



ATTITUDES ON GENDER EQUALITY IN THE ACADEMIC UNITS OF THE CENTER OF THE AUTONOMOUS UNIVERSITY OF GUERRERO

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ARTICLE INFO

Article History:

Received 04th May, 2018

Received in revised form 16th

June, 2018 Accepted 25th July, 2018

Published online 28th August, 2018

Key words:

Equality, gender, attitude, dimensión and sexist

ABSTRACT

Objective: To know the attitudes about gender equality in the Academic Units of the central zone of the Autonomous University of Guerrero.

Methodology: The design was quantitative, descriptive and transversal, the questionnaire Scale of Attitudes of Students towards Coeducation was applied by Rafael Garcia Pérez, MariaAngeles Rebollo Catalan, Olga Buzón Garcia, Ramón González, Raquel Barragan Sánchez y Estrella Ruiz Pin (Rebollo, Buzón, González, Barragán, & Ruiz, 2010), composed of 30 Likert-type items, to measure the attitudes and positioning of the students before the construction of a culture of gender in the school based on equality, respect for biodiversity and the non-violent resolution of conflicts.

Results: The results obtained in the items of the sociocultural level show tensions and unresolved aspects in the social model of gender, despite the progress made in terms of equality that are assumed by the students. One example is the items 1 and 7, in which, although the students think that domestic tasks can perform well both men and women (item 7) do not agree that women do better, in item 17 it can be noted a difference between girls and boys in responding that lesbian girls are less trustworthy than women, since women responded that they disagree, while men responded that they did not know. The results obtained from the students in the relational plane and the personal level, show the lowest values, that is, the students present less defined attitudes towards equality, observing a more sexist attitude in women than in men, the sexist attitude implies reproducing publicly, and unconsciously, gender stereotypes and patriarchal mandates to male and female roles. The adaptive attitude assumes a politically correct position in the formal and public. Our results showed that more than 90% of students present a sexist attitude towards gender equality. Conclusions Our study shows that girls obtain lower means than girls in all indicators of equality. There are girls and boys in all categories, but the scores indicate that both sexes approach a more sexist profile. While the lower percentage throws us into an adaptive attitude, followed by an egalitarian attitude with a zero percentage. On the other hand, the low scores in the relation dimension, as well as the differences between boys and girls in this plane, advise to focus greater efforts in the prevention of gender violence, educating in relational competences for the pacific resolution of conflicts and strategies for a coexistence in equality.

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INTRODUCTION

Gender inequality continues being a serious obstacle to human development.

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Girls and women have made a lot of progress since 1990, but they have not yet reached a situation of gender equity. The disadvantages experienced by girls and women are a major cause of inequality. Too often, they suffer discrimination in health, education, political representation and the labor market, among other areas, which has negative repercussions for the development of their capacities and their freedom of choice.

The Gender Inequality Index is an indicator of inequality. It measures gender inequalities in three important aspects of human development, namely, reproductive health, which is measured by the maternal mortality rate and the fertility rate among adolescents; empowerment, measured by the proportion of parliamentary seats held by women and the proportion of adult women and men 25 years of age or older who have completed at least secondary education; and the economic situation, expressed as participation in the labor market and measured according to the labor force participation rate of women and men aged 15 or over.

The Gender Inequality Index sheds new light on the position of women in 155 countries and offers perspectives on gender differences in the main areas of human development. The indicators that make up this index highlight areas in which important normative intervention is needed, and promote proactive thinking and public policies with a view to overcoming the systematic disadvantages experienced by women. (Programme, 2015)

The World Economic Forum (WEF) placed Mexico on site 89 in the Gender Equity Report 2011, out of a total of 135 countries, falling below most of the nations of Latin America. Of the four items valued, in which we are worst qualified, it is in economic participation and opportunities for women, with the 109th place, and the best is in health. In access to education we are at the 61st level and at the 63rd political participation, indicates the study, released today. The countries in Latin America where the most gender equity was reported are Nicaragua, Argentina, Panama, Ecuador, Chile, Honduras, Bolivia and Venezuela.

Although Mexico is below those nations, it has managed to reduce gender differences, since in 2009 it was placed at site 98 and at 2010 at 91. The WEF assured that half of the world's population are women, and that means that half of the human capital available for economic activities and development are female.

In Mexico, last year, 41.8% of women aged 14 and over were part of the Economically Active Population (PEA), of which 95.9% combine their extra-domestic activities with household chores, according to the National Institute of Labor. Statistics and Geography (INEGI). Figures from the agency indicate that 45% of the labor market is made up of women, although a global study by Accenture, entitled "The way forward", found that 57% of women are dissatisfied with their jobs, but plan to stay there. Despite the fact that in Mexico there are laws that say that men and women have the same rights and obligations and organizations (IDG) in charge that rights are enforced equally between men and women. In the XXI century, there is still a discrimination in the social, labor and cultural field, towards women, since even in these times it is still considered as the weaker sex and it still has the macho idea that women are only capable of to take care of simple, low-level tasks, domestic chores and for the care of children. Although it has been shown that they are as capable as men, to carry important positions in companies. In other countries such as the United States and European countries, where there is less prevalence of machismo, there are many women who are heads of companies, own their own businesses or in charge of important posts, as well as men, being sometimes women responsible for carrying household expenses, either by agreement of their

partner, or sometimes because they have to take the role of mother and father at the same time.

At present, men and women continue transferring stereotypes, attitudes, beliefs and values that are assigned to each gender, and that at the same time produce social inequalities. The achievement of achieving greater equality between men and women remains today an objective that is framed within the challenge of offering an education that offers our students the set of basic cognitive, emotional and ethical skills that allow them to obtain a complete education throughout his stay at school. In addition, it is necessary to introduce into the school curriculum and classroom relationships a set of knowledge that has been absent from them, as well as a greater appreciation of attitudes and capacities devalued until now, which must be converted into behaviors to propose both for college students. (Estrada Carmona, Pérez Aranda, Pacheco Quijano, Saravia López, García Reyes, & Tuz Sierra, 2003)

The general law for equality between women and men states in article 12 that responds to the federal government to guarantee equal opportunities through the adoption of policies, programs, projects and compensatory instruments, such as affirmative actions, within the framework of the National Policy of Equality that the law establishes its article 34, decrees that the authorities and public organisms will have to develop actions to avoid the segregation of people by reason of their sex in the labor market, as well as establishing incentives and certificates of equality that will be granted annually to companies that have applied policies and practices in the subject. (Legarde, 1996)

General Objective

Identify the attitude about gender equality in UAGro students.

METHODOLOGY

Study Design: Quantitative, Descriptive and cross-sectional, the questionnaire Scale of Attitudes of Students towards Coeducation was applied by Rafael García Pérez, Maria Angeles Rebollo Catalan, Olga Buzón García, Ramón González, Raquel Barragan Sánchez and Estrella Ruiz Pin (Rebollo, Buzón, González, Barragán, & Ruiz, 2010), composed of 30 Likert-type items, to measure the attitudes and positioning of the students before the construction of a culture of gender in the school based on equality, respect for biodiversity and the non-violent resolution of conflicts. This scale is broken down into 3 levels, 1) Sociocultural, which implies considering as an object of study the distribution of responsibilities (family and domestic), social mandates and gender stereotypes. 2) Relational, which involves considering the study of interactions between teachers and students, among students, among students and mothers and fathers, etc. Addressing issues of leadership, relationships, gender violence, etc. 3) Staff, which probes in particular the preferences and academic choices, aspirations and expectations according to gender. The data from the SDG / s attitude scale is processed using the statistical package SPSS-PC + version 20. Basic descriptive analyzes were carried out on frequencies, percentages, measures of central tendency and dispersion for the variables contemplated in the study. At the correlation level, we use the procedure, CATPCA, optimal scaling for the calculation of reliability and validity indicators. Contrast tests have also been applied, such as Student's t test to check if there are statistically significant differences in the

attitude of students according to gender. Since the application of the Kolmogorov-Smirnov goodness-of-fit test to parametric conditions offers us that only the distribution of global scale scores fulfills the same, it is necessary to use the Mann-Whitney U test for contrasts by dimension.

Table 1 Empirical scores and scale cutting points

N° Items	V. Scale	Sociocultural	Relational	Personal	Global scale
		10	10	10	30
		(01-10)	(11-20)	(21-30)	(All: 01-30)
Empirical Points	Median	38	34	36	108
CutPoints	Sexist		<29		<89
	Adaptive		30-39		90-119
	Equal		>40		>120

Source: Survey conducted to students in the center of the Autonomous University, 2016

Attitudes of the Students towards Gender Equality, Taken from Garcia-Pérez et al., 2010, The scale consists in that the lowest scores in the results give a sexist attitude, while in the range that goes from 30-39 an adaptive attitude follows and finally the higher scores already mentioned adopts an egalitarian attitude.

Table 2 Student stockings in the items of the sociocultural plan

Socio-cultural plan	Average Global	Average Women	Average Men
1. Domestic chores are better done by women (-)	2,13	2,13	2,14
2. Clothes and things pink go more for girls than boys (-)	2,18	2,13	2,23
3. Soccer is a boy's sport (-)	1,90	1,93	1,87
4. It is normal for a boy and a girl to play the same things	3,24	3,23	3,25
5. A girl must feel afraid if she is alone in a group of boys (-)	2,21	2,24	2,17
6. Mothers are the ones who must take care of their sons and daughters (-)	2,00	2,01	1,99
7. Housework can be done well by both men and women	3,63	3,69	3,59
8. Men drive better than women (-)	2,19	2,12	2,26
9. Football is a sport for boys and girls	3,61	3,65	3,57
10. Gays and lesbians are as normal and respectable as me	3,73	3,80	3,65

Source: Survey conducted to students in the center of the Autonomous University, 2016

The term sociocultural is used to refer to any process or phenomenon related to the social and cultural aspects of a community or society. The results obtained in the items of the sociocultural level show tensions and unresolved aspects in the social model of gender, despite the progress made in terms of equality that are assumed by students. One example is items 1 and 7, in which, although students think that domestic tasks can be done well by both men and women (item 7), they do not agree that women do them better.

Table 3 Average student in the items of the relational plan

Relational plan	Average Global	Average Women	Average Men
11. With a woman it is impossible to understand (-)	2,22	2,20	2,25
12. Men are always stronger than women (-)	2,21	2,25	2,25
13. A girl should not date another boy than her boyfriend (-)	1,90	1,99	1,97
14. Girls who do not go out with boys are more self-conscious (-)	2,21	2,21	2,21
15. In a team work normally the boss is a boy (-)	1,99	1,95	2,02
16. It is normal for the boyfriends to take revenge on their girlfriends if they put the horn (-)	1,81	1,81	1,81
17. Lesbians are less trustworthy than a woman (-)	2,21	2,17	2,87
18. The guys who put the horn on their girlfriends are more macho (-)	1,89	1,85	1,93
19. With the couple it is better to pretend to agree not to discuss (-)	2,12	2,06	2,18
20. It is easier to insult a homosexual than a man (-)	2,03	1,92	2,13

Source: Survey conducted to students in the center of the Autonomous University, 2016

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Source: Survey conducted to students in the center of the Autonomous University, 2016.

It applies to the thing that is related to another.

In item 17 it can notice a difference between girls and boys in responding that lesbian girls are less trustworthy than women, since women responded that they disagree, while men answered that they did not know.

Table 4 Average student in the items of the personal plan

Personal plan	Average Global	Average Women	Average Men
21. I would admit or say that my father does the housekeeping (-)	1,69	1,69	1,69
22. I think women should not be bullfighters or footballers (-)	1,87	1,87	1,87
23. Women who dress like men bother me (-)	1,77	1,70	1,83
24. I like that it's only my father who works away from home (-)	1,60	1,61	1,59
25. I prefer that it is women who work at home (-)	1,87	1,86	1,88
26. I think a woman should get married and be a mother (-)	1,95	1,96	1,94
27. I think a kitchenette or doll is a game for girls and boys (-)	1,81	2,82	1,80
28. It is understandable to be ashamed of friendships and homosexual brothers or sisters (-)	1,71	1,69	1,74
29. I think it's better to be a man than a woman, it has its advantages (-)	1,92	1,98	1,86
30. I think women can be firemen, policemen, bullfighters or soccer players	3,66	3,74	3,57
...			

Source: Survey conducted to students in the center of the Autonomous University, 2016

Personal

The results obtained from the students in the relational and personal planes show the lowest values, that is, the students present less defined attitudes towards equality, observing a more sexist attitude in women than in men.

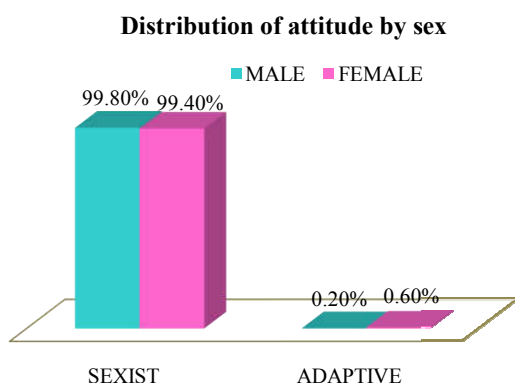
Table 5 Statistical analysis of differences according to sex

	Values of attitudes obtained by the students, globally and in each subscale, according to sex.				U Test of Mann Whitney		
	Average		D.T.		U	M	Sig. (U)
	H	M	H	M			
Global (30 items)	68,50	68,17	10,295	10,788	251907,00	234684,00	,476
Sociocultural	26,71	26,93	5,267	5,224	246372,50	240218,50	,598
Relational	21,01	20,32	6,158	6,127	257266,50	229324,50	,056
Personal	20,78	20,92	5,058	5,032	246549,00	240042,00	,628

Source: Taken from Garcia-Pérez et al., 2010, Student Attitudes towards Gender Equality.

Differences in the attitude of students according to gender

The results referred to the differences of the attitudes of the students in function of the gender show that the average of the marks of the students is of 68,17, whereas the average of the students is of 97,87, situating both within a profile of sexist students (<89).



Graphic 1

Source: Survey conducted to students in the center of the Autonomous University, 2016.

The sexist attitude implies publicly reproducing, in a non-conscious way, gender stereotypes and patriarchal mandates to male and female roles. The adaptive attitude assumes a politically correct position in the formal and public. Our results showed that more than 90% of students present a sexist attitude towards gender equality.

CONCLUSIONS

Girls obtain lower averages than girls on all equality indicators. There are girls and boys in all categories, but the scores indicate that both sexes approach a more sexist profile. While the lower percentage throws us into an adaptive attitude, followed by an egalitarian attitude with a zero percentage. On the other hand, the low scores in the relation dimension, as well as the differences between boys and girls in this plane, advise to focus greater efforts in the prevention of gender violence, educating in relational competences for the pacific resolution of conflicts and strategies for a coexistence in equality.

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