

Public survey on the practices of gender equality and the barrier factors:

Focusing on academic, interpersonal and extracurricular activities in campus life

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Contents

1. Purpose	1
2. Methodology	4
1) Fact finding survey	4
2) Focus Group Interview	6
3. Outcomes	7
4. Policy Suggestions	34
References	36

Table Contents

<Table 1> Gender gaps in campus activities	15
<Table 2> Gender-based role division in group project activities	16
<Table 3> Gender-based role division in club activities	17
<Table 4> Gender-based role division in major classrooms	17
<Table 5> Gender-based role division in prospective workplace	18
<Table 6> Gender-based role division in future household chores	19
<Table 7> Reasons why gender equality is difficult to be achieved in campus	20
<Table 8> Perceptions about dates and relationships	21
<Table 9> Attitudes toward marriage	22
<Table 10> Subjective perceptions about job opportunities	23
<Table 11> Fears of sexual discrimination in the workplace measured by each college variable	25
<Table 12> Predictive amount of college or student-related variables in the quality of life of students	27
<Table 13> Predictive amount of college or student-related variables in gender equality practices	32

Figure Contents

<Figure 1> Gender egalitarianism among undergraduate and graduate students by gender and major college variable	10
<Figure 2> Gender egalitarianism among male and female undergraduate/graduate students in each sub-category	11
<Figure 3> Perceived ambivalent sexism between male and female undergraduate/graduate students	12
<Figure 4> Types of sexual harassment experienced by students	28
<Figure 5> Types of dating violence offence	29
<Figure 6> Gender equality practices in different domains based on the level of gender egalitarianism	31

Public survey on the practices of gender equality and the barrier factors: Focusing on academic, interpersonal and extracurricular activities in campus life

1. Purpose

Men and women demonstrate different values, different thoughts, different ways of thinking and different norms of behavior and this can be described as "gender culture." Since gender culture is a product of social and cultural gender formed in an inequitable society, it has inseparable relations with gender inequality (Chung Ja-Hwan et al., 1997) and under such gender culture men and women accept inequitable gender culture as a tradition and reproduce it by themselves. In particular, gender culture reproduces gender inequality by affecting values of individuals. Rokeach defines a value as an enduring belief that a specific mode of conduct or end-state existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence (1973: recited from Lim Jae-hwan, 2008). Such a value affects gender culture, which in turn affects values of individuals. In this regard, it is necessary to pay attention not only to gender culture but also to various values pertaining to the ideas of the opposite sex, marriage and employment that affect gender culture. As shown in the Global Gender Gap Report 2011 published by the World Economic Forum, Korea ranked a low 107th in the Gender Gap Index out of 135 countries surveyed (Yonhap News,

November 2, 2011). From this result, one can get a glimpse of our society wherein traditional customs about gender roles have not changed much. During the first and second female policy planning period, a number of measures have been implemented and certain progress has been made in terms of perceived gender equality, but it is difficult to say that the long-term approach to transforming the gender structure related to daily life and overall perceptions of gender equality has made great strides (Ahn Sang-Su, Kim Yi-Seon & Kim Keum-Mi, 2009). Then there will be a need to check which progress has been made in perceptions and what small changes have occurred in daily practices of gender equality.

The purpose of this study is to expand on the research on the national level of gender egalitarianism and examine gender equality practices in daily life and related factors. Expanding on the earlier public surveys on gender equality practices in "household chores" and "workplace" carried out in 2009 and 2010, this study focuses on understanding gender equality practices in campus life. In our society, college students are in a stage when they are allowed to enjoy freedom from study and parents to some extent and undergo trials and errors in life. On one hand, gender-inequitable culture persists due to the real existence of gender culture and on the other hand, values associated with gender equality are found due to free culture in campus. In view of this, there is, among others, a need to understand how gender equality is practiced by male and female students. Secondly, the study attempts to understand the extent to which gender equality is practiced depending on the level of gender egalitarianism, along with a survey on gender equality practices and related factors,

to give shape to policy interventions aimed at promoting gender-equitable culture. Thirdly, the study also aims to identify gender equality practices in different settings and assess a variety of individual and circumstantial factors promoting or hampering gender equality practices. This approach differentiates this study from other studies that have focused on adaptation to campus life or on sub-topics such as mentoring, sexual harassment and dating violence. This study has significance in that there have been few studies that comprehensively deal with specific gender equality practices in various domains of campus life and factors relating to gender equality. Fourthly, as this study covers campus life on top of previous studies conducted on gender equality practices in private and public areas - i.e. home and workplace, it contributes to the accumulation of sustained and coherent set of data needed to provide the whole picture of gender equality practices as well as factors promoting or hampering gender equality.

This study takes a look at the extent to which male and female students participate in class activities, club or department activities, drinking and interpersonal activities to find gender gaps in these activities. More specifically, role division in different situations - group projects, campus clubs, workplace, housework - is assessed to identify the extent to which male and female students practice gender equality. This assessment is used to develop a predictive model with which to measure the extent of gender equality practiced. Along with this, gender egalitarianism among undergraduate and graduate students is studied, and ambivalent sexism as a more covert form of sexism and gender role identity of undergraduate and graduate students are also

reviewed in order to assess their interrelations and the relationship with gender equality practices. Recognizing the viewpoint that gender equality practice or egalitarianism cannot be an exception from the influence of the culture individuals live in, this study examines how members of colleges perceive gender culture in campus and how perceptions and practices are affected by such campus culture. In addition, gender gaps and gender equality/discrimination in interpersonal relations, particularly in terms of ideas of marriage and work-related subjects such as career, employment and company life are observed to understand interpersonal relations of college students in two major aspects of human life, i.e. "work" and "relationship." On top of this, sexual harassment and sexual violence in campus that are emerging as important issues are also studied. Finally, ex ante and ex post focus group interviews (FGI) have also been carried out for supplementation and validation, thus solidifying the quantitative outcomes of the study.

2. Methodology

This study has been conducted based on literature studies, fact finding survey, ex ante and ex post FGIs and consultative meetings with experts. The survey has been conducted by a specialist agency through interviews with college students.

1) Fact finding survey

A survey tool was developed to investigate gender equality practices

in campus life. Interviews were conducted by surveyors from the specialist agency on 5,555 male and female undergraduate and graduate students across the country. A proportional stratified sampling method was employed, taking into account genders, school systems (2-year colleges, 4-year universities, teachers' colleges), majors and coeducation (coeducational colleges, women's colleges). In the first step, based on 2010 statistics by the Ministry of Education and Science, an allocation table containing genders, grades, undergraduate and graduate and majors was created for 50 colleges selected with due consideration for the composition ratios of universities, colleges, coeducational colleges, women's colleges and teachers' colleges. Survey candidates were then randomly selected from the colleges to avoid sampling biases. Final respondents were selected taking into account grade, school system, major and gender. As a result, a total of 5,555 undergraduate and graduate students were surveyed using a structured questionnaire. The survey involved visits to colleges by survey agents who carried out interviews and self-recording of questionnaire between September 26 and October 28 2010. Of the 5,555 students surveyed, males comprised 2,497 respondents (45.0%) and females comprised 3,258 respondents (55.0%). 5021 respondents were undergraduate students and 534 respondents were graduate students. By region, Seoul/Gyeonggi accounted for 27.6%, Yeongnam 38.6% and Honam/Jeju 12.3%. 92.6% of respondents were from coeducational colleges and 7.4% were from women's colleges. 4-year universities accounted for 65.2% of respondents, followed by 2-year colleges at 26.8% and teachers' colleges at 8.0%. Students majoring in humanities and social sciences made up the largest share of respondents at 62.4%,

followed by natural sciences and engineering at 22.5% and arts and physical studies at 5.3%.

A structured questionnaire developed by our researchers has been employed. Key questions were designed to identify participation in campus activities as well as gender gaps in group project activities, club activities (or major study activities in the case of graduate students) and activities in the workplace. Other criteria and questions are intended to understand the degree of values given to major campus activities, attitudes toward female classmates or seniors, experience of being victims of sexual harassment and abuse types, equitable campus culture, drinking culture, interpersonal relations, existence of mentors, gender of mentees, relationships with the opposite sex and views on marriage, matters relating to employment and career, demographic characteristics of respondents, measure of gender egalitarianism, measure of ambivalent sexism, attitudes toward gender-equitable behaviors in campus life, effects of control over gender-equitable behaviors, perceived gender status, legitimacy of gender status, stability of gender status, gender group identity and experience of being victims of discrimination in campus and the sexual abuse involved.

2) Focus Group Interview

Interviews with students and professors were conducted to understand gender equality practices and egalitarianism in campus. 22 students and 8 professors were interviewed on two rounds. The purpose of the first interview was to gain an understanding of the overall state of gender

equality in campus, and the purpose of the second interviews was to identify the factors hampering or promoting gender equality and use the findings in the formulation of policy initiatives. The first FGI was conducted on a group of male and female college students and a group of male and female students on master and doctoral programs. The second FGI was conducted on female professors in humanities/social sciences and natural sciences/engineering. Male professors were not included in the second FGI due to concerns that they may have big individual variations in perceptions compared with female professors who are likely to have common experiences as women.

3. Outcomes

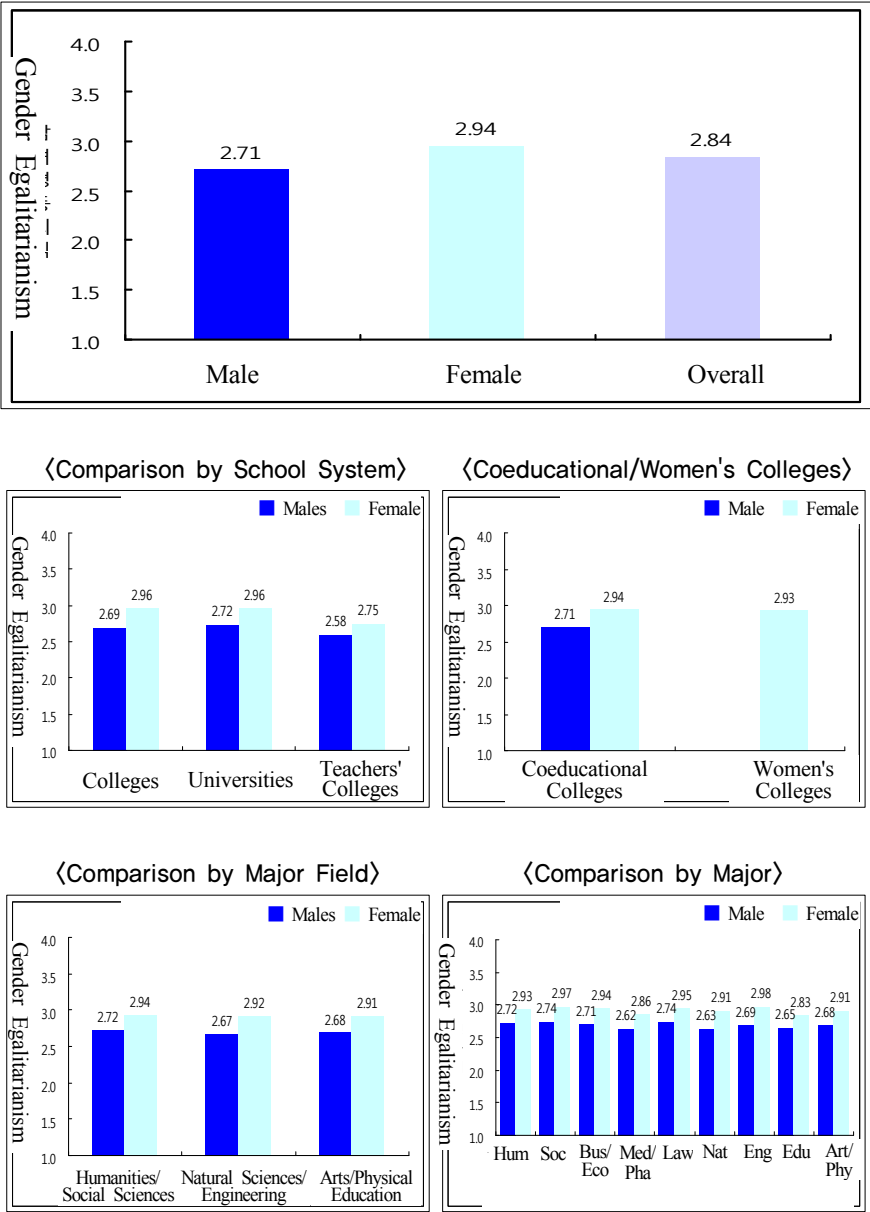
Criteria and questions contained in the survey were designed to understand, among others, participation in class activities, club and department activities, drinking culture and interpersonal relations. Role division in different situations, such as group projects, club activities, workplace and household chores was also surveyed. In addition, perceptions of gender discriminative culture in campus, factors hampering gender equality in campus, club and department activities, drinking culture, interpersonal relations, attitudes toward group activities with female students, satisfaction with life, relationships with the opposite sex, ideas of marriage, barriers to employment and career, future life in the workplace, sexual harassment or violence in campus, dating violence, demographic characteristics of respondents, measure of gender egalitarianism, ambivalent sexism, attitudes toward

gender-equitable behaviors in campus life, effects of control over gender-equitable behaviors, perceived gender status, legitimacy of gender status, stability of gender status and gender group identity were also surveyed. Through the questionnaire, a socio-psychological model relating to the process of gender egalitarianism translating into practice was examined. Moreover, demographic characteristics, such as gender, school systems, coeducation, grade, major and specific major fields, household income, region, marital status, educational attainment of parents, percentage of female students and professors and academic performance, and individual, psychological and social elements, such as gender egalitarianism, growing environment and health conditions, were also applied to see how they affect gender equality practices.

Gender egalitarianism among undergraduate and graduate students as measured by 20 questions of the Korean Gender Egalitarianism Scale (KGES, Kim Yang-Hee & Chung Gyeong-Ah, 1999) stood at 2.84 on average with female students recording 2.94 and male students recording 2.71 (see Figure 1). This average score is high compared with the previous studies that measured different age groups of people in their 30s and older. However, when compared with the same age group, the 2011 survey result does not show any improvement in gender egalitarianism. This score is similar to the average 2.81 in the 2008 public survey on people in their 20s (Ahn Sang-Su, Lee Soo-Yeon & Jang Mi-Hye, 2008) and slightly lower than the average 2.97 from both male and female workers in their 20s in 2010 (Public survey on the practices of gender equality and the barrier factors (II): Focusing on activities in the workplace). The score difference may be attributed to sampling differences or changes in social factors affecting

gender egalitarianism, but it is practically impossible to clearly identify the reason from this study. To accurately understand what these changes in gender egalitarianism mean, it will be essential to conduct fact finding surveys repeatedly using the same criteria and track outcome trends. When gender egalitarianism was compared based on the school system, teachers' colleges showed a markedly low level at 2.68 on average, compared with 2.85 by 4-year universities and 2.85 by 2-year colleges. In particular, scores were significantly low both in male and female students of teachers' colleges at average 2.58 and 2.75, respectively, compared with the overall average scores of 2.71 and 2.94 in male students and female students. By major field, students in natural sciences and engineering received low scores, compared with students in arts and physical studies and students in humanities and social sciences. Specifically, students in engineering and students in education received low scores of 2.76 and 2.77, respectively, as opposed to students in social sciences and students in laws who received average scores of 2.88 and 2.86, respectively. This result indicates that educational measures are needed to enhance gender egalitarianism in engineering and education fields.

10 | Public survey on the practices of gender equality and the barrier factors: Focusing on academic, interpersonal and extracurricular activities in campus life

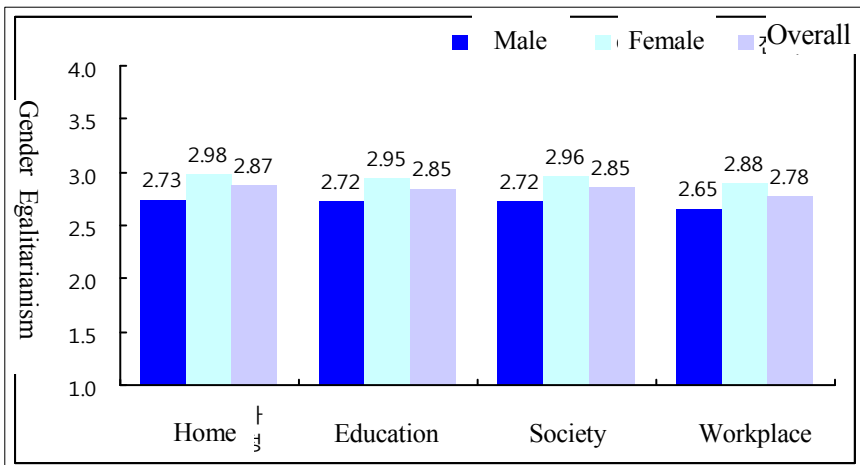


〈Figure 1〉 Gender egalitarianism among undergraduate and graduate by gender and major college variable

(Figure 1) Comparison by Major translation)

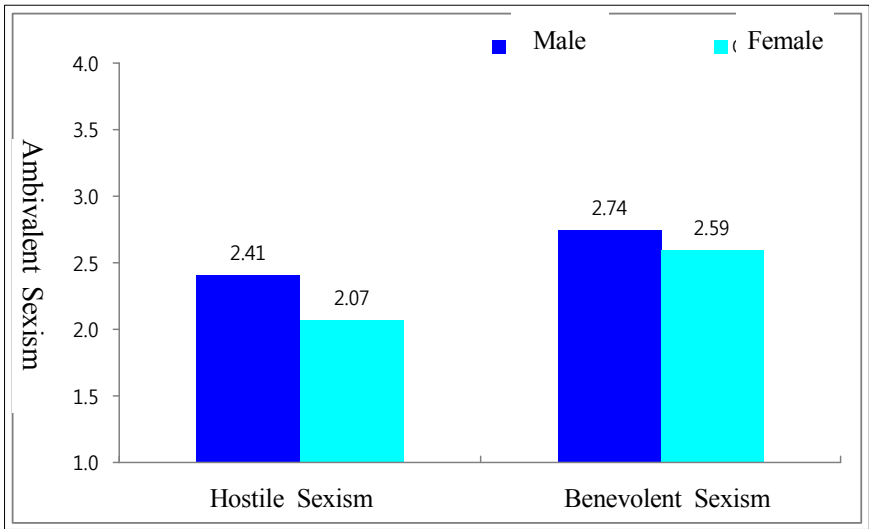
- | | |
|------------------------------|------------------------------------|
| - Hum: Humanities | - Law: Law |
| - Soc: Social Sciences | - Nat: Natural Sciences |
| - Bus/Eco: Business | - Eng: Engineering |
| Administration/Economics | - Edu: Education |
| - Med/Pha: Medicine/Pharmacy | - Art/Phy: Arts/Physical Education |

To understand as to what extent college students accept norms or stereotypes on gender roles at "home," "education," "society and culture" and "workplace" settings and justify sexual discrimination, gender egalitarianism between males and females was measured in each sub-category of the KGES. As shown in Figure 2 below, no big difference was found in each sub-category. Gender egalitarianism was relatively low among both males and females in the workplace. This trend was consistently found from both males and females and no bigger or narrower gap between males and females was found.



(Figure 2) Gender egalitarianism among male and female undergraduate/graduate in each sub-category

When it comes to ambivalent sexism, female students demonstrated a significantly low level in both hostile sexism (HS) and benevolent sexism (BS) compared with male students, as shown in Figure 3. Benevolent sexism was significantly higher than hostile sexism. Among male students, benevolent sexism was also significantly lower than hostile sexism. Noticeable is that the average score difference in HS between males and females was higher than the average score difference in BS between males and females. That is, female students are highly likely to reject HS as it is hostile attitude toward women, but they don't quite perceive BS as a sexist attitude.



〈Figure 3〉 Perceived ambivalent sexism between male and female undergraduate/graduate

One of the important objectives of the survey was to describe participation of male and female students in activities in various areas,

such as classes, campus clubs, departments, drinking and interpersonal relations. When each activity is measured on a scale of 1 through 10, male students reported more active participation in many activities compared with female counterparts. Female students showed more active participation than male students only in certain activities traditionally considered to be women's responsibilities. This indicates that gender gaps exist in campus life. Table 1 shows the level of participation in campus activities more in detail. In "assuming leader role in group projects," participation by male students stood at 3.58 times out of 10 times, while participation by female students stood at 2.85 times. In "team presentation speaker role," male students reported participation of 3.81 times vs. 3.28 times by female students. In "class leader role in announcing class materials or class cancelation," participation by male students was 2.57 times, compared with 1.85 times by female students. In "checking lecture room microphone and turning on beam projector," male students participated in this activity about 2.37 times, whereas female students participated about 1.60 times. In "moving heavy objects such as desks and bookshelves," participation by male students and female students was 4.50 and 2.23 times, respectively. In "checking and booking school trip venue," male students reported 2.62 times of participation, compared with 1.70 times by female students. In the meantime, female students reported more participation in certain activities. For instance, in "making presentation materials for group project," male students participated 3.93 times, while female students participated 3.97 times. In "preparing food, beverage and refreshments for department events," male students participated in this activity 2.24 times and female students participated

2.39 times. In "working as information desk guide at department events," male students reported 2.31 times of participation, while female students reported 2.15 times. As such, female students showed higher or similar levels of participation only in activities that are traditionally perceived as women's responsibilities. This means that female participation in many campus activities is small compared with that of male students and at the same time female students participate in activities that are traditionally considered as female roles. As a result, narrow gender gaps were only observed in activities that are of small importance and ancillary nature. Compared with the evident gender gaps between high participation by male students in activities considered to be men's roles and high participation by female students in activities considered to be women's roles, the loose gender gaps found from this study indicate that major progress has been made from the gender equality perspective. However, there is still possibility that these loose gaps in college days are likely to become wider when students go on to the labor market or take up housework responsibilities, when considering the outcomes of the studies on gender equality practices in 2009 and 2010.

〈Table 1〉 Gender gaps in campus activities

	Activities	Male (n=2239)	Female (n=2772)	Overall (n=5011)	t
		Mean	Mean	Mean	
Class	(1) Team project leader	3.58	2.81	3.15	10.05***
	(2) Team presentation speaker	3.81	3.28	3.52	6.94***
	(3) Making team presentation materials	3.93	3.97	3.95	-.58
	(4) Questions and presentation relating to class content	3.73	3.16	3.42	7.89***
	(5) Serving as class leader	2.57	1.85	2.17	10.12***
	(6) Checking lecture room microphone and turning on beam projector	2.37	1.60	1.94	11.06***
Club and Department Activities	(1) Moving heavy objects such as desks and bookshelves	4.50	2.23	3.25	29.06***
	(2) Checking and booking school trip venue	2.62	1.70	2.11	12.25***
	(3) Determining school trip menu and grocery shopping	2.67	2.45	2.55	2.70**
	(4) Preparing meals and washing dishes at school trips	2.97	2.93	2.95	.48
	(5) Managing school trip budget and receipts	2.13	1.91	2.01	2.97**
	(6) Planning and executing on-the-job training and school trip programs	2.39	1.87	2.10	6.93***
	(7) Information desk guide at department events	2.31	2.15	2.22	2.23*
	(8) Event personnel at department events	2.39	1.78	2.05	8.26***
	(9) Preparing food, beverage and refreshments for department events	2.24	2.39	2.32	-1.97*
Drinking Culture	(1) Drinking far into the night	4.76	3.21	3.90	17.04***
	(2) Paying for drinks	3.53	2.12	2.75	20.41***
	(3) Helping drunk friends go home	4.24	2.92	3.51	15.78***
	(4) Sharing admission and job information while drinking	3.62	2.82	3.18	10.48***
Interpersonal Relations	(1) Paying for meals with friends of the opposite sex	5.04	3.27	4.06	24.76***
	(2) Arranging blind dates	2.21	1.76	1.97	6.86***
	(3) Sharing exam information	4.07	3.75	3.89	4.20***

* $p < .05$; ** $p < .01$; *** $p < .001$

Along with participation in campus activities, role division between

male and female students was also surveyed in the study. It turned out that gender gaps were more evident in role division than gender gaps in the level of participation in campus activities. As revealed in Table 2, in the category of "role division in group project activities," female members were given more roles in "researching data and searching literature," "translating English materials," "putting together ideas and discussion points identified in group meetings" and "preparing final reports." On the other hand, more roles were allocated to male members in "delivering group project presentations," which is generally considered as a man's job.

〈Table 2〉 Gender-based role division in group project activities

Questions	Male (n=2493)	Female (n=3045)	Overall (n=5538)	t
	Mean	Mean	Mean	
(1) Researching data and searching literature	4.70	5.36	5.06	-15.98***
(2) Translating English materials	4.87	5.33	5.12	-11.41***
(3) Putting together ideas and discussion points identified in group meetings	4.93	5.52	5.25	-14.07***
(4) Preparing final reports	4.92	5.58	5.28	-15.07***
(5) Making group project presentations	4.90	5.48	5.22	-13.03***
(6) Delivering group project presentations	4.58	5.14	4.89	-12.83***
(7) Contacting members regarding group meetings	4.69	5.33	5.04	-14.35***

* $p<.05$; ** $p<.01$; *** $p<.001$

Table 3 shows that female students were allocated rather minor roles, such as managing budget and buying necessities. By contrast, male students were allocated more major and larger roles, such as planning club events and checking event venue.

〈Table 3〉 Gender-based role division in club activities

Questions	Male (n=2213)	Female (n=2749)	Overall (n=4962)	t
	Mean	Mean	Mean	
(1) Recruiting/counseling new applicants	5.02	5.29	5.17	-6.26***
(2) Keeping minutes of meetings and discussions	5.04	5.51	5.30	-10.83***
(3) Managing online community	4.97	5.17	5.08	-4.72***
(4) Purchasing necessities for club room	5.28	5.54	5.42	-5.58***
(5) Cleaning and organizing	4.85	5.31	5.11	-10.31***
(6) Managing operating expenses	5.27	5.74	5.53	-9.41***
(7) Planning club trip program	4.63	4.97	4.82	-7.91***
(8) Checking and booking club trip venue	4.46	4.84	4.67	-8.50***
(9) Planning/preparing club's general meeting	4.65	5.06	4.87	-9.79***

* $p<.05$; ** $p<.01$; *** $p<.001$

As shown in Table 4 which surveys role division in major classrooms, female graduate students were given a bigger role in "editing or copying seminar materials," while male students were given a bigger role in "driving to conference or seminar locations." This role division was found to be consistent with the typical stereotypes about gender roles.

〈Table 4〉 Gender-based role division in major classrooms

Questions	Male (n=253)	Female (n=275)	Overall (n=528)	t
	Mean	Mean	Mean	
(1) Moving heavy objects such as desks and bookshelves	3.30	3.83	3.58	-3.16**
(2) Editing or copying seminar materials	4.87	5.20	5.05	-2.45***
(3) Preparing beam projector for major seminars	4.41	4.83	4.63	-3.18**
(4) Purchasing necessities for major classroom	4.98	5.36	5.18	-2.63**
(5) Installing or fixing computer programs	3.88	4.24	4.06	-2.34**
(6) Managing bank statements and receipts of major classroom operating expenses	5.30	5.70	5.51	-2.48*
(7) Assisting in nighttime research tasks	4.19	4.72	4.47	-3.56***
(8) Driving to conference/seminar locations	3.74	4.25	4.01	-3.06**
(9) Accompanying advisors to long distance conferences	3.90	4.56	4.24	-4.30***

* $p<.05$; ** $p<.01$; *** $p<.001$

As shown in Table 5, in the prospective workplace, male students were responsible for buyer meetings and business trips, while female students were responsible for arranging food and beverage for meetings. In other words, like workers in the workplace, current college students were already blinded by the stereotypes about gender roles. Lastly, when it comes to the intention to participate in future household chores, Table 6 shows that both male and female students were likely to perform typical male and female roles. While female students showed a higher level of participation in daily household chores, male students showed a higher level of participation in non-daily household chores.

〈Table 5〉 Gender-based role division in prospective workplace

Questions	Male (n=2462)	Female (n=3023)	Overall (n=5485)	t
	Mean	Mean	Mean	
(1) Editing, copying and binding of meeting materials	4.84	5.03	4.95	-4.85***
(2) Reception for buyers or customers	4.72	5.00	4.88	-6.45***
(3) Business trips to other regions	4.15	4.40	4.28	-6.19***
(4) Analyzing and planning key tasks	4.69	5.07	4.90	-10.27***
(5) Tasks requiring overtime (night) work	4.25	4.59	4.44	-8.26***
(6) Preparing/ordering food, beverage and refreshments	5.44	5.60	5.53	-3.88***
(7) Customer service and counseling	5.54	5.67	5.61	-3.03**
(8) Making presentation materials	5.04	5.23	5.14	-5.32***
(9) Managing team budget details	5.29	5.56	5.44	-6.40***

* $p<.05$; ** $p<.01$; *** $p<.001$

〈Table 6〉 Gender-based role division in future household chores

	Questions	Male (n=2482)	Female (n=3053)	Overall (n=5535)	<i>t</i>
		Mean	Mean	Mean	
Eating	(1) Washing and cooking rice	3.70	5.79	4.85	-31.97***
	(2) Roasting meat (pork belly, beef) on hot grills	5.85	4.17	4.92	23.40***
	(3) Washing dishes on weekday nights	3.89	5.21	4.62	-20.48***
Clothing	(1) Running washing machines	3.75	5.48	4.70	-25.11***
	(2) Making beds	4.94	5.55	5.28	-8.20***
	(3) Folding laundry	3.83	5.60	4.81	-26.46***
Housing	(1) Cleaning floors with wet rags	3.91	5.01	4.51	-16.42***
	(2) Cleaning toilet bowls	4.00	4.07	4.04	-1.10
	(3) Disposing of food wastes	4.67	4.16	4.39	6.78***
	(4) Changing light bulbs	7.07	2.35	4.47	59.63***
	(5) Maintaining or taking automobiles to repair shops	6.86	2.09	4.23	56.98***
	(6) Repairing electric/home appliances (connection of wires, installation, replacement of batteries)	7.00	2.39	4.46	57.04***
(Grocery) Shopping	(1) Pushing carts and carrying items	6.76	4.29	5.40	32.28***
	(2) Arranging grocery items (packing refrigerators with groceries, etc.)	4.10	6.04	5.17	-26.83***
Child Care/Education	(1) Playing with kids	4.91	5.46	5.22	-8.13***
	(2) Getting kids ready for school (clothes, school materials, etc.)	3.75	5.86	4.91	-29.40***

* $p < .05$; ** $p < .01$; *** $p < .001$

When it comes to the perceived gender equality in campus life, Table 7 reveals that 22.8% of male respondents cited "campus activities are divided between male and female students" as the biggest barrier to gender equality in campus. "procedures to process complaints of sexual discrimination or measures to promote gender equality are not properly in place" was chosen by 16.9% of male respondents as the second biggest barrier. Among female students, 24.3% of them perceived "campus culture and practices are to the benefit of male professors and students" as the biggest problem and 21.3% cited "professors and instructors have male-oriented thinking" as the second biggest problem. By contrast, only 4.1% of male students agreed that

this is the barrier to gender equality. This finding shows that male and female students have a different understanding as to the reasons why gender equality is difficult to be achieved in campus.

〈Table 7〉 Reasons why gender equality is difficult to be achieved in campus

	Male	Female	Overall
	%	%	%
(1) Campus culture and practices are to the benefit of male professors/students	14.7%	24.3%	19.9%
(2) Professors and instructors have male-oriented thinking	4.1%	21.3%	13.4%
(3) Campus activities are divided between male and female students	22.8%	8.0%	14.8%
(4) More opportunities of visits to foreign countries/exchange program/internship are given to male students	1.6%	7.7%	4.9%
(5) Female students lag behind male counterparts in academic capabilities	2.5%	0.0%	1.2%
(6) Roles are divided based on the traditional gender role division	13.8%	3.7%	8.3%
(7) Female students show poor leadership compared with male students	13.4%	1.3%	6.9%
(8) There are more male students than female students in campus	6.9%	9.1%	8.1%
(9) Even if there is sexual discrimination, female students do not refuse it or raise a question	1.9%	13.9%	8.3%
(10) Procedures to process complaints of sexual discrimination or measures to promote gender equality are not properly in place	16.9%	6.9%	11.5%
(11) Others	1.6%	3.7%	2.7%
Total	100%	100%	100.0%

In terms of views of college students about the opposite sex, female students still took a conservative stand in relationship. When asked six questions about the perceptions of relationships or dates with the opposite sex, as listed in Table 8, with each question rated on a scale of 1 through 4 (the higher the score, the more positive students are to the question concerned), male students (M=2.58) responded more

positively than female students ($M=2.40$) to the question "Men ought to pay for the first date," which was a significant difference. On the question "Women are more responsible for contraception or premarital pregnancy than men," more male students ($M=2.15$) than female students ($M=2.06$) agreed. By contrast, on the questions "It is awkward for women to take the initiative to have sex," and "I don't agree that men must take the initiative to ask out for a date or propose," the average rating was significantly higher among female students ($M=2.50$) than male students ($M=2.36$). While female students thought that women can take the initiative to ask out for a date or propose, they remained conservative in taking the initiative to have sex.

〈Table 8〉 Perceptions about dates and relationships

	Male	Female	Overall	<i>t</i>
	Mean	Mean	Mean	
(1) Men ought to pay for the first date	2.58	2.40	2.48	9.24***
(2) It is awkward for women to take the initiative to have sex	2.28	2.47	2.38	-9.67***
(3) Premarital sex by men is not as unacceptable as premarital sex by women	2.55	2.49	2.52	3.08**
(4) I criticize drunk people more severely if they are women	2.38	2.35	2.36	1.72
(5) I don't agree that men should take the initiative to ask out for a date or propose	2.36	2.50	2.44	-7.12***
(6) I think women are more responsible for contraception or premarital pregnancy than men are	2.15	2.06	2.10	4.63***

* $p<.05$; ** $p<.01$; *** $p<.001$

When it comes to the six questions that measure general perceptions of college students about marriage (see Table 9), female students ($M=2.89$) significantly agreed to the question "Marriage is optional" than male students ($M=2.65$), which indicates that the perception of

marriage as an inessential element prevails more among female students than their male counterparts. Moreover, female students considered a success in stable career to be more important than marriage. They also significantly agreed than male students that it is okay not to have children or get divorced if they face serious marital conflicts. Unlike in the past when women left jobs to concentrate on child care, women today tend to attach great importance to their own successful career life with more progressive stance on marriage. By contrast, male students (M=2.63) gave a significantly higher rating than female students (M=2.38) to the question that it is better for women not to work as long as their financial conditions allow.

〈Table 9〉 Attitudes toward marriage

	Male	Female	Overall	t
	Mean	Mean	Mean	
(1) Marriage is optional	2.65	2.89	2.78	-12.44***
(2) Success in stable career is more important than marriage	2.62	2.69	2.66	-3.46**
(3) Marriage life can be productive even without children	2.57	2.68	2.63	-5.18***
(4) After marriage, it is better to get divorced than facing serious conflicts	2.64	2.87	2.77	-11.32***
(5) It is as worthwhile for women to keep home as having careers	2.86	2.85	2.85	.21
(6) As long as financial conditions allow, it is better for women not to work	2.63	2.38	2.49	12.29***

* $p<.05$; ** $p<.01$; *** $p<.001$

The survey on college students' perceptions of employment, high perceptions of job opportunities were generally found in male students than in female students (see Table 10). In particular, a significant difference was observed between male and female students in their responses to the questions such as "I can find a job with high

development potential," "I can find a job appropriate for my educational background," "I can find a job with guaranteed retirement" and "I can find a job that everyone would recognize by title." Compared with male students, female students had low perceptions about job opportunities and it was particularly the case among female students majoring in humanities and social sciences. Female students were experiencing more conflicts from their role in the workplace and home, from their role as a spouse and from other multiple roles. As a result, they were under more career stress and had more fears about sexual discrimination. These gender gaps in campus life are also likely to affect the quality of life of students.

〈Table 10〉 Subjective perceptions about job opportunities

	Male	Female	Overall	t
	Mean	Mean	Mean	
(1) I can find a job with high development potential	2.93	2.84	2.88	5.57***
(2) I can find a job appropriate for my educational background	2.99	2.95	2.97	2.27*
(3) I can find a job that is right for me	2.96	2.94	2.95	1.22
(4) I can find a stable job with guaranteed retirement	2.87	2.78	2.82	4.84***
(5) I can find a job that everyone would recognize by title	2.89	2.85	2.87	2.33*
Total (Perceptions of Job Opportunities)	2.93	2.87	2.90	4.38***

* $p < .05$; ** $p < .01$; *** $p < .001$

Another big barrier for female students preparing to find jobs is their fears of sexual discrimination in the workplace after getting hired. Such fears may cause female students to opt to change their job or career goals or negatively affect their efforts to achieve the goals. The survey on fears felt by college students about sexual

discrimination in the workplace found that female students showed significantly higher level of fears than male students, as shown in Table 11. When such fears were measured based on different college variables, female students in coeducational colleges had more fears of sexual discrimination than those in women's colleges. When measured by school system, female students had more fears of sexual discrimination than male students in all types of school system, particularly in teachers' colleges. When compared by majors, humanities and social sciences ranked first in the level of fears in the case of female students, followed by natural sciences and engineering and arts and physical education. Among male students, highest level of fears was observed in natural science and engineering fields. By grade, female students in their first grade showed highest fears. These students, who still have plenty of time to go on to the job market, seemed to have high levels of vague fears of sexual discrimination in the workplace.

〈Table 11〉 Fears of sexual discrimination in the workplace measured by each college variable

	Male	Female	Overall	F
	Mean	Mean	Mean	
Coeducation				A= 256.98*** B=14.53*** AxB= -
Coeducational Colleges	2.15	2.43	2.30	
Women's Colleges	-	2.31	2.31	
School System				A=62.86*** B=21.70*** AxB=9.88***
2-year College	2.18	2.38	2.30	
4-year University	2.11	2.42	2.27	
Teachers' College	2.45	2.50	2.48	
Major				A=88.22*** B=5.60** AxB=10.23***
Humanities/Social Sciences	2.15	2.45	2.33	
Natural Sciences/Engineering	2.21	2.33	2.26	
Arts/Physical Education	1.99	2.37	2.22	
Grade				A=103.38*** B= 88 AxB=1.27
1st Grade	2.16	2.45	2.33	
2nd Grade	2.18	2.39	2.30	
3rd Grade	2.11	2.41	2.27	
4th Grade	2.14	2.40	2.27	
Master	2.17	2.40	2.30	
Doctor	2.08	2.50	2.24	
% of Female Students				A=265.17*** B=15.89*** AxB=4.05*
20%~30%	2.16	2.49	2.28	
40%~50%	2.17	2.49	2.33	
60% and higher	2.11	2.33	2.27	
Total	2.15	2.41	2.30	A=241.94***

* $p<.05$; ** $p<.01$; *** $p<.001$

The survey on the overall quality of life perceived by college students found that male students were more satisfied with their quality of life than female students were. Unlike female students, school system (2-year college, 4-year university, teachers' college) had

a great impact on the quality of life for male students. Academic performance, on the other hand, had a very low small impact on predicting the quality of life of male students, but it played an important role in predicting the quality of life of female students. In addition, average household income was a very important predictor of a satisfactory quality of life for male students, it but had little impact on female students. Personal stress arising from "hardships of life" and "family conflicts" was a more important element in determining the quality of life for female students compared with male students. In the meantime, when it comes to the relationship between career or job-related elements and the quality of life, a strong static relationship between job opportunities and the quality of life was observed from female students compared with male students. By contrast, a shortage of jobs was a very important predictor of the negative effect on the quality of life for male students compared with female students. Career stress and fears of sexual discrimination in the future workplace foretold negative effects on the quality of life for both male and female students, with female students greatly affected by career stress(See Table 12).

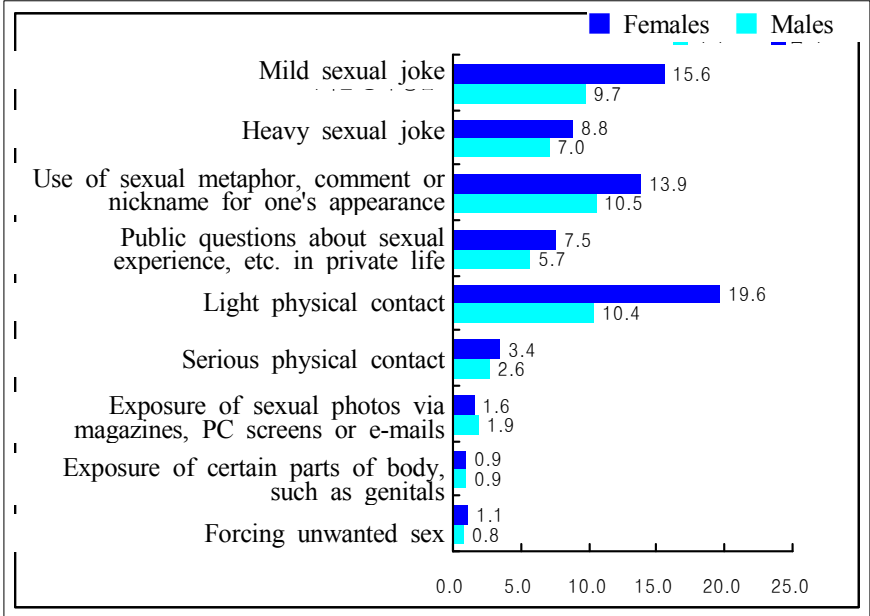
〈Table 12〉 Predictive amount of college or student-related variables in the quality of life of students

Variable	Total	Male	Female
	β	β	β
School System	-.038*	-.159***	.064*
Grade	.030	.073**	.025
Undergraduate/Graduate	.005	-.021	.027
Academic Performance	.058***	.001	.087***
Average Household Income	.141***	.272***	-.008
College Major	-.033	-.030	-.014
Campus Culture	.020	.042	-.002
Achievement Motivation	.276***	.316***	.256***
Personal Stress	-.236***	-.176***	-.317***
Gender	-.084***	-	-
R square	.188	.230	.194
Job Opportunities	.144***	.031	.263***
Customary Limitations in the Labor Market	-.047*	-.005	-.056*
Shortage of Jobs	-.165***	-.257***	-.093***
Insufficient Job Preparation	.171***	.189***	.079**
Dismal Job Prospects	.051**	.179***	-.046
Conflicts from Multiple Roles	-.060**	-.142***	.040
Fears of Sexual Discrimination	-.155***	-.185***	-.144***
Career Stress	-.164***	-.154***	-.213***
Degree of Career Preparation Acts	-.025	.130***	-.163***
Career Ambition (Target Status)	-.032	.018	-.073***
Possibility of Getting Promoted to Target Status	.099***	.200***	-.019
R square	.326	.393	.379
Change Amount	.138	.163	.184

* $p < .05$; ** $p < .01$; *** $p < .001$

In the meantime, this survey also included incidence of sexual harassment or sexual violence in campus. As of the date surveyed, 23.8% of respondents said they had experienced sexual harassment over the past one year, and 28.2% of all female students answered

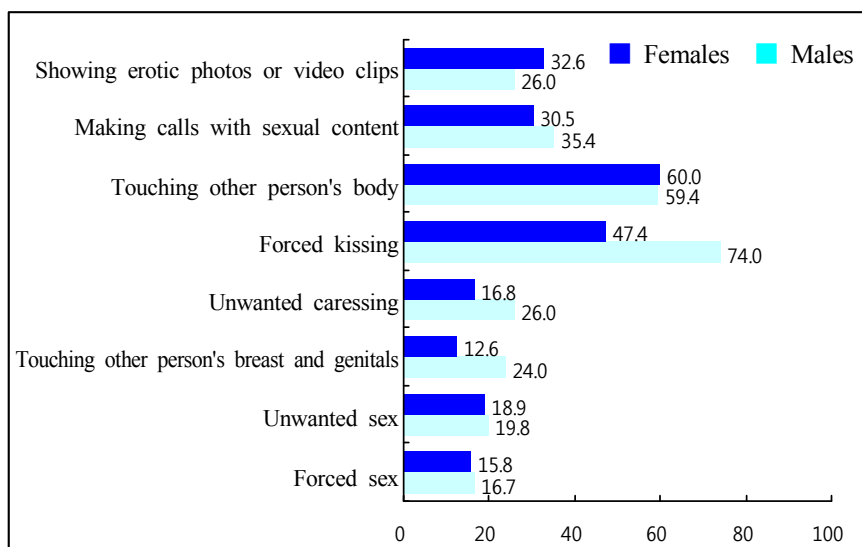
they had experienced sexual harassment. As illustrated in Figure 4 below, types of sexual harassment most commonly experienced were "mild sexual joke (15.6%)" and "use of sexual metaphor, comment or nickname for one's appearance (13.9%)." Among male respondents, "use of sexual metaphor, comment or nickname for one's appearance (10.5%)" and "light physical contact (10.4%)" were most common, followed by "mild sexual joke (9.7%)." In "serious physical contact" and "asking for unwanted sex," female students reported more cases of complaints than male students.



〈Figure 4〉 Types of sexual harassment experienced by students

Taking notice of the growing incidence of sexual violence such as dating violence, with students increasingly becoming open-minded about being in a relationship, this study surveyed dating violence

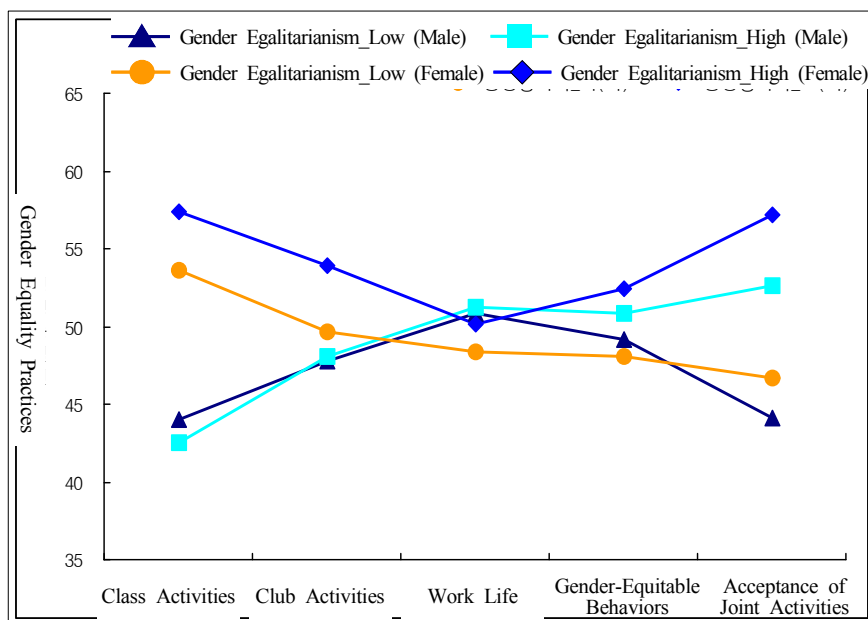
experienced by male and female undergraduate and graduate students. As revealed in Figure 5, 8.0% of respondents who had boyfriends or girlfriends said they had experience of being offenders of dating violence. Of these, 50.3% comprised male students and 49.7% comprised female students. The most common type of dating violence, chosen by 60.7% of students, was "unwanted kissing." 70.4% of male offenders and 47.4% of female offenders reported having committed this type of dating violence.



〈Figure 5〉 Types of dating violence offence

Based on gender egalitarianism among college students and its relationship with gender equality practices identified in the study, it has been found that a high level of gender egalitarianism does not necessarily lead to the intention to narrow gender gaps. According to

Figure 6 that shows gender equality practices based on the level of gender egalitarianism in various domains such as classes, clubs, future workplace, gender-equitable behaviors in campus and acceptance of joint activities with female students or female juniors/seniors, students with strong gender egalitarianism tend to practice gender equality more than other students with weak gender egalitarianism. Yet the extent to which students practice gender equality varies depending on the domain involved and the effects of such practices are not big enough to transform the current gender gap structure. This shows the possibility that the gap between the perceptions and practices comes from students' dichotomous perceptions related to the gender roles and their uncritical acceptance. High gender egalitarianism or hostile sexism resulted in active practices of gender equality, but it had limited impact on the level of participation because traditional gender role division in household chores has been followed. This indicates that both male and female students fail to put into perspective the traditional gender roles. A noticeable difference was found among female students who are androgynous or highly egalitarian in their forms of participation in household chores. When these students were asked about their intention to participate in household chores based on each gender role identity, androgynous female students showed a strong intention to participate in all types of household chores, compared with other female students who displayed masculine, feminine or undifferentiated traits. Particularly in the maintenance area that has traditionally been considered as men's domain, androgynous female students showed more participation than other female students with a high level of gender egalitarianism.



〈Figure 6〉 Gender equality practices in different domains based on the level of gender egalitarianism

In this study, a regression analysis was conducted to identify gender equality practices in different settings, gender-equitable behavioral experiences in campus and the factors that either promote or hamper gender-equitable actions by civic organizations (see Table 13). The analysis revealed that gender-equitable school culture, gender egalitarianism and gender-equitable home environment are the major elements that stimulate gender equality practices. The more equality in school culture, the more efforts to improve school culture and the more community values cherished, the more gender equality both male and female students practice. This outcome shows that the characteristics of school culture are closely related with gender equality

practices and that gender-equitable norms are likely to trigger gender egalitarianism and relevant behaviors. Also in the case of male students, it was found that gender-equitable home environment in which students have grown up and students' strong gender egalitarianism are static predictors of gender equality practices. This means that students who have internalized the values of gender equality while growing up are more likely to practice gender equality and it is therefore very important to create gender-equitable environments at home and at school.

〈Table 13〉 Predictive amount of college or student-related variables in gender equality practices

	Overall Score		Class		Club		Workplace		Equitable Behaviors		Group Activities	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Undergraduate/ Graduate Students	-	-	.037	.042	-	-	.103**	.115***	-.006	-.020	-.147***	-.079**
School System	-.079**	-.131***	.140***	-.132***	-.046	-.119***	-.079**	-.063*	.011	.036	-.126***	-.090***
Grade	-.034	-.043	.017	-.011	-.066*	-.031	-.128***	-.076*	-.012	-.026	.084*	-.022
Military Service	-.057*	.042	.040	.011	-.055*	.026	-.036	.015	-.024	.027	-.060*	.037
Major Birth Order	.021	-.015	-.069**	.027	.061*	.033	.096***	.050*	-.057*	-.059**	-.026	-.068**
	.020	-.025	.024	-.008	.001	-.021	.005	.008	.024	-.001	-.006	-.050*
Part-time Work	-.015	.029	-.032	.017	-.026	-.019	-.017	-.004	.007	.035	.003	.054*
Residence Type	.015	-.035	.012	-.013	.026	.024	.010	-.001	-.014	-.050*	-.008	-.033
Health Conditions	.032	.011	.048*	-.018	.004	-.046	-.027	-.025	.089***	.088***	-.001	.007
Desired Education Level	.040	.045	-.044	.017	-.014	-.032	.007	-.004	.042	.016	.052*	.119***
% of Female Students	.048	.087**	-.133***	.035	.005	.059*	.040	.010	-.011	.012	.135***	.200***
% of Female Professors	-.055*	-.117***	.099***	-.057*	-.015	-.058*	-.017	-.009	-.053*	-.064*	-.105***	-.164***
Academic	.015	-.002	.026	-.044	.008	-.049*	.031	-.021	.013	.060*	-.011	.024

	Overall Score		Class		Club		Workplace		Equitable Behaviors		Group Activities	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades												
Monthly Household Income	-.039	-.026	-.028	-.013	-.002	-.026	-.054*	-.017	-.024	.034	-.010	-.046*
Father's Educational Level	-.029	-.060*	.005	-.013	-.047	-.082**	-.057	-.044	.008	-.037	.024	-.004
Mother's Educational Level	.058	.051	.033	.022	.034	.097**	.059*	.082**	.009	.003	-.020	-.038
Marital Status	.014	.030	-.037	.061**	.040	.002	-.024	.023	.013	.026	.065**	.043*
R ² (Explanatory Amount)	.026	.024	.046	.023	.018	.038	.037	.020	.018	.025	.047	.072
Campus Culture	.106***	.078**	-.013	.087**	.029	.076**	.032	.056*	-.052*	-.109***	.209***	.168***
Efforts to Improve Culture	.127***	.057*	.046*	-.007	-.014	-.046	-.032	-.053*	.305***	.242***	.029	.017
Community Values Cherished	.174***	.128***	.079**	.067**	.105***	.046	.070*	.135***	.169***	.142***	.004	-.014
Career Values Cherished	.043	.081**	-.061*	-.001	-.007	.032	-.016	-.062*	.052*	.126***	.093***	.133***
Gender Equitable Home Environment	.041*	.043	.050*	.038	-.021	.015	-.017	.003	.090***	.035	.001	.016
Hostile Sexism	-.034	-.072**	-.035	-.005	-.011	-.035	.037	.063	.043	-.046	-.108***	-.188***
Benevolent Sexism	-.024	-.063	-.109***	-.042	-.029	-.072**	-.077**	-.107***	.058*	.001	.072***	.042*
Gender Egalitarianism	.229***	.291	-.105**	.111**	.025	.065	.073*	.083*	.179***	.203***	.368***	.356***
Masculinity	-.049*	-.002	.015	-.047	-.071**	-.008	-.078**	-.001	.032	.066**	-.017	-.025
Femininity	.046*	-.056***	-.006	-.029	.056*	-.058**	.048	-.030	.031	-.017	-.018	-.009
R ² (Explanatory Amount)	.109	.067	.076	.065	.036	.085	.058	.056	.220	.212	.359	.441
Δ (Increase in Explanatory Amount)	.082***	.043***	.030***	.042***	.018**	.047***	.021***	.036***	.203***	.187***	.312***	.369***

* $p < .05$; ** $p < .01$; *** $p < .001$

4. Policy Suggestions

The outcomes of this study suggest that various measures are needed to transform the gender structure in our society and campus life into a more improved and equitable one. To this end, programs aimed at "making gender equality education mandatory for newly appointed professors and freshmen," "enhancing mentoring and network support for male and female college students" and "introducing measures that connect the improvements in gender equality to the evaluation and financial support programs for colleges" need to be considered.

In reality, Korean colleges do not accumulate data on gender inequality in campus. Colleges in the United Kingdom have developed gender equality improvement plans every three years under the Gender Equality Scheme since 2006 when the Equality Act was established. Achievement of objectives set in these improvement plans is monitored by each college's campus headquarters. The improvement plans contain target levels of support, welfare and representation related to students and professors, and various diversity committees and advisory groups not only monitor related statistics but they also carry out activities to assess the effects of relevant policies on each gender. The plans also contain strategies to narrow gender gaps in each academic field by addressing the imbalanced proportion of female professors, increase their participation in various committees and positions within campus and to raise the common understanding for the prevention of sexual harassment and abuse. Similar efforts need to be made in Korea. In accordance with Article 2, paragraph 1, sub-paragraph 1, "Policy on gender equality in education" of the Framework Act on Women's

Development, efforts are needed to encourage colleges to set objectives and develop implementation plans pertaining to the creation of gender-equitable culture within campus, and colleges that show progress in these efforts need to be rewarded or given incentives.

As noted earlier, gender-equitable campus culture is essential in practicing gender equality. However, there are no adequate measures in place to gauge the progress in gender equality in each college. Recently, Ochanomizu University of Japan has developed the Ochadai Index and is distributing the index in Japan and other countries. The Ochadai Index contains a checklist covering various areas, such as "setting a target number of female professors and female researchers to be recruited in each research field" and "identifying the percentage of females in each research field and position." One of the checklist item related to the creation of gender-equitable working conditions is made up of such indicators as "leaving work on scheduled time," "meeting hours (no meeting can be held or extended after 5 pm)," "use of paternity leave by male employees" and "survey on work-family balance for all employees." The other checklist item related to infant care support is composed of such indicators as "installing infant care facility," "installing lactation rooms and multipurpose toilets" and "accommodations in campus for child rearing support." Applicable to the domestic environment, these indicators can be easily utilized by domestic colleges. Therefore, the Ministry of Gender Equality and Family and the Ministry of Education, Science and Technology need to start working together to discuss these indicators with officials from each college and explore ways to reflect them in the action plans aimed at creating gender-equitable culture in campus.

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