Internationalization of universities
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Chapter 5
Factors that affect the opinion about university internationalization

5.1 Introduction

The results of the factor analysis in Chapter 4 indicate that according to the opinions of the academic staffs and students, university internationalization consists of 3 components which are Universalization dimension, Nationalization dimension, and English domination dimension. In this chapter, the researcher takes the components’ result to construct 3 new variables by retaining the same names in order to study that which factors affect these 3 new variables. Two methods of analysis are used: first method takes the values of the 3 independent variables (University, Field of study, and Status) to plot and observe the distributions of these variables on the new or component variables, one pair at a time. These are Universalization and Nationalization; Universalization and English domination; and Nationalization and English domination. By using the averages as the cut points to find out that which independent variables mentioned above affect each component variable. Second method of analysis is the multiple regression analysis which is used to find the other independent variables other than the ones found from the first analysis which affect each component variable.

5.2 The distribution of the various values of the variables: University, Field of study and Status on each pair of component variables

The analysis in this section, the researcher brings the values of 3 independent variables which are University, Field of study, and Status to study. The University variable is divided into 5 categories which are University of Amsterdam (UvA), Katholieke University of Leuven (KU), Chulalongkorn University (CU), University of Malaya (UM), and National University of Singapore (NUS). The field of study variable is divided into 4 categories which are Arts and Social Sciences (AS), Law (LW), Science (SC), and Medicine (MD). And the status variables is in 2 categories which are academic staffs (A) and students (S). The values of these 3 independent variables are plotted on the axis of the component variable one pair at a time which are Universalization and Nationalization, Universalization and English domination, and Nationalization and English domination, by using the averages of each pair of the component variables as the cut points to find out that which independent variable affects each component variable by considering from the distributions of various values of the independent variables (University, Field of study and Status) on the component variable one pair at a time. The results are in Figure 5.1-5.9 and the details of the mean and the standard deviation of the subgroups are in Table 5.1.

In Figure 5.1-5.3 the researcher brings the values of the 3 independent variables which are University, Field of study and Status to plot on the axis of the 2 component variables (Universalization and Nationalization) which intersect at the average. The results indicate that the distribution of the values of each independent variable has the
characteristic of the distribution with no directions indicating the independency of the 2 component variables (Universalization and Nationalization). When considering the University variable, it is found that each university is significantly different by having the values scattered in four groups of the intersecting axes. CU has high values on both scales whereas UvA has low values on both scales. As for KUL, UM and NUS, they have the high values on one scale and low on the other. When considering the Field of study variable, it is found that each field of study is slightly different by having the values distributed around the intersection of both axes. For the Status variable, the academic staffs and students have different opinions with the values distributed in different groups. The academic staff group has low values on both scales whereas the student group has high values on both scales.

Figure 5.4-5.6 show the distribution of the values of the 3 independent variables which are University, Field of study and Status on the 2 component variables: Universalization, and English domination by using the mean as the cut point as well. As the results, when considering the University variable, it is found that each university has rather distinct differences. CU and UM are in the group with high values on both scales whereas KUL has lower value on both scales, but for UvA and NUS, they have high values on one scale and low on the other. When considering the Field of study variable, it is found that each field of study has a minimum differences by having the values distributed near by the intersection of both scales. For the Status variable, academic staffs and students are different by having the value distributed in different groups. Academic staff group has lower value of the scale of Universalization but higher of the scale of English domination. Student group has high value of the scale of Universalization but lower on the scale of English domination.

Figure 5.7-5.9 shows the distribution of the values of the 3 independent variables which are University, Field of study and Status on 2 component variables which are Nationalization and English domination by using the mean values of the two new variables as the cut point as well. As the results, when considering the University variable it is found that each university is significantly different where CU still has the highest value whereas NUS has the lowest value comparing to the other universities on both scales. UvA, KUL and UM have high value on one scale and low on the other. When considering Field of study variable, it is found that each field of study is slightly different by having the values distributed nearby the intersection of both scales. For the Status variable, academic staffs and students are different and are distributed in different groups which are opposite where academic staff group has low value on the scale of nationalization and has high value on the scale of English domination but student group has high value on the scale of Nationalization and low on the scale of English domination.

When considering all the 9 figures, the results are coincided which is when considering the distribution of the value of the 3 independent variables which are University, Field of Study and Status on the scale of the component variables each pair at a time which intersect at the means, it is found that the University and Status variables affect the 3 component variables which are Universalization, Nationalization and English domination. This indicates that the subjects from the different universities have different opinions and at the same time the subjects who are the academic staffs and students also have different opinions. But for the Field of study variable, there is no effect toward those 3 component variables which can be expressed that the subjects from the different fields of study have the opinions upon the component variables (Universalization, Nationalization, and English domination) indifferently. In conclusion, the differences of
the universities with different backgrounds in social or in other words, in the context of different socials, and the status which is different between being the teacher and the student affect or has the influence upon the opinions about Universalization, Nationalization, and English domination which cause the individual in each of those subgroups has different opinions. But for the Field of Study, there is no effect on the opinions about the 3 component variables which means that the subjects in different fields of study have the same opinion. However, there still be other factors that affect the 3 component variables. The results of the analysis using the multiple regression analysis will be presented in the next section.

5.3 Factors which affect the opinions about Universalization, Nationalization, and English domination

This section presents the results of the multiple regression analysis using stepwise methods for the studied variables which are the 3 component variables: Universalization, Nationalization, and English domination. By inserting the independent variables into the regression equation are at a time from which these independent variables are from the literature reviewed of variables which are University, Field of Study, Status, Sex, English proficiency, and International experience. The International experience variable is divided into 3 variables which are Study abroad experience, Visit university abroad experience, and Participate in international conference experience. Therefore, there will be 8 independents variables inserted in the analysis. This is to study whether these independent variables can explain the variation of each dependent variable which is Universalization, Nationalization, and English domination in terms of percentage, and whether there is any variable that has the effect on the dependent variable significantly. The results of the multiple regression analysis will present the regression coefficient in the form of raw scores and standard scores of only the variables with the statistical significant including other statistical values obtained from the multiple regression analysis for each dependent variable. The details of the analysis results are in Table 5.2.

For the reason that some independent variables are categorical variables which can be divided into more than two groups or two categories which are the University and Field of study variables, the researcher then changed these variables into the dummy variables. The University variable uses the University of Amsterdam as the comparable variable because it has the rather lower value of each dependent variable than other universities. Therefore, the University variable is then converted into 4 dummy variables. For the Field of study variable, the Faculty of Arts and Social Sciences is used as the comparable variable because they have lower value of each dependent variable than the other groups. The Field of study variable then is changed into 3 dummy variables. Therefore, this multiple regression analysis contains a total of 13 independent variables which are: the University variable which was changed into 4 dummy variables (U1, U2, U3 and U4); the Field of study variable which was changed into 3 dummy variables (F1, F2 and F3); the next 6 independent variables are Status, Sex, English proficiency, Study abroad experience, Visit university abroad experience, and Participate in international conference experience. The 3 dependent variables are Universalization, Nationalization, and English domination.

From Table 5.2, when considering the Universalization dependent variable it is found that the independent variables that have the regression coefficients which affect on
the Universalization variable significantly in descending order are Chulalongkorn University (CU), University of Malaya (UM), National University of Singapore (NUS), Status, English proficiency, Visit university abroad experience, and Katholieke University of Leuven (KU). The Katholieke University of Leuven has the negative effect. All these independent variables accounted for 59% of the total variance of Universalization variable. It can be seen that the University variable has the highest regression coefficient indicating that the University variable has the most effect on the opinion about Universalization. The next variable with lower effect than the University variable is the Status indicating that academic staffs and students have different opinions i.e., the academic staffs agreed more with the Universalization than the students. For the English proficiency variable, it is found that the subjects with higher English proficiency agree with Universalization more than the ones with less English proficiency. And the subjects with the Visit university abroad experience agree with Universalization more than the ones without the experience. For the variables: Field of study, Sex, Study abroad experience, and Participation in international conference experience; there are no effects on the Universalization variable.

When considering the Nationalization dependent variable, it is found that the independent variable that have the regression coefficient value affecting the Nationalization variable significantly arranged in descending order are: CU, Status, KUL, English proficiency, and Science. The English proficiency has the negative effect. All these variables accounted for 10% of the total variance of Nationalization variable. But for the variables: Sex, Study abroad experience, Visit university abroad experience, and Participation in international conference experience; they have no effects on the Nationalization variable.

When considering the English domination dependent variable, it is found that the independent variables that have the regression coefficient values affecting the English domination variable significantly arranging in descending order are: English proficiency, NUS, UvA, Participation in international conference experience, and Medicine. The NUS and UvA variables have the negative effect. All these variables accounted for 8% of the total variance of English domination variable. But for the variables: Sex, Study abroad experience, Visit university abroad experience, and Participation in international conference experience; they have no effects on the English domination variable.

In conclusion, from the results of the multiple regression analysis it is found that the variables: University, Field of study, Status, English proficiency, Visit university abroad experience, and participation in international conference experience accounted for the most (59%) of the total variance of the Universalization variable. And the same set of these independent variables accounted for 10% and 8% of the total variance of the Nationalization and English domination variables respectively. The variables with the regression coefficient values which affect the three dependent variables the most are the University variable whereas the Field of study variable has very little or almost no effect on the three dependent variables. Moreover, it was also found that there are two variables that has definitely no effect on the three dependent variables which are Sex and Study abroad experience variables.
5.4 Discussion

The results from plotting to observe the distribution of the independent variables and from the multiple regression analysis indicate the corresponding finds that the University variable has the influence upon the 3 dependent variables which are Universalization, Nationalization, and English domination the most (when comparing to the other independent variables that were brought into this study). This is because each university has developed its own system and created its own identity for a long period of time under the society that it is situated. The societal environment thus has an influence on the people’s mentalities.

However, when considering each dependent variable, the first one is the Universalization variable, it was found that the Asian university group (CU, UM, and NUS) perceives the importance or agree with the Universalization variable more than the European university group (UvA and KUL). This may caused by several reasons: first, the internationalization of universities was perceived as one of the methods to transfer scientific knowledge and technology from the more developed countries to the less developed countries. Asian universities then more realize the importance of the Universalization because the awareness of the benefit toward bringing the knowledge and technology to develop their own countries; second, this may be because the definitions of the word “internationalization” are different inducing the different perspectives of the individual of each group. For instance, the European universities may define internationalization as Europeanization or regionalization whereas the Asian universities define internationalization to cover globalization; and third, this may be because each university has promoted the awareness of the importance and benefit of internationalization with different levels for example, in 1991 - 1997 Chulalongkorn University has promoted the internationalization of university strongly to absorb the wave of the globalization thus causing the Chulalongkorn University to agree with Universalization more than the other universities.

When considering the Nationalization variable, it is found that there are differences in the groups of the country which is multi-racial or multi-lingual those are Katholieke University of Leuven of Belgium which has the mother languages that are also the official languages which are Dutch and French. University of Malaya of Malaysia and National University of Singapore of Singapore both of which have the same 3 main races which are Malay, Chinese and Indian. Whereas Malays form the majority in Malaysia having Bahasa Malaysian language as the official language, but for Singapore which has Chinese form the majority and have 3 mother languages (Malay, Chinese, and Tamil) including English as official languages. But in practice English is used most in Singapore. The creation of national identity is often said to be the problem of multi-racial countries and for this reason it may cause the opinions about Nationalization of the subjects in the countries that are multi-racial to be likely to lower than the countries with one mother language or the countries with no problems about races for example, some countries in this research namely the Netherlands and Thailand whereas the Netherlands even though is a small country but the population stick together strongly, for Thailand which has the opinion about Nationalization more than the others may be reasoned by the background of the country which Thailand has never been occupied by the western countries, thus causing the Thais to aware more of the Nationalization.

For the English domination variable, it is found that UvA, CU and UM do not have different opinions about the influences of English upon the current world of
education. However, KUL and NUS perceive the importance of the influence of English less. When studying the social background context, it was found that in Flemish (the northern part of Belgium) there was an attempt to change the former educational language in French into Dutch which was succeeded for only 50 years ago. This case may be the reason that the academic staffs and students of KUL refuse to fully accept the influence of English for the fear that English may have influence over Dutch similar to French in the past. For Singapore, there was an acceptance of English as another official language beside the other three mother languages which are Malay, Chinese and Tamil. But from studying the documents involving this research, it was found that in present there is a request from within Singapore to review the policy about using English in Singapore. And since the new generations in Singapore prefer using English to the mother tongues, there are concerns that the mother languages may disappear from Singapore. This may be the reason why the academic staffs and students of NUS are likely to less agree with the influence of English.

The next independent variable is the Field of study variable, the results of the analysis found that this variable has little effects on the three dependent variables: Universalization, Nationalization, and English domination. The findings of this research thus argue with the other writings which believe that Field of study has the effects on internationalization, with the features of the text contents, educational methods and the language used to communicate that are different causing some of the fields of study being more international than others, for instance, Science is more internationalized than Social Sciences. But from the results of data analysis with both methods of mean plotting and multiple regression analysis which stabilized the influences of the other variables thus giving the corresponding findings that the Field of study has no effects on individual's opinions regardless whether they are Universalization, Nationalization, or English domination. The researcher thus believes that with the waves of globalization in the present and the development of various sciences cause the concepts of the individuals in different sciences or fields of study toward the internationalization indifferently any further even though there were differences in the past.

The next independent variable is the Status that has the effect on the Universalization and Nationalization variables which is that the academic staffs and students have different opinions whereas the academic staffs agree more with the Nationalization when comparing to the opinions of the students. This can be explained that the academic staffs have the line of work that follows the academic progression worldwide as well as communicates with the colleagues globally more than the students who are studying within the countries and may communicate with the foreign countries in lesser degree. But the opinions about the English domination of both groups are indifferent since both groups agree that in the current era English has great influences upon the education and communications.

For the English proficiency dependent variable, it is according to the expectations that is the ones with higher English proficiency agree with Universalization and English domination more than the ones with lower English proficiency. Similarly, the ones with lower English proficiency also agree more with Nationalization. This may be the reason that in this era English is an important media in communicating with the foreign countries therefore, the persons with good English proficiency feel that there are no barriers in communicating abroad, thus there are more trend to agree with Universalization than the ones with less English proficiency. This shows that English proficiency is an important factor or an obstacle of university internationalization.
The International experience variable in this study is divided into 3 groups which are Study abroad experience, Visit university abroad experience, and Participate in the international conferences. It can be seen that the ones with the experience in each category spend different period of time abroad. Study abroad may spend the longest time in the foreign countries when comparing to Visit university abroad (in general only 1 - 2 weeks) and Participate in the international conferences (about only 3 - 5 days). The study found that Study abroad experience has no effects upon the three dependent variables. It should be noted that spending abroad for a long period of time will reveal the advantages and disadvantages of both systems (one's own and foreign ones). This results in the neutral opinions and as a consequence, the ones with or without the study experience in the foreign countries have no different opinions. For Visit university abroad experience, there is a positive effect on the opinion about Universalization indicating that if we want to promote the understanding and realizing the benefit of university internationalization, we must use the method of promoting the activities in Visiting university abroad. For the experience in Participate in international conferences, it has the effect on English domination indicating that the ones who participate in the international conferences realize the importance and necessity of English strongly which agrees with the reality that most of the international conferences worldwide use English as the media in the meeting.

In conclusion, the results from the multiple regression analysis give the findings that the independent variable which has the influences on the three dependent variables the most is the University variable. This is because each university locates in the context of different societies resulting in the different opinions of the academic staffs and students of different universities about Universalization, Nationalization, and English domination. The independent variables with less influences are the Status, English proficiency, and International experiences respectively. The Field of study variable has no effects on Universalization but has the slight effects on Nationalization and English domination. The variable that has no effects on the dependent variables is Sex.

In the next chapter, the researcher selects to study in details of the two universities which will be the 2 extreme cases of the poles. They are University of Amsterdam which has the rather low values of all the three variables (Universalization, Nationalization, and English domination) and Chulalongkorn University which has rather higher values of the three dependent variables than the other universities. To study the reasons behind the concepts that produce the different results, the researcher will analyze the contents in the open-ended questions as well as the additional comments of the academic staffs and students that have upon internationalization of universities and the use of English as the consequence of university internationalization.
Table 5.1 Means and standard deviations of sub-sample groups on each component variable: Universalization, Nationalization, and English domination.

<table>
<thead>
<tr>
<th></th>
<th>Universalization Mean</th>
<th>Universalization Sd</th>
<th>Nationalization Mean</th>
<th>Nationalization Sd</th>
<th>English domination Mean</th>
<th>English domination Sd</th>
</tr>
</thead>
<tbody>
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<td>Academic staffs</td>
<td>-0.04</td>
<td>0.94</td>
<td>-0.22</td>
<td>0.93</td>
<td>0.21</td>
<td>0.99</td>
</tr>
<tr>
<td>Students</td>
<td>0.03</td>
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<td>0.15</td>
<td>1.02</td>
<td>-0.14</td>
<td>0.98</td>
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<td>0.11</td>
<td>0.66</td>
<td>-0.20</td>
<td>1.04</td>
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<td>0.65</td>
<td>0.41</td>
<td>1.28</td>
<td>0.08</td>
<td>0.97</td>
</tr>
<tr>
<td>University of Malaya</td>
<td>0.29</td>
<td>0.57</td>
<td>-0.23</td>
<td>1.07</td>
<td>0.19</td>
<td>0.94</td>
</tr>
<tr>
<td>National University of Singapore</td>
<td>0.28</td>
<td>0.56</td>
<td>-0.21</td>
<td>0.97</td>
<td>-0.22</td>
<td>0.98</td>
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<td>0.06</td>
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<tr>
<td>Science</td>
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<td>0.94</td>
<td>0.04</td>
<td>1.02</td>
<td>0.07</td>
<td>0.97</td>
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Table 5.2 Significant regression effects on each component variable; Universalization, Nationalization, and English domination.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Universalization b</th>
<th>Universalization B</th>
<th>Nationalization b</th>
<th>Nationalization B</th>
<th>English domination b</th>
<th>English domination B</th>
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<td>University of Malaya</td>
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<td>-</td>
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</tr>
<tr>
<td>National University of Singapore</td>
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<td>Arts and Social Sciences</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
<tr>
<td>Law</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Science</td>
<td>-</td>
<td>-</td>
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<td>Sex</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
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</tr>
<tr>
<td>Visit university abroad</td>
<td>0.13</td>
<td>0.06</td>
<td>-</td>
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</tr>
<tr>
<td>Participate in conferences</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.22</td>
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<tr>
<td>R</td>
<td>0.77</td>
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<tr>
<td>Adjusted R²</td>
<td>0.59</td>
<td>0.10</td>
<td>0.08</td>
<td>0.08</td>
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Figure 5.1 Scatter plot of University variable on the dimensions of Universalization and Nationalization.

Figure 5.2 Scatter plot of Field of study variable on the dimensions of Universalization and Nationalization.

Figure 5.3 Scatter plot of Status variable on the dimensions of Universalization and Nationalization.

Uni = Universalization
Nat = Nationalization
Eng = English domination
UvA = University of Amsterdam
KUL = Katholieke University of Leuven
CU = Chulalongkorn University
UM = University of Malaya
NUS = National University of Singapore
AS = Arts and Social Sciences
LW = Law
SC = Science
MD = Medicine
A = Academic staffs
S = Students
Figure 5.4 Scatter plot of University variable on the dimensions of Universalization and English domination.

Figure 5.5 Scatter plot of Field of study variable on the dimensions of Universalization and English domination.

Figure 5.6 Scatter plot of Status variable on the dimensions of Universalization and English domination.

Uni = Universalization
Nat = Nationalization
Eng = English domination
UvA = University of Amsterdam
KUL = Katholieke University of Leuven
CU = Chulalongkorn University
UM = University of Malaya
NUS = National University of Singapore
AS = Arts and Social Sciences
LW = Law
SC = Science
MD = Medicine
A = Academic staffs
S = Students
Figure 5.7 Scatter plot of University variable on the dimensions of Nationalization and English domination.

Figure 5.8 Scatter plot of Field of study variable on the dimensions of Nationalization and English domination.

Figure 5.9 Scatter plot of Status variable on the dimensions of Nationalization and English domination.

Uni = Universalization
Nat = Nationalization
Eng = English domination
UvA = University of Amsterdam
KUL = Katholieke University of Leuven
CU = Chulalongkorn University
UM = University of Malaya
NUS = National University of Singapore
AS = Arts and Social Sciences
LW = Law
SC = Science
MD = Medicine
A = Academic staffs
S = Students
Figure 3.9. Scatter plot of field of study variable on the dimensions of universalization and English domination.