

Cross-cultural comparison of higher education in Kazakhstan and South Korea

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Abstract

CROSS-CULTURAL COMPARISON OF HIGHER EDUCATION IN KAZAKHSTAN AND SOUTH KOREA

The importance of human capital in economic growth is undeniable. Among all of the investments of human capital, investment in education is very vital for the economic growth process. Achievements in education directly depend on how the government performs the policies which promote the attainment of the system. The study aims to critically investigate two higher education systems of developed and developing countries through an analysis of socio-cultural and historical perspectives. At the end of World War II, among the poorest countries in East Asia, South Korea was one of them after they have been a Japanese colony and have ruined as a result of the Korean War. Comparison with Kazakhstan was also reasonable since they also have been under the rule of another country, have experienced famine, war, and its consequences. This study involved a questionnaire with about 20 questions and several interviews. Overall, there are three groups of people who participate in this study. Three groups divided into sub-groups consist of students, professors, and stakeholders from both countries South Korea and Kazakhstan. Besides conducting a questionnaire and interview, analysis of the curriculum of classes from each country is part of the methodology too. As a result of this study, it is expected to identify two countries' different perspectives towards education where South Korean values of acquiring higher education are higher than Kazakhstan. Despite the two countries' level of development from each side, people's satisfaction towards the higher education system's work is the same and requires changes.

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1. Introduction

The significance of human capital in economic growth is a very crucial part of economic study. According to Schultz (1961) and Becker (1964), human capital is a set of knowledge, abilities, competencies, and skills incorporated in individuals and acquired by way of education,

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training, medical care and migration (Benos and Zotou 2014, 669). Besides, one of the most important human capital's investments is education which is very vital for the process of economic growth (Ibid). The connection between higher education and economic development encouraged the government of developing countries to implement policies that promote educational attainment (Ibid). Therefore it is undeniable that investment in education is a priority in the policy. According to Glewwe (2002), usually, ministers of education in developing countries were not certain in their actions regarding improvements in the education system (436). There is a large amount of money that was spent each year on education in developing countries (Glewwe 2002, 475). However, the issue was in inefficient usage of this money (Ibid). While it is evident that an effective approach for this finance could positively impact on the rate of the human capital collection which would expand incomes and overall increase living standards in these countries (Ibid).

Two countries that were chosen for research had some aspects in common from historical perspectives, but overall there are huge differences in ideologies. For example, two countries had the experience of being inferior under other countries. This experience influenced both countries differently, as for instance Kazakhstan during the Soviet time converted to a bilingual society whereas South Korea did not acquire the Japanese language as their L2 and stayed as a monolingual society. After getting their independence both countries were ruined and went through hard times. However, there is a great difference in how two of them started to develop after becoming independent states. For instance, it took only twenty years for South Korea to transform from a developing country to a developed and progressive state, but for Kazakhstan, this path is still the same as a developing country even after almost 30 years of independence. The difference in development and the role of education in this will be one of the topics in this capstone project.

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Thus in this Capstone project, I will aim to critically investigate two higher education systems of developed and developing countries through an analysis of socio-cultural and historical perspectives. The methodology of this Capstone project will be done by conducting interviews from representatives of both countries and analyzing the curriculum of several courses from the Universities of both countries. The finding that will be explored through the analysis of Kazakhstan's and South Korea's higher education systems, could contribute to the further development of Kazakhstan's education system and general development. Cross-cultural comparison of these two countries through their education system will also identify how cultural and social aspects influence higher education and people's perspective on it. It will point out what kind of approach is suitable and relevant to our country and which one is not.

2. Literature review

South Korea

a. The influence of colonization and Civil War

At the end of World War II, the poorest states in the world were located in the East Asian region. The pessimistic view on the region's prospect was described by high levels of illiteracy and devastation as a consequence of colonization and civil wars (Lee and Brinton 1996, 180). "Asian Tigers" which is known as a group of dramatically growing economies containing Hong

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Kong, Singapore, Taiwan, and South Korea started their rapid growth after 1965 (Morris 1996, 95). Sudan's GDP was the same as South Korean, and Zaire's was like Taiwan's in 1960 (Ibid). Many states achieved the status of developed countries in a short period, but the case of South Korea could be one of the astonishing and interesting to investigate. Morris (1996) provides the data which states that Britain achieved double real per capita income in 58 years, USA accomplished the same results in 47 years while it took Japan 43 years to do the same, and it took 11 years to do it for South Korea. Development from the first side can be characterized from structural and institutional perspectives which consist of free economic markets or managed markets, export-oriented trade policies and efficient, honest bureaucracies, investment in physical and human capital and strong governments (Pack 2009, 63). Two traditions are associated with human capital. The first one is related to human resource development and accentuates the importance of the role of high-level manpower in development (Morris 1996, 96). Consequently, the result of the first tradition will be focused on the development of tertiary, secondary, and vocational education and the exploitation of manpower planning. Asian Tigers' investment and focus on education stressed their comparative advantage and breeding their well-educated labor force (Tilak 2001, 225).

The astonishment of such development that the East Asian region has achieved could be better understood after the brief overlook on their history. The main focus will be on South Korea and its historical experience in the 20th century. After the Russo-Japanese War and several agreements between 1905 and 1910 through force and coercion, Japan took control over Korea's sovereignty in 1910 (Yi 2005, 29). Despite the Korean acknowledgement about Japan's intentions at least six months before the occupation, the Korean Peninsula's military preparation was too weak to offer resistance (Ibid).

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Japanese colonial regime restricted many aspects which Korea might develop, mostly it influenced economic development. The end of Japanese colonial rule started from the end of World War II in 1945 (Kim and Park 2003, 39). The beginning of economic devastation from this time impacted by the withdrawal of Japanese technicians, managers, and entrepreneurs from Korea (Ibid). However, the total ruin of the southern part of the Korean peninsula from the economic and societal perspectives was because of the Korean War (1950-1953) (Suh 2010, 503). The Korean War began on June 25 in 1950 as a reason for Korea's colonial past, postcolonial will, and frustrations, intensified by the intervention of the United States of America and the Soviet Union led to the peninsula's partition (Hong 2012, 86). The occupation of the country by the USA and USSR was a temporary trusteeship agreement over the control zones with setting the boundaries along the 38th parallel (Ibid). Trusteeship agreement aimed to hold free and general elections in the two Koreas, but the mistrust among the United States and the Soviet Union did not allow to reach an agreement on how to hold reconciliation and joint elections (Ibid). Consequently, the pro-Western state named the Republic of South Korea was established on 15 August in 1945, and the Communist state called the Democratic People's Republic of Korea under Soviet patronage on 9 September in 1948 (Ibid, 87). As a result of the division, the heavy industry that was located in the north left South Korea only with the light industries, such as textiles, food processing, and lumbering (Kim and Park 2003, 40). An important turn in South Korean economic history happened after the military revolution led by Park Chung-hee (Park 2010, 71). He aimed to create export-oriented industrialization and asserted the government's intervention in the economy and education (Kim and Park 2003, 40). The strong leader and foreign aid were undeniably important aspects of South Korean development, but the reforms in education and focus on it were not the

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last crucial factor. The change of education system led the South Korean states to sustain its development.

b. History of Education

The reforms in education were closely connected with the reforms in economic development. Kim (2002) in his article explained about the South Korean government's series of the five-year economic development plan in 1962 and his explanation agreed with the statement that educational and economic plans were interconnected (30). In the first two five-year plans (1962-1971) the focus was on the increase of labor-intensive export industries like light manufacturing industry (textile and clothing) and consumer electronic goods industry (television sets and radio) (Kim 2002, 30). The initial aim of the educational plan was to supply the economy with the man labor force. The government effort and goal were to provide an opportunity for basic education for all eligible children. The industrialization of the economy started in the late 1960s, the growth of the general manpower and certainly vocational and technical manpower became a first prioritized necessity. The third five-year plan (1972-1976) put more stress on the development of heavy industries, where educational and economic plans played a crucial role. From the late 1960s and throughout the 1970s, vocational and technical education at the upper secondary level became more important. During this period science and technology-oriented education were at the leadership positions, and technology was an independent subject at middle school. In the fourth five-year plan (1977-1981) education, public, public health, and housing transformed into important national policy agendas. The major goal of the fifth five-year plan (1982-1986) was harmony in economic and social development. The 1980s reform in education tried to reduce stress in competition for college entrance and the spread of private tutoring that caused many financial issues for parents (Kim 2004, 126). Thus the government made changes in the school curriculum

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and integrated some subjects such as geography and history into social science subjects in elementary school. After a series of five-year plans, the government emphasized the shift from expansion and quantitative goals to quality, relevance, and excellence of education.

Since the government initiated the plans for educational development and as it was tightly linked to the economic development plans, the South Korean education system was under the total control of the government. For example, Kim (2008) stated that even though 85% of South Korean higher education institutions are private, the Korean Ministry of Education directly controls the private sector along with the public institutions (558). Thus, besides the funding pattern in South Korea, the strong regulations of the higher education sector are set by the government, where the private sector did not have a lot of autonomy.

c. Educational Ideology

The strong authoritarianism in the educational sector could be understood from an ideological perspective, precisely the influence of Confucianism. Shin and Koh (2005) also agreed that Confucianism was very essential in reflecting South Korean hierarchical social organization in their educational thoughts and practices (1). Confucian moral principles are rooted in the concept of five basic hierarchical human relationships, there are relationships between ruler and subject, father and son, husband and wife, older brother and younger brother, and between friends (Shin and Koh 2005, 1). The deep roots of Confucianism and the explanation of its influence on the entire Korea could be explained by Lee's arguments. Jeong (2006) in her article provided data about the existence of the first National Confucian Academy (*Seongkyunkwan*) during the Choson Dynasty (1392-1910) where only elite people could get an education (4). This institution is still existing nowadays and considered as one of the oldest institutions in South Korea. This institution during the Choson Dynasty contributed to the sustainability of a hierarchically authoritative

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bureaucratic society (Lee 2006, 5). It happened through the state examination system (*Kwa-keo*) which was a good opportunity for the ruling class in Choson society to pursue their socio-political interest and power (Ibid). It is evident that education was accessible only for privileged people and reinforced the hierarchy among the classes in society. When higher education became accessible for all it changed minority privileged classes into all the classes, and thus increased the educational zeal among all people.

A second very important aspect of Confucianism is familism which was very crucial in East Asian society. In South Korea, familism is grounded on communitarianism, centralizing the importance of groups and community (Ibid, 8). Whereas Kim (2008) in his article deduced that the role of Confucianism along with the colonial and military cultural legacy contributes to labeling the Korean state as “interventionist” which stressed the Korean State power (566).

Despite the acquiring western standards and recruitment of foreign academics South Korea still saves their color in their education system and academic identity. In his other article Kim (2005) identified the motto for South Korean university academic culture which sounds like “western science, eastern culture” (93). A large number of Korean scholars with foreign PhDs is evidence of the internalization of Korean academic members in terms of the overseas educational experience. However, although many Koreans gained some experience abroad, they did not gain intercultural identity. Kim (2005) assumed that strong Confucian patriarchal relationships and principles remain South Korean higher education practically local (93). Even though the internalization of higher education lasted for more than a decade, it did not impact on cultural shifts (Lee 2006, 2).

However, today there is a new trend known as “English fever” in South Korea, which is described as the Koreans' high desire to learn English. Park (2009), emphasized that there are many

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Koreans who spend more and more money on “English education” every year (50). Children at the age of five and all pupils study English until late at night in tens of thousands of cram schools (hagwon), whereas many parents are passionate to send their children overseas following the aim of “learn English” (Park 2009, 50). The roots of this “English fever” boom began from the “educational fever” or known as the national obsession of achieving education (Ibid). Park (2009), stated that this English obsession could be explained as the dispersion of Confucian values towards new egalitarian ideas proposed by West (Ibid).

Kazakhstan

a. The influence of USSR

The changes which brought Imperial Russia were less dramatic than those which happened during the Soviet time (Spehr and Kassenova 2012, 138). At the beginning of the 20th century, the Soviet government brought a lot of changes in the social structure of Kazakhstan and in their ethnic profile too (Ibid). According to Spehr and Kassenova (2012), the main intention was to convert the nomadic lifestyle to the settled population set up into collective farms with communal property (138). This policy started with the confiscation of livestock and redistribution of land (Ibid). During the Soviet era, Kazakh people have experienced a huge decrease in their demography, improper implementation of the collectivization campaign consequently resulted in a great famine in the region, almost half of the Kazakh population at that time (approximately 1.5 million people) passed away from starvation, diseases, and violence (Ibid).

Spehr and Kassenova (2012), also explained the diverse population of nowadays Kazakhstan through the immigration of Ukrainians and Russians deported in the 1920s and 1930s (138). Moreover, before and during World War II Volga Germans, Crimean, Tatars, and Koreans

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were forcibly deported to Kazakhstan (Ibid). In general, the number of immigrants who were moved to Kazakhstan was around 1 million (Ibid). The evacuated workers from European parts of the USSR whose number were approximately hundreds of thousands moved to Kazakhstan (Ibid). This situation pushed the process of industrialization and led the republic to become a huge raw material producer (Ibid). The final wave of mass-migration to Kazakhstan happened during the “Virgin Land” campaign launched in 1953 (Ibid). This metaprogram brought almost 1 million enthusiasts from all over the Soviet Union to Kazakhstan. Cosman (1990), also supports Spehr and Kassenova’s point and supposed that as a result of mass migration, the population consisted of 37.8% of Russians, 5.4% of Ukrainians, 5.8% of Germans, and ethnic Kazakhs in Kazakhstan constituted 39.7% of the population according to the census in 1989 (4). The dominance of the Slavic population affected the Russification of daily life in Kazakhstan.

On December 16th of 1991, Kazakhstan received its independence and the central directions of development were directed to the market economy, democratic state, and full sovereignty (Spehr and Kassenova 2012, 139). The movement to market involved economic liberty of citizens, privatization of state-owned enterprises, the establishment of the legal system to support new market relations, the invention of a demand-driven consumer economy, introduction of the new national currency, entry to the world markets and attracting foreign investments (Ibid).

The economic situation improved gradually because of intensive oil and gas production (Ibid). The average annual GDP was almost 9% at the beginning of the 21st century (Ibid). Outlook on the prospects of the Kazakhstan economy was optimistic at that time. President Nazarbayev set the new goal to enter the list of the 50 most competitive economies of the world after he was reelected in December 2005 (Ibid).

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b. History of Education

As the former Soviet Republic Kazakhstan, their post-Soviet educational reforms were to be intensive, but at the same time poorly effective. Massyrova et.al. (2014), agreed that in the years of independence there were five stages of the higher education reforming system (50). The first stage period was 1991-1994 and aimed to form higher education legislative and regulatory legal bases (Massyrova et.al. 2014, 50). This stage defined the introduction of multilevel structure of higher education and approved the bachelors and masters academic degrees (Ibid). The second stage described as the stage of modernization of the higher education system and consisted of the 1995-1998 period (Ibid). The characteristic of this stage is defined as development of the Concept of state policy in the education field which was approved by the National President's council of state policy (Ibid). In 1995, they accepted new legal provisions regulating higher education institutions (Ibid). 310 specialties of higher education were accepted by the first Kazakhstan educational standards. The development of the non-state education sector started to actively work (Ibid). The third state started from 1999 till 2000 and carried out decentralization of the higher education institutions management system, during this stage decentralization of financing and academic freedom expansion took place too (Ibid). The last fourth stage period is 2001- present time aims to create strategic development of a higher professional education system (Ibid). Three cycle system of higher and post-higher education "Bachelor-Master-PhD" system was introduced in 2005 in the framework of the State Education Development Program for 2005-2010 (Ibid). Kazakhstan's decision to adopt one of the serious structural reforms known as the "Bologna Process" aimed to increase the higher education system's international relatedness and competitiveness (Ibid).

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Mouraviev (2012), suggested that joining the “Bologna process” has been a very crucial step for Kazakhstan’s higher education (13). Policy makers and the educational community considered this step as a significant achievement and accepted this joining as the country's tight integration with the international educational community (Mouraviev 2012, 13). However, he suggested that people forget that joining the “Bologna Process” is just the beginning of a long-running process. In order to satisfy the requirements and processes of Bologna, large-scaled changes in universities’ work should be done (Ibid, 16). Firstly, use of a credit system as a measure of student loan in one of the primary changes of this process (Ibid, 16). Offered courses by university should have a particular number of credits, to do so the curriculum of the courses need a revision which makes it complicated since the curriculum is established by the government educational standards (Ibid, 16). Thus, Mouraviev (2012), concluded that overall the “Bologna Process” has a positive effect on our higher education system, but on this road Kazakhstan faced many challenges regarding further direction which need to be carefully considered by the government and education policy makers (17).

c. Educational Ideology

Along with the significant changes in the education system, the government's first priority was to build the unity of the nation which consists of more than 130 ethnicities. Post-Soviet nation-building in the state has shown to be a more complicated process than a comparatively smooth performing of an ethnic-nationalist agenda by the upper class (Surucu 2002, 389). According to Spehr and Kassenova (2012), a short history of independent statehood and little experience of any ideological context that authorizes a special set of political organizations, besides than the disgraced Marxist model of the Soviet system is the current problem of independent countries of Central Asia (135). Possibly as a result of political operatives in Central Asian states have

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preferred to focus on the centrality of ethnicity in order to legitimize their current political organizations (Spehr and Kassenova 2012, 136). However, they assume that this could not be applicable for Kazakhstan, because of the country's ethnic diversification with the large population of Russian/Slavic people (Ibid). This situation with the proportion of the population by ethnicities, do not allow to establish a collective sense of self and identification with the State (Ibid). On the other hand, Surucu (2002) agreed that on the contrary to prognoses, ethnic border markers did not function as consistent fault lines (389). As a result of the "nationalizing nationalism" position, Kazakh nationalism has become more obvious and aggressive (Surucu 2002, 389). The center of the political and cultural struggle has moved from ethnic Kazakh-ethnic Russian to a multiethnic social setting (Ibid).

Tolen et.al. (2013), agreed that to form new Kazakhstan "patriotism" has to be highlighted as the major factor (4859). To support his statement there is evidence in Surucu's research that the so-called "new-patriotism" could be known as the notion of "Kazakhstani" patriotism and according to his statistics, there are 82% of non-Kazakhs who are proud or somewhat proud of being Kazakhstani (Surucu 2002, 146). Tolen et.al. (2013) suggested that the expansion of this new notion pursued by the language policy in Kazakhstan (4859). Firstly, the republic followed this monolingual policy of Kazakhization which intended to establish the Kazakh language as the state language (Smagulova 2008, 448). However, Smagulova (2008), suggested due to the multinationalism in Kazakhstan and the large majority of the population who speak in Russian led to introduce new trilingual language policy (448). Through this policy, the English language entered Kazakhstani society and gave Kazakhstan the chance to become a competitive player in the regional and world economy (Smagulova 2008, 448).

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Thus, trilingual policy and promoting English language led the government to adopt multilingual ideology (Ibid, 457). Following this policy, each Kazakhstani child should acquire three languages, Kazakh, Russian, and English (Ibid, 457). This policy requires students not only to take them as general subjects but also they have to study in them (Ibid, 457). The English became the most demanded foreign language in Kazakhstan due to its link with upward social mobility and economic success (Ibid, 457). Even though Kazakhstan joined the Bologna Process and went through internationalization, there are many things which remained stable since the Soviet time. For example, the division of the schools according to language of instruction: either Kazakh or Russian (Ibid, 456). On the other hand, since our state set a trilingual language policy in 2007, kazakhstani schools have experienced many trials of teaching subjects in three languages (Ibid, 457). This ended up with an issue of teachers shortage, especially language teachers (Ibid, 457). States make an attempt to increase enrollment in teaching training universities, but low salaries have negatively affected this job's popularity and only a few percentages of graduates choose to work in the area of education (Ibid, 457). This shows that multilingual ideology in Kazakhstan followed with challenges and obstacles.

3. Methodology

Research questions

- 1) What is the main difference in educational ideology in these two countries?

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- A. What are the main benefits of the South Korean education system over Kazakhstan's education system?
- B. What is the difference in satisfaction of the education system between these two countries?

Through asking these questions I try to point out the main distinctions of two countries' systems and their aims in education. By discovering the advantages and disadvantages of both education systems I try to find out the implications of this research project in the future.

- 2) What are the main effects of these educational ideologies on their society?

The education system and its connection with society and ideology obviously present, and helps to better understand why some things happen in that particular way.

- 3) What kind of factors influence on attaining higher education among students from two countries?
 - A. What kind of factors prevent it?

Factors that affect students' desires or plans in acquiring higher education, contribute to the understanding of what might be improved in the education system to make it available for everyone. It also highlights some social issues which may not be mentioned before or ignored.

Hypothesis:

1. South Korean society values higher education more than Kazakhstan's people, and in general, they pay more attention to getting high qualitative education because of their high standards within the country.

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2. In Kazakhstan education is important for people too, but the level of importance differs for these two countries because of their level of development.
3. The satisfaction level regarding the education system in their country will be low in both cases. The factors that influence it will be revealed through interviews.

Participants

There are three groups of participants: students, professors, and stakeholders who are working in the admission departments of the universities or education centers. Each group also divided into two subgroups according to the countries. The first data was collected from two subgroups of students. The first subgroup was students from South Korea who are currently studying in universities in South Korea. The proficiency of their English language level is unknown, that is why there could be a need for translation from Korean to English and vice versa. The second subgroup of students was students from Kazakhstan who are studying at universities in Kazakhstan. There were students from universities in Nur-Sultan and Pavlodar. The second group of participants was professors. Data about South Korean education was collected from professors who are teaching at universities in Nur-Sultan, there were Korean professors and those people who had some experience teaching in South Korea. Information about Kazakhstan's education was conducted from professors working in different institutions in Kazakhstan. Data from stakeholders will be collected from admission departments of several Kazakhstani Universities and Korean Education Center in Almaty which is helping students with admissions to South Korean Universities contributing to the data about South Korean admission departments.

Main Task

Design and Materials

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The first part of the data collection is a questionnaire. At the beginning of the questionnaire, there is a small introduction to this capstone project. I collect participants' personal information such as their gender, age, current institutions, level of English, Russian, Korean proficiency, and field of specialization (major). The questionnaire is online, and according to the participants' choice there are versions in three languages, they may choose according to their preferences. After the questionnaire, there are planned interviews with the participants which contain more specific questions that require more detailed answers. All questions related to the participants' experiences in education, their thoughts about education systems, and other opinions related to the study in general.

After conducting the questionnaire and tasks I want to ask participants reflection questions in an interview to understand the accurateness of the questions, the correct translation, and overall thoughts about questionnaires and interviews.

After conducting questionnaires and interviews with the participants, I also analyze the curriculum of some courses. I choose at least two courses' syllabi from each institution where participants study. Courses for the analysis were chosen properly. To make it helpful for the comparison courses' description and nature should be almost similar in each institution.

Procedure

First, all participants receive an online questionnaire with a description of this capstone project. Once they complete it, they are interviewed individually. It is planned to hold an interview in a quiet room and I am the only one who was going to be with the participants. However, due to certain circumstances, it is impossible to conduct an interview, which is why I changed it to an open question interview which is conducted online. I receive their answers for the questionnaire

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electronically, and questions for the interview will depend on that. After gathering all the information from the participants I move to the analysis of curriculums.

Intended analysis methods

Firstly, after I collect all the responses from the questionnaire, I create a document where I type all the answers in a table. Then, I look at similar answers and highlight them. Based on the answers that I receive from the questionnaire, I evaluate them and ask more about that in the interviews where participants may give full and open answers. Thus, this research is qualitative, as the main focus is not on participants' numbers, but on their responses.

4. Results and Data Analysis

In this section, I first discuss the results received from Kazakhstan's participants. Answers from the questionnaire revealed first, and then answers from the open questions survey which replaced the interview. After that, I present the results which I got from participants who represent South Korea. The same as with Kazakhstan's participants, the results from the questionnaire go first and then answers for the open questions.

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4.1 Results from Kazakhstan's participants

Students' answers to the questionnaire:

Kazakhstan students were chosen from two different institutions which are university in Nur-Sultan (UN) and university in Pavlodar (UP). Based on their questionnaire answers overall students were from different years of study and majors. The main differences were in their primary language of study, 100% of UN students study in the English language, whereas among UP students 50% study in Kazakh language and 50% in Russian. Regarding their satisfaction with the education system along with their life goals, answers were very different and varied from “very satisfactory” and “very unsatisfactory” among UP students. UN students showed 62.5% of “agree” that the education system in Kazakhstan is satisfactory for their life goals, but among UP students this index showed 50% of “neutral” which showed that the majority of the students think that the education system in Kazakhstan is partially satisfactory for their life goals. The most fluctuated results were in question referred to the institution and how it helps students with their life goals. 87.5% of UN students “agree” with it, and only 12.5% chose “neutral”. “Agree” among UP students was only 25%, and 75% of the students chose “neutral” and showed that they either agree or disagree. Students from both institutions gave almost similar results regarding the tuition fee of the institution and revealed that most of them get free education and have governmental scholarships. Degree of difficulty in studying in each university was very different according to the students' answers. All participants from UP students answered that level of difficulty is normal. However, students from UN (62.5%) revealed that it is difficult. Overall students' satisfaction with the infrastructure, library and internet facilities of their institutions were satisfactory in both universities. 62.5% of the students from UP answered that the curriculum of their classes is

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unsatisfactory and inappropriate. On the other side, 75% of UN students thought it is appropriate and satisfactory. Students from UN and UP agreed that they would like to complete their studies at their current institution and most are not sure whether they have an opportunity to study abroad. Students' opinions about their professors and their professionalism were very positive among UN students and 62.6% of them agree that they are really helpful and rate their knowledge as "very high". 50% of the UP students also agreed that their professors are helpful, but 66.7% revealed the professionalism of their instructors as "normal" or medium. The majority of the students (approximately 60%) from both universities answered that they take all the courses they need, but UP students demonstrate that they usually could not study topics they want to study (62.6%). However, UN students answered positively and agreed that they study topics they want to study (50%). Overall students from UN are satisfied with their institution (75%), and UP students are mostly neutral about their satisfaction with the institution (66.7%).

Students' answers to open questions:

Life goals

Students from UN mentioned such things as effective learning, preparation for a higher degree, Western standardized model of education as those things which they think is the advantage of their institution and in general about their education system. Students also highlighted that their institution is helping them, and among all the answers one student noticed that the opportunity to choose their timetable is the thing which helps the most and lets students be flexible.

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On the other hand, UP students mentioned that they think their institution will not help them in the future. Among all the answers this answer was repeated several times. However, UP students noticed applying knowledge in practice which was not mentioned by UN students.

Language

Regarding students' primary language of education, UN students highlighted the usage of the English language. They listed writing research papers in English, participation in international programs, and most interestingly transfer programs which were supposed also cultural exchange programs.

UP students' answers were not so diverse and the majority stated that there are no specific ways where their primary language of education could help them.

Curriculum

UN students did not point out the appropriateness of their courses' curriculum, among all the answers there were several of them which said that graduates of Nazarbayev Intellectual Schools have some privilege and it is easier for them to follow the UN program. UP students revealed their satisfaction with the courses they study and as it was mentioned before application of their knowledge in practice.

Instructors

Students from both institutions wrote positively about their professors. According to their answers, instructors are really helpful, they listed that professors help them to indicate their mistakes and do not hesitate to give advice and tips which led to students' progress.

Professors' answers to the questionnaire:

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Professors who represented Kazakhstan participants were chosen from university in Nur-Sultan (UN) and university in Pavlodar (UP). According to their answers, most of the instructors are with PhD degrees and there are some professors with a Master Degree from university in Pavlodar. 75% of UN professors were satisfied with the education system and level of education of Kazakhstan. On the other hand, the percentage of UP professors' satisfaction with the education system and level of education were lower for 25% compared with the UN students. In both cases instructors were unsatisfied with their institutions' infrastructure, administration and bureaucracy work, indexes were more than 60%. There were not any professors who teach in a non-native language, 100% of instructors' primary language of teaching is their L1. 75% of UN professors revealed that their students meet their expectation, this index among UP professors was 50% and one fourth answered "neutral" and another one fourth was "disagree". UN professors' satisfaction with internet access and library facilities was 75% "satisfactory" and 25% "very satisfactory". However, among UP instructors this was equal to 50/50% "satisfactory" and "unsatisfactory". In addition, all participants from UN showed that if they will have a chance to change their institution, 75% said they will "agree" and 25% said, "strongly agree".

Professors' answers to open questions:

Level of education

Professors from the UN noticed that at first glance it is very difficult to identify issues and clearly determine the disadvantages of Kazakhstan's higher education. Some of them listed that it might be difficult to identify because some of the instructors did not have any experience in teaching in other institutions than UN and it might be a very overgeneralized opinion. Only one professor mentioned the unequal level of education across the universities in Kazakhstan. On the other hand, professors from UP answered that reforms in education proposed by the government

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did not have applied effectively. Along with the UN professors they also mentioned that there was a big difference in theoretical and practical knowledge which were acquired by students. However, UN professor also assumed that there is a lack of balance between theoretical fields and practical fields.

Pros and cons

Instructors from both universities highlighted the strengths and weaknesses of the students for the question about the strong and weak sides of the education system in Kazakhstan. UN professors listed students' intellects, motivation and multilingualism as the strength and advantage. There were also many other answers which contained references to multilingualism and multiculturalism, which they referred not only to students but also to the education system in general. Among all answers, one instructor highlighted that students' independent and critical thinking needs more development, and this professor assumed that it might not be students' fault, but the consequences of students' previous secondary education system. Moreover, professors from UN answered that the curriculum in UN is quite similar to the curriculum in Europe, but it did not reflect the uniqueness of Kazakhstan and has to be developed in this way. UP instructors mentioned the problems of graduates' unemployment and inability to use their diplomas after their graduation. They revealed the inability of using knowledge in practice as the main issue. On the other hand, they also touched upon the changes in the education system which the country applied in the last ten years. Regarding students, UP professors agreed that sometimes their students had different backgrounds and levels of secondary education. Professors from UN expressed positively regarding the department and school curriculum, they mentioned that the variety of the courses they offer are very interesting and give students the opportunity to apply their own ideas in their projects. Many of them stated that professors and their teaching approaches are the main strength

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of the department, but at the same time, it is also the weakness as there is a tendency to lose faculty members. As a consequence, they stated that they could not offer enough courses, and were not able to offer the full curriculum of the different tracks. UP professors noticed that their curriculums have changed since the last decades, they are now trying to use many novelties, new approaches and a variety of different tasks and assignments. However, they also mentioned unstable faculty staff issues, stating that there are also tendencies of losing or changing staff members.

Students

What professors usually do when students do not meet their expectations, UN professors mentioned that it happens often, and as a cause they listed lack of motivation or improper preparation before the university, assuming that it could be the consequences of secondary education. Some professors noticed that when such situations happen they try to talk with their students and help to solve the problem. There were also professors who answered that they grade such students accordingly. The last answer from UN professors was also present among answers from UP professors. UP instructors explained that sometimes they had very large classes and there were large numbers of students, so they could not physically pay attention to everyone. They stated that the difference in students' knowledge did not allow some students to meet their expectations and in general expectations needed for higher education, and thus those students usually struggled a lot.

4.2 Results from South Korea's participants

Students' answers to the questionnaire:

Students from South Korea were mixed and from different institutions such as medium sized institutions from Seoul and Daegu cities. It was very complicated to search for participants

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and encourage them to complete both the questionnaire and open questions. That is why answers were mixed and not divided by the institutions. Thus, South Korean answers are generalized.

70% of students from South Korea were graduate students studying on a Master program or one-year language program. 57% of students' primary language of study was English and 28% studied in both Korean and English. 57% of students answered "disagree" on the question of whether the education system in South Korea is satisfactory for their life goals. 28% of students thought that it satisfied their life goals and 14% said "neutral". South Korean students were 57% "neutral" in question regarding their institution and satisfaction with their needs. 28% were "disagree" and thought that their institution did not satisfy their needs. 83% of students answered that tuition fees in South Korea are "high" and 16% said that they were getting an education for free through scholarship. 66% of students agreed that it was difficult to study in their universities and 33% answered that it was normal. Students' level of satisfaction with the institution's infrastructure facilities, internet and library access was 50% "satisfactory" and 50% "neutral". 66% of South Korean students answered that their curriculum of the classes is appropriate and satisfactory and 50% of them agree that they could study all topics they want. However, almost 70% of the students "strongly agree" that if they will have a chance to change their institution or go abroad they would definitely do it. The majority (almost 67%) found their instructors very helpful and 33% pointed out their professors' knowledge as "high" and 50% as "normal". Students' answers for their capability to enrol in the classes they need to take were fluctuating from "strongly agree" to "strongly disagree" (each answer had approximately 16%). In general, 67% of the students were satisfied with the level of studying in their university and only 16.7% were unsatisfied.

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Students' answers to open questions:

Life goals

Students from South Korea noticed how their institution and overall studying in South Korea could benefit for their future. For example, some students shared their experience in how they already applied their knowledge and started to work in the field they were majoring in. They highlighted broad usage of their knowledge in practice, and also mentioned that studying in their institution could also be a good advantage in their CV and could influence their future in the working area. Overall, there were not any negative answers and opinions among students' responses.

Language

Students noticed that even though the primary language of study in the institution could be English, it did not go like this all the time. They stated that some professors have a Korean accent in English and so it was very difficult to understand them. Many students highlighted the problem when there are mixed classes (international student and Korean students) professors could explain the topic one more time in Korean for Korean students. Moreover, there were occasions when the majority of the class were Korean students, and professor could decide to explain the topics in Korean, whereas this course initially must be taught in English. Even though the language of study is English, students must meet Korean language competency and have completed the Test of Proficiency in Korean (TOPIK).

Pros and Cons

As the main advantage of studying in South Korea students listed the opportunity to do research work and internships. Even though they mentioned that the university concentrated helping the Korean students first because of many factors such as the language barrier. However,

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it is becoming easier to look and actually do an internship during university life along with research work.

Regarding the disadvantages, students noticed having a lot of stress due to big competition. They stated that it is one of the most important issues about Korean education system. Therefore, many students had much suicidal thought and were committing suicide a lot in the past. Students suggested that there is a need in improving psychological help which will help students to deal with their stress and burden. To sum up, students said that overall studying in South Korea is a great opportunity and there are not many other big issues.

Instructors

Students answered that the Korean education system is designed in a way that students learn the majority of material by themselves. This is because professors in university mainly do research work. Even though you could always email professors or TA after the lecture, it was mostly about self-study. They also mentioned something like this in Korean higher education is similar in secondary education. Students in high school did not ask many questions or help from teachers. Thus they concluded that there was a big difference between the education system of the Commonwealth of the Independent States and South Korea.

Professors' answers to the questionnaire:

Professors who represented South Korea were professors teaching in university in Nur-Sultan and initially having some experience in teaching in South Korean institutions. Overall professors had PhD degrees and have had a long list of experience in teaching in different institutions and countries. 50% of the professors were unsatisfied with the infrastructure of the institution they were working in along with the bureaucracy, and administration, 50% of the

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professors were “neutral”. The majority of the professors (approximately 70%) taught in their non-native language. They were neutral about the level of the education system of their country and 50% of the professors were unsatisfied with the education system in general. 50% answered that they were satisfied with the curriculum of their school or department. Most professors (about 50%) thought that their students meet their expectations. They were unsatisfied with the library and internet facilities of the institution (almost 66%). The rest were “neutral”. Half of the professors were “agree” to change their institution if they will have a chance. 67% of the professors were “neutral” regarding the overall satisfaction level of teaching in the university.

Professors' answers to open questions:

Level of education

In general, the professor did not share any particular or clear thought about the level of education in South Korea.

Pros and Cons

Among their answers, there were many comparisons of South Korean institutions and university in Nur-Sultan (UN). The main advantage of South Korean universities over the UN was the research environment. Professors mention that this is one of the benefits of South Korean higher education, the research area was very developed and the range of opportunities is very high. They pointed out the importance of the research environment for higher education and students as well. South Korean professors noticed that it was very easy to do research work in their country because of the bureaucracy, whereas in Kazakhstan and especially in the UN it required patience.

Students

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They mentioned that students in South Korea were more independent compared with students from the UN who expected more detailed instruction for their study and assignments. On the other hand, they noticed that UN students were more active whereas their Korean students were discreet.

Curriculum

The education system is very constant and required to stay on this level. South Korean Professors mentioned that the curriculum was fully established. Moreover, compared with UN institutions in South Korea focused more on applied and practical approach, whereas in UN there is an emphasis on qualitative and philosophical approach.

4.3 Stakeholders answers to the questionnaire and open questions:

Overall, there was only one representative who did not hesitate to answer the questionnaire and open questions. Even though it was not full answers to open questions. That is why it was unable to get credible and full data.

5. Discussion

5.1 Questionnaire discussion

The main difference mentioned in students' answers is their satisfaction degree in the education systems according to their country. More than half of the students from Kazakhstan agreed that it satisfied their life goals, whereas South Korean students disagreed. Answers related to their institution and its satisfaction with students' needs were different among students in Kazakhstan (UN and UP students) but in general, there were almost equal "neutral" answers from both countries. Moreover, there is a difference in students' answers regarding tuition fee, South

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Korean students mentioned that it is high and only a tiny minority had scholarships. However, Kazakhstan's students said that most of them were getting higher education for free. From these responses, it is assumed that it is not easy to get free higher education in South Korea, and showed two countries have different economic levels. Compared with UN and UP students, South Korean students revealed that it is difficult to study in their institutions. Even though students from UN also confirmed that it is difficult to study in UN, UP students agreed that it is normal, generally, it can be counted that in Kazakhstan it might be difficult but overall it is fine to study. In both countries, the majority of students (about 60%) considered their professors as helpful, but in both countries, some students range their professors' knowledge as "normal". Thus, it is seen that instructors' professionalism does not grade as high, but overall students find them helpful. To sum up, students feel satisfied with their institution, but in both states whenever they will have a chance to change it or to study abroad, they would certainly prefer it.

Among all the professors most of them were Ph.D. degrees and there were only a few Kazakhstan's professors who had a Master degree. The main difference was in their language of teaching, Kazakhstan's professors answered that they teach in their native language, whereas Korean professors mentioned that sometimes they teach in a non-native language. Moreover, the language of teaching in the UN is English which means that many professors are foreigners and English native speakers, but in UP language of teaching either Kazakh or Russian. Therefore, it is obvious that the level of the institutions is different and faculty staff varies accordingly. In the case of South Korean professors, some of them answered that the language of teaching could not be their native language, it could be English and Korean. The main similarity was in instructors' dissatisfaction with the institutions' infrastructure, administration, and bureaucracy work, both sides revealed a very high percentage of a negative reflection on that. This factor shows that

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teaching staff is usually very burdened with the paperwork and documentation, which do not allow them to focus on teaching and their students. The same as the students' instructors also agree to change their institutions if they will have an opportunity to do that.

Thus based on the answers obtained from the questionnaire the basic and general issues and facts were identified. General relation to the education system, language and teaching process showed students and professors either satisfaction or dissatisfaction. To sum up, it is really hard to get a precise conclusion from the answers, but evaluation lets us create open questions that allow us to ask specific questions.

5.2 Open questions discussion

Based on students' responses regarding life goals and higher education's influence on that, answers differ in a way of how they are going to use their knowledge. South Korean students actively noticed that there is a range of opportunities for them to use their knowledge in practice and ways for them to enter work class. Kazakhstan's students from UN did not say anything about the practical approach of their knowledge and mentioned only effective learning and Western standardized models of education. Compared to UN students, UP students did not think that education could help them in their life goals, but they answered that some practice in their fields was beneficial. Overall, from those answers, it can be deduced that students from South Korea valued applying their knowledge and its contribution to their future career, but students from Kazakhstan seemed not to have that the same as South Korean students.

According to Kazakhstan students' answers regarding the language of study, they did not list any specific advantages or disadvantages. However, students from UN highlighted some pros of studying in English, but compared with UN students, UP students did not see any positive

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consequences of learning in their language of study which is either Kazakh or Russian. South Korean students gave more detailed answers and mentioned that even though they could study in English, there are some obstacles such as instructors' accents which prevent better understanding. Even top universities which have English as the primary language of study could use the Korean language when the majority of students are Koreans and when professors prefer it. Thus it seems that in South Korea international students may not benefit from the situation when they are a minority in the class. Moreover, it shows that many things depend on professors' preferences and choices.

In their answers, South Korean students mentioned the pros and cons of their classes, instructors, and overall study. The main point in their answers was the opportunity to be involved in research work and apply to internships. If we will compare them with Kazakhstan's students' answers, it will be clear that Kazakhstan students from UP also mentioned a practical approach, but did not specify it and did not give a detailed response. That is why it could be stated that South Korean students valued a practical approach and in fact have a chance for it, Kazakhstan students seemed to value it too, but it is not clear whether they have an opportunity for that. Students from Kazakhstan mentioned that some students might be better prepared for the university program, such as students who graduated from Nazarbayev Intellectual Schools. This may show the difference in level in secondary education in Kazakhstan.

Apart from advantageous, South Korean students wrote about the opposite side of their education system, mentioning high stress which students experience while acquiring higher education and even in studying at school. Students highlighted the occasions of suicides and the appearance of suicidal thoughts among university and school students because of the high competition. They in general have positive opinions about their education system, but they also

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want some solution to this problem and hope that students will get more psychological help. On the other hand, Kazakhstan students did not mention any burden and stress, and it seemed like there is not any kind of competition among students which causes such problems (stress, suicides).

The important role of instructors in students' learning is undeniable. The main difference between the two countries was the involvement of professors in students' learning. In South Korea, students often have to experience self-study due to the instructors' high interest in doing research. However, Kazakhstan's students stated that their professors are willing to help and see students' progress.

To sum up, there was a huge difference in students' responses which revealed the distinctiveness of the two countries. Firstly, it was the students' will to take the practical approach. Secondly, what I found very interesting is the fact that South Korean professors could decide whether to teach in English or in Korean, shows authoritarian features proposed by Confucianism, where it is a strong division according to ranks. This kind of notion was not noticed in Kazakhstan and seemed like it is equal rights for professors and students.

The next part will be the analysis and discussion of professors' answers to open questions. UN and UP instructors shared their opinions regarding Kazakhstan's level of education and assumed that there is a big difference in theoretical and practical knowledge, and supposed that theoretical and practical fields had to be balanced. Professors from South Korea also mentioned that they think that the South Korean research environment is more developed compared with Kazakhstan. Both sides were mentioning similar features and taking into account students' responses it can be concluded that Kazakhstan is focusing more on theoretical fields and learning, whereas South Korea sees the importance of the practical approach and research environment.

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Kazakhstan's instructors highlighted multilingualism and multiculturalism as the strengths of the country's education system and suggested that it will be better if the education system will develop along with it. Two institutions in Kazakhstan mentioned that there is a high tendency of losing teachers or staff shortage, which does not allow to offer many other courses, and of course, there is the negative effect of teachers changing if it happens each year. Professors were very positive regarding their students. Kazakhstan's instructors mentioned that they are willing to help their students when they need it, but they also said that sometimes it is very difficult to pay attention to each student because of the students' large numbers. South Korean professors assumed that there is a difference in their Korean students and students from Kazakhstan. As it was mentioned above, students in South Korea often had to study by themselves and professors may not be so involved, whereas in Kazakhstan students try to use the opportunities and ask professors' help when there is something unclear and hard to understand.

5.3 Syllabus

Apart from analyzing participants' responses to the questionnaire and open questions, I also planned to analyze syllabi for the courses of each institution in both countries. Overall, I got two syllabi, one from the university in Nur-Sultan course and one from university in Seoul. It was planned to have two more syllabi from university in Pavlodar and university in Daegu, but students from UP responded that they did not have a syllabus and the only professor had it, but professor refused to share it. Moreover, students from university in Daegu also said that they had something similar to syllabus at the beginning of the academic year, but later they started to work without it, and their professor just announced assignments and deadlines in classes or via email.

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Thus, for now, there are only two syllabi that I analyzed. However, there is a huge difference in course directions as one course is from the Social Science field and another is from Engineering. In general, the description of the courses designed similarly. Name of the course, Instructor's name, Office hours, and course description and assessments. The main difference is that the syllabus from university in Seoul did not contain a detailed description of the assessments, academic misconduct description, and class policies. According to the syllabus, this course did not have homework and it is written "Self-Motivated study". Courses support evidence that was received from students' and professors' responses to open questions that when it comes to higher education in South Korea it is more about self-study.

5.4 Implications of the study

5.4.1 Research implications

This study was about a very important part of human life and what usually makes a significant contribution to the economy and general development. It tried to cover general issues related to the education system, its level, language of teaching, expectations, and satisfaction. Language researchers could get some data related to the primary language of teaching in Kazakhstan and South Korea, how it benefits students, and what kind of issues students face in studying in these languages. Moreover, this research is about comparing two states which shared an almost similar past but then developed differently and now had distinctive characteristics. It could contribute to getting some background about countries' higher education systems.

5.4.2 Pedagogical implications

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This study could not suggest something specific to teaching, but it could allow teachers and students to learn about their strengths and weaknesses. Moreover, it was mentioned a lot in students' and professors' answers that there is a huge unbalance between theoretical and practical fields and approaches in Kazakhstan. Reference to this problem could also make differences in our education system and change the teaching approach to those which contribute to the improvement and development of the education system in Kazakhstan.

5.4.3 Potential limitations of the study

As it was in all original research, it is crucial to consider some limitations that may be connected to the design. Thus I will consider two main limitations that I think are present in my Capstone project. First, is the limitations in participants' numbers and responses. As it was planned at the beginning, this study was going to be qualitative, and I planned to focus on participants' answers rather than numbers or statistics. Overall, in each category, I had 8-10 participants, but there were occasions when some of the participants did not complete the questionnaire and open questions. Especially in open questions which are supposed to replace the interview. In the open questions section, it was very difficult to get full and detailed answers as not everyone prefers to write long responses and give a precise and open answer. That is why there could be some limitations. Secondly, as sometimes full and detailed answers were not present, there is a high possibility of overgeneralization. Some of the findings could be generalized as there might be not enough data.

5.4.4 Future research

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I am planning to continue this study in a broader context which will contribute to the field of study of cultural or sociocultural analysis. In a future study, I will try to exclude the limitations which are present in this research. I will also try to get full data which I could not fully gather in this research. It is related to data from stakeholders and syllabi analysis.

6. Conclusion

Summing up, this Capstone project has aimed to critically examine two higher education systems in South Korea and Kazakhstan in socio-cultural context. A questionnaire and open question survey (interview) were used to conduct data from participants in both countries. The first hypothesis was about the level of value of higher education in both countries. There were

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not any obvious findings which stated that South Korean society values education higher than Kazakhstan's society. However, there were found the parts of higher education which South Korea values more, and it was a practical approach and research environment.

On the other hand, regarding the second hypothesis, for both countries education is important, but the level of importance indeed differs for example participants from university in Pavlodar mentioned that there were no ways in which their higher education or institution could help them in achieving their life goals. Moreover, South Korean students noticed opportunities for internships and entering high working class, they did not state that it is because of their higher education system, but it can be assumed that they believe that their institution and diploma could contribute to their future career.

The last assumption about the level of satisfaction regarding the education system was not low in both countries, but at the same time, it was not high as well. The satisfaction level among students was higher than among professors. The main factors were revealed through the open questions survey, and among them, there were issues in secondary education, unequal level of education among Kazakhstan's universities, a huge competition, and stress.

Even though two primary limitations affect the result and analysis of this study, the findings of this project could contribute to the Kazakhstan education system's future development, if it would be explored further and more detailed. Cross-cultural comparison of these two countries' education systems also will allow contributing to the Sociocultural linguistics field and cultural analysis fields.

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8. Appendix

Questionnaire

For students:

1. Year of study
2. Major
3. What is your primary language of study?
4. Did you find the education system in your country satisfactory for your life goals?

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5. Did you find your institution satisfactory for your needs?
6. Do you find tuition fees in your institution's cost high/low? If free, specify
7. What is the degree of difficulty in studying at your institution?
8. Are you happy with the educational and infrastructure facilities of this institution?
9. How satisfied are you with the library and internet facilities of the institution?
10. Did you find the curriculum of your classes appropriate and satisfactory?
11. Would you like to complete your studies there?
12. Do you have an opportunity to study abroad?
13. If you will have the chance to study in other institutions in your country or even go abroad, would you do that?
14. Did you find your instructors helpful?
15. Rate the professionalism/knowledge of the professors in your institution?
16. Can you study all the topics that you want to study?
17. Can you enroll in the classes that you need to take?
18. Do you have an opportunity to study foreign languages you want?
19. Rate the overall satisfaction level of studying in your institution?

For teachers:

1. Your highest degree?
2. What is your current position?
3. In how many universities did you study?
4. Your discipline?
5. Work experience? (How many different academic positions have you held?)
6. Did you have any International experience (exchange, research, teaching)?

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7. Do you like the infrastructure of your university (administration, bureaucracy)?
8. How many courses do you teach (workload)?
9. Do you teach in your native language? If no 9.1. Is it difficult or challenging?
10. Do you have opportunities for funding for research, travel?
11. What do you think about the level of education in this country?
12. What do you think about the educational system in this country?
13. Do you like the curriculum of your school or department?
14. Do your students meet your expectations?
15. Do you have an opportunity to involve your students in your research?
16. How satisfied are you with the library and internet facilities of the institution?
17. If you will have a chance to change your institution, will you do it?
18. Overall satisfaction level of teaching at this institution?

For stakeholders:

1. Your position?
2. How long have you been in this field?
3. How long have you been at your current job?
4. Workload?
5. What is the language of documentation in your institution?
6. How many students usually apply each year?
7. What kind of problems do you usually face with students' applications? (leave open)
8. What do you think are the common mistakes that students usually make while applying for this university?
9. Are there many students who applied for funding/scholarship?

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10. Does your institution have special requirements that are different from other institutions?
11. Are there many students who withdraw from the institution? (how many)
12. What are the factors for withdrawing from the institution?
13. Is the process of application easy to follow for you?
14. Are you satisfied with the facilities in your institution?
15. Do you feel your program has a clear purpose or goal?
16. Overall satisfaction level of working in this institution?

This project represents my
own original work in accordance with
Nazarbayev University's Student
Code of Conduct

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