

Gender perspective in university students. A review of your perceptions and academic trajectories**Perspectiva de género en estudiantes universitarios. Una revisión de sus percepciones y trayectorias académicas**

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Abstract

This article aimed to characterize the perceptions of university students with regard to the gender perspective according to their academic trajectories. To achieve this goal, the object of study was constructed from a sociological perspective based on the theoretical proposal of Bourdieu in order to articulate the objective conditions and the corresponding production of subjectivity (opinions, beliefs and perceptions) of university students in two institutions of polytechnic education. Methodologically, the research was supported in a compared perspective that recovered quantitative techniques for the analysis of data such as multiple correspondence analysis and multiple stepping. The main results show the relationship between that the students show about the gender perspective and those conditions such as the academic trajectory and the socioeconomic context, consequently of the main conclusions the importance of the study of the gender perspective is highlighted by the recovery of the objective conditions of the social agents. These contributions provide both a description of the gender perspective and those elements to understand perceptions as a product of the objective conditions.

Gender perspective, subjectivity, academic trajectories**Resumen**

Este artículo tuvo como objetivo caracterizar las percepciones de estudiantes universitarios respecto a la perspectiva de género en función de sus trayectorias académicas. Para lograr tal cometido, el objeto de estudio se construyó desde una perspectiva sociológica basada en la propuesta teórica de Bourdieu a fin de articular las condiciones objetivas y la correspondiente producción de subjetividad (opiniones, creencias y percepciones) de estudiantes universitarios en dos instituciones de educación politécnica. Metodológicamente, el trabajo de investigación se sustentó en una perspectiva comparada que recuperó técnicas cuantitativas para el análisis de los datos tales como el análisis de correspondencias múltiples y el escalonamiento múltiple. Los principales resultados dan cuenta de la relación que existe entre las percepciones que los estudiantes manifiestan respecto a la perspectiva de género y aquellas condiciones tales como la trayectoria académica y el contexto socioeconómico, en consecuencia, de las principales conclusiones se destaca la importancia que reviste para el estudio de la perspectiva de género la recuperación de las condiciones objetivas de los agentes sociales. Estas aportaciones proveen tanto una descripción de la perspectiva de género como aquellos elementos para comprender las percepciones como producto de las condiciones objetivas.

Perspectiva de género, subjetividad, trayectorias académicas

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Introduction

The importance of the study of the gender perspective as a category of analysis in the social sciences allows us to identify the spaces of inequality, injustice and inequality between men and women and, although they have the same rights at birth and throughout their lives, are the characteristics derived from an androcentric culture that establishes roles and stereotypes that condition opportunities and differences for both sexes (Camarena, Saavedra and Ducloux (2015).

On the other hand, the approaches in the feminist theory in the educational field are based on the classical positions such as the liberal, the socialist and the radical, as well as the postmodern; in relation to the liberal it is conceived that the priorities are socialization, equality of opportunities and sex stereotypes and sexual discrimination processes. Regarding the socialist approach, its character is liberating and the dissertation associated with the role of women in economic and family terms and, with respect to the radical approach, advocates the repeal of patriarchal structures as well as the study of school regulations and the monopoly of knowledge (Gil, 2008).

In this context, the article presented here aimed to characterize the perceptions of university students in relation to the gender perspective according to their academic trajectories, specifically in terms of the baccalaureate of origin and the corresponding training area. The research questions were, what are the perceptions of university students regarding the gender perspective? What relation does the sociocultural context have with these perceptions? Are there differences in the perceptions of students from two different regions of the country, but from the same educational subsystem?

To achieve the stated objective and answer the research questions, the article was organized around different sections, the first of which corresponds to the theoretical-conceptual referents, where Bourdieu's theoretical commitment is mainly recovered, for whom the practical sense is the concretion of the objective sense and the lived sense; in a second section, the methodological resources of a relational nature are established, such is the case of the comparative method and the multivariate analysis.

Subsequently, the section associated with the analysis of results is presented, where the main differences and similarities between students of the selected analysis units are identified; a fifth section corresponds to the conclusions, where the importance of the sociocultural context and the baccalaureate of origin in the perceptions of the social agents are given; finally, some contributions and recommendations are issued.

It should be mentioned that, as the reader will be able to review, an articulation was sought between the theoretical perspective, the methodological bet of the comparative method and the techniques of multivariate analysis, since all of them are of a relational nature, which ensures a treatment and construction of the data from this perspective. In this sense, in addition to the above, the main contribution lies in the study of subjectivity mediated through the perceptions of university students from objective conditions.

This way of approaching the object of study allowed to rescue objective techniques as a means to study subjectivity in the social agents under study, which presupposes a not only relational approach, but also with a statistical rigor in its concretion even when the scope of the present study is interpretive cut.

Theoretical-conceptual references

For Bourdieu (1979) there is an articulation between the objective conditions and the corresponding production of subjectivity (opinions, beliefs, emotions and perceptions) of social agents. Consequently, the author suggests that in order to study the subjective or lived sense, it is necessary to know and recognize those objective conditions that are precursors.

However, we must avoid the temptation to consider an antagonistic perspective between objectivity and subjectivity, in this way not only the interdependence between them is focused, but a dialectical relationship is assumed, since the social exists in both structures external as in those considered as social structures, that is, history made institution and history made body respectively (Gutiérrez, 1997).

Other authors such as Casañeda (2009) conceive in the recovery of the subject from a biological, cognitive, social and cultural basis; where it is also assumed as a product, but at the same time as a producer of a reproductive process in which it is necessary to recover the cited bases that favor the understanding of their own social practice.

The structure that Bourdieu proposes for the study of social practices results in the integration of the objective sense and the subjective sense as a practical sense, the first of them regulated by what he calls the field, which in turn causes the social agents to occupy a certain position, while the second is constituted by capital in addition to the habitus and gives rise to dispositions (Bourdieu, 1979).

In this context, the field can be understood as a network of objective relationships between the positions that social agents occupy and are determined both by their present and potential conditions (Bourdieu and Wacquant, 2005). Regarding capital, it is considered as that work accumulated in a material state, internalized or incorporated (Bourdieu, 2001).

Regarding the habitus, Giménez (1997, p.6) considers that it recovers the cognitive, axiological and practical planes to have "a multidimensional character is both eidos (system of logical schemes or cognitive structures), ethos (moral dispositions), hexis (register of postures and gestures) and aisthesis (taste, aesthetic disposition)".

This conception enables the study of subjectivity as a product of objective conditions, but in turn reconstitutes them through objectification processes, hence the importance of adopting a relational theoretical perspective that has an articulation with a methodological proposal that is also relational, since the real is the relational: what exists in the social world are relationships. No interactions between agents or intersubjective bonds between individuals, but objective relationships that exist "independently of individual conscience or will", as Marx stated (Bourdieu and Wacquant, 2005, p.150).

In this sense, the theoretical-conceptual referents were complemented by the selection of techniques in the same relational manner that were referenced in the following section.

Methodology

In order to achieve the objective, the present work was based on a comparative perspective that recovered quantitative techniques for the analysis of data such as multiple correspondence analysis.

Multiple staging for the treatment and analysis of perceptions, as elements subjective, of the social agents under study.

According to Guerrero (2017) the study of subjectivity can be approached from a perspective of comparative education, but taking into consideration the objective conditions as producers of subjectivity as perceptions, opinions, beliefs, values and emotions among other concepts. According to the author, comparative studies must move from an objectivist-realistic ontology to a subjectivist-relativist one. In this way:

The recognition of subjectivities requires a knowledge of the social with a dynamic, unstable, circumstantial character, where the language, experiences, the culture of each student, the educational policy, the management model of the educational institution, the relations of homology and of domination, values and emotions among other explanatory variables, play a very important role in understanding that reality (Guerrero, 2017, p.61).

In addition it is recognized that the compared method aims, among other aspects, to determine the differences or similarities between two or more units of analysis, being precisely the researcher who determines the priority of focusing any of them in terms of theoretical-methodological positioning.

Regarding a taxonomy of comparative studies, Collier (1994) establishes three types of comparative analysis and those are: a) referred to a systematic examination of statistical cut based on analysis of covariances, b) referrals susceptible of being analyzed from a theoretical perspective particular and c) those that focus a more interpretive perspective where the contexts of each unit of analysis take on special relevance.

Being this last type of analysis the one adopted in this research and that in addition to the Bourdieusian theoretical position allowed the concretion of a relational model between the interpretive categories, the social context and the selected methodological techniques.

In a first methodological moment, it was decided to take as units of analysis the Universidad Politécnica Metropolitana de Hidalgo (UPMH) and the Polytechnic University Bicentennial (UPB), the first of them located in the municipality of Tolcayuca Hidalgo and the second one based in the City of Silao Guanajuato, formally initiating operations in 2008 and 2010 respectively. Subsequently, the similarities and differences of the units of analysis were identified, which are representatively presented below.

Within the similarities that both educational spaces have, in addition to the regulations that are common to them when belonging to the same educational subsystem, they were based on the fact that both institutions provide the Educational Program (EP) of Engineering in Logistics and Transport (LTE) whose curricular design started in the last months of 2008 by the academic plant of the UPMH under the methodological supervision of the Coordination of Polytechnic Universities (CPU), later in the month of July 2009, academic staff is incorporated into the curricular design works of which in the end it would be the UPB; being in consequence the two pioneering institutions not only in the SUP but at the national level that gave this EP. In 2017 the Accreditation Council of Engineering Education (CACEI) accredited the LTE EP in May 2017 and December 2017 respectively in each educational space.

The differences were mainly in the economic, agricultural and industrial development of its corresponding socioeconomic environment, Silao is home to important techno-industrial zones such as the Expo Guanajuato Bicentenario, the Guanajuato International Airport and the Guanajuato Interior Port, the latter It is a logistics and business complex composed of four industrial clusters, educational services, logistics services, commercial services, community services, support and support services, innovation city, aerospace park as well as the presence of international organizations. In this space converge national and international companies.

As well as an important automotive industry and logistics services.

Regarding Tolcayuca, it is a mainly rural municipality dedicated mainly to agriculture and livestock, it does not have industrial parks installed in its territory, although it borders the municipality of Tizayuca where an industrial park is located, as well as with the municipality of Villa de Tezontepec where the Logistics Platform of Hidalgo (PLATAH) is built, although it is planned to be an important logistics node, it is still in its initial construction phases.

By previous it was determined to compare the perceptions of university students assigned to the educational program of Engineering in Logistics and Transport, since in both institutions that career is taught; subsequently, the interpretive categories were determined, as well as indicators of the academic trajectories with the intention of establishing the relationship between the perceptions of the students and their socioeconomic characteristics.

In a second moment, a survey consisting of two sections was structured and applied, the first of them with questions referring to the sociocultural context and the second based on closed questions under a Likert scale modality alluding to the perceptions of university students regarding performance of women and men in different spaces (4 items), to the gender preference in terms of work (4 items) and roles to be played (3 items). The data was processed in SPSS and a Cronbach alpha reliability coefficient of 0.839 was obtained for students (159), UPB and 0.841 for students (242) of UPMH.

Finally, in the third moment, the responses were processed from the multidimensional analysis and according to Hair, Anderson, Tathan and Black (1999) an object has objective and subjective dimensions so the technique called multiple correspondence analysis, in Both techniques of interdependence between variables or categories, facilitates their interpretation through the perceptual maps generated from the interrelation of said variables.

The methodological commitment adopted facilitated both the theoretical-procedural articulation and the interpretation of the data from a relational perspective and not from the review from each of the interpretive categories. The main findings are presented below.

Results

Regarding the gender of the students, the number of women surveyed in the UPB was slightly higher than that of the men (53.5% and 46.5% respectively), while in the UPMH there was a reverse phenomenon, the female students surveyed were lower than their male counterparts (48.8% and 51.2% respectively).

What represents a total of 52.3% of women surveyed by 47.7% of men. Below are the results derived from the treatment of student perceptions.

Better performance of activities entrusted according to gender

Regarding the perceptions about a better performance of women in the activities entrusted in the areas of politics, education, business sector and government sector, the students were prone to value in block according to the scale of assessment (totally in agreement, of agreement, disagree and totally disagree) in both educational institutions.

In the case of the UPB and in general, students of both genders tended to consider their perceptions more focused on the fact that both genders develop their activities efficiently without any distinction in terms of gender. However, it is the students from an open or online baccalaureate (with a general baccalaureate) who showed greater proclivity to consider that men tend to be more efficient in terms of the development of their activities in the various areas investigated.

On the other hand, students from sub-systems of higher technological education such as CONALEP, CECyT, CBTiS, CBTA and CTMAR (with areas of physical-mathematical and social-humanistic knowledge) were more inclined to value a better performance of women.

As a complement to the UPMH, the students of both genders were more inclined to agree that women perform their activities better in the different areas investigated with respect to men, particularly those graduated from CETiS, CECyT, CONALEP and Colegio de Bachelors (in social-humanistic, physical-mathematical, economic-administrative and general baccalaureate areas of knowledge).

On the other hand, there was a greater tendency to consider that men perform better their activities entrusted to high school / vocational and preparatory students in line / open and, with an area of training in chemical-biological.

In accordance with the above, a similarity could be identified in terms of the perception that women perform their functions better in the political, governmental, business and educational sectors than men, especially for students with technological sub-systems; otherwise it happened with those students who come from general baccalaureates for whom men are more efficient in the performance of their duties.

Gender preference in labor terms in the LTE

In relation to the preference in labor fields of both the public and private sectors, support for productive projects and in society in general, students of both genders tended to value en bloc (as in the previous section) in the same scale (totally agree, agree, disagree and totally disagree) in both educational institutions.

For students of the UPB, there was almost always a preference for the male gender in terms of work, being the graduates of private schools, CONALEP, CBTiS, CBTA, CTMAR and CETiS the most inclined, specifically those whose area of training was in economic-administrative, chemical-biological and physical-mathematical; whereas those graduates of a general baccalaureate proper to the subsystem of high school and with emphasis in the social-humanistic area who expressed a neutral perception regarding gender preference.

Regarding the UPMH, the students presented a greater dispersion in their perceptions, although they are those graduates of the different types of preparatory (general, particular, open or online) and Colegio de Bachilleres and CETiS.

Mainly in the social-humanistic areas and economic-administrative who considered that men are almost always given greater preference in the workplace; this situation contrasts for the students graduated from CETiS and in the chemical-biological area who manifested an intermediate perception, that is to say, they consider that there are no preferences in terms of gender. In this sense, it is observed that there was no correspondence between the perceptions of the students of both genders of the two educational institutions, since in the case of the UPB it was the graduates of the most technological baccalaureates who thought that men have higher preference, in counterpart in the UPMH were the graduates of general baccalaureate who shared that perception.

Gender and society

In this section we present the results of the students' perceptions of gender and society thematic relationships, for which an analysis was carried out for each one of the themes.

Regarding the question of whether families should only be formed by heterosexual couples, students of the UPB expressed their total agreement are those who graduated from CONALEP with economic-administrative training area or those with general baccalaureate; those who expressed total disagreement were those graduates of CBTiS, CBTA, CTMAR and Colegio de Bachilleres without focusing on a particular training area; the rest of the graduates manifested an antagonistic position, since they expressed their agreement and others disagreed. In these cases they include graduates of CECyT, CETiS and Preparatory high priority with physical-mathematical, chemical-biological and social-humanistic training.

In counterpart, students of the UPMH expressed their total agreement those graduates with social-humanistic training area, in addition those graduates with chemical-biological training area were more likely to be in total disagreement with such a premise, that is, they agreed to that non-heterosexual couples can form a family.

Among these positions (totally agree and totally disagree) were those students graduates of a general baccalaureate proper to the preparatory schools and College of Bachelors.

Finally, among the antagonistic positions (agree and disagree), the students who graduated from CECyT, CBTiS, CBTA and CTMAR were taken specifically in economic-administrative and physical-mathematical areas.

From the above it was observed that there is a greater dispersion in the opinions of the UPMH students regarding a greater polarization in the perceptions of their counterpart in the UPB.

On the other hand, similar perceptions were not identified in those students of the same subsystem, which suggests that the sociocultural and economic context in each region affects their perceptions.

Regarding the question whether women should prioritize the formation of a family before their professional development, students who come from CECyT or open or online high school of the UPB were more inclined to express their disagreement, while those who graduated of Colegio de Bachilleres, a general high school with social-humanistic, chemical-biological and physical-mathematical knowledge areas tended to have a position between disagreeing and totally disagreeing, which presumably would imply that women should not put their profession before the formation of a family; the opposite situation occurred with the graduates of CONALEP and CETiS with training areas associated with economic-administrative and general baccalaureate, who were inclined to express their agreement that women should put the formation of a family.

In this aspect, in the perceptions of UPMH students it was observed that, regarding the prioritization of women with respect to their professional development, there was a general dispersion among students among the assessment scales, however, some representative proclivities were presented. The students expressed their proclivity to be totally in agreement in the premise under study when they are graduated from the social-humanistic area although there was no predisposition regarding the type of baccalaureate.

Situation that did happen with those who manifested their total disagreement and whose baccalaureate of origin is the open or online high school and those with an area of chemical-biological knowledge.

UPMH students presented an antagonistic position between agreeing or disagreeing especially in those students graduated from physical-mathematical areas and whose subsystem of origin is the CECyT, CBTiS, CBTA and CTMAR.

A situation similar to the previous one was also observed in this section in the sense that there is a greater dispersion in the perceptions of UPMH students and a non-correspondence in the perceptions of students of the same subsystem in different regions.

Finally, regarding the perceptions of the students regarding the importance of the feminist movement, in the UPB, the answers indicate that students coming from high schools such as CECyT, private high school, open or online and / or with training areas in chemical-biological and social-humanistic they tended to disagree with this movement; while they agreed that students from CETiS and high school / vocational and in the physical-mathematical areas were more inclined to this according to the feminist movement; finally, students from CONALEP and in the Economic-administrative areas and the general baccalaureate were the ones who showed the greatest tendency to be totally in agreement with the feminist movement.

Regarding the responses of UPMH students, there was a tendency to be in total disagreement with the feminist movement in those students coming from open or online high school; while those that come from CETiS and private and public / vocational high schools or with a formative area of economic-administrative sciences were in agreement with this movement; finally, students from CECyT and in physical-mathematical areas were the ones who expressed their disagreement.

These results show the relationship that exists between the perceptions that the students expressed regarding the gender perspective and some factors investigated such as the socioeconomic context and the academic trajectory, specifically the type of high school of origin and the corresponding training area.

Conclusions

The study of the gender perspective in university students highlights the importance of recovering objective conditions as producers of subjectivity in social agents. Under this premise, this article presented empirical evidence that suggests the need, before the study of perceptions in university students, to take into consideration those objective conditions that provide a point of reference tending to objectify said perceptions.

In this sense, the articulation between the theoretical commitment, the comparative method and the multivariate analysis techniques used were an articulating axis that allowed to identify a dynamism in the perceptions of the agents with respect to gender equity, that is, they did not identify a pattern associated between the baccalaureate of origin and the corresponding area of knowledge that was kept constant in both units of analysis; which was precisely one of the initial research assumptions.

However, some invariants were observed and they were precisely a greater dispersion in the perceptions of those students assigned to the UPMH with respect to various topics of gender and society, while in the UPB a greater tendency to polarization of the students was observed perceptions. This process suggests the influence of the sociocultural context of the students.

Where in the case of the UPMH the proximity to Mexico City can be an explanatory variable, since there is a greater openness for the recognition of various topics associated with the perspective of gender (gender equity), recognition of equal marriage and sexual preferences and legalization of abortion, for example; situation that contrasts with a more conservative position in the Mexican lowlands where the UPB is located and, which in both cases affects the social construction of reality by social agents.

Contributions and recommendations

The contributions derived from the research that gave rise to this article provide elements to approach the study of subjectivity from the objective conditions that produce it; from this perspective, the study of subjectivity by itself and for itself lacks theoretical-methodological elements that allow its objectification. In this way, opinions, perceptions, values and emotions are important, but they have a greater significance if they are studied under the objective conditions that produce them.

In this sense, the recommendation is to deepen the study of the objective conditions of the social agents in question in order to explain and understand the subjectivity of these agents, that is, it matters the study of subjectivity, but also and dialectically the study of the objective conditions that produce it. This positioning involves taking into account a greater number of explanatory variables to achieve an understanding of the interpretive categories of interest.

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