

# International and Development Education

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Los Angeles, CA, USA

W. James Jacob

University of Memphis  
Collierville, TN, USA

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Deane E. Neubauer · Surinderpal Kaur  
Editors

Gender and the  
Changing Face  
of Higher Education  
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*Editors*

Deane E. Neubauer  
Asia Pacific Higher Education  
Research Partnership  
Honolulu, HI, USA

Surinderpal Kaur  
University of Malaya  
Kuala Lumpur, Malaysia

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## SERIES EDITORS' INTRODUCTION

We are pleased to introduce another volume in the Palgrave Macmillan International and Development Education book series. In conceptualizing this series we took into account the extraordinary increase in the scope and depth of research on education in a global and international context. The range of topics and issues being addressed by scholars worldwide is enormous and clearly reflects the growing expansion and quality of research being conducted on comparative, international, and development education (CIDE) topics. Our goal is to cast a wide net for the most innovative and novel manuscripts, both single-authored and edited volumes, without constraints as to the level of education, geographical region, or methodology (whether disciplinary or interdisciplinary). In the process, we have also developed two subseries as part of the main series: one is cosponsored by the East West Center in Honolulu, Hawaii, drawing from their distinguished programs, the International Forum on Education 2020 (IFE 2020) and the Asian Pacific Higher Education Research Partnership (APHERP); and the other is a publication partnership with the Higher Education Special Interest Group of the Comparative and International Education Society that highlights trends and themes on international higher education. The issues that will be highlighted in this series are those focused on capacity, access, and equity, three interrelated topics that are central to educational transformation as it appears around the world today. There are many paradoxes and asymmetries surrounding these issues, which include problems of both excess capacity and deficits, wide access to facilities as well as severe

restrictions, and all the complexities that are included in the x Series Editors Introduction equity debate. Closely related to this critical triumvirate is the overarching concern with quality assurance, accountability, and assessment. As educational systems have expanded, so have the needs and demands for quality assessment, with implications for accreditation and accountability. Intergroup relations, multiculturalism, and gender issues comprise another cluster of concerns facing most educational systems in differential ways when one looks at the change in educational systems in an international context. Diversified notions of the structure of knowledge and curriculum development occupy another important niche in educational change at both the precollegiate and collegiate levels. Finally, how systems are managed and governed are key policy issues for educational policymakers worldwide. These and other key elements of the education and social change environment have guided this series and have been reflected in the books that have already appeared and those that will appear in the future. We welcome proposals on these and other topics from as wide a range of scholars and practitioners as possible. We believe that the world of educational change is dynamic, and our goal is to reflect the very best work being done in these and other areas. This volume meets the standards and goals of this series and we are proud to add it to our list of publications.

Los Angeles, CA, USA  
Memphis, TN, USA

John N. Hawkins  
W. James Jacob

*This volume is dedicated to Professor John N. Hawkins whose vision and sound guidance has been a vital factor in the East–West Center engagement of higher education research, of which this volume is a part.*

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# CONTENTS

|          |  |           |
|----------|--|-----------|
| <b>1</b> | <b>Introduction</b>  | <b>1</b>  |
|          | Deane E. Neubauer and Surinderpal Kaur   |           |
| <b>2</b> | <b>Framing Gender Issues in Asia-Pacific Higher Education</b>  | <b>9</b>  |
|          | Denise Cuthbert, Molly N. N. Lee, Weiling Deng and<br>Deane E. Neubauer  |           |
| <b>3</b> | <b>Gender Issues in Asia Pacific Higher Education:<br/>Assessing the Data</b>  | <b>23</b> |
|          | Deane E. Neubauer  |           |
| <b>4</b> | <b>World-Class Universities and Female Leadership in the<br/>Academic Profession: Case Studies of East Asian Higher<br/>Education</b>                  | <b>41</b> |
|          | Hei-hang Hayes Tang  |           |
| <b>5</b> | <b>Gender Equity Instrumentalism and (Re)Building the<br/>Nation Through Innovation: Critical Reflections on<br/>Women in STEM Policy in Australia</b> | <b>57</b> |
|          | Denise Cuthbert and Leul Tadesse Sidelil   |           |

|           |   |            |
|-----------|---|------------|
| <b>6</b>  | <b>Gender and Higher Education in India: Negotiating Equity with Access</b>                           | <b>73</b>  |
|           | Manasi Thapliyal Navani   |            |
| <b>7</b>  | <b>Thinking of Gender: On the Way to Emancipatory Higher Education in the Globalizing China</b>       | <b>89</b>  |
|           | Weiling Deng  |            |
| <b>8</b>  | <b>Gender, Higher Education, and Earnings: The Case of Hong Kong</b>                                  | <b>107</b> |
|           | Linda Chelan Li and Iris Chui Ping Kam  |            |
| <b>9</b>  | <b>Gender and Leadership in Research Universities in Malaysia: The Case of University of Malaya</b>   | <b>127</b> |
|           | Surinderpal Kaur  |            |
| <b>10</b> | <b>Changing Landscape of the Malaysian Higher Education: An Overview of Women's Glass Ceiling</b>     | <b>145</b> |
|           | Hazri Jamil, Ahmad Firdaus Ahmad Shabudin, Santhiram R. Raman and Ooi Poh Ling                        |            |
| <b>11</b> | <b>The Beginning of the End? Changes in Junior Colleges in Japanese Female Higher Education</b>       | <b>167</b> |
|           | Shangbo Li  |            |
| <b>12</b> | <b>Gender Equality in Higher Education Institutions: Current Status and Key Issues in South Korea</b> | <b>181</b> |
|           | Minho Yeom  |            |
| <b>13</b> | <b>Women in Higher Education: A Vase-Breaking Theory by Female Technologists in Taiwan</b>            | <b>199</b> |
|           | Ya-Hsuan Wang   |            |

|           |  |            |
|-----------|--|------------|
| <b>14</b> | <b>The Glass Ceiling Facing Women Leaders in Thai Higher Education</b> | <b>213</b> |
|           | Promptilai Buasuwan and Ratikorn Niyamajan                             |            |
| <b>15</b> | <b>Conclusion</b>  | <b>231</b> |
|           | Deane E. Neubauer and Surinderpal Kaur                                 |            |
|           | <b>Index</b>   | <b>237</b> |

## NOTES ON CONTRIBUTORS

**Ahmad Firdaus Ahmad Shabudin** is a social research officer at the National Higher Education Research Institute, Universiti Sains Malaysia. Before starting works at the institute, he has spent five years as a social research officer at Centre for Global Sustainable Studies. His research interests include policy and governance, sustainable development, internationalization, and contemporary issues in higher education. His current responsibilities include research and publication activity, event management (conference/seminar/workshop, etc.), and outreach program.

**Promptilai Buasuwan** is an Associate Professor in the Program of Educational Administration and Head of Department of Education, Faculty of Education at Kasetsart University. Her main research interests are quality of education, partnership in education, internationalization of education, and educational policy analysis and evaluation. She has done various projects with international organizations, research funding agencies, universities networks, and consortiums. Presently, she is the President of the Thailand Evaluation Network and a core member of the Comparative and International Education Society of Thailand.

**Denise Cuthbert** is the Associate Deputy Vice-Chancellor, Research Training and Development at RMIT University, Melbourne, Australia. She has published widely on higher education policy and practice, with a focus on research policy, practice, and development. Her research appears in journals including *Higher Education*, *Studies in Higher Education*, *Studies in International Higher Education*, and *Gender and Education*.

**Weiling Deng** at the time of the seminar that produced this volume was a Ph.D. candidate in the Department of Education at UCLA from which she graduated with her doctorate in June 2018. She began her doctoral program with a broad interest in comparative and international education with a focus on mainland China. Currently, she specifically concentrates on the educational meanings of and knowledge production within the Chinese women's/feminist movement in the twentieth and twenty-first centuries. Her dissertation research develops on the question of how education can be envisioned and practiced as a method of emancipation even if it is situated in a rigidly hierarchical and non-democratic society like China. Meanwhile, she keeps her writings on Chinese higher education from the view of the East–West encounter and published a chapter (“Chinese Higher Education Model in Change: Negotiation with Western Power”) in *Chinese Education Models in a Global Age* in 2016. These two main research interests combined, she expects her future projects to expand on the intersected analysis of higher education and gender studies in the broader Asia area.

**Hazri Jamil** is an Associate Professor specializing in the areas of Educational Policy Study, and Curriculum and Pedagogy. Currently, he is a Director at National Higher Education Research Institute, Universiti Sains Malaysia. He has been a project leader in a number of national and international research and collaboration projects with Asia-Africa Universities Network for Education Development, UNESCO Bangkok, The Head Foundation Singapore, Asia Pacific Higher Education Research Partnership (APHERP), and Australasia Research Project.

**Dr. Iris Chui Ping Kam** is teaching at Technological and Higher Education Institute of Hong Kong. She is interested in applied research and enjoys investigating everyday life phenomenon through the lens of Gender Studies and Critical Theory. Her recent research interests include personal development, sexuality education, ethical minority youth, and inquiry-based learning.

**Surinderpal Kaur** is a senior lecturer at the Faculty of Languages and Linguistics, University of Malaya. Her areas of expertise are critical discourse studies, multimodal analysis, and gender studies. Her research interests lie in gender and sexuality issues, migration issues, and political discourse as well as jihadi discourse. She has worked on an ESRC funded research project exploring gender and leadership in middle management

in the UK at Aston University, Birmingham. She is currently the Deputy Dean of Postgraduate Studies at the Faculty of Languages and Linguistics, University of Malaya.

**Dr. Molly N. N. Lee** is the recently retired (Dec. 2011) Coordinator of the Asia-Pacific Programme of Educational Programme for Development (APEID) and Programme Specialist in Higher Education at UNESCO Asia and the Pacific Regional Bureau for Education in Bangkok. As the Coordinator of APEID, she ran programs on higher education, technical and vocational education, education for sustainable development, and ICT in education. Prior to joining UNESCO Bangkok, she was a Professor of Education at the University of Science, Penang, Malaysia. Dr. Lee has a Ph.D. in International Development Education, a Master's degree in Sociology from Stanford University, and a Master's in Education Planning and Development from University of London Institute of Education. Her research interests are higher education, teacher education, ICT in education, and education for sustainable development. Her publications include: "Restructuring Higher Education in Malaysia", "Private Higher Education in Malaysia", "Malaysian Universities: Towards Equality, Accessibility, Quality", "The Corporatisation of a Public University: Influence of Market Forces and State Control", and "Global Trends, National Policies and Institutional Responses: Restructuring Higher Education".

**Linda Chelan Li** is Professor of Political Science at the Department of Public Policy, City University of Hong Kong. Professor Li stresses the role of collaboration as well as conflict in understanding politics and public policy. Her major areas of research include intergovernmental relations, government reforms, public finance, cross-border relations, and sustainable development. She is the founding director of the Research Centre for Sustainable Hong Kong (CSHK) at City University of Hong Kong, which espouses the aim of meeting real-life challenges in Hong Kong and the Region through cross-disciplinary and cross-sector applied research.

**Shangbo Li (Ph.D., Tokyo University of Foreign Studies, 2004)** is a Professor at the University of International Business and Economics of China in Beijing and Specially Approved Research Fellow at J. F. Oberlin University in Tokyo. She specializes in Higher Education and Japanese Studies.

**Ooi Poh Ling** is a social research officer at the National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia. She has ten years experience in higher education. Her areas of interest are higher education and teaching English as a Foreign Language.

**Manasi Thapliyal Navani** is Assistant Professor with the School of Education Studies, Ambedkar University Delhi (AUD). Her doctoral work in the domain of sociology of higher education engages with academic reforms and dynamics of change in universities. Her research interests include higher education reforms: policy and practice, dynamics of institutional change, academic cultures, Peoples' Science Movement, and education for social transformation.

**Deane E. Neubauer** is Emeritus Professor of Political Science at the University of Hawaii, Manoa and for the past decade has served within the East–West Center's program the International Forum for Education 2020 (IFE 2020) which before it ended in 2013 was responsible for numerous edited volumes on Asia Pacific Higher Education Policy for Palgrave Macmillan. From 2013 until the present he has served as the co-director of the Asia Pacific Higher Education Research Partnership (APHERP) which in 2017 moved from the East–West Center to Lingnan University in Hong Kong.

**Ratikorn Niyamajan** received his Bachelor degree in International Economics from Bangkok University and his Master's degree and Doctoral degree in Educational Administration from Kasetsart University. He has seven years of experience in education, teaching, and research. His expertise is in the area of higher education and quality assurance.

**Prof. Santhiram R. Raman** received his doctorate in Educational Policy Studies at the University of Sussex, UK. He is currently the Dean of the School of Education, Languages and Communications, Wawasan Open University, Penang, Malaysia. His research interests are in the areas of education for ethnic minorities, educational policy analysis, and history of education. He has written extensively on issues of minority education in Malaysia, especially about the Indians and Tamil education.

**Leul Tadesse Sidelil** is a Ph.D. candidate at RMIT University, Melbourne, Australia. Prior to his doctoral studies, he was a lecturer at Ambo University, Ethiopia. His research interests include gender

equality in science and technology education, higher education and social justice and inclusion in higher education.

**Dr. Hei-hang Hayes Tang** a sociologist is interested in the fields of higher education, academic profession, and youth studies. His research focuses on the sociological role of education in entrepreneurial society and global city. He is committed to create new knowledge in application for better education governance and policy innovation in the age of global inequalities. Currently, he conducts mixed-methods academic researches on graduate entrepreneurship and research-intensive universities. Working toward the conceptualization of “citizenship as process,” he is developing an international research network for the topic of enterprising citizenship, professionals and higher education in global cities (Hong Kong, London, New York City).

**Ya-Hsuan Wang** received her Ph.D. in sociology of education from University of Cambridge, UK, in 2004. She is currently a professor of Education at National Chung Cheng University in Taiwan. She majors in sociology of education, gender education, and multicultural education.

Prior to her 15 years on the university faculty, she previously had 7 years of teaching experiences in primary school. In terms of her academic work, she had completed two 2-year NSC research projects: “*Gender boundary and gender mobility in technology*,” and “*Contextual analysis of issues in curriculum policy formation and implementation*”, a 3-year NSC research project: “*Becoming multicultural science teachers*”, and a 2-year NSC research project: “*New Taiwan Image*”. She is recently involved with a 3-year NSC research project: “*Transcultural Knowledge Reform for Pluricultural People in Taiwan*”.

Prof. Wang currently serves as an advisor for the *Committee of Women’s Right Promotion* and *Gender Equality Committee*. She is a frequent educational speaker, presents papers internationally, and is widely published in academic and professional journals in Chinese and English. Her research was often awarded *NSC Special Outstanding Talent Awards*.

**Minho Yeom** is Professor and former director of the Center for Teaching and Learning at Chonnam National University, South Korea. He holds a Ph.D. in Educational Administration and Policy from the University of Pittsburgh, USA. He has written widely on issues of higher education reform at the micro- and macro-levels. His recent

English publications include *An Uncertain Future: Leading National Universities in South Korea and the Flagship Model* (2017, co-authored with Stephanie K. Kim), *The Rapid Growth of Higher Education in South Korea: Achievements, Dilemmas, and Resolutions* (2016), and *Critical Reflection on the Massification of Higher Education in Korea: Consequences for Graduate Employment and Policy Issues* (2015).

## LIST OF FIGURES

|           |   |     |
|-----------|---|-----|
| Fig. 8.1  | Population aged 15 and over by sex and educational attainment (1996 vs. 2015) ( <i>Source</i> Census and Statistics Department 2016, 63)  | 110 |
| Fig. 8.2  | Sex ratios of population aged 15 and over with post-secondary degree education [men per 1000 women] ( <i>Source</i> Census and Statistics Department 2016, 66)  | 110 |
| Fig. 8.3  | Hourly wage levels and distribution of employees by sex and educational attainment ( <i>Source</i> Census and Statistics Department 2016, 274–275)  | 116 |
| Fig. 10.1 | Number of students enrolled in Malaysian public HEIs from 2012 to 2016, by gender (in 1000) ( <i>Source</i> The Statistics Portal, n.d.)  | 149 |
| Fig. 10.2 | Percentage of STEM enrollment in Malaysian HEIs for 2016 (the current data available) ( <i>Source</i> Ministry of Higher Education Statistics 2016)   | 152 |
| Fig. 10.3 | Tertiary education, academic staff (% female) ( <i>Source</i> UNESCO, n.d.; Ministry of Higher Education Statistic 2016)  | 157 |
| Fig. 10.4 | Gender distribution of senior positions (professor and associate professor) in Malaysia public universities ( <i>Source</i> Ministry of Higher Education Statistic 2016)  | 158 |
| Fig. 12.1 | Percentage of Female Students in Higher Education Institutions ( <i>Source</i> Ministry of Education and Korean Educational Development Institute (2017). <i>Statistical Yearbook of Education</i> (each year)) | 184 |

|           |   |     |
|-----------|---|-----|
| Fig. 12.2 | Percentage of Female Graduate School Degree<br>( <i>Source</i> Ministry of Education and Korean Educational<br>Development Institute (2017). <i>Statistical Yearbook of<br/>Education</i> (each year))                      | 185 |
| Fig. 12.3 | Percentage of Female Professors in Higher Education<br>Institutions ( <i>Source</i> Ministry of Education and Korean<br>Educational Development Institute (2017). <i>Statistical<br/>Yearbook of Education</i> (each year)) | 186 |
| Fig. 12.4 | Percentage of Female Professors in four-year Universities<br>( <i>Source</i> Ministry of Education and Korean Educational<br>Development Institute (2017). <i>Statistical Yearbook of<br/>Education</i> (each year))        | 187 |
| Fig. 13.1 | Vase-breaking theory  | 209 |
| Fig. 14.1 | Female tertiary graduates ( <i>Source</i> UNESCO 2016)  | 218 |
| Fig. 14.2 | Percentage of female graduates with doctoral degree<br>equivalent ( <i>Source</i> UNESCO 2016)  | 219 |
| Fig. 14.3 | Academic position by gender ( <i>Source</i> Office<br>of the Educational Council 2014)  | 219 |
| Fig. 14.4 | Comparing the number of women<br>in HE leadership positions   | 220 |
| Fig. 14.5 | Numbers of female deans in social science<br>and natural sciences   | 220 |

## LIST OF TABLES

|            |   |     |
|------------|---|-----|
| Table 3.1  | Gender Gap Index  | 26  |
| Table 3.2  | Countries ranked by Index Gap score   | 27  |
| Table 3.3  | Percentage of students in tertiary education who are female   | 27  |
| Table 3.4  | Rank order of countries by percentage female  | 28  |
| Table 3.5  | Percentage of female graduates in tertiary education  | 29  |
| Table 3.6  | Rank order of countries by % female graduates   | 29  |
| Table 3.7  | Percentage of female students enrolled in programs  | 30  |
| Table 3.8  | Percent graduates who are female by field   | 30  |
| Table 3.9  | Comparison of % female enrollment in selected fields with % female completion                                     | 31  |
| Table 3.10 | Recommendations and good practices for addressing gender disparities in agricultural programs in higher education | 37  |
| Table 4.1  | Case-study universities as world-class universities in East Asia  | 50  |
| Table 4.2  | Presence of women leaders at various levels   | 51  |
| Table 4.3  | Presence of women leaders from STEM and non-STEM backgrounds  | 52  |
| Table 6.1  | Stage wise enrolment of students (percent to grand total)   | 80  |
| Table 8.1  | Percentage of female students enrolled in government-funded higher education programs in 2015/16                  | 111 |
| Table 8.2  | Students enrolled in programs funded by University Grants Committee by academic program category and sex          | 111 |
| Table 8.3  | Labor force participation rates by sex  | 112 |
| Table 8.4  | Labor force participation rates by educational attainment (with post-secondary degree) and sex                    | 113 |

|            |   |     |
|------------|---|-----|
| Table 8.5  | Employed persons by selected industries, educational attainment (with post-secondary level), and sex  | 113 |
| Table 8.6  | Median monthly employment earnings of employed persons and median hours of work by sex  | 115 |
| Table 8.7  | Median monthly employment earnings and medium hourly wage (MHW) in community, social, and personal services by sex  | 117 |
| Table 8.8  | Estimated number of female in Office of the President, Council, and Senate women in the eight government-funded universities in Hong Kong (as of October 2016)      | 122 |
| Table 10.1 | Total male and female intake, enrollment, and output in Malaysian public and private HEIs (public university, private HEI, polytechnic and community college), 2016 | 149 |
| Table 10.2 | Women researchers in Malaysia, (%)  | 155 |
| Table 11.1 | Numbers of junior colleges  | 169 |
| Table 11.2 | The number of university students and junior college students and the share of female students (2001–2016)  | 170 |
| Table 11.3 | Composition by discipline of four-year universities and junior colleges students (May 1, 2001)  | 175 |
| Table 13.1 | Object of study   | 203 |
| Table 13.2 | BEM's gender role scale results by university teachers  | 204 |
| Table 13.3 | BEM's gender role scale results by university students  | 205 |
| Table 13.4 | BEM's gender role scale results   | 205 |
| Table 14.1 | Fields of study by gender in Thailand   | 217 |