ABSTRACT. This study examined differences in the values patterns of business students from Anglo-American and Far Eastern country clusters using Allport et al.'s (1970) Study of Values. Differences were noted on five of the six attitudes; Theoretical, Economic, Political, Social, and Religious. Next, using multiple comparison method the value patterns of newly arrived Far Eastern students and Far Eastern students who had spent considerable time in the U.S. were compared for changes in value patterns that may be attributable to their stay and study in the United States. Differences were found in terms of five of the six evaluative attitudes between the two groups. Value pattern of Far Eastern students who had lived and studied in the U.S. for a considerable period of time was also compared with that of Anglo-American students to examine the degree of convergence in their value systems. Findings of this study suggest that as a result of frequent and sustained cross-cultural contacts in another cultural environment, the value profile of individuals tend to get modified, so as to include the values preferred and desired in the new social environment.

The empirical study of values was originally considered to be an exclusive domain of sociologists, who used the concept of values to express central features of cultures or society. Later, cultural anthropologists gave a prominent place to the study of values as part of a comparative science of culture (Zavalloni, 1982). Over the years value research has been particularly useful in exploring cross-cultural variations within an interdisciplinary framework (e.g. Bersoff and Miller, 1988; Davis and Rasoul, 1988; England, 1975, 1978; Haire et al., 1966; Hofstede, 1976, 1980; Laurent, 1983; Redding, 1976; Trevino, 1986).

More recently, there appears to be an interest among management and organizational researchers in developing awareness of differing value systems in organizations across different cultures. Cross-cultural comparisons made by various organizational researchers have shown striking differences in the value systems of managers from different cultures (Doktor and Redding, 1986; England, 1975, 1978; Gustafson et al., 1992; R alston et al., 1993; Haidt et al., 1993; N yam and N g, 1994; Sandowsky et al., 1994; Vitell and Nwachukwu, 1993; Vogel, 1992).

Despite the increase in organizational and management research reporting cross-cultural diversity in values and ethical beliefs, only a few studies have examined the cognitive and moti-
vational bases of the differences in the values systems of people from different cultures (e.g. Hofstede, 1980; Laurent, 1983; Yamaguchi and Li, 1993). As such, much of the underlying mechanism that produces differences in value systems of people across different cultures remains largely unexplored (Brown, 1976; Posner and Munson, 1979). It has been suggested that values can be best viewed as a meeting point between individuals and their social environment. As such, they express some relationship between environmental pressures and individual desires (Zavollini, 1982). Examining the environmental influences that contribute to the creation and development of differing value systems, therefore, appears to provide a promising avenue for understanding cross-cultural differences in value systems. Given the fact that the world of organizations is no longer limited by national boundaries, and that cross-cultural exchanges in form of education, training, and job assignments have become a way of life (Adler, 1991), it seems important to examine the development and changes in the value systems resulting from frequent and sustained cross-cultural contacts.

A number of researchers have noted (Payne, 1988; Parish et al., 1980; Rest, 1980) that developing an awareness of differing value systems could lead to a more insightful understanding of differences in ethical attitudes and moral reasoning of people. An investigation designed to examine changes in the value systems resulting from sustained cross-cultural interaction could, therefore, contribute to understanding the motives that cause differences in the ethical orientations of people from different cultures (Davis and Rasoul, 1988), and in realistically addressing the issue of business ethics in a world in which people are becoming increasingly similar and are yet maintaining or even enhancing their culture specific identities (Child, 1981).

Purposes of this study

This study will first examine the differences in the values and evaluative orientations of business students from Anglo-American (U.S., Canada, Britain) and Far Eastern (Taiwan, Hong Kong, Malaysia, Thailand, Singapore, Indonesia) countries. Studies conducted in the field of comparative management (e.g. Hofstede, 1980; Ronen and Shenkar, 1985) have shown that countries within each of these two clusters have sufficient commonality in terms of such dimensions as, work goals, needs, values, and job attitudes, so that they can be grouped together for the purposes of cross-cultural comparisons. Next, the value systems of newly arrived Far Eastern students and Far Eastern students who have lived/studied in the U.S. for considerable length of time will be examined for changes in value patterns that may be attributable to their stay and education in the United States. Previous research have indicated that changes in values and attitudes may occur following study and/or stay in a different cultural environment (Bower, 1973; Crandell, 1972; Katz et al., 1993). Finally, the value systems of Far Eastern students who have spent considerable period of time studying and living in the U.S. will be compared with that of Anglo-American students, to examine the degree of convergence in their value systems.

Clustering countries on attitudinal dimensions: differences in the value systems

Cross-cultural studies comparing work behaviors and general attitude toward work have frequently operationalized nations as practical proxies for distinct culture entities. One line of research has attempted to establish clusters of countries based on their relative similarity according to relevant work attitudes and values (Haire et al., 1966; Hofstede, 1980; Redding, 1976; Ronen and Kraut, 1977). The clustering of countries has been noted to have important implications for managers and academicians dealing with cross-cultural issues. The clusters of countries could help managers of multi-national corporations better understand the basis of similarities and differences between countries. Clusters can also help academicians by defining the extent to which results should be generalized to other countries. Results from one country can, therefore, be generalized to the entire group of coun-