

Honors Students' Individual Attitude and Perception Towards Globalization and International Trade: A Case Study

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Abstract

The main objective of this research was to explore how honors students at one of the prominent universities in China perceived globalization. The paper utilized survey questionnaires to collect information regarding attitude, behavior and perception towards globalization. The data was managed in excel spreadsheet and analyzed using SPSS software. Empirical finding provides information regarding how students living in the area most impacted by Foreign Direct Investment (FDI) perceive globalization. It suggests majority of students have positive overall attitude and perception towards globalization, however, considers that it has some negative environmental impacts. The findings also identify and confirms gender differences as suggested by previous literature. The findings from this research implies that majority of students are pro-globalization at the selected university. This could mean expansion and FDI in Chinese market would continue. This paper adds information regarding the attitude and perception of students with FDI prominent region.

Keywords: globalization, FDI, attitude, perception, behavior, international trade

1. Introduction

Increase in trade agreements and Foreign Direct Investment (FDI) among nations are rapidly growing due to globalization and international trade. Most of the consumer products these days are manufactured and sold outside the country of origin. However, sentiments toward protectionism and nationalism are also prevalent.

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For example, many consumers in the U.S. prefer buying locally and supporting local economies. Studies show that sentiments of protectionism and globalization is determined by the level of education, skill endowment, culture and attitude (Hanmuelier and Hiscox, 2005; Alden et.al. 2006; O'Rourke, 2003). Individual attitude toward globalization is also influenced by personal beliefs (Darrell, 2003).

China is a leading exporter of manufactured products worldwide. U.S. companies are also increasingly investing in and importing from China. On the other hand, China still struggles with proper human rights and labor standard in the world due to the pressure of production for exports (Morris, 2002). Exploring Chinese student's attitude and perception towards globalization and international trade will improve planning and control of business management strategies in China. Current students are future employees. Attitude towards foreign investors will enable managers to develop strategies that are better suited with the Chinese ventures, acquisition and partnerships. In order to achieve competitive advantage on their organization's human capital, managers need knowledge of individual factors that influences their behavior (Hitt, Miller and Colella, 2011). Additionally, identifying trade promoting individual traits will improve hiring and management decisions in China.

Therefore, assessing attitude towards globalization and international trade in China will give U.S. and other investing companies globally the information that will shape up the international business management strategies.

2. Objectives

The main objective of this research was to explore how honor's students at a university in Zhejiang province perceived globalization and consumerism. China has experienced change in the previous few years. Political, economic, and cultural changes have shifted the population away from the traditional ideas of the Mao Communist Party. Moreover, expanding the current knowledge base on emerging markets are also relevant and timely. Given that Chinese college students are the future of the Chinese population, knowing their preferences and views on globalization can be a very useful tool for business.

Therefore, this research has two specific objectives:

1. Assess attitude and perception of Chinese University students towards globalization and International trade
2. Identify and compare socio-demographic determinants of these attitudes and perception

3. Background

3.1 Globalization and China

Globalization, according to the Merriam-Webster Dictionary, is “the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets” (Merriam-Webster Dictionary, 2011). This definition has been reaffirmed by studies that link China with the free flow of capital that has shifted Chinese students’ culture (Overholt, 2005). Globalization is a trend towards great economic, cultural, political, and technological interdependence among national institutions and economies (Wild, Wild and Han 2008). In turn, limitations in social and cultural relations will be removed and people will be aware of these limitations of fading geographical, space and time boundaries (Afroogh, 2008). Globalization also brings about institutional similarities between nations (Golmohamadi 2002).

According to Thomas Friedman (2007), the world is flat and getting flatter due to globalization and technological advancement. The phenomenon of globalization since 1990’ has been prevailing among all nations. However, it is predicted that more changes will be in the East than the West (Ghaffaury and Farardi, 2010). It is important to understand the role of national culture in whether learning objective on International Trade and Globalization are homogenous among the university students.

China has been trading for centuries with the first investment in the year of 1786 (Morris, 2002). China is one of the fastest growing economies in the world (Miller, 2009). China joined World Trade Organization (WTO) in 2001 and opened its markets to imports from the U.S. and other nations. Chinese agrarian society to manufacturing accelerated economic growth by opening export market world-wide (Miller, 2009).

Globalization has made buying and selling products across the globe easier than ever. With the advances in technology and communication, consumers may now purchase goods and think little of the national boundaries that separate them. Understanding how and what affects consumers' behavior can provide a beneficial link to all business parties involved. Globalization will ultimately lead to homogeneity of the consumer (Watson, 2012). This convergence of cultures can be attributed to the ideas, products, and trade practices that influence consumers in every country. This convergence will make all consumers shift toward the same preferences.

Globalization in the 21st century has become a major catalyst and influence for every culture. This area of globalism has been an already widely viewed topic. There are many studies that have been published ranging from trade balances to consumer preference. Therefore, it is timely to expand further into the study of globalism and its effects on national culture.

3.2 Foreign Direct Investment

The study of foreign direct investment (FDI) has become an important sector of globalization studies, especially FDI entering into the developing and emerging world markets. In 2010, FDI into China increased to a record \$105.7 billion (Bloomberg News, 2011). The increase in FDI over time has led to massive changes in Chinese culture and business, especially in the Zhejiang Province. The foreign direct investment that is associated with globalization is a good measure because it shows the flow of capital, labor, and trade.

Understanding how globalization is affecting the population of emerging markets has become an increasingly important and well-studied area. College students in emerging markets offer a look into how future generations view globalizations and the consumerism that could follow it. The potential use of this information has sparked many types of research in this area.

A study by Czepiech, Roxas, and Jao (2007) was designed to address students' view of globalization in Taiwan, the Philippines, and the United States. This paper recorded women's views and perceptions on globalization and how it affected them (Czepiech, 2007). This supports the fact that young generations of consumers in many countries believe that globalization is a positive attribute to their countries.

The perception of students in emerging markets is further perpetuated by the universities they attend. In the past, Western education was the only education that saw a convergence between universities and corporations to occur. Today, globalization is making the same true for the educational process all over the world. This can be heavily attributed to the free flow of capital, foreign direct investment, and free flowing dissemination of information across the globe. According to Buchbinder, “underfunded universities, high tech developments, corporate needs, and prevailing ideology lead to a basic transformation in the university: a transformation to a university oriented to the marketplace,” (Buchbinder, 1993). Today, this is a common occurrence that is seen in many institutions of higher learning that must strive to compete with one another for recruits and funding.

The rapid industrial expansion in Asia is no exception. Many Asian countries such as South Korea, Japan, Thailand, and Malaysia all display the trend towards industrialization (Li, 1993). Each nation has essentially shown the same pattern of development from a rural economy that specialized in few goods to a modern industrialized economy capable of producing many goods. It should be noted that each varies slightly due to colonialism and differing cultural traditions.

China is different compared to these countries. It has a very unique political system which boasts a communist regime that has embraced principles of free market capitalism. The Chinese government has begun to open its doors to outside trade. Research has been conducted on the effect that the opening of the Chinese market has done to universities (Chinese University of Hong Kong Business School, 2011). This shift caused by globalization has led to both an alignment and tension for the United States and China.

The shift caused by globalization has led to political alignment between the United States and China. Director of the Center for Asian Pacific Policy from the Rand Institute and Yale graduate, Dr. William H Overholt stated at the U.S.-China Economic and Security Review states that “China has transformed itself from the world’s greatest opponent of globalization, and greatest disrupter of the global institutions we created, into a committed member of those institutions and advocate of globalization. It is now a far more open economy than Japan and it is globalizing its institutions to a degree not seen in a big country since Meiji, Japan.

Adoption of the rule of law, of commitment to competition, of widespread use of English, of foreign education, and of many foreign laws and institutions are not just updating Chinese institutions but transforming Chinese civilization.”(Overholt, 2005, p. 1). This statement provides evidence about the dramatic changes that globalization has had on China and its citizen. The improvement of western trade through globalization with China has initiated a cultural shift in its population and new Chinese market is important to American interests (Overholt, 2005). He states that the Chinese growth has brought new markets for American companies and that China’s progress has been one of the most important developments of modern history (Overholt, 2005). According to his research, in 2004, China’s trade value boasted 70% of its GDP compared to Japan’s 24%. This makes studying the Chinese market of extreme interest and importance to both American scholars and businesses.

Western culture and globalization have led to an increase in internet usage by undergraduate Chinese students (Yu, 2008). Moreover, internet has shrunk the vast distances of the globe so that information can be shared instantaneously. Ideas and knowledge can be instantly accessed from almost any point on the globe. Personal computers in education and households have allowed this dissemination of knowledge to be possible.

3.3 Globalization Attitude

Most globalization attitude is related to its cultural domain and personal beliefs. Darrel (2003) considers attitude towards globalization can be divided between three distinct individual emotions. Global activist who believes in economic freedom and choice are optimistic towards globalization. On the other hand, global pessimist focuses on the negative impacts of globalization, such as job loss, harm to environment and unfair competition. Global pragmatist sees efficiency gains from globalizations but also shows concerns related to government overhead due to implementing the efficiency.

Chinese provinces have implemented many new policies to encourage FDI according to a Policy Brief article from the Organization for Economic Co-Operation and Development (OECD , 2007). U.S. and China has a complex trading relationship. Trading with China has created cheaper consumer products, improved quality of life, and kept interest rates low. On the other hand, increase in exports also led to job loss and low quality products (Miller, 2009). One of the common concerns with China’s emerging economy and U.S. trade is human rights issue (Morris, 2002).

U.S. has imposed economic sanctions according to human rights practices by cutting back trade or direct investments (Morris, 2002). Rapid growth in trade has impacted income distribution in China (Das, 2004). A study that evaluated the impact of globalization and income disparity, found that the increase in openness and globalization increased income inequality in urban area and reduced inequality in rural areas. Moreover, globalization reduced income inequality between urban-rural inequality (Wei and Wu, 2002 in Das, 2004).

3.4 Socio-demographic trend

Between 2005 and 2010, China's adult literacy rate was 94% of the population over 15 years of age (UNICEF, 2010). A high literacy rate has aided China in the broad development of its industrial base. This expansion of industrial might has brought with it improved education and a higher standard of living. Economic prosperity relies on conditions such as this.

Recently, Chinese students have shifted their political and economic beliefs (Chi, 1991). President Nixon's trip to China in 1972 opened China to the West and its trade. Since then, the floodgates of trade have put constant pressure on Chinese culture. Trade has introduced many college students to foreign goods and services (Suplico, 2008). As trade barriers with China have slowly been withdrawn, more college students gain exposure to foreign trade compared to a generation ago.

3.5 Culture

Culture is a shared collective values shared by the members of a nation, region or group. Hofstede's cultural dimension is measured in the scale from 0-100 index. The first measurement in the Hofstede cultural dimension is the Power Distance (PDI) dimension. This part of the analysis measures the attitude a culture feels towards inequality within their society. China's PDI high score of 80 shows that China's society is generally subordinate and that Chinese society feels that inequalities amongst its citizens are acceptable.

The Individualism (IDV) metric of the 6-D Model represents the degree of dependence of a society and its individual members. A good example of this is whether individuals express their self-image as "I" or "We." In an individualistic society, individuals care for themselves and, at most, care for immediate family.

In sharp contrast, in a collectivist society is mainly comprised of individuals who self-identify and cooperate as a collective group or groups. At a low score of 20 for IDV, China is a highly collectivist culture where in-group considerations affect everything from hiring to business transactions.

The Masculinity (MAS) of a culture in the Hofstede analysis can be measured in two ways. A society that is heavily driven by competition, achievement, and success is labeled as being masculine. This is represented by a high score in the 6-D Model. The alternative, feminine, shows that a society is concerned with the quality of life and is measured by a low score. At a score of 66, China's society is masculine. This indicates that leisure and family time are lower priority when it comes to work and studying.

China has a low score of 30 when it comes to the Uncertainty Avoidance Index (UAI). This represents the society's ease of accepting that the future cannot be controlled and the low level of anxiety. Chinese citizens are highly entrepreneurial, adaptable, and comfortable with ambiguity.

With a high score of 87 in Pragmatism (PRG), Chinese society conforms easily to changes in structure. Unlike a normative society where conservatism and traditions are feverously defended, the pragmatic culture of the Chinese easily adapts to changing conditions. This translates into a strong propensity to save, invest, and leads to a high level of perseverance.

The last measurement, Indulgence (IND), represents the extent to which people try to control their desire and impulses. Relatively weak control is referred to being labeled as being "indulgent" and strong control is referred to as being "restrained." With an IND score of 24, China's society is viewed as being restrained. This means that an individual in this society would view their actions and choices as being restrained by societal norms. This would also indicate that leisure and family time are limited by societal norms because in a restrained society, emphasis would go towards work and study.

4. Zhejiang Province: A case study

The university where survey took place is a key provincial university in Zhejiang Province. The university is located in the central part of Zhejiang Province. According to the university's overview, this university provides 16 colleges with 47 different undergraduate degrees and 30 master's degree.

The student enrollment is around 20,000 (Zhejiang Normal University). It has a total enrollment of over 25,480 full-time undergraduate students and 4,300 post-graduate students that make up its eighteen colleges (School Profile, 2011).

These students are exposed to international trade everyday because the University is heavily influenced by Jinhua's road systems that bring international investors to Zhejiang Province. These businesses have a very close relationship with the university and also allow guests of the University to come and take executive-led tours of their plants.



Figure 1: Zhejiang Province

Therefore, university and its pupils are no strangers to globalization. The university is located in Jinhua and has a history of over 2000 years of significant international trade. Many of its cities are major manufacturing centers for the rest of the world. The city of Jinhua is a vital trade route between China's southern provinces and the city of Shanghai.

The province of Zhejiang is a prominent trading center for international goods that holds the important international trade cities of Hangzhou and Yiwu (Figure 1).

The city of Yiwu is another major trading center in the Zhejiang Province. Yiwu is currently under the municipality of Jinhua city, but Yiwu is of such important international attention, it is more highly renowned. It contains the Yiwu Zhouting Trade Company, LTD which is a large international trade market with about 620,000 businesses all under one roof. Its domestic trade importance is without question as well. It houses the Zhejiang China Commodities City Group Co., Ltd which is a large commodities trader in China.

The city of Hangzhou has been a major trade route for centuries for many different reasons. This is due to its favorable position along the Yangtze River and its location only 110 miles southwest of Shanghai (Figure 1). Since 1992, the city opened itself to international trade and has continued to grow and prosper. Its manufacturing industry is diversified from biotechnology to food processing.

In a study, two professors from Zhejiang University of Technology researched the flow of foreign direct investment in and out the Zhejiang province (Hu & Huang, 2008, p. 842). Dr. Jun Hu and Dr. Qing Huang have provided firsthand information about the effect of FDI in their home province. In their paper, Dr. Hu and Dr. Hung both specify why FDI has been promoted by economic globalization (2008). The results are staggering. Both indicate that private enterprises, with the help of FDI, excel in the new business environment compared to similar state-owned businesses. This is due to many new policies that have encouraged FDI.

According to Hu, J., & Huang, Q. (2008), Zhejiang province makes a five year plan to address economic policy of the province. These "five year plans" have aimed to promote industry restructuring and upgrading. These policies have supported FDI as well as trade abroad to promote foreign businesses to invest in local factories. This foreign investment has increased wages and boosted the standard of living for the Chinese living in Zhejiang province. Currently, Samsung and LG have received permission from Chinese officials to build multi-billion dollar facilities in coastal provinces like Zhejiang. Therefore, the selected university students are considered suitable sample for this study.

5. Methodology

The students were surveyed in the classroom using paper questionnaires. Survey participation was voluntary and respondents were informed about the purpose of the study. The survey did not require identification of the respondents, and anonymity was maintained via survey ID. Data was collected through a personal, self-administered survey during the first week of June 2011 by an unbiased and unrelated University representative who also aided in translation. This aided in not contaminating human protocol during the administration of the survey. The date was entered in excel. SPSS software was used for cross tabulation and frequency analyses.

5.1 Participants

The participants of the study were mainly sophomore and junior level Chinese students in honors English classes. The students from this school represent many major population centers in China that extend from Beijing, Shanghai, Zhejiang Province, and Hong Kong. This allows an accurate representation for many industrialized areas of China. The participants were Chinese undergraduate students who have excelled in English.

5.2 Survey Instrument

Survey consists of three major components. The first section elicits attitude towards globalization in general. Second section focuses on consumption behavior of the students. Finally, third section consists of demographics of the respondents. See appendix for the survey instrument. The survey was designed to measure the perception and attitudes that college-aged Chinese students have towards both globalization and the products it has introduced into their daily lives. Since China's opening to the West in the late 1970s, new products have shifted each generation in China closer to acceptance of globalization.

Bias issues were addressed to prevent the survey results from being skewed. Interviewer subversion was controlled by the help of the university faculty. The surveys were administered in a classroom setting by a random, non-affiliated member of the selected university faculty to prevent any bias and manipulation of data. This allowed quality information to be collected from the students.

5.3 Survey Sample

The survey consisted of a sample size of 99 students from the university's English honors classes. The responses consisted of 32 males and 67 females. These students represent majors in all fields of study such as: Humanities, Sciences, Business, Social Sciences, Art, and Undecided. Response rates were high and respondents were quite knowledgeable about the topic.

5.4 Data Analyses

Descriptive statistics of the variables of perceptions, attitude, and behavior was performed and frequency distribution explores summary statistics. The binary or binomial variable of yes (1) and no (0) responses was used. Most of the questions were related to global issues and then later questions specific to China were asked. Some of the questions are listed in Table 1.

Table 1: Measures of Perception Towards Economic and Social Globalization

<p>Is Globalization good for China's national economy?</p> <p>Knowledge regarding impacts of globalization:</p> <p>Globalization strengthens the world economy.</p> <p>Does Globalization improve global environment?</p> <p>Does Globalization improve national culture?</p> <p>Does Globalization reduce income inequality among nations?</p> <p>Should number of immigrants in China increase a lot?</p> <p>Who will benefit the most from international trade, where products and services flow in and out of China?</p> <p>Should China continue to export (sell) goods to other countries?</p> <p>Should China continue to import (buy) goods from other countries?</p> <p>Where have you lived most of my life?</p> <p>I would prefer to live in a small city (<500,000)?</p> <p>If you had 6500 Yuan, what would you do?</p> <p>Do you prefer domestic or foreign automobiles?</p> <p>Do you own a mobile phone?</p> <p>Do you plan to travel abroad within the next 10 years?</p> <p>What do you prefer to drink?</p>

A variety of areas were tested in order to fulfill the objectives of the research. The wide range of topics dealing with student preferences was done to accurately gauge the students' opinions on globalization. Table 1 shows some of the results that the survey yielded. Most students prefer to live in a small city, prefer foreign automobiles, and own a mobile phone. More interesting, majority of students stated that they prefer drinking water, and plan to travel in next 10 years and did not mind immigrants.

In relation to opinion towards globalization and trade, some example questions were: whether China should continue to engage in trade, whether globalization improves national culture, reduces global poverty, and strengthen global economy. There was also a question related to global environment.

In order to streamline the survey process for survey takers and proctors, the survey was issued by hard copy and administered to each honors English course. Each student was then given up to an hour to complete the survey. Most participants finished within 25 minutes. If the student had a question, the proctor would then give them an unbiased definition. This allowed the surveys to be unbiased and therefore more accurate. Also, to prevent misinterpretation, a definition of globalization was placed at the beginning of each survey.

6. Results

6.1 Respondent demographics

As presented in Table 2, majority of respondents were Junior (61%), followed by Sophomore (29%). Most of the respondents were from the field of Sciences (62%), with mostly female (64%) and full time students (94%). The average age of the student was 21 years old.

Academic Standing		
Freshman	2	0.02%
Junior	60	61%
Sophomore	29	29%
Senior	5	0.01%
Field of study		
Humanities (Languages, Philosophy...)	15	15 %
Sciences (Engineering, Math, Biology, Chemistry...)	61	62 %
Social Sciences (Psychology, History, Political Science, Economics...)	14	14 %
Business	5	5 %
Arts	3	3 %
Undecided	1	1 %
Other	0	0%
Gender		
Male	32	32 %
Female	67	68 %
Status		
Part-time student	6	6 %
Full time student	91	94 %
Average Age	21	
n	99	

6.2 Summary of responses

Some of the questions asked in the survey that are later used to explore the students' attitude and perception towards globalization are presented in Table 3.

Table 3: Globalization perception	
Q3	Globalization strengthens world economy.
Yes	88.9%
No	3.0%
I am not sure	8.1%
Q4	Globalization improves global environment.
Yes	24.2%
No	41.4%
I am not sure	34.3%
Q5	Globalization improves national culture.
Yes	57.1%
No	15.3%
I am not sure	27.6%

It is interesting to note that 89% of students surveyed viewed globalization as favorable to the world economy. Question 4 indicates that even though the students thought that globalization is favorable, they do not necessarily view it as favorable to the global environment. These results show that respondents were less confident about the environment. Moreover, students seem to be split in terms of globalization and its impact in national culture. Although 57% of students agreed that globalization improves national culture, 28% were not sure, and 15% disagreed.

Globalization has opened China to both western ideas and trade. One way to analyze the influence that globalization has had on college students at Zhejiang is to test their consumption behavior. One way to analyze the influence that globalization has had on college students at Zhejiang is to test their consumption behavior.

Table 4: Consumer behavior

Q14 If you had 6500 Yuan, what would you do with it?	
New electronic device	17.0%
College Supplies	25.5%
Clothes	2.8%
Give it to your family	22.6%
Save it for future	32.1%
Q19 What drink do you prefer	
Water	56%
Q21 Where do you prefer to shop?	
Walmart	15%
Street Vendor	18%
Market	67%

Table 4 shows that even though consumerism is growing in china, 32.1% of students would still save any money they had for the future. The next highest percentage category that they chose was to spend the money for college supplies. Most students also prefer to drink water despite prevalent import of soda products, and that they would prefer to shop at local market.

This result partially goes along with the results from the Hofstede 6-D Model. According to the 6-D Model, the high score in Pragmatism correlates with the results in Table 4. About 32.1% of those surveyed said that, if they had it, they would save their money.

The next highest answer selected, at 25.5%, shows that these students would invest their money in college supplies. This result fits perfectly with the 6-D Model's results in Masculinity and Indulgence. In order to and stay competitive, these students show they are willing to forgo things like electronics today in order to invest in future. These results go along with the expectations of the 6-D Model.

6.3 Responses by Gender

Table 5: Gender differences

Do you think globalization is good for your national economy?			
	Females	Males	Group
Yes	91%	97%	93%
No	9%	3%	7%
Please tell your knowledge of any past or current issues on globalization?			
	Females	Males	Group
I have direct knowledge of impacts on globalization	1%	0%	1%
I have heard about some impacts of globalization	9%	13%	10%
I know a little about the impacts of globalization	84%	63%	76%
I don't have any knowledge of impacts of globalization	7%	25%	13%
Does globalization strengthens the world economy?			
	Females	Males	Group
Yes	91%	84%	89%
No	9%	16%	11%
Do globalization improves the global environment?			
	Females	Males	Group
Yes	25%	22%	24%
No	75%	78%	76%
Does globalization improves national culture?			
	Females	Males	Group
Yes	61%	47%	57%
No	39%	53%	43%
Does globalization reduces income inequality among nations?			
	Females	Males	Group
Yes	72%	53%	66%
No	28%	47%	34%

The overall results on the view of globalization between genders on an economic level indicate that students view globalization as favorable. Table 5 represents that majority of students agreed that they know little about impacts of globalization (76%). However, more female (84%) agreed their knowledge regarding globalization. Only 13% of respondents stated that they don't have any information regarding globalization.

On the other hand, the data shows the survey result yielding that 98% of all students surveyed believe that globalization is favorable to China's national economy, comparatively more female believed so (91%). Between the two genders, results were also favorable towards globalization. Also, 89% of those surveyed did view globalization favorable to the world economy. An inference can be made that the Chinese students surveyed believe that globalization will strengthen the global economy. As the data suggests, the students surveyed found globalization to be incredibly favorable and beneficial for China economically. They indicated that China should continue on its current path to import and export goods. Since globalization has benefited the Zhejiang Province so much in the last decade, this result is justified.

Those surveyed however, did not find globalization favorable on a global environment level. As indicated in Table 5, 76% of those surveyed did not think that globalization improved the global environment, but more male responses as compared to their female counterparts. These responses are interesting to note because these students experience on a daily basis what rapid industrialization does to the environment with little concern to minimizing pollution.

This negative response towards globalization's effect on the environment is not surprising. China has experienced several environmental problems because of their rapidly growing economy. The data shows that 75% of females surveyed disagreed that globalization was good for the environment versus the results of 78% of male respondents. It is natural to assume that with more pollution results in more dissatisfaction from the populous.

Female and male responses were very close as to the percentages in Table 5 except for the questions regarding national culture. This result regarding globalization aiding national culture is an area of interest. The data showed that the female results from this data set show that females were in favor and the male results showed that they disagreed.

Inferences can be made that females are more likely to be interested in trends and products such as fashion, and cultural freedom compared to their male counterparts. It also suggests that the males surveyed are more conservative with Chinese culture than their female counterparts. In relation to income inequality, majority agreed that globalization reduces income inequality among nations. However, female students agreed at greater rate (72%) than male students (53%).

7. Conclusion

The goal of this survey was to explore the perceptions and opinions towards globalization and assess the level of interest a university students have in the topic of international trade. Since these students represent the future of Chinese consumerism and politics, research on their preferences is extremely valuable. More importantly, the majority of students who responded majored in a science related field. These individuals, based on their curriculum, are more aware of environmental impact of globalization.

Thus, results of this survey concluded that except for the perception of environmental issues students surveyed do believe that globalization is a good thing for China on various topics related to globalization. Many respondents agreed to continue using American goods and continue trade with the rest of the world. These students do, however, realize the tradeoff that comes with this economic success. Majority agreed that globalization is not a positive event when it comes to the environment but is a necessary thing for economic growth.

This exploratory research gages Chinese student' awareness of globalization and assesses their attitudes and perceptions regarding globalization. The findings provide valuable information that can be utilized for further expansion of globalization with caution regarding environmental issues. The more knowledge collected on the Chinese consumer, the more successful firms will be in identifying potential market niches.

Limitations

The sample size could be one of the limitations of the study. This may give the survey narrow geographic coverage and a limited sample size. Time and monetary constraints only allowed for a narrow sample population of 99 students at the selected university.

However, the students that were surveyed were from different geographic areas that ranged from Beijing to Hong Kong, which may have reduced the selection bias. The 99 surveyed were also part of the University's honors English classes and believed to follow normal distribution.

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