

**Master's Thesis**

**Student Expectations, Satisfaction and Motivation at APU**

**Applying Herzberg's Two Factor Theory Into The Analysis of**

**Student Satisfaction**

by

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## Examiner Comments and Changes Summary

From my previous draft it was apparent that my examiners felt that my research brought forth compelling results, but I did not choose a theoretical framework that fully captured and analyzed the result content. Although I understood what the examiners were saying, it was difficult for me to completely add in a new theoretical framework which would change the entirety of my research. Upon reading my examiners comments, I searched a few different theories that may work well with my research results, and example of a theory was the functionalist theory which looks in depth into how an educational idea or institution affects the society. This could've been a great theory to see the relationship between how APU affects Beppu and theorize how it can be a representation of how increasing international student recruitment can affect Japanese society. Although this is a compelling idea, my research results strayed from this and was difficult for me to alter my research to explain this theory. Another theory is the symbolic interactionist theory, which is a closer look into the classroom or an educational institution. I was very close to altering my thesis to fit the concepts of this theory, but I became confused with how my results of my theory fit together and was not content with the progress I was making. I also feared that if I changed or implemented theories I wouldn't have another opportunity for a revision with the new thesis topic, but the limited amount of time made it difficult for me to commit to this change. During this time I was flying back and forth from Tokyo to address family issues which further limited my time to work on my thesis. I looked into a few other different theories, but ultimately I decided to stay with Herzberg's two factor theory, and further explain Japan's current educational policies and international student market. Throughout my study at APU, I have struggled grasping the concept of theories and I feel I still do not fully understand the role of theories in a research. I ultimately chose to reorganize my original thesis and worked on adding information about current recruitment statistics that may better portray the current situation of international education in Japan. I am glad that my supervisor commented on one of my sources that may have been predated because my new research results were in contrast of this source I was using before. This brought forth a new light to my research and implemented more statistical data that encompassed the growing international student population of Japan.

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## **Certification Page**

I, Kazuro Takagi (Student ID 51115006) hereby declare that the contents of this Master's Thesis / Research Report are original and true, and have not been submitted at any other university or educational institution for the award of degree or diploma. All the information derived from other published or unpublished sources has been cited and acknowledged appropriately.

TAKAGI Kazuro  
2017/12/18

## Acknowledgment

I would like to thank all of the Professors and students who have helped me gather information and data for this thesis. Although I had much trouble in researching data and implementing time in order to further my research due to personal circumstances, I was able to complete the thesis with the help and the patience of Professor Yufu Iguchi and Professor Yoshida Kaori. I would like to apologize about the delays I have had in order to create my thesis and I do believe my research is impartial of what I had intended upon enrollment. Although the finished product is not what I had imagined, I am grateful for the insight the faculty provided including my previous supervisor Professor Edgar Porter. I would also like to especially show gratitude for Robert Salazar for the insightful comments and taking some time out of his day to give me advice for completion of research. Although I didn't have a chance to speak with a second time, I would like to thank Professor Kondo Yuichi, his advice on how I should view Japanese education gave me information and direction on my research. Last of all I would like to thank my peers and other students who became the sample of my research by taking the time to voice their opinions through interviews about Ritsumeikan APU.

## Summary of Research

The thesis is intended to research about student satisfaction levels at APU and to determine which factors affect student's level of satisfaction, absorption and motivation when studying in Japan. The idea behind this research was that I acknowledge international education in Japan as a young idea and the historical value of heavily recruiting from out of the country. Through the research, APU students seem to be having issues maintaining motivation throughout their study at APU. Although many students have noted many problems throughout their study, most of the problems are rooted to the Japanese teaching methods and the system that APU provides.

International students have different paces in which they can absorb a language and it is largely dependent on how relatable the languages are between Japanese and the language used at their home country. Many students have noted that Japanese language lowered their grades and proved to negatively affect their levels of motivation during their study. APU's efforts into providing some form motivation through its GPA grading system seems to be confused by many students as well. As many of the graduated students have noted, GPA has little to no impact towards the future endeavors of students graduating from APU. In terms of career searching or the ability to relate internationally, GPA seems to only impact students looking for higher education upon graduation. This leaves students confused on why the GPA system is in place other than helping the universities course registration schedule when enrolling students into their courses during their study at APU. Looking through Herzberg's two-factor theory, there are tangible factors that affect students' levels of satisfaction, but other less obvious reasons why students have hindered their ambition to strive for excellence at APU.

## Chapter 1 – Introduction

The purpose of this research is to analyze the experiences of foreign degree seeking students and gauge their expectation and level of satisfaction with their education at APU. Through this research I would like to give insight on what sort of problems and issues that are present in APU and see how students experiences differ from their expectations prior to coming APU. What are the expectations that the students had before enrolling into APU? Have These expectations been met? If not how has their experiences differed from their expectation? Analyzing through Frederick Herzberg's two factor theory, what are the variables that has influenced international student satisfaction at APU? What is the current status of students motivation levels when studying at APU and what may be the factors that influence these motivation levels?

Through this research I intend to analyze the students through Herzberg's two factor theory. Herzberg's two factor theory is not considered a social theory, rather it is a theory that analyzes the satisfaction and motivation of workers in a business. Although Herzberg's two factor theory is a business theory, I believe that the factors impacting a workers life can also be contextualized in a student's life. This can especially be the case for international students who were recruited or marketed from overseas and have some levels of expectations prior to entering Japan. My research may be limited because of my choice of theory because there are other psychological and social theories that can be used. Due to unforeseen circumstances and the fact that my research time at APU has been hindered greatly by personal problems, my original plan of implementing other social theoretical views became difficult.

Herzberg's two factor theory can highlight a students level of immersion into an international environment. The significance of this research is that I intend to find practical data in the field of education to see what kind of problems students may have during international study. By specifying factors, one can determine which factors have been effective in promoting student satisfaction and motivation levels when studying in Japan. Prior to research, I can foresee many problems involving living conditions, finances and social restrictions, but through my research I would like to put emphasis on the education and how APU has impacted these students as an educational institution. Examples of problems that I hypothesized that the students will mostly speak about are food quality, the actions of faculties and school facilities. In Herzberg's definition these are titled hygiene factors and I will be explaining this term in depth. I would also like to focus on the underlying factors that influence students levels of motivation. In order to find this, I will be interviewing students and attempt analyzing not just the words they state but the context of how they speak and decipher their attitude in order to theorize which factors are affecting their levels of motivation.

Ritsumeikan Asia Pacific University (APU) is a university that was founded in the year 2000 located in Beppu City in Oita Prefecture. Currently APU has two colleges, The College of International Management (APM) and The College of Asia Pacific Studies (APS). APU holds one of the largest international student populations in Japan. APU proudly states that they hold a student body that is half Japanese and half international. According to the APU website (2017), a grand total of 5534 students are currently enrolled in the University; 2790 of which are international students (APU, 2017). Japan is currently moving towards increasing recruitment of international students and APU is a front runner that encompasses this ideal. While other universities



are working towards altering their curriculum in order to appease international students, APU is a university that was created with the vision of creating an international student campus. APU is also an example of how emphasizing international immigration of students can affect Japanese society. With Japan still having uncertainties with welcoming foreigners to the country, APU stands as a test sample in which the rest of Japan can measure the positives and negatives of bringing foreigners to Japan may cause. Ritsumeikan APU's student body is constructed by students that come from over 90 different countries which includes many different languages, cultures and social norms. Japanese universities must create a blueprint that assist international student immersion to Japanese society while also positively affecting Japanese society. This includes being able to satisfy students with many different backgrounds while creating a hope that they will benefit the Japanese economy and society to better prepare Japan for globalization. This makes for a perfect location for studying behaviors and conduct of international students.<sup>2</sup> By acknowledging the factors that cause satisfaction and dissatisfaction for students at APU, excentuating and correcting certain factors may increase Japan's appeal for higher education for international students.

## Chapter 2 – Japanese International Student Markets

### 2.1 – Analyzing Japanese international student intake

Since 1980, Japan has put an increased emphasis on international student intake, which was brought forth with the Nakasone Cabinet. In 1983, Prime Minister Yasuhiro Nakasone proposed to set a target of welcoming 100,000 international students to Japan (MEXT, 2017). Although there was an increase of international students to Japan, it didn't quite meet the 100,000 international student quota set by Prime minister Nakasone until 2003. The international student intake boomed until 1993, which increased the international student count from around 10,000 to 52,000 students. The number of international student intake slowed because of a policy that was instated in 1994 regarding international students. This policy involved rigorous background analysis regarding students' financial abilities to come to Japan for study. Other than finance, there seemed to be other factors like high cost of living, lack of information about studying in Japan, inadequate conditions at the receiving institutes, low awareness of different cultures on the Japanese side, and their preference to English-speaking countries that contributed to the stagnation the number of international students coming to Japan (Maruyama, 2011). From 2003 to 2007 Japanese international student intake continued to stagnate increasing and decreasing the international student intake at a rate of 3-4% annually from the previous year (JASSO, 2017).

In 2008 the international student population in Japan was 123,829 students, which was roughly a 4.5% percent increase from the previous year (JASSO, 2017). The student increase followed Prime Minister Fukuda's announcement of increasing the

international student intake to reach 300,000 by the year 2020 (Office of the Prime Minister, 2008). This resulted in an increase of almost 20,000 international students in the following couple of years (JASSO, 2017). Although the international student intake saw a sharp increase until 2010, from 2010 to 2013 Japan saw decreases in international students. The decline was roughly around 6000 students in a 3-year span, 141,774 in 2010 to 135,519 in 2013 (JASSO, 2017). Seeing this decline, it seemed that the goal that Prime Minister Fukuda hoped for would never be reached until Prime Minister Shinzo Abe came into office in 2012.

In 2014, Prime Minister Abe announced the formation of the Super Global Program, which was formulated with the idea to encourage the top universities in Japan to further pursue international student recruitment (Suvendrini, 2014). Super Global was formally called Global 30, which included the top universities, but the Global 30 project was more of an online advertisement rather than a countrywide movement. Global 30 did not prove to have made contributions towards international student recruitment, but Prime Minister Abe's adaptation turned the program into what is called the Top Global Universities Project, which is formally known as Super Global. The Super Global program hopes to encourage students in Japan to adhere opportunities for global leadership careers upon graduation. This program is planned to run until 2023 and is slated to cost 7.7 billion yen. The system gives incentive to the top universities in Japan and these universities are divided into two major groups. Type A universities are considered the "Top Type," and Type B universities are considered the "Global Traction Type." Type A universities are institutions that have the possibility to be included within the top 100 universities in the world. Type B universities are institutions that can impact Japanese society and lead Japanese society to

internationalization. Type A universities are given 420 million yen annually while Type B universities are given 170 million yen if they meet certain quotas set by Super Global (Mami, 2014). Since Super Global began the international student intake has almost doubled in 2017. Currently according to JASSO, Japan have 267,042, which is a 97% increase of international students since 2013 (JASSO, 2017).

## 2.2 – Language Ability

Many Japanese professors are renowned all over the world. Although these professors have excelled in their field of research, students have noted that the Japanese language barrier makes understanding the context increasingly difficult. Although during the application process many majors state that the classes will be taught entirely in English, students are still expected to learn Japanese throughout their study in Japan. An university like Ritsumeikan APU tries to provide students with employment opportunities in Japan, but Japanese language ability is put at a premium for any prospective students looking for work.

The lack of English proficiency can lead to a hindrance for an international student trying to study in Japan. Fellow students and faculties' subpar English ability can make learning at a post graduate level very difficult. Graduate level courses are already challenging for students studying at their home countries; language barriers will only prove to be another obstacle for their study.

## 2.3 – Finances

Another problem that many students could not overcome is the financial burden of studying in Japan. Japan does not have any form of student loan system for foreign students. For students hoping to borrow money they must do it from their home bank. There are only reported about 15% of international students who receive any form of financial aid and the rest is considered self-financed. New visa regulations permit students to work up to 28 hours a week but this has led to students working at jobs rather than focusing on academics (Willis & Yamamura, 2001).

Not only is there limited financial support for international students, the Japanese economy led the currency rate to be very high. Throughout the 21st century the Japanese currency rate (Yen) has been very high compared to other Asian countries. For comparison purposes, by looking through the perspective of the median currency being USD, \$1.24 will be worth 100 yen in Japan between 2005-2012. Although Japanese tuition fees were generally cheaper than the US tuition fees, the living expense can be noted to be expensive. Japan's product value compared to the US averaged to 1 yen = 1 cent. Although the product value stayed the same, the currency did not. If Japan intended rent to average around \$700, it will cost \$868 because of the currency difference. This makes going to Japan an expensive alternative in comparison to other Asian countries like China or Korea.

## 2.4 Japanese vs Foreign Student Employment Opportunities

All Japanese universities are equipped to assist students in their career search. Although Universities have led the students to job opportunities, students have had trouble passing the recruiting phase. These career search offices are equipped to assist Japanese students and foreign students are left to adjust. Also Japanese students are given much more time to career search. In Japan, universities allow 4th year students to miss school and classes with an excuse to job search. Undergraduate students spend three years in class and one year of job searching (Graham, 2003, p.10). While Japanese graduates have their fourth year to search for employment, a two year graduate program for foreigners will not provide the one year grace period for career searching.

Throughout the one year of career searching, Japanese students learn the nuances of being a job applicant. The students who have found employment have voiced that their persistence was ultimately what led them to employment. These students have written their gratitude towards the universities and the professors who have provided guidance. Foreign students must be prepared for a long process in job searching and remain diligent just as expected from a Japanese student.

## 2.5 – Cultural and Social Benefits - Safety and Health

Students who are interested in international graduate programs may find many cultural and social benefits of Japan to be appealing. A couple major concerns for people traveling abroad to study are safety and expenses. In some countries, living expense can coincide with overall safety of living. For example in the US, in exchange

for low rent and living expense, the crime rate of the area could be high. In comparison, Japan can be very safe wherever you are in the country. According to Nation Master (2017), in comparison to 30 other developed countries, Japan holds the lowest ratings for, Car theft, Robbery and assault (Nation Master, 2017). The highest rating that Nation Master listed was burglary and it still holds the 3rd lowest rating within the countries (Nation Master, 2017). In addition to safety, Japan is considered one of the healthiest countries in the world. Systems like the national health insurance for Japan, leaves medical bills very affordable. Japanese food has also been praised for their health benefits because of the emphasis on domestically grown produce. Most of the meat is also domestically grown leaving the price of meat to increase. This has led to the Japanese diet to be well proportioned and primarily based on fish, rice and domestically grown vegetables. According to the Bloomberg's "World's Healthiest Countries," Rankings, Japan ranks 5th in health grade, 7th in total health score and 2nd in health risk. Although Japan is outranked by countries like Singapore, Italy, Switzerland and Australia, considering Japan's size and population density Japan is still within the top 3 countries in world in terms of health.

## Chapter 3 – Theory and Methodology

### 3.1 – Herzberg's Two Factor Theory

Herzberg's two factor theory is about the extreme satisfaction and the extreme dissatisfaction of a certain job. Herzberg's two factor theory is a philosophy that attributes certain factors to certain levels of satisfaction in a workplace. Herzberg looked into what variables and factors led to satisfaction and the opposite which is dissatisfaction in the workplace. He determined that there are a number of factors that led to extreme satisfaction of the job; which means that the person will be very happy with their position. These factors have a likelihood of increasing their motivation, emotion and passion towards their occupation. Similar to factors that increased satisfaction there are a number of factors and variables that caused dissatisfaction by being taken away or are missing from their area of work.

Herzberg divided the factors in two categories that would provide satisfaction and motivation. He noted these factors as either hygiene/ maintenance factors or motivational factors. Hygiene factors are factors that are needed in order to ensure a reasonable level of satisfaction (Herzberg, 1964 page). When these factors are not properly provided, it can be the major source of extreme dissatisfaction. Motivational factors are factors that provide extreme levels of satisfaction and motivation, but their absence will not be the cause of extreme dissatisfaction. Many researchers have looked at business environments through the two factor theory because it helps differentiate the necessities and the luxuries while trying to optimize their resources in order to create a cohesive working environment for the worker.



### 3.2 – Hygiene Factors For Business And Education

Hygiene factors are the base essentials that an institution must provide in order to reach the minimum requirement of a functioning working environment. For a business and its employees a few examples of hygiene factors would be monetary income, benefits, job security and creation of a proper setting to create healthy relationships in a workplace (Herzberg, 1964, p.3). For a worker, these factors must be present for the worker to want to continue working at the institution or business. In education, hygiene factors are different in comparison to a work environment. Although there may be similarities between student life and a worker's life, there are many differences in what satisfies a student and a worker. In order to identify the hygiene factors for students it is essential to find what are factors that have led to either satisfaction or dissatisfaction.

Although hygiene factors must be present in order to prevent dissatisfaction but they do not bring forth as the source of motivation or extreme satisfaction. Some examples of hygiene factors for educational institutions are relationships, faculty, educational facilities, creation of proper living conditions. An essential factor for a student is their freedom to create meaningful relationships with their peers and faculty. For an educational institution, the creation of an environment that stimulates interactions within its student body and faculty is vital for the happiness of the students. According to Palacio, Meneses and Perez (2002), students will always recall their experiences with their peers when speaking about time spent at an university, more so than the classes they were enrolled in. The relationships built during time of study shapes a student's attitude far more than courses or curriculum (Palacio et al, 2002, p.489). Not only are the relationships with peers important, an educational institution is

expected to also provide interactive and knowledgeable faculty and staff. The faculty must be engaging, have mastered their field of study and compiled their knowledge in a digestible form in which students can absorb in the courses taught. Not only is educating important, but the faculty must be available for the students in need and provide them with good relations and a bountiful resource in terms of direction and knowledge. Above all faculty must be instructors who are passionate about enriching the minds of the youth.

In order to provide optimal comfort for education an institution must provide a broad range of facilities to stimulate further learning. The creation of a proper educational environment that helps student absorb information throughout college life is essential for student satisfaction. Creation of proper facilities fall under the tangible appliances that students can use in order to further their education. These facilities can vary from libraries or gymnasiums to programs and events. These factors are the ones that are easily seen and are the first factors that people see worth in an educational establishment. These are the factors that are visible in pictures, videos and student visits prior to enrollment. Hygiene factors take the spotlight because these are the tangible aspects that people imagine when thinking of an institution. These are also the factors that are most obvious when they are either missing or impartial. Most universities invest into improving the quality of their establishment by incorporating modern buildings and equipment (Navarro et al, 2005, p.492).

### 3.3 – Motivational Factors

The second group of factors as Herzberg notes are called motivational factors. These are factors that are defined as very motivating or provide a great deal of satisfaction (Herzberg, 1964, p.3). These factors are impactful in the way of providing workers with reasons to continue working at a certain establishment. With the assumption that motivational factors are present, workers will get feelings similar to pride and joy from their continued work. This in turn provides more motivation towards their work in the future and provides satisfaction from their accomplishments. If these factors are not present, they won't necessarily cause an extreme level of dissatisfaction, but with their absence workers will not be reach extreme satisfaction either. Assuming that at a certain establishment have provided for all hygiene factors but no motivational factors, the workers there would be stuck in the middle ground, not extremely satisfied, but are not necessarily disappointed at the establishment.

Some examples of motivational factors are recognition, achievements, growth/ advancement, fulfilling and challenging work. Recognition is the idea of receiving some form of praise from a completion of a workers task. Achievement is the idea that the certain establishment, not only recognizes their work, but also rewards them of their tasks. Advancement is the idea that the establishment is providing some sort of acknowledgment of growth. This is the combination of the previous two, recognition and achievement, but also provides some form of lateral escalation in the person's life. While also providing people with constructive forms of motivations, the establishment must also provide various levels of challenges for the person to overcome. They must put the person in the position to have to stretch themselves in order to accomplish

certain tasks which upon completion provide some level of satisfaction and pride. These types of work sets the precedence for the workers capabilities, and raises the confidence of the worker.

In an educational environment motivational factors must provide students with the motivation and satisfaction of their place of study. Motivational factors are what parents look for when considering universities. Name value/ brand of a university is developed by social recognition of and institution for its ability to motivate students to be able to reach the limit of their capabilities. Recognition, achievement, chance of advancement, and challenging work; are all factors that people hope to one day achieve by going to college. For example Harvard University of Law is known to be a prestigious university of elites because of the previous students and their notable accomplishments. For an educational setting, motivational factors not only applies to the students during their time of study, but also to their future. The possibilities that come from graduation is what gives students the motivation to strive towards in their education. For many students these motivational factors may be too far into the future to impact their immediate lives and motivation levels, so universities must provide immediate achievements and challenging tasks that students can strive for during their student lives.

#### 3.4 – International Student Intake: Herzberg's Two Factor Theory

For Universities, International Students bring many positives to the campus and facility. There is always the financial boon that internationalization brings to the university but also the creation of a diverse student campus. Diverse student bodies

allow local students to get a taste of the world and brings to them experiences and opportunities that may not originally reside in their own countries. International universities is a growing ideal that coincides with the path of globalization that we see today. As the world becomes more competitive internationally, citizens and students have to learn to adapt to the idea of collaborating with people from all over the world. Interactions and daily experiences with a vast array of nationalities bring different challenges and experiences that makes college life that much more endearing and beneficial to the students. This new form of collaborative education better prepares for a much more global future and gives students background knowledge of how to interact with people from different cultures and societies.

International student intake gives Universities and their countries benefits by helping create a much more vast array of forms of study and experiences that all people can learn from. International interaction brings different viewpoints and perspectives. International student campuses are now a selling point to help market college life for many universities. This idea of the international, is being sold as a unique college experience that can only be achieved at certain types of educational institutions.

For universities, international student campuses are beneficial in many ways and international students contribute to their success. To maintain an international student body it is important to make sure that their experiences at the universities are positive. Research conducted into the experiences of international students in higher education worldwide indicates that students' levels of satisfaction vary. It is expected since these students are from all over the world and have different cultures will have different expectations prior to enrollment. With different levels of expectations the factors that

influence their levels of satisfaction will also be diverse. Many factors can affect levels of satisfaction and expectation, many of which cannot be addressed by the education quality and university adjustment alone. For example, food culture, religion and local interaction with people living in that specific country, are all just a few factors that can affect the student's satisfaction of life at a certain university. Although there are many different factors, universities must understand that they must meet expectations where it is possible to do so. Along with the learning experiences, gaining satisfaction will also require the need to communicate with the international students for better understanding on how to provide or adjust the facilities to fit student needs.

From the university's point of view it is important to understand students and their various needs in order to be able assist them with their daily lives. If the university's image is to have an international student body, it has to have a constant inclusion of international enrollment into their universities. This in fact means that universities must have a good repertoire by current and graduating students in order to continue or increase the recruitment of foreign students. While universities try to promote the wellbeing of its society, in its core it is a business. While being a business, it must maintain a competitive edge over its rivals by maintaining a clear identity of what defines their university.

### 3.5 – Expectations of students in the case of Japan.

The vast range of degree courses and institutions available to students today gives students more of a choice but also bring complexity to their decisions. (Price, 2003, p 214). The 4 basic factors that student take into consideration when choosing a

university are, fame or reputation, quality of education, facilities provided and services or support.

Reputation of the university is important especially for international students who have the ability to have other choices for college education. Students who choose to study internationally will have the luxury of choosing from universities throughout the world. In contrast people who choose local universities have chosen to limit their pool of choices for the sake of familiarity. Japanese citizens can gauge the quality of university by its brand and reputation because of its recognition of its classification. With Japanese culture holding government universities and private universities, Japanese people can easily distinguish the rank of university by the universities accomplishments and fame. In Japan governmental universities (kokuritsu universities) have a higher reputation than private universities (shiritsu universities). International Students, do not have the luxury of domestic publicity to gain an understanding on name value of universities in Japan.

Most students learn of Japanese educational institutions from the idea of “Japanese,” as a brand in itself. The idea of the Japanese is perceived differently depending on the country that they originate from. History and other cultural variables may come into play when choosing Japan as a location for study. If expense comes into consideration, Japan may be an expensive option in Asia. Especially with the history of the past two decades of value in currency, Japanese yen is one of the most expensive currencies to purchase. Although currency prices have declined, many people may not be able to forget the time when yen cost 1.42 per American cent.

In order for Japanese universities to show that the education provided is reasonable in terms of price, they must have the reputation in order to justify its cost. Quality of education is more difficult to gauge, it is seen by what kind of campus image that the university portrays. In this day of age, the world is filled with universities that have high name value. With Japan's Super Global movement of becoming increasingly internationalized, universities have had to make some sort of adjustment in their curriculum or ideals. International Universities like Ritsumeikan APU have designed themselves in to targeting students that are looking to have a college experience that allows them to interact with many different societies and cultures. This target is for people who seek experience in an international field through the study of english and Japanese. Ritsumeikan APU have set their image as a true international university.

With students coming from 90+ country and international students create 50% of the student body, it shows that Ritsumeikan not only emphasizes in class education but learn through interaction approach with their student campus. The quality of education is no longer limited to having a well developed curriculum anymore. Students research on what they want to study and their experience living in the environment that international universities provide also contributes the visage of quality of education. That environment must be provided by the university, and the institution must provide the means to access the experiences to further student education. Quality of a university also lies in the faculty members who will teach the various subjects. Commonly, students reflected that their university's performance was "best in the areas of encouragement of innovation and the quality experience of faculty." Students selected programs dependent on the eminence of faculty members while the prominence of 'organizational learning and expertise' is thought to be the foundation of competitive



advantage (Russell, M. 2005). Students today want to be taught by professors who have rich knowledge of their subjects not just due to educational degrees but due to relevant work experience from which they can quote and guide students. In the case of international universities like Ritsumeikan APU, students also want professors who they can relate to while introduce them to new cultures and perspectives. International universities must also fit their curriculum with teachers and faculty that are from various countries. Ritsumeikan APU has a vast array of countries that embody their student population, and to match it they must show that they have quality teachers from multiple countries that have experienced relateable views as the students that are attending.

### 3.6 – Survey

I have conducted a survey at Ritsumeikan APU that aimed to question in depth what kind of students were currently enrolled into APU, and to gauge what kind of experiences these students experienced during their time of study. The survey sample consisted of 12 APU undergraduate students and 5 male and 7 female and 3 graduated form APU students. The students were from various countries like Indonesia, Thailand, Philippines, Taiwan, New Zealand, Bangladesh and Mongolia. The majority of the surveys were conducted between April 1st of 2015 to May 5th of 2015. I also conducted graduated student interviews on July 13<sup>th</sup> to July 18<sup>th</sup> of 2017. I was unable to fulfill my hopes in terms of reaching out to more students during my time of study because of unforeseen personal circumstances but the information retrieved from these 14 interviews were informative.

This is the template I used when interviewing for the basic information. I continued to further explore questions dependent on the interviews about campus life and getting more focal about the details of the students reasons for satisfaction or dissatisfaction.

### 3.7 – Questions

#### 1. Personal Information

- a. Name
- b. Age
- c. Year of Study
- d. Gender
- e. Country of origin
- f. Current Major
- g. Current Occupation (For Graduated Students)

#### 2. Expectations

- a. What were some of your expectations at APU prior to coming?
- b. Has APU lived up to your expectations academically?

#### 3. Satisfaction

- a. Are you satisfied with your studies at APU?
- b. If you could give some forms of advice to new incoming students to better prepare them for their lives at APU what would you say?
- c. Note some experiences like problems or issues at APU that students are willing to share

#### 4. Future Goals

- a. Do you feel that APU has put you in position to succeed in the future
- b. If so how?
- c. If not why?

#### 5. (For graduated students) Experiences upon graduating from APU

## Chapter 4 – Result

### 4.1 – Results (Graduated and Undergraduates)

Looking through Herzberg's two factor theory, the problems and issues stated by the students who were interviewed can be seen as the lacking of both hygiene factors and motivational factors. When analyzing through the two factor theory one must see what impacts the students level of motivation. APU's vast variety that make up the student population bring forth what APU marketed as a truly international university. Although most comments were positive in terms of the people that choose to study at APU, there seems to be an issue of certain races only associating themselves with their own race or culture. These interviews are not representative of all the students studying at APU, but they show what can be perceived as the majority. One of the interviews showed great concern over the races like Indonesian and the Vietnamese. Interview E and I stated that people from certain races prefer to group together, I further asked these people whether or not this is a problem. They stated that because they choose to group together, it's hard to engage them and even more difficult to befriend them. Interview student H stated that the social groupings are so close that rumors also spread quickly.

The major issues that many students noted are APU's facilities, the education quality, and faculty qualifications. The students question how APU's grading system that reflect towards the ability to enroll into courses that are appealing to students. APU's overall grading system is based on grade point average that is brought upon a western style of education. Although the GPA system has been implemented in other countries there is a reason why GPA is important. Business use GPA has a signifier for

the academic proficiency of a student. Although it is a rough estimation it is said that having a high GPA is a requirement when applying for certain jobs. The GPA system in APU is similar to western where the maximum GPA obtainable is a 4.0 but many students seem to be content with passing with having below a 2.0 GPA. In courses throughout APU, 90-100 is an A+, 80-90 is an A, 70-80 is a B, 60-69 is a C and below 60 is an F. A+ is worth a 4, A is worth a 3, B is worth a 2, and C is worth a 1. Having below a 2.0 GPA would state that the student understands less than 70% of the material presented and is proceeding with their studies.

APU's current system works in tiers of one to three. These tiers are titled priorities and are separated by the students order in which they are able to apply for courses. First priority, second priority and third priority. First priority students get the ability to be able to choose courses first, while second priority must choose from courses that remain after selections done by first priority students are over. This is repeated with third priority students which can only choose courses that remain after all the first priority and second priority students have chosen classes.

The priority placement is determined by a students' previous semester overall grade point average. The first priority registration period can only be accessed by students who either have an overall GPA of 3.0 or higher or a previous semesters GPA of 3.0 or higher. The second priority students follow the same rules but are students with a GPA of 2.5 or higher. The third priority students accommodate the remainder of the students who couldn't make it into the first two priorities so many students consider it to be called "no priority."

## 4.2 – Hygiene Factors

The Hygienic factors that can be associated with reducing students satisfaction at APU are mostly APU's system for course registration, grading and factors that represent the quality of education at APU.

Course registration is a period that APU looked to have taken to grant students opportunities that reward good grades with the idea that good grades will provide higher priority in terms of course selection. Although the idea of the concept was to grant motivation to the students, it seems to have brought forth an opposite effect because of the questionable division of priorities. Student D stated that she was in priority one and dropped to priority two before then worked towards going back up to priority one. With the transition, she stated that she didn't strongly feel that working harder improved her abilities of getting courses that was competitive during the course registration period. Simply stated, there seems to be too many students in the first priority grouping.

As stated previously first priority students are students who have a 3.0 GPA or higher, but if there are too many students with that level of GPA, being in that group no longer becomes a prioritized group. Many of the students that were interviewed were at one time or another a first priority student. Although they were first priority, they didn't feel that they were prioritized because they could not enroll into many courses they thought were appealing.

The previous mentioned "priorities," are important when choosing courses because students consider the education quality at APU to be unbalanced. APU's

education quality is different depending on the faculty; the professors and instructors of each course teaching prowess and methods are drastically different. Students have noted that many teachers' should not be teaching at APU because of their lack of english proficiency or effort and passion towards the act of teaching. There have been some instances where professors do not understand the topic or extremely biased in terms of some topics. An example of this can be seen with a Professor who recently have left APU. The course he taught was Business Law for English speakers and the material he brought forth in his class was biased towards Japanese businesses and were offensive to other countries. Many students have stated that he made "outright racist statements," and considered them as fact. Not only was his content questionable by the students, his english ability made his courses difficult to understand. Most students could not understand his in class lectures and the content for home study had many grammatical errors. There were also many instances where he was angered by the questions asked by the students and there was a couple of occasions where he resulted in violence. Professor A ultimately left APU after the semester that these problems occurred and he may be an extreme example of the faculty problems at APU, but he is also an example of poor english proficiency and questionable curriculum. Many other professors besides Professor A seem to lack the english capabilities in order to teach courses.

Japanese is a major topic that APU is trying to teach to all students. All APU students are required to take beginner level courses of Japanese. APU courses are titled foundation Japanese, intermediate Japanese, Pre Advanced, Advanced, and Career but foundation and intermediate courses are a requirement. This effort to teach foreign students Japanese in order to assimilate to Japan is an obvious effort when recruiting but many students seem to struggle with the way that APU teaches the topic. Prior to

enrolling into Japanese courses, APU students must take a Japanese proficiency exam in order to be placed in the proper course that is appropriate for the certain students Japanese ability. Even though this separates students starting ability, this does not properly measure a student's growth in Japanese ability.

All students interviewed have stated that the foundation courses were a good start into learning Japanese. Many of the students have stated that there is a leap in Japanese difficulty from foundation to intermediate, but is still in acceptable range. Although acceptable interviewees have stated that from the middle of their intermediate Japanese course, they start feeling difficulty as the professor began to increase the difficulty to match the student's abilities. The problem of this is that students from certain countries can learn Japanese much easier because of the similarity to their own language. Chinese and Taiwanese students have many characters similar to that of Japanese Kanji, but these students take up half of the international student population in APU. Other countries besides Chinese, Korean or Taiwanese have never seen anything that resembles Japanese characters and for these students it requires a different type of learning curve in order to master. While from the professor's perspective, the overall grades of the average of the students that are in class may still be improving, they are leaving students that aren't able to keep up because of the lack of language similarity behind.

According to the interviewees, this becomes even more difficult when moving into pre advanced courses. Pre advanced is the courses that teaches most the basic Japanese kanjis, and for most students this is the most difficult part of learning Japanese. This is also the portion of Japanese study that students that come from

language similar to Japanese excel at. Although this is a passage that many students have to take when studying Japanese, it seems to be difficult to correctly gauge all the students language abilities and growth. This makes it difficult for APU to accommodate all of the students needs.

The difficulty spikes once going to pre advanced and students seem to struggle mightily with the content taught at that level. The difficulty at pre advanced gives students aiming to be in first priority in course registration a difficult obstacle they need to overcome to maintain their level of priority. During my interview with student A, she stated that “the level of pre advanced was overwhelming and it was not just about the content. The professor isn’t patient with the students and she expects a high level of Japanese proficiency because the students that take her class have had to pass intermediate level Japanese. She teaches her class entirely in Japanese and she doesn’t even care to help the struggling students that doesn’t understand the class content.” Student A also have stated that she will give up taking the other Japanese courses that aren’t required like advanced and career because of how she was treated in pre advanced.

There is a popular course in the APU curriculum called Japanese Project A. This course is seen by students as a class that bridges the difficulty gap between intermediate and pre advanced. Japanese Project A is a course that assists student on reviewing the kanjis and writing techniques learned in foundation and intermediate Japanese classes. This course is designed to help students with the aversion of kanji and improve their reading and writing ability to better prepare them for pre advanced level Japanese. The problem with this course is that there is only one class available per semester. During



course registration, this class is usually filled in a matter of seconds, so it is said to be close to impossible to enroll even though the student is in first priority. Students in second priority and third priority, are usually the students who are clearly the most in need of a course that helps with reviewing previous material have no chance of being able to take the course. Many of the interviewees have voiced that Project A would greatly help them in their hopes to learning the Japanese language but APU has not provided the opportunity for these students to attend the course.

English proficiency once again arose as an obstacle for foreign students studying at APU. “Japanese is difficult but, when teaching a difficult subject, making the content more digestible is the responsibility of an educational institution.” (Willis, 2001) From the interviews I have found that students hit a wall in terms of GPA when they take pre advanced Japanese. The students put extra effort into studying the Japanese in order to get a good grade for Japanese and most of the students still are not able to get the grade they seek. With the extra effort towards one subject, their other subjects seemed to have suffered as well and led them to be in a precarious position in terms of their priority seating. Students have noted that the course registration process affects not only their following semester, but the impact of the courses that they are forced to take have had lasting effects in their whole APU experience. When falling behind students would want to take courses that would possibly increase their GPA but if they fall below 1st priority, this makes their endeavours increasingly difficult.

For students who fall down to no priority, students have voiced that is impossible to attempt an increase in GPA because all of the courses that remain after the first two priorities are usually courses that are known to have difficult teachers. Students who

have dropped below 2nd priority have given up on GPA scores and are just looking to move forward with the hope of graduating with the minimum requirements.

#### 4.3 – Motivational Factors

Hygiene factors were factors that was apparent when interviewing the students, but what seemed to be more alarming was the lack of motivation that most of these students had in terms of challenging themselves to the best of their abilities. Many students do not believe that getting a 3.0 GPA is a difficult task, but there is a lack of incentive to get the highest grade possible. Course Registration has failed to provide students the incentive to work in order to get to a higher priority because of the lack of appealing courses and prioritization. Students interviewed that stated that the only incentives that higher grades bring is that it brings them relief from the family. As long the student is getting good grades, their family does not worry as much when sending a student to another country for study. From an APU students perspective, one major question comes to mind when thinking about APU has a GPA grading university is the why?

APU hasn't made clear to the students why they use the GPA system when Japan typically does not implement this system. Seemingly, the use for a high GPA is limited to students who desire further study in a postgraduate educational program like a Master's degree or a Phd. When speaking with students who have graduated and successfully found occupation in Japan, they stated that most companies did not understand the worth of GPA or even questioned or acknowledged the existence of that grading system. In other words, GPA had no impact on finding occupation in Japan and

many students believe this to be true. As previously stated, recruiters seem to only be interested on the communication ability of the students rather than their ability to learn or their academic prowess. With the lack of motivation that GPA alone has the ability to impact their future many students have been demotivated of the idea of getting a highest possible GPA.

One incentive that APU provides for students who are working towards a high GPA are the scholarship opportunities. The Ando Momofuku scholarship is an example that is provided every year for a group of students that have excelled with their academics. There is a pretense that many believe scholarships and rewards are objective and can be put on resumes when searching for occupation. Although there is a belief that scholarships can bring some form of name value that can boost the appearance of a students resume, the number of scholarships with name value are limited. Student A stated that she works intensively in trying to get a good GPA and doesn't correlate with any other activities in order to achieve that high GPA, She has a cumulative GPA of 3.7 and currently is studying in her 3rd year at APU, but she has yet to be selected for any of the higher name scholarships. With this in mind, it is clear that the scholarships are competitive and student A feels that her effort may have gone in vain.

Student A states that “ I understand that there a lot of opportunities for me, but I felt that getting a good GPA at school is a the minimum responsibility of a student and all my friends are doing circles and activities that look fun and might've been a better idea than just working on my grades.” (Student Interview A) As previously stated the school events that APU allows students to manage and coordinate are vastly improving and becoming a strengthening point for international student correlation. Although

events like cultural week are becoming increasingly popular, APU have provided no acknowledgments for the efforts that the students put into for the success of the event. Student K stated “I really wish I didn’t have to feel guilty when I put in extra work for Indonesian week, because honestly I’ve learned so much more about working hard and working internationally because of the week than the classes. I work hard for the week and it feels great that the week was great, but when I look at my GPA it kinda makes me feel that the week was just for fun. I could be playing games and going out every night and on paper it would look exactly the same as me putting all my efforts into the event that the school gains from.” (Student Interview K) In reality her concerns have been true because the week shows no correlation to academics and as stated previously many students fall behind because of the events. “Preparing for the week is just stress and honestly things just doesn’t go the way you want to but I feel so accomplished by doing it. I really wish I could get credits for the week and if their were like professors that get more involved with the week it would relieve so much of my guilt and stress and I could put more effort into making the week great. People always ask me what's more important? The week or school work? And honestly it feels wrong when I say the week is more important to me.” (Student Interview K)

This is one of the major expectations students had of APU that hasn’t met the expectations. Many students believed that events at APU that encouraged international correlation will be supported by APU and for some they do not believe it to be so. Student C went as far to say “APU wants cultural weeks to get bigger and they’re just using us as workers for it to get publicized. There’s a lot of cameras during the week and they record the good stuff that happens at APU like the international students working together and stuff, but they don’t show that they later punish us for putting a

good show but not getting good grades too. I don't think APU doesn't realize that these weeks are hard and I think they're not rewarding us for their gain. Like on all the videos and pictures I saw of APU before I came, I was like wow APU is going to be great! But I didn't know that these events were entirely run by students and how much students had to invest into making these events look good." (Student Interview C)

These events have gain popularity by the year and students are now feeling more and more pressure to continue making an event that meets the standard of their predecessors. The problem that arises with these types of events is the major workload that put on students. Many students have used the events as an excuse to ignore the educational responsibilities and have allowed their GPA's to dip.

An example of a successful event that has taken a toll on students is the annual Indonesian cultural week. The Indonesian week is one of the most anticipated APU events of the year, but because of this attention many of the students taking part in Indonesian begin working on the event a month or two after the previous years Indonesian week has ended. According to Student K, this number of students who volunteered to work on the Indonesian week of 2017 declined and the workload for many was too much. She stated that many students became fearful of the attention that the week garnered and scared off the students who planned on volunteering (Interview Student K). She stated that she was previously a priority one registration period student, but by involving herself into Indonesian week 2017, she dropped to priority two and does not believe she can work herself back to priority one. She stated that she wished that her week involvement would bring some sort of merit towards her education and her work was somehow rewarded academically.

These students have stated that although the event doesn't motivate them academically, they believe that the events will provide some insight in what working would be like in the future. Both student A and Student C have stated that because they participated in the events, they could see themselves making events and presentation something they would like to do as a career option. These students have found goals that they can work towards because of the events, but both have vocally stated how the events does not seem to be supported by APU and its academics. Herzberg states that an institution must provide recognition, achievements, growth/ advancement, fulfilling and challenging work, but the students do not believe APU's academics provide these factors, rather the extra curricular activities are the source of these factors (Herzberg, 1964). The GPA system that is currently being implemented by APU is not putting emphasis and student growth but rather putting stress because students seem to just have a feeling on the necessity of the grade. They seem to be unsure whether to pursue a good GPA or just be fearful of letting the GPA get too low that it can become punishable through visa restrictions or credit requirements.

Not all students participate in events at APU nor do they feel the need to pursue a high GPA either. Interview Student L stated that "I just need to graduate and then find a job I guess. I thought I was going to want to do more before I came, but everything seems like a hassle. I think I'm doing fine like all my friends really don't do much either and my senpai said it was okay."

#### 4.4 – Japanese Language at APU (Motivational Factor)

Other than events and extracurricular activities, part time jobs in Japan have provided Japanese language learning that a student has stated was more efficient than the courses taught at APU. In most of the interviews it seemed that Japanese language study seemed to be the most common demotivator of many of the students. There were a few students who couldn't pass foundation level Japanese, and the courses I have stated previously become increasingly difficult. Failing foundation level Japanese is detrimental to their whole entire study at APU.

Looking at the method that APU teaches Japanese through Herzberg's two factor theory, it can be analyzed that the Japanese language is a major demotivator for many of the students. The subject of Japanese may be the most important factor in studying in Japan for future occupation and former APU graduates emphasize that job recruiters only care about a student's proficiency in Japanese. Interviewing former APU students A and B, the study of Japanese seems to be a demotivating factor at APU. Looking through Herzberg's two factor theory, I look to try to determine how it has been demotivating for many students.

According the Herzberg's, lack of hygiene factors are strong causes for the demotivation of students. The tangible problems that students have stated were that Japanese instructors do not understand the learning difficulty of Japanese for students that come from certain countries. As previously noted, many students from countries that use Chinese have a much easier transition into intermediate and higher levels of Japanese courses. Also the lack of English proficiency makes explanations of certain

terms and vocabulary difficult for many students. The systematic approach of the learning of Japanese is questionable at APU. Another tangible problem with learning Japanese is the fact that many students felt the need to retake a Japanese course, but could not. (Student Interview A, C) APU's course registration system does not allow a student to retake a course or to take a course with the same name without failing the course and having a recommendation from a faculty or staff.

Learning a language is about practice and repetition and many students find implementation of the course material into their daily lives difficult. Living in the city of Beppu, many students do not need the Japanese proficiency because Beppu as a city has changed to better accommodate the foreign students. Students must have the opportunity to master the basic material of Japanese in the courses taught at APU and in order for that to take place many students prefer the ability to be able to backtrack and take a course like intermediate or pre advanced Japanese a second time. After a few months from taking a course many students have shared the same opinion that they forgot majority of the Japanese learned in the previous course.

Student's levels of dissatisfaction of APU have stemmed from the structure of language teaching at APU. Many students are fixated with course registration and other social issues as well but the reality is that the students have been feeling the most stress out of the Japanese language program. The students who had issues with the course registration was driven by which Japanese course to take. Also the grading system of APU, although have been noted throughout the interviews, all tracked back to Japanese proficiency. For the graduated students Japanese is the biggest factor that fell short of expectations during their stay at APU. During a group interview with a previously



graduated students, they questioned why they didn't study Japanese more during his time at APU (Graduated student interview ABC). These students went through the entirety of the APU curriculum and graduated discontent with their Japanese language ability.

Another problem that many students interviewed believe impacted their level of Japanese absorption was the correlation with international students. Many of the students who choose to study at APU are looking for correlation with international students. Japanese students choose APU because it gives these students a chance to meet and live with students from all over the world. Although APU has held up their promise of creating an international campus, there has been a few problems that have arisen through the interviews. One of them is the creation of social groupings that are titled by races. Some students have stated that groups have formed within the students and it is hard to correlate with the students that are already formed into groups. Examples that were noted were Chinese, Indonesian, Thai, Taiwanese and Japanese student groups. While it is understandable that students from certain countries tend to want to associate themselves with people that they can relate with culturally, it is hindering the image of the melting pot style campus that APU envisioned.

Japanese students make up half of APU's student population and many students have stated that after the first year of dormitory life, the Japanese students have been less expressive about wanting to correlate with international students. Japanese students associate themselves with Japanese students and international students associate themselves with students from their own country. Understandably, creation of a melting pot society is a slow process; but these isolated groups do not work to alleviate the

educational benefits that studying at APU may bring. The number one problem that lack of international correlation brings is the lack of improvement in oral language ability.

For foreigners, learning a language revolves around practicing the language. Previous students who have graduated state that during job hunting in Japan, recruiters are always more impressed by a prospects Japanese oral ability rather than reading and writing.(Graduated Student A). The postgraduate students I have interviewed has stated that, being able to communicate is put at the utmost importance because most companies in Japanese make new employees take a crash course in Japanese reading and writing upon hiring. As the time continues to pass for many students, students I interviewed realized that they have not lived student lives that are intertwined with the international. The cases in which international students have grouped with students outside of their own familiar region, typically have stated that they correlate with one another in english rather than Japanese. With the separation that students feel once they pass their first year at APU and the fear of involving oneself in the events introduced by the school, students are left to measure their language ability through courses taught at APU. The courses taught at APU focus on reading and writing, this makes learning the oral ability entirely dependent on the student. Many students feel too scared or shy to speak Japanese in public and this also stagnates their Japanese language usage. Similar to Japanese A, there is a course taught that focuses on oral Japanese, but this course is also difficult to enroll because of the limited capacity and course registration system.

The problem that arose within the interviews were that, many students realize that their Japanese ability isn't up to job hunting standards around their 3<sup>rd</sup> year of study at APU. In these cases, a 3<sup>rd</sup> year student has one year of preparation left before entering job hunting that can dictate their future post graduation. Students at this state measure

their own level of improvement within their first 2 years and estimate whether their Japanese ability will be prepared enough for job hunting. During interview E, she stated that she knows she needs to improve her Japanese and during the interview she stated that she was going to work on Japanese study more during her third and fourth year of study. (Student Interview E). Her word choices indicates that she currently is not trying to improve her Japanese ability. The lack of growth that students feel in terms of Japanese ability is what causes major levels of demotivation after the second year of APU study.

Herzberg's motivational factors are of the following; recognition, achievements, growth/ advancement, fulfilling and challenging work. When students are coming to Japan, the students are expected to learn the language to the level of natural fluency. This is the expectation that most parents have and people have when a student states that they will be studying in Japan. Students feel that there is something that APU doesn't provide that the end result isn't what the students were expecting.

Currently APU's language learning seems to fall short in all of the traits of motivational factors. Herzberg states that recognition is a factor that other people notice a particular workers accomplishments. In the situation of a student, students have difficulty knowing what level of fluency their Japanese is currently. All of the students I interviewed stated that their Japanese was not good enough, but for most of the interviewees I asked, "then how good are you now?" Although there is no good answer to this question, the students seemed to have little to no indication of their own level of Japanese fluency. The reality of these answers were that the students that I have interviewed seemed to be limited in their experiences interacting with fluent Japanese

people. According to Nakamura (2001), a good indicator of language ability is the fluidity of the communication with another in their own mother tongue (Nakamura, 3, 2001).

Another way to measure one's ability in a certain practice is to have overcome certain levels of work. This is another one of the examples of Herzberg's motivational factors, fulfilling and challenging work. In the case of APU, out of all the Japanese courses taught, only foundation level and intermediate level of Japanese is required. Although these two courses are challenging for foreign students with no Japanese backgrounds, most students believe that as long they do not fail these two courses they will no longer pursue Japanese until they deem it necessary. The problem with this idea is that most students choose not to immediately challenge themselves in language learning. According to Nakamura (2001), language is a deteriorating form of information and similar to other skills it does not stay in your mind unless practiced with repetition (Nakamura 2001). Many students take this freedom of not having to learn Japanese for extended periods at the minimum of 6 months and they begin to become delayed in their language proficiency. After their hiatus on Japanese language study, they are usually forced to restudy their Japanese at the beginning of their third or fourth year. This leaves them pressured to have to improve their Japanese quickly in order to have enough fluency for job hunting that begins in the students fourth year of study. At this stage, the students are feeling pressured and look to question the reason they have not improved as previously hoped. Students become dissatisfied with the curriculum and start giving reasons for being delayed.

APU must better challenge the students and give them reason to continue their Japanese education. Student H stated that he learns more at his part time job in Japan than he does during the courses that are taught (Student Interview H). The difference between a work setting and a educational setting for Japanese language learning is that the student is challenged to learn Japanese in order to become more efficient at their part time job. Many superiors are nearby to let the student know whether they are improving or not and Japanese language is inclusive in these improvements. Part time jobs also provide challenging work that a student can easily measure their own abilities once the work is completed. These are elements that a part time job provides that there seems to be a lack of during study at APU.

Japanese language in terms of recognition can sometimes only be provided from fellow peers. This includes APU's efforts into creating social events that allow other students to correlate with one another. As I previously stated, the events are difficult to get involved with for some of the students. This may be the negative of APU's idea of creating a fully diverse international student campus because of the lack of Japanese language usage on a daily basis of APU students. Life in Beppu does not help this case because most if not all of the basic requirements for living can be obtained without having to speak in Japanese. Also many business have changed their methods in order to accommodate the foreign student population better. In order to encourage Japanese language learning, APU must find a way to convince the students that further study of Japanese is an absolute necessity for their future. APU will also need to provide some levels of immediate incentive so students can pursue language study and be recognized and rewarded for their hard work.

## Chapter 5 – Conclusion

During the study of APU and APU students I have found that there is a problem with keeping the students motivated in their education. Students who travel from all over the world to Japan, these students are expected to correlate with other students from all around the world while also becoming more educated in international relation with Japan. Other topics included, the students have expectations of learning the Japanese language and being fluent by the time of graduation. Undergraduate students who are studying in the field of business, hoped to learn from the third largest economy (in terms of GDP) and find out how Japan maintains an economical stronghold in the world. Many students hoped to eventually be able to find occupation in Japan. With all of these hopes and dreams students had before enrolling into APU, I believed that APU was the ideal research location for international student enrollment in Japan.

Throughout my survey and analysis, by dividing the major factors that influence a students level of satisfaction I was able to analyze what the major problems were that students had that affected their studies at APU. At first look, when listening to the interviews, it was clear that many students seemed to have problems surround the hygiene factors that APU provided. Herzberg's two factor theory suggested that the lack of motivational factors although is not the cause of major dissatisfaction, it can direct a worker towards the hygiene factors of an organization. After reading this statement and further looking at the interviews, I found that the hygiene factors that the students were stating may not be as problematic as they make it seem. Looking at the information from a larger scale, I have found that many students levels of motivation in education may have declined between their second and third year at APU.

Most of the students interviewed were not first year students rather they were majoritively third year students. Originally I intended to focus my interview group to second to third year students because I assumed that these students will more experiences to share than first year students and also not have the pressures that is put upon fourth year students. My assumption derived from personal experience where first year students are constantly optimistic and fourth year students are under constant stress. Although there was reason behind my interview choices, by focusing on second and third year students, this may have limited the answers I received.

The sample may be limited but these students in there second and third year have are in the middle of their education at APU. These students mentioned hygiene factors heavily but the problem may have been that they were not motivated to further their own study. Out of all of the students I interviewed only three of the students were still studying Japanese. By dividing the problems mentioned between what caused them extreme levels of dissatisfaction and which factors have led to lack of motivation I was able to find that the students levels of motivation waned as the years went on. Most students were focused on the Japanese proficiency, but Japanese is not the only subject that is taught at APU. Out of all of the interviews, not on interview stated that a certain course was particularly fruitful. Most of the classes mentioned were either difficult because of lack of proficiency in teach and language by the professor or they lacked content that was interesting and growth provoking.

The analysis seems to be critical of APU's faults as an institution but in reality APU has made the groundwork for students to excel. They have more or less created an immersive international student body that encourages international correlation and the

living conditions provided are suitable. The problem that arises is that APU as an institution does not provide students with the fuel to yearn and work for more than the status quo. This is evident in the types of answers I receive from students that are newly second year students and students that are third year going into their fourth. The second year students have dreams of international impact like becoming an ambassador for their country or working for the government and NPO's. The third year students seem to be looking at just trying to find any form of occupation upon graduation whether it is in Japan or not. These answers may be relegated because of the limited sample size of my research, but the lack of motivation is evident in all of the students I have interviewed.

One major positive that APU does bring to the forefront is the prospect of occupation in Japan. As previously stated, Japanese job recruitment style is unique from the western perspective. Many of the graduated students were please to find out the opportunities that APU provided in order to find work, but the major problem that the students brought forth was the lack of preparation before entering job hunting. They stated that the APU curriculum did not have any impact on job finding and the jobs didn't show any interest in accomplishments of the student while at APU. Although the students stated that APU curriculum didn't prepare them for searching of occupation, fellow students who share similar backgrounds helped immensely. This is the result of the vast student population at APU and the help of the relations that were built around that setting.

As a student who went experienced finding a job through APU's job recruitment assistance system I can personally state that the jobs were plentiful and APU was



helpful in connecting me to companies. Although I was able to experience positive results during job hunting, I saw that many students simply gave up at the sign of any language requirement from the companies. The APU job hunting system is secure about connecting the student to the company but the curriculum doesn't entirely work towards those endeavours.

Herzberg's two factor theory suggests that the lack of motivational factors although is not the cause of major dissatisfaction, it can direct a worker towards the hygiene factors of an organization. With more focus towards hygiene factors, many workers begin to emphasize the lack of hygiene factors and eventually lead to levels of dissatisfaction. This may be the case at APU especially for the students I chose to interview. As the students become worried about their accomplishments during their study at APU, many students may have turned their attention to the amenities that APU doesn't offer. As a result throughout the interviews many students directed their attention to problems that affect their daily lives, sometimes avoiding the topic of discontent involving their future. Although APU has done a valiant job of supporting the foreign student population there seems to be a lack of motivation to excel at the university for most of the students.

In order to truly create a prospering international student campus, APU must encourage students to study and explore the options that Japan has to offer. By enriching students minds with practical knowledge and grant them opportunities for further educating experiences.

## Appendix

### Undergraduate Results

1. Student A - Female - 2nd year 4th semester - 1st Priority – Indonesia – April 1<sup>st</sup>, 2015
  - a. Expectations
    - i. I used to think APU was such a cool idea. Like international students everywhere and honestly I just wanted to be away from my family.
    - ii. Academically, I don't honestly know how I feel about academically. I feel like I'm doing good and I have a good GPA so I feel pretty good about it. The thing about APU is like you have to be careful about the professors you get. I think some professors like the international professors are great. They understand me and stuff but like Japanese professors are kind of hard. Like english isn't my first language so when they have like an accent then it's kinda hard for me to understand what they're saying.
  - b. Satisfaction
    - i. I am satisfied so far. Course Reg is messed up! I have like a 3.4 GPA but Japanese was really tough. I'm in first priority but I think I have to take (Teacher Name) and (Teacher Name) is super tough and I Really don't want him but I think I have to. Like I feel like I'm falling behind you know?
    - ii. Pre advanced is way too hard, like I can't keep up! Its because the chinese students are in that class so they all know kanji. I don't know what I have to do but the teacher doesn't really care either. The textbooks are so tough too and the teacher won't answer my questions. I would make feel better if I could take pre advanced again but with a different teacher in all honesty.
    - iii. I'm definitely not going to take advance because this is a waste of time and I don't want to lower my GPA either
    - iv. The senpais at school are great! Theyre so helpful and know my problems. I feel like the relationships you get during APU make APU really great. I think APU could make it easier for us but I think APU is okay.
    - v. I understand that there a lot of opportunities for me, but I felt that getting a good GPA at school is a the minimum responsibility of a student and all my friends are doing circles and activities that look fun and might've been a better idea than just working on my grades.

- c. Future Goals
      - i. I hope I could get a job after I graduate. I actually don't know.
- 2. Student B - Male - 3rd year - 5th semester - No priority - Mongolia – April 1<sup>st</sup> 2015
  - a. Expectations
    - i. No comment
  - b. Satisfaction
    - i. One thing I really do hate about APU is the course registration. I have to wake up at like 6 am to prepare for course registration and I still can't get the classes I want. I mean I really did mess up my first year, but like I don't get the system. My GPA is so bad but how does APU expect me to get a better GPA if all I can get is hard classes.
  - c. Future Goals
    - i. I plan to work with my dad for the mongolian government. I actually don't know exactly but one thing APU helped me a lot with is that my English got so much better. I hope I don't end up working in Japan though because I gave up on Japanese.
- 3. Student C - Female - 3rd year - 5th semester - Priority 1 – Thailand – April 1<sup>st</sup>, 2015
  - a. Expectations
    - i. I didn't really know what to expect about studying in Japan. My parents found out about APU so I just went. Like my friend told me Japan is like Bangkok, like city and stuff like that. Beppu is a bit different but I don't hate it. I like watching anime and stuff so I expected to be able to understand the stuff better once I came to APU.
  - b. Satisfaction
    - i. One thing that shocked me was that keeping grades high at APU is kind of hard. It's not really because the classes are tough or anything. Like I think my classes that I took in high school is harder than APU's, but like the course registration is kind of stupid. I don't even know why I try so hard to keep priority 1 because it's not like it really helps you get the classes you want easier.
    - ii. Because I got (teacher name) I pretty much failed pre advanced (C)! I seriously couldn't understand what the teacher was saying. It really sucks because that hurt my GPA so bad and it makes me feel worse because I got an A in intermediate Japanese. I feel like the teacher expected us to know the material since we passed intermediate. I really wish I could retake pre advanced
    - iii. APU wants cultural weeks to get bigger and they're just using us as workers for it to get publicized. There's a lot of cameras during the week and they record the good stuff that happens at

APU like the international students working together and stuff, but they don't show that they later punish us for putting a good show but not getting good grades too. I don't think APU doesn't realize that these weeks are hard and I think they're not rewarding us for their gain. Like on all the videos and pictures I saw of APU before I came, I was like wow APU is going to be great! But I didn't know that these events were entirely run by students and how much students had to invest into making these events look good.

c. Future Goals

- i. I'm not really sure, my Japanese sucks and I don't know if I'll be able to get a job in Japan. I study really hard and I started doing the Japanese kumon too. I think APU does help out the students who are falling behind but I don't think I should be falling behind.

4. Student D - Male - 2nd year - 3rd semester - Priority 1 – Thailand – April 15<sup>th</sup>, 2015

a. Expectation

- i. No comment

b. Satisfaction

- i. I think everything at APU is good. I love it here but you know I still wish I could do better at Japanese. I just don't think I talk to the Japanese students enough. I really wish I could get into Project A, but that course is really hard to get.
- ii. Actually I do pretty good at course registration so I don't really have too much problem with that. I always go to school and use the school computer so I think that's the best way to do it.
- iii. If there was anything to question, I don't get why we do GPA. My senpai told me jobs don't even ask for GPA.

c. Future Goals

- i. I'm really worried about my Japanese, but my senpai told me there are a lot of companies that come to APU and the job fairs and stuff like that so I think APU does a good job giving us work after we graduate

5. Student E & F - Female - 2nd year - 4th semester - Priority 2 – Indonesia – April 14<sup>th</sup>, 2015

a. Expectation

- i. Like before i came here i kinda thought like when i heard that to learn Japanese I will be able to utilize it and learn but it goes off of memorization and regurgitate the textbook
- ii. I expected more from the classes at APU. I really don't feel like I learn anything. The class material is really good for like fun facts when hanging out with friends.

b. Satisfaction

- i. The quality of classes and range of kind of like some classes are good but the quality is not consistent and It's not the material but like the way it's taught. I feel like the curriculum and teaching plan is not well thought out
  - ii. Introduction to economics is an example like he is notorious as a teacher you don't want. I thought that even though the teacher is bad I could still do well as long as i learn the content but you know i was wrong.
  - iii. It's not fair because I think APU education is not seen as that great but I feel like some professors are great. You can see that some of the I think american or european professors enjoy teaching and they're so cool but like when you look at the education as a whole, then people have something to complain about I think.
  - iv. Course registration is tough for some people and I think they just have a hard time studying Japanese and they get a bad grade from their first semester and because of it they go into this cycle of getting difficult classes from course registration and they have a hard time recovering because of the Japanese classes
- c. Lack of teaching competence
- i. I feel like the teachers here lack competence in educating. Non native english speakers teach english based classes, and I think they should be proficient in that language
  - ii. Im sitting here studying introduction to environmental studies and he would teach half english and half Japanese. He made us buy a textbook that he wrote but there were so many grammatical errors. I actually wrote down these errors
  - iii. Some of the professors accents are hard to understand especially the Japanese professors
  - iv. During class evaluations the professors don't give time to write them and I heard from a friend that a professor would read the evaluations in class and rip up the bad ones. I feel like the Professor Complaints are like completely ignored
  - v. I really wish they had Project A as a 5th class option and more of it. There are so many people who want project A I don't understand why they don't accept more students
- d. Future Goals
- i. I think i'm going to more focus study Japanese in my 3rd and fourth year at APU. I think I have to.
  - ii. I just hope to get a job in Japan but learning Japanese at APU is kind of tough. One of the big things that didn't meet expectations for me is the whole international student thing. When you go to an international university like the APU is diversity is a selling point right, like you're supposed to see all these cultures but like

the vietnamese like to stay with vietnamese and indonesians stay with indonesians. This is the same with Japanese too and I feel like we don't actually interact with each other.

iii.

6. Student G - Male- 3rd year - 5th semester - 3rd priority - New Zealand – April 15<sup>th</sup>, 2015
  - a. Expectations
    - i. No comment
  - b. Satisfaction
  - c. The Japanese teacher sucks. Honest to god I think he's racist. Everyone else gets it and I'm falling behind but it's not fair because there are a lot of chinese students here and they know Kanji.
  - d. I thought about taking Project A but I'm no priority so there's no way
  - e. Future Goals
    - i. I want to find work somewhere in Asia, but my friends told me that my Japanese speaking is good enough to get work in Japan. Hopefully I can get it.
7. Student H - Male - 3rd Year - 6th semester - N/A Priority – Bangladesh - April 20<sup>th</sup>, 2015
  - a. Expectations
    - i. I wanted to get out of Bangladesh, so I came here expecting to learn Japanese and find work here. Japan has a strong economy so you have to go where the money is.
  - b. Satisfaction
    - i. I was hoping for more from the classes at APU especially the Japanese. It isn't a big problem to me because I baito a lot and I learn more off of my baito than the Japanese Classes. I think you just need to interact with Japanese people to learn it and the other students probably don't hang out with the Japanese that much.
    - ii. For me Japanese is easy so the classes are just required. I want to get to career Japanese, but I think it'll get hard from Advanced Japanese.
  - c. Future Goals
    - i. I need to get a job here in Japan. A lot of my senpais found work here so I think APU is doing a good job finding people like me work.
8. Student I - Male - 2nd year - 4th semester - N/A Priority – Bangladesh – April 20<sup>th</sup>, 2015
  - a. Expectations
    - i. No comment
  - b. Satisfaction
    - i. I don't really care about the academics as long I pass
    - ii. Like I hate how groups are so close knit. Like they if you do anything with anyone then everyone from that group would

know. Like If I get a Indonesian girlfriend, every Indonesian at APU would know. It's kind of a small school so it's going to happen.

c. Future Goals

- i. I want to get into politics and work for the government. I just need to get the degree and I got connects so I'll go back to Bangladesh.

9. Student J - female - 3rd year- 5th semester - 1st Priority – Indonesia – April 24<sup>th</sup>, 2015

a. Expectations

- i. When I researched APU it looked like such a fun school to go to. They have like a crazy high employment rate and had that international feel. I always like Japanese stuff, here in Indonesia I think everyone likes anime and things like that. I was hoping to be able to speak Japanese before graduating then I'll be able to speak three languages English Indonesian and Japanese!

b. Satisfaction

- i. Advanced Japanese is too confusing, I wanted to drop Advanced but I really want an JLPT N1 before I graduate I kinda wish the Japanese classes would follow the JLPT stuff because when I job hunt that's what they'll be looking at. The Japanese classes are great for learning like vocabulary and kanji but I think project E is for speaking and listening so that sounds great. I feel like those project classes are too hard to get into though because I couldn't get into project A when I tried and I'm 1st priority. Like its gone in the first 10 seconds you have to hack the computer or something to get it.

ii. Future Goals

1. APU helped me find an internship in Hiroshima, well actually my Professor helped me and I think I want to work there when I graduate. I think APU is amazing for that, like I didn't think finding working would be this easy because of all the negative media. I'm really glad I came to APU, but if I could tell myself before I came I would be like study Japanese before because the pace they teach at APU is weird.

10. Student K - female - 3rd year - 4th semester - N/A Priority – Indonesia – April 24<sup>th</sup>, 2015

a. Expectation

- i. I looked forward to APU so much before coming because I could interact with people all over the world. A lot of my friends went to international schools back in Indonesia and when I saw that I could go to APU and experience the same thing I was so excited. If you go on to the APU website and brochures and stuff like you

see that the school promotes the students so much. 50% international and from like 100 countries or something like that so cool. I couldn't wait to be able to meet with everyone.

b. Satisfaction

- i. There are so many different kinds of people at APU and I love how big APU is. It's not too big and not too small.
- ii. One thing that I wish APU would change would be the cultural weeks though. I love cultural week so much and I helped out Indonesian week every year since I came to APU. I think everyone puts too much of their time into cultural week. They look great and the performances are amazing but like Indonesian week the students start like right after Indonesian week for next years Indonesian week. I started Indonesian week about 3 months after and I've been working on it almost everyday. The bad thing is that there are a lot less people whos helping this year and I think it's because we all take it too seriously. I kind of hate the fact that I put so much work into Indonesian week and the school like doesn't really help out. I honestly have to skip class and stuff so I could meet the deadline and until like a week before the week the school starts recording us showing how hard we're working at stuff like that. Before coming to APU I saw some of the videos of people preparing and I was like wow looks so much fun, but I didn't know they had to put so much into it. To me APU is kind of like, "Hey your grades are a priority!" "Good work though we'll use this to recruit more students, while you can get a big fat F in class!" I was kind of shocked that they really didn't excuse some of our school stuff when the school benefits so much from what we do.
- iii. I really wish I didn't have to feel guilty when I put in extra work for Indonesian week, because honestly I've learned so much more about working hard and working internationally because of the week than the classes. I work hard for the week and it feels great that the week was great, but when I look at my GPA it kinda makes me feel that the week was just for fun. I could be playing games and going out every night and on paper it would look exactly the same as me putting all my efforts into the event that the school gains from
- iv. Preparing for the week is just stress and honestly things just doesn't go the way you want to but I feel so accomplished by doing it. I really wish I could get credits for the week and if their were like professors that get more involved with the week it would relieve so much of my guilt and stress and I could put more effort into making the week great. People always ask me



what's more important? The week or school work? And honestly it feels wrong when I say the week is more important to me.

c. Future Goals

- i. I'm not really sure what I'm going to do after I graduate, but I really wish APU would implement cultural week participation as credits or something. I had to take so little credits during the years I was doing Indonesian week so I have to take a lot of classes in my fourth year. I just hope I could graduate on time.

11. Student L - female - 2nd year - 4th semester – Thailand – May 5<sup>th</sup>, 2015

a. Expectation

- i. No comment

b. Satisfaction

- i. Course Registration really sucks. Like I don't have any classes my first quarter because all the classes I wanted were already taken. The system is stupid too. Like for every class I have to press accept and then leave the page and come back in. I lose so much time whenever I have to do that. I'm so nervous through course registration . Last semester I couldn't get the classes I wanted so I got yelled at by my mom. But I think I just need to be better at it

12. Student A,F,G,L Experience with Japanese Professor who taught Business Law

a. Student A

- i. The professor was literally crazy. All he does is talk in his lectures about, I don't know. His power point lectures were crazy too, like they were so biased toward other countries especially chinese companies! He was saying like how effecient Japanese companies were and like in comparison how bad the chinese companies were. He was literally the most racist human being I've ever met and he was our teacher which is kind of funny. I think he used to work at the company he was talking about and he was just bragging about it like all the time.
- ii. There was a time where a student questioned him about what he thought about it and like he pushed him down and got mad at the whole class and started yelling and stuff.

b. Student F

- i. I couldn't understand a single word he said. Me and a few other classmates went to the student office to complain and they made us go back like 10 times for them to start doing something. We had like a student meeting before and like most of the students were even excuses from his class with no grade or something like that. I needed the credit so I stayed and I think he gave all the students a good grade because he was retiring or something.

c. Student G

- i. I couldn't believe how this professor was acting. I got so angry and I went with Student F to the office to complain about it too. I just didn't go back to that class because his lectures got me really mad. I sat there in every lecture and looked at my friends and was just confused on what he was saying. Like I would understand if he had statistics to prove some of his points but he didn't. And he didn't let anybody ask any questions and just kept on rambling around.
  - d. Student L
    - i. That professor was a nut case. I mean why did he even want to teach to foreigners if he's going to be scrutinizing them for an hour two times a week. Did he really expect us to think yeah you're completely right, Japan has the best companies in the world no question about it. His take home readings were like his books or something like a print out. There were so many grammatical issues I actually wrote them down and presented it to the APU office and they didn't care. There has to be a better way to complain about professors like I understand the school has to protect their workers and stuff but seriously! This was out of control. I'm just glad he retired or left APU because I feel bad for all the students who stayed in that class til the end.

## Graduated Students Results

1. Graduate Student A - Male - Graduated 2016 Spring – July 13<sup>th</sup>, 2017
  - a. I'm actually really angry that I didn't study Japanese more while I was at APU. After I graduated the company made me study Japanese a lot and it's really hard right now. I wish I studied but when I think back though like APU's Japanese teaching was kind of a joke. They should really require Japanese study for all students all the way to advanced. If they forced me I think I would've done it.
  - b. APU should put more emphasis on teaching students how to speak Japanese better. I don't think that APU has a class that is all about speaking because the company I'm in told me that they hired me because they thought I could speak Japanese pretty good.
  - c. Another thing is that nobody cares about GPA when during shukatsu. Not one company I applied for asked for GPA and I think that the Japanese classes may have been more worth taking then all of the other classes I took to get a higher GPA.
2. Graduate Student B - Female - Graduated 2015 Fall – July 13<sup>th</sup>, 2017
  - a. Job hunting at APU was really good. All the companies that came to APU, I ended up with 4 job offers which is way more than I was expecting. It was really comforting to know that you have like hundreds

of companies that come to APU to recruit and you get chances over and over again.

- b. I really do wish my Japanese was better before job hunting though because the questions they asked were really hard. I think the office did a good job in preparing us for the interviews though, I did like 5 or 6 mock interviews at the office and I was really comfortable being interviewed. I think if I practiced Japanese more I probably wouldn't have been so nervous during the interviews.
  - c. One thing at APU that fell short of expectation wasn't really APU's fault though. Like the Japanese students didn't really want to talk with me when I was studying there. There was like 3 or 4 Japanese students I talked to out of my 4 years at APU and there are like a lot Japanese students. I really didn't even see them at school honestly like if someone told me APU has 100 Japanese students or something I would completely believe them. I think that might be why I couldn't really talk to Japanese people when I was in college.
3. Graduate Student C - Female - Graduated 2017 fall – July 18<sup>th</sup>, 2017
- a. I'm so glad I was able to find work in Tokyo and it's all thanks to APU. Honestly though I think APU gave me all the opportunities and tried to apply for Apple and Google but my Japanese was so bad. I really hate myself for studying so much and not improve my Japanese. I graduated with a 3.6 GPA which is really good I think. I studied all the time and like avoided Japanese. I think Japanese companies only care about your Japanese level though. Some companies wanted me to consider working outside of Japan, but that I didn't want that. I think if I had studied Japanese more my shukatsu would've been so good.
  - b. One thing I'm angry about is that I put my GPA on all of my resumes and I think only one company ever told me good job or something. Like I put a lot of work into that and I don't think they really cared. I don't really know but I'll ask my company if they care about GPA when job hunting

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