extrinsic value section. In the social value section, 55% of the international student indicated they value high on social value. Almost the same amount of international, 55% students rated power value as important (See Figure 4).

Figure 4: 2014-2015 International Student Survey Outcome







6. Supplementary Interview

I noticed a relatively low response rate from both surveys. This may in turn jeopardize the validity of my sample. To strengthen my research validity, I complemented my survey method with a follow up interview section. I randomly selected four survey respondents based on their self-identified identity question from the 2013-2014 Career Interest Survey. Essentially, I randomly pick two students from each group: international student group and domestic student group. I contact all four of them through emails and decide the time and location for a one-hour interview. Interviews with international students provided me with more insight on the study results and expanded my discussion. The interview notes served as an important source as I tried to explain the data results.

The four interviews serve as a miniature model for my research project. A comparative study among interviews on life experience and values in general is

capable of providing valuable guideline for a broader comprehension of the correlation existed. First of all, according to the Field Notes Analysis (See Table 6), international students tend to rank high on external values due to various reasons, including family influence (from interviewee I), parental pressure and cultural norm (from interviewee II). More specifically, as David stated, “Money is the prerequisite for everything. We get used to living upon the monetary values of everything: education, ideas, and health, can all be valued in dollars or Yuan.” Grace mentioned that China has a different education system, which she described as “hierarchical” and “pitiless.” “It is like walking on a single-log bridge, moving forward is the only way out”. The difficulty of “changing” someone’s life path in China leads her to conclude that external values are very important. On the other hand, Thu was born in a family that was pressured by financial burdens. She witnessed and experienced poverty and unemployment. Hence, life experience forced her to look for power in both monetary and authoritative sense. As a result, similar to international students, she prioritizes external and power values among others. We can assume that life experience has an essential impact on individual’s values, which eventually affect individuals’ understanding and acceptance of the world. Many instances can trigger and modify the value system. Foreign study experience features independence and accentuates the concerns on external values, such as tangible rewards, salary, and bonus. Another interesting finding is that all interviewees embrace the notion that international students tend to rate high on external values. American interviewees reach this conclusion based on “the fact” that an overwhelming proportion of international students major in either economics or business. We don’t know the

credibility of the “the fact”, but it is interesting to see that the pattern seemed to be accepted by both American and international students. Last but not least, personality definitely plays a role here. However, it is difficult to examine which factor comes first.

Table 6: 2013-2014 Supplementary Interview Analysis

2013-2014 Supplementary Interview Analysis				
Interview Question	Interviewee I	Interviewee II	Interviewee III	Interviewee IV
International student identity	Yes	Yes	No	No
Gender	F	M	F	F
1. What is your major, What are the reasons behind your major selection?	<p>1. Finance, For finance major, it is very hard to find a job for now. However, if manage to find one, it will be decent job. Finance has a wide selection of job.</p> <p>It is not like accounting, marketing, which most of their work are based on experience and negotiating.</p> <p>R: what about math and econ?</p> <p>At my early age, I actually prefer drawing art, then change into chemistry. You know what 8/10 jobs on eagle ops are business oriented. That's why I make</p>	<p>1. Applied Math Financing and Accounting CPA</p> <p>I am good at math. My parents also support me to choose that major.</p> <p>I would love to work in accounting firm in the future, like Ernst and Young.</p> <p>Those major are very Job oriented, so does the business school.</p> <p>The most important thing for many BBA is to find a good job.</p> <p>Although I made my decision on major this semester, I have thought to pursue a career</p>	<p>1. Biology and east Asian study minor</p> <p>Pre-med, foundation for medical school,</p> <p>More liberal arts, I want to learn about culture and humanity in a broader sense.</p> <p>The reason for pre-med: 1.1 Salary is the primary concern</p> <p>1.2. Future opportunity, consider U.S economic and political trend</p> <p>1.3. personality, helping others</p>	<p>1. Undecided, may be either Anthropology or business school</p> <p>Consider myself as Math-averse, that's why I only choose between liberal arts major and business major, probably consulting or marketing</p> <p>Business school is a good place to find a job, actually I am not really worried about the future</p> <p>Sorority is an important part of my life, spend much time having fun, and meeting new friends. That's what college all about.</p>

	<p>decision to get into b-school when I was sophomore.</p> <p>I definitely hope to stay in U.S, if not, I have to find a job in China. That's no something I am interesting in.</p>	<p>in business for a long time.</p>		
<p>2. What are some aspects of the future work or career path do you value most? Why?</p>	<p>2. Decent income is definitely very important. Besides that, I don't have much to say.</p> <p>I am adaptable, so I think other criteria though matter, is not that big of concern.</p> <p>You must understand that I am a girl, different from a boy. In the family, I should be the one taking care of the children instead of earn big money.</p>	<p>2. 1st wage offered that is enough for living</p> <p>2nd chance of promotion, I need a place that recognize my intelligence and capabilities</p> <p>3rd decent working environment is also important</p> <p>Most people think the same way as I do</p> <p>Why I select salary as my primary concern?</p> <p>Part of the reason is my family. My mother is banker, she'd always tell me how money works, working in the decent firm, wonderful marriage, houses</p>	<p>2. decent income for supporting the family and myself</p> <p>Past experience in Vietnam</p> <p>My life is surrounded by diseases and homeless people</p> <p>Winning respect, Earning social status through hardworking and good faith</p> <p>Location and circle, compare to that, does not matter at all.</p> <p>It is all about yourself, your strength.</p>	<p>2. I just want a good but relaxing job, I am even consider to be a housewife.</p> <p>Not enjoying working, but have fun in socializing</p> <p>Prefer job like translator, office assistant, real estate agent, no specific industry</p> <p>Need a "fresh" job, not much stress, able to make a lot friends, travel to a lot of places, plenty of spare and vacation time</p> <p>I might change those ideas in the future, but not now</p>
<p>3. Please rank the following criteria of work value</p>	<p>3. Internal values External values Social</p>	<p>3. External values, others are the</p>	<p>3.External, Power, Internal,</p>	<p>3. Internal, Social, External,</p>

<p>according to your work values, Intrinsic values, extrinsic values, social values and power values. Would you like to tell me why you rank this way? Is there any life experience significantly change your concerns?</p>	<p>Power</p> <p>Freshman year, I am planning to stick to chemistry</p> <p>After I became an Chemistry intern, it appeared to me a wrong decision</p> <p>In order to find a good job or conduct your own research, you have to Phd,</p> <p>I don't like to be an assistant and listen to other's instructions.</p> <p>Internal value are what I consider most essential for profession success.</p> <p>At the same time, money is necessary, otherwise you can do nothing.</p> <p>I don't have much thought on the rest.</p>	<p>same to me</p> <p>When I came to U.S.A, I started to hesitate in buying things, even food and supplies.</p> <p>I learned to become more independent.</p> <p>I realize spending money by yourself is not as easy as it seems.</p> <p>Some of my friends do challenge my value, they said that "interest is the best teacher."</p> <p>I find it reasonable but not convincing. The combination of the two is an ideal job.</p> <p>If only allow to choose one of them, I'd rather choose external values.</p>	<p>Social</p> <p>When I grew up, there is tremendous pressure on my parents.</p> <p>They have five kids, and only one and half job.</p> <p>I am the second youngest. My older sisters and brothers have to work.</p> <p>I am the first college student among the five.</p> <p>Don't tell anyone. My tuition mainly comes from scholarship, and my living expense are sponsored by social philanthropy organization.</p> <p>I know how hard it is to live.</p> <p>Many of the student in Emory can never understand that.</p> <p>Witness class stratification through schooling, housing, and living.</p>	<p>Power</p> <p>I pretty much have to answer it in the same way as I did in question 2</p> <p>Personal issue, I haven't worked professionally before, I really can't tell what I really want</p> <p>I always see that I have less chances than other students, because it is impossible for my parents to help me to find an internship</p> <p>I have to rely on myself.</p> <p>I will follow whatever I am good at and try to find a job in that area.</p>
<p>4. Concerning the work values, do you consider yourself a typical individual or an outlier of the "international or American" student population? Why?</p>	<p>4. cost of foreign study, external values first,</p> <p>most of american student don't event go to school, own, internal values, what about chinese student? entrance exam,</p>	<p>4. I saw myself as a typical individual.</p> <p>Chinese people have a traditional monetary values.</p> <p>Many of my friends share</p>	<p>4. I am an outlier in both cases,</p> <p>I found myself very hard to be accepted in both group thoroughly</p> <p>I am sort of in between. American girls saw me as an international</p>	<p>4. I haven't think this way before, I am probably typical.</p> <p>International student usually work harder, as far as I know.</p> <p>I think they need more effort to</p>

	having a job, not like, if want to change, government test, difficult to change, reason behind the gap? foreign study v. domestic student social welfare v. competition, 2. education (values shaped by parents) 1. social norms/ culture values, 3. population.	this kind of value For Americans, I believe interest and working environment are much more important. My host family in U.S influences me greatly by telling me the job they have is the job they like. I guess the history of society different greatly, so does the values of people lived in that society.	student, even though I have been lived here for more than 10 years. Different family experience add weight to one's values, they pose sort of irresistible impact on me. Of course, I don't want to be an outlier, I want to join them. It is very difficult to forget what I have witnessed through my own eyes. Over the time, I just get used to it.	stay in America I know from my friends a lot of them need kind of sponsorship in order to work or live in U.S I don't know exactly what that is. But it is extremely hard to get one. That's why I think American and international student values are very different.
Characteristic	International	Americanized International	Internationalized American	American
Summary	Variance is significant. No clear patterns. Life experience greatly shaped values. Moreover, it has significant impact on individual understanding of the world and personal goal setting process. Personality also plays a role here.			

7. Comparative Results and Finding Highlights

7.1 Data Representativeness

Statistics show that a total of 878 international students are current enrolled in Emory College with a degree-seeking program. Our diversity constitutes of cultures from more than 60 countries all over the world, and our students have covered all continents except Antarctica. With no exception to the general trend, number of international students enrolled in Emory has escalated at a great speed: based on the information provided by OISL, only 1713 international students were studying at Emory University in 2010, and we now have 2469 international students

pursuing a degree in all schools combined. As the number for the whole university grows, so does the enrollment rate at each individual school, with the most noticeable increase in College of Arts and Sciences, Laney Graduate School, and Goizueta Business School. These three schools also host the largest amount of international students in the whole university. Narrowing down to Emory College, the leading countries of origins are China (45.3%), South Korea (24.9%), and India (10.6%). Among the 61.3% of the total student population who have indicated at least one intended major, 15.9% of them expressed an interest in pursuing economics, 13.6% mathematics, etc.

When I compare my sample statistics with the total population statistics, I found differences between the two. While my sample didn't quite represent the true population of international students at Emory College, the error may be due to a volunteering bias. Having conducted a survey that was sent to all international students, I had eliminated the chance of sampling bias, which addressed internal validity. Similar situation occurred to the domestic student survey. The data representativeness could not be validated by their major distribution. No research or study can wipe out the occurrence of bias, even with large number of samples and greater response rate. The final outcome of a response bias, is that the sample may be an overrepresentation, or an underrepresentation of the true population.

7.2 Comparative Results

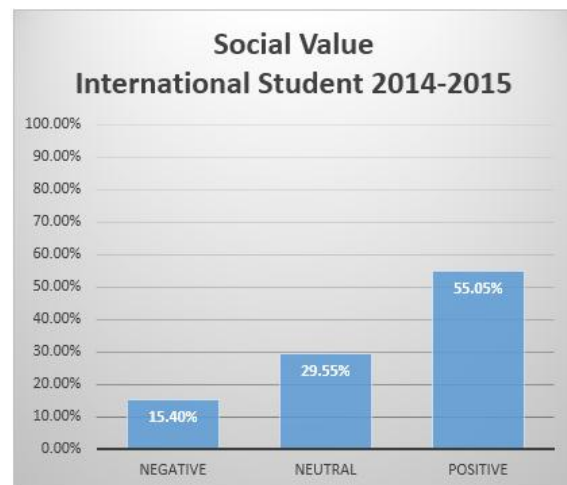
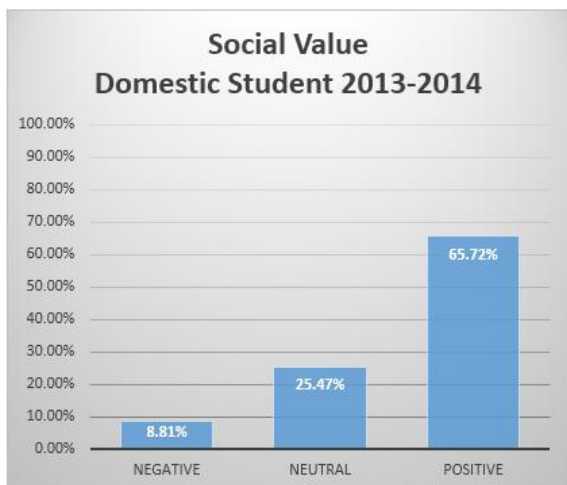
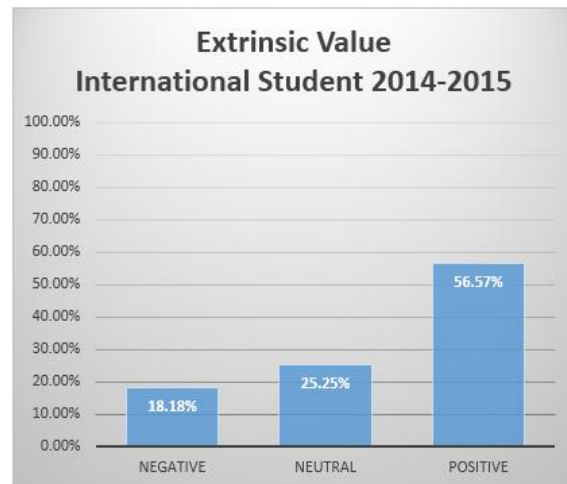
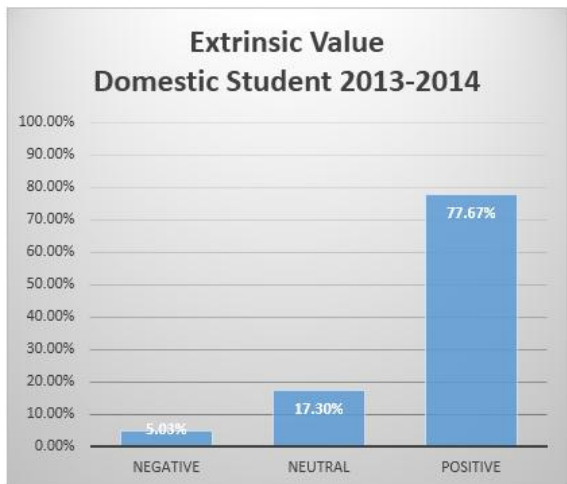
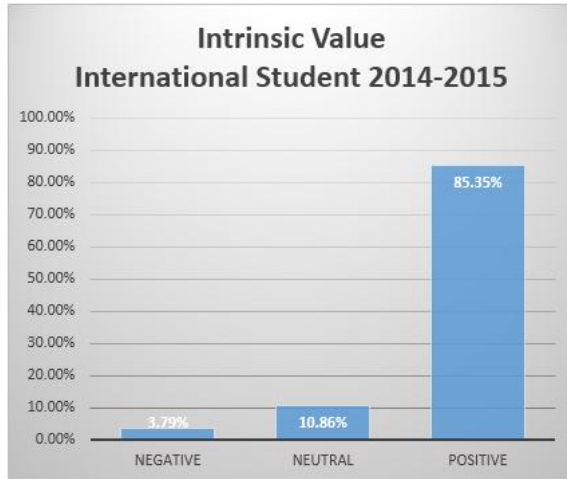
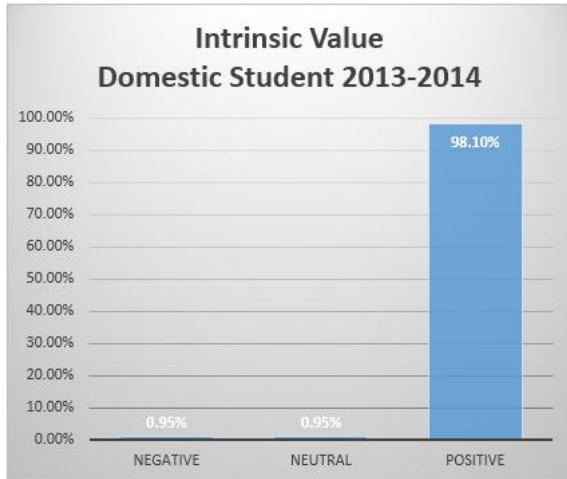
Essentially, I used the 2013-2014 domestic student data and the 2014-2015 international student data to compare differences in each aspect of work values in these two demographic groups. The responses appeared to be rather similar within

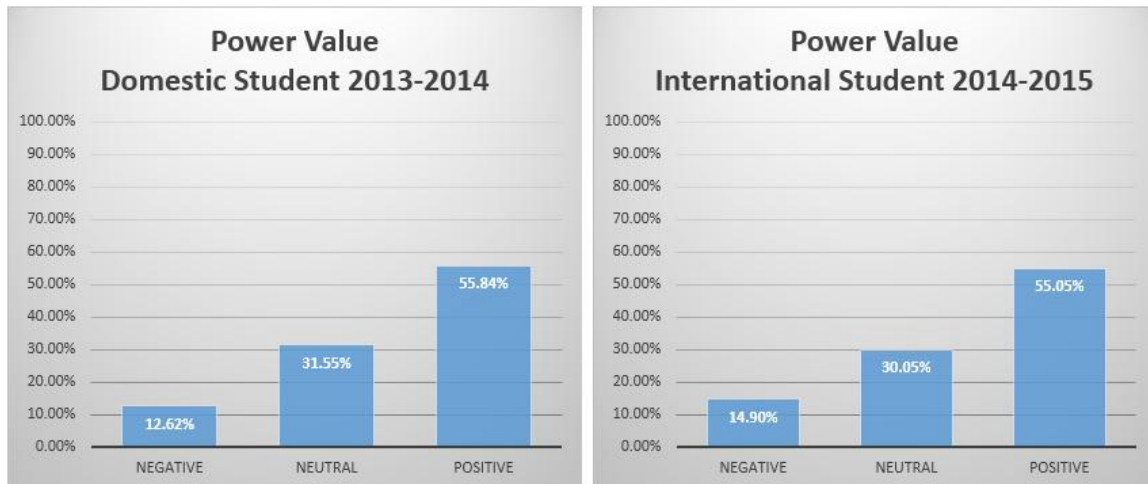
intrinsic and power values. But the gaps between the two demographic groups in extrinsic and social value sections caught my attention.

I then used a two-sample z test to examine if the difference between scores is significant. In order to conduct statistical analysis, I combined my original five-category answer choices into three: “very important” and “important” are merged into “positive”, “neutral” category remains the same, and the last two were combined into “negative” (See Figure 5).

According to SPSS’s data output, the p-value for both social and extrinsic value is less than 0.05. Within intrinsic value, the p-value between the two demographic groups was 0.60. Extrinsic value yielded a p-value of 0.045. Social value was 0.048, and power value was 0.86. Setting the alpha level to 0.05, I concluded that extrinsic and social categories provided statistically significant difference. To interpret the p-value in the context of $\alpha=0.05$, this statistical output means that we are 95% confident that the difference among the number of students who consider extrinsic and social value as positive, is not due to chance.

Figure 5: Comparative Results between International and Domestic Student
Using 3 Categories





7.3 Finding Highlights

Counter-intuitively, domestic and international students yielded extremely similar answer-responses on intrinsic values, and power values (See Figure 5). It is however, worth mentioning that the difference between these two demographic groups appeared to be centered on the social value and extrinsic responses. With the completion of the data-collection, I returned to sociological literature for potential sources of cause.

Comparing the statistics with original hypotheses, I realized that two of my original thoughts were confirmed. Apart from hypotheses in which I assumed that international students and domestic students would rate similarly on intrinsic values, and that international students would rate lower on social values. The other two hypotheses regarding extrinsic and power values were denied. International students actually rated similarly with domestic students on power values. The one that caught most of my attention was that international students rated much higher on social values than domestic students did, quite the contrary to what I have hypothesized. Though my hypotheses were not fully supported, I found the data

collection very worthwhile of exploring and have provided my explanation for the data in following sections.

8. Discussion

In the previous four chapters we have reviewed the historic development of U.S.'s international student population, as well as some insights from a large number of scholarly journals on topic of international students and work values. The contrast between ever-imagined higher education diversity and the lack of attention around this specific student population encourages me to advance my understanding of them. Specifically, I developed my survey research around the topic of how international student identity affect their work values under the conceptual framework of the famous social psychologist, Shalom H. Schwartz. The entire research project include three components: (1) the 2013-2014 survey research based on "Emory College Spring 2013 Career Interests Survey", aiming at unveiling the work values of domestic students, (2) the 2014-2015 survey research with a comprehensive questionnaire and specific focus on international student (3) a supplementary interview experiment that helps to provide a comparative rationale behind the work values preference. In the last section, I took up the task of summarizing the major findings based on the comparative analysis. Furthermore, I had reviewed the theoretical importance of the findings and the underlying implication based on previous literature. I would also present my interpretation of the research outcome based on my prior experience in student leadership and community service. Finally, the limitations as well as the future recommendations

would also be elaborated. These insights will potentially provide meaningful guidance for future research on similar subjects.

8.1 Similarity across Intrinsic and Power values

8.1.1 Admission factor

One possible explanation for the similarities within intrinsic and power values may require us to re-examine the university admission process. The speculation builds on the assumption that within specific institutions, international student identity itself may not constitute a valid independent variable on the discussion of work values. More explicitly, the international student body is the result of a series of selection during the admission process and may be heavily influenced by a group of additional factors, such as test scores, academic performance, family background, parental guidance, and cultural capitals. The admission process unavoidably posed judgment on the diverse population of foreign students who aspire to study abroad. As a result, students with similar values, personal goals, and even family backgrounds, may arrive at similar destinations. Research on college admission process has long begun. Even before the influx of international students, scholars have realized the under-representation of certain races, ethnicities and socioeconomic groups. A study by Hoxby also suggested that the competition between elite colleges have led to a growing disparity between college ranking and tuition. In another words, the selectivity of the college contributes to the similar level of academic performance and socioeconomic status of its students. Carnevale's research even dedicated a section to the simulation of alternative admission processes, hoping to enlarge the diversity of American

colleges' student body (Carnevale and Rose, 2003). A study on college selectivity and student inequality by Scott Davies pointed out that "students from higher socioeconomic households and those with more cultural resources are more likely to enter selective universities and lucrative programs within selective universities". Even though his didn't prove an association within socioeconomic backgrounds with particular majors, his argument supports Carnevale's and mine in that college admission process lead to a student body with similar socioeconomic background. Without explicitly mentioned, their findings may be well applicable to the international student group as a sub-category of under-represented student group.

Other studies on college admission indicate that elite colleges also favor minor aspects that have been neglected by previous findings. David Karen, who based his research at Harvard College, discovered that in addition to the more predictable effects of academic merit and social class, both historical connections (e.g., legacy status) and political mobilization (especially with respect to admission of people of color) also greatly influenced a student's access to an elite institution. Although the original purpose of higher education is to create a microcosm society Americans after the civil war aspired. Education leaders in the post-civil rights era and beyond established colleges with the vision of an equitable and democratic environment. It is beyond doubt that the admission of a more racially and ethnically diverse student body is an important starting point in realizing this vision. It has also been recognized that classroom diversity, diversity programming, more opportunities for interaction, and learning across diverse groups of students in the college environment constitute important initiatives to enhance the education of all

students. The study by Patricia Gurin in University of Michigan, not only supports the curricular initiatives to introduce diversity into college courses, but also suggest that more attention should be given to the types of experiences students have with diverse peers both inside and outside the classroom. Experimental studies prove that individuals benefit from engaging with diverse peers. Despite the statistical support of all these studies, as a society we have provided no template for sufficient interaction across racial/ethnic groups. Such ideal interactions can't even be taken for granted in a college setting, where diversity is one of our visions.

8.1.2 Social-Economic factor

Based on the reports from the popular press, university administrators in the U.S. are clear on the value of international students to their campuses. Some emphasize on the high moral road and the way diverse perspectives enrich the educational experience. Others more bluntly point to the palliative effect of fee-paying students from developing countries' newly rich middle class on institution's financial health. Yet there may be a fundamental contradiction between these two goals. In reality, they risk recruiting an international student body that is increasingly homogenous geographically, socio-economically, culturally and academically, undermining the very notion of greater diversity that globalization promises. It may well be what we have experienced during the past five years. The most recent study on international students in the US, published by the Institute of International Education, shows that over half of the foreign students in the US come from only four countries: China with a quarter of the total, followed by India, Saudi Arabia, and Korea. These geographic limits also hint at socio-economic similarity.

Students from China in particular, are increasingly drawn from families who can afford an expensive American education. This harsh economic reality can have a profound impact on the characteristics as well as the values system of the international student population. Many students from abroad turn out to be little different from American peers in their desire to study business rather than a traditional liberal arts field. More than half of international students in the US are enrolled in four fields of study: business and management (18%), engineering (17%), mathematics and computer sciences (9%), and the physical and life sciences (9%). (Institute of International Education) American educators are now facing the fact that the majority of foreign students are not spreading themselves across the academic spectrum, but clustering in those fields that are of more obvious economic utility. In this sense, international students turn out not to be so foreign after all.

There are a number of fruitful research projects focusing on the tension between social class and values. Kohn stated that “middle- and working-class parents share a broadly common set of values-but not an identical set by any means. There appears to be a close fit between the actual working-class situation and the values of working-class parents; between the actual middle-class situation and the values of middle-class parents.” His data-collection provides strong evidence for his argument that parents’ values are strong correlated to their social position, especially class position (Kohn, 1959). In his later studies, Kohn added the variable children and sought the relationship between social status and parent-child relationship. His research has provided later researchers with a prototype of the consequences in values for differences in parent-child relationship. This once was a

heated topic in the field of sociology and numerous extension studies were conducted. James D. Wright's research, and also some of Kohn's later articles, all confirm his original argument. Some other aspects that are believed to be influenced by the difference of social economic class include family school relationships (Lareau, 1987), teacher pupil relationship (Becker, 1952), credit card usage and materialism (Mathew, 1969), the perception of parental responsibilities (Kohn, 1960), prosocial behaviors (Piff, 2010), school knowledge (Rose,1981), etc. All of these factors indicate not only the the formation of a homogenous student group but also indicates that elite institutions' admission process with strong preference over higher socioeconomic families may well be the probable cause of prior observation.

8.1.3 Life Experience factor

Last but not least, qualitative interview provides a potential validation for the conclusions I made above. Life experience does influence work values which reaffirm my deduction that the foreign study experience does not differentiate but stratify portion of student body according to their values. International students' concerns on cost of tuition, independent financing, and job searching process, work as agencies that consolidate their values which are similar to the American students in the first place. The marginalization of international students' sub-culture has not mitigated the assimilation process, in contrast, it motivates them to internalize the minor gap and practice them on the daily basis. For instance, parents from China, might tell their children to work hard because they will encounter a lot more barrier than American students. Hence, the mainstream culture, instead of facilitating the

formation of sub-culture, is actually diluting the deviant values. As a result, we see similar patterns between both groups.

8.2 Differences across Social and Extrinsic Values

8.2.1 Cultural factor

The fact that international students scored lower on social values is largely influenced by their cultures and family upbringing. When I examined the countries where most Emory international students are from, I realized that most of their cultures lack the emphasis on social networking or mutually beneficial relationships in their social norms. In contrast, American, as well as many other Western cultures stresses these social norms in great efforts. Asian values, for example, are very much inter-related and all support the view of the individual as being a part of a much larger group or family, and place great importance on the well-being of the group, even at the expense of the individual. American values, on the other hand emphasize the importance of the well-being of the individual, and stresses independence and individual initiative. As a result, Asian values inevitably differentiate individual from insider to outsiders. The affiliation with those who belong to the same “group” or “family” may give birth to a stronger and lasting bond among the group members. Meanwhile, their connections with people outside of the “group” will be weighted less important which reinforce the necessity of group membership or sense of belonging in these cultures. Hence, what I observed from the survey data can actually be decoded as the reflection of core family values in these cultural groups.

The difference on extrinsic value between international and domestic students can also be attributed to cultural factor. Schwartz as a socio psychologist

greatly contributed to the development of the self-determination theory. It proposes that prioritizing intrinsic life goals, such as community involvement, is related to well-being, whereas focusing on extrinsic life goals, such as financial success, is associated with lower well-being and that parenting influences the type of life goals that youth adopt (Schwartz 2000). While Schwartz was important in establishing this theory, many scholars agree that extrinsic value may be necessary at times. Ingrid Brdar pointed out in his research that the pursuit of extrinsic values are not always detrimental to individuals' well being, and may in fact often be the drive to satisfy security needs. However, it is an agreed conclusion that societies that value community involvement over individual achievement embrace intrinsic values more than extrinsic values. As I discussed the nature of eastern and western cultures in previous paragraphs, it is reasonable to conclude that eastern, especially China and India where collectivism is valued highly, would prioritize intrinsic value over extrinsic value.

Other researchers have also indicated that the political system of a country also influences extrinsic value. Tim Kasser (Kasser et al, 2007) in his study identified the 21st century as a time when the economic system known as capitalism dominates means of organizing economic life around the globe. It is no surprise that Western European, American, and Australian nations, that adopted this system centuries ago, greatly organize their lives around materialism and pragmatism. Even though he also pointed out that many developing nations including China have recently re-oriented their social economic systems more towards capitalism, the

overall society's value on extrinsic goals are still largely determined by the historical context of the nations.

9. Conclusion and Outlook

Reviewing the development of the project, I think that the value of my research lies in the fact that it refutes the popular notion that differences on work values exist between international and domestic students. This popular notion might be correct in a general term based on their fundamental difference in cultural background, religious belief, and other source of motivation. But here at Emory, statistics proved it wrong. My findings on the shared characteristics among Emory undergraduate students provide insight on the diversity status quo on the Emory campus. Throughout the course of this study, we have observed a counter-intuitive similarity between international student body and domestic student body. The knowledge we gained can be transferred into institutional policies and service guidelines that further help us to understand the nature of our student population. Moreover, it not only helps to resolve misunderstanding occurred in micro-level interaction but also proves to be valuable in catering school programs and courses that truly satisfy students' demand.

My research focus on the international student population and the work values—is a combination of a diverse student body and an interesting social-psychological perspective, both with growing popularity among scholars. Both definition are fluid in nature and tend to develop overall time. I am confident in that future studies targeting on these topics are to provide critical insights for both scholars and educators alike. However, my data from two separate academic years

is not enough to provide me a solid conclusion on causality and future trends. The overall shift in all aspects of work values and the sudden drop in extrinsic values may also be due to other macro-economic or social factors on a larger scale that I failed to examine in the research. Whether the liberal art environment at Emory College and other college-specific related factors can only be tested with more consistent data. A longitudinal study on a specific group of international students for a longer period time will allow the scholars to eliminate disruptive factors and to grasp the essence of international students' experience at Emory University, and thus expand the discussion on how to improve their college education. However, we must also keep in mind that the fast changing world fuels our environment with constant shift in values. In a time when things can change within seconds, conclusions drawn from limited data are of equal importance—as the data in the following year may be indicating a very distinctive picture.

Emory University strives to provide a welcoming, diverse, and inclusive campus. Multiple offices are designated specifically to address this commitment. The Office of Community and Diversity is dedicated to enhancing engaged scholarship and courageous inquiry. Contributing to the Emory community with leadership, support, and guidance, it fosters an environment for self-reflection, community building, and diversity on campus. OCD has been working closely in partnership with individuals and departments across the campus to promote practices of access, equity, and respect. Among those various other resources, stands the Office of International Students Life (OISL). OISL is designed not only to help involve international students in a meaningful campus experience, but also to provide the

opportunity for all Emory students to merge and to connect in a multicultural environment. OISL organizes numerous events and sponsors several major programs regarding international students on campus throughout the year and highlights the diversity of nationalities and cultures at Emory. The devotion of all offices at Emory commit to deepen Emory's traditions of ethical, personal, and institutional engagement in all our learning and working environments. As a proud member of Emory community, I think that future research on the similar subject will be fundamental to maintain our expertise and reputation in the fields of higher education. By establishing mutually-understanding and meaningful conversions between the school and the students, we can expect a more united community, a more encouraging academic environment, and more importantly the harmony fostered around an undivided student body. In order to create, preserve, teach, and apply knowledge in the service of humanity, we will be challenged on our capability of seeking common ground while remaining differences. As a student, I am optimistic about the future we all step into because of the truth that we are not actually that different at all.

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