

GENDER COMPETENCES ASSESSMENT TO PROMOTE GENDER EQUALITY IN UNIVERSITY



Ana Guil, Concepción Mimbrero & Susana Cámara

University of Seville, Spain

Department of Social Psychology

Research Group: Gender & Knowledge Society (HUM-219)

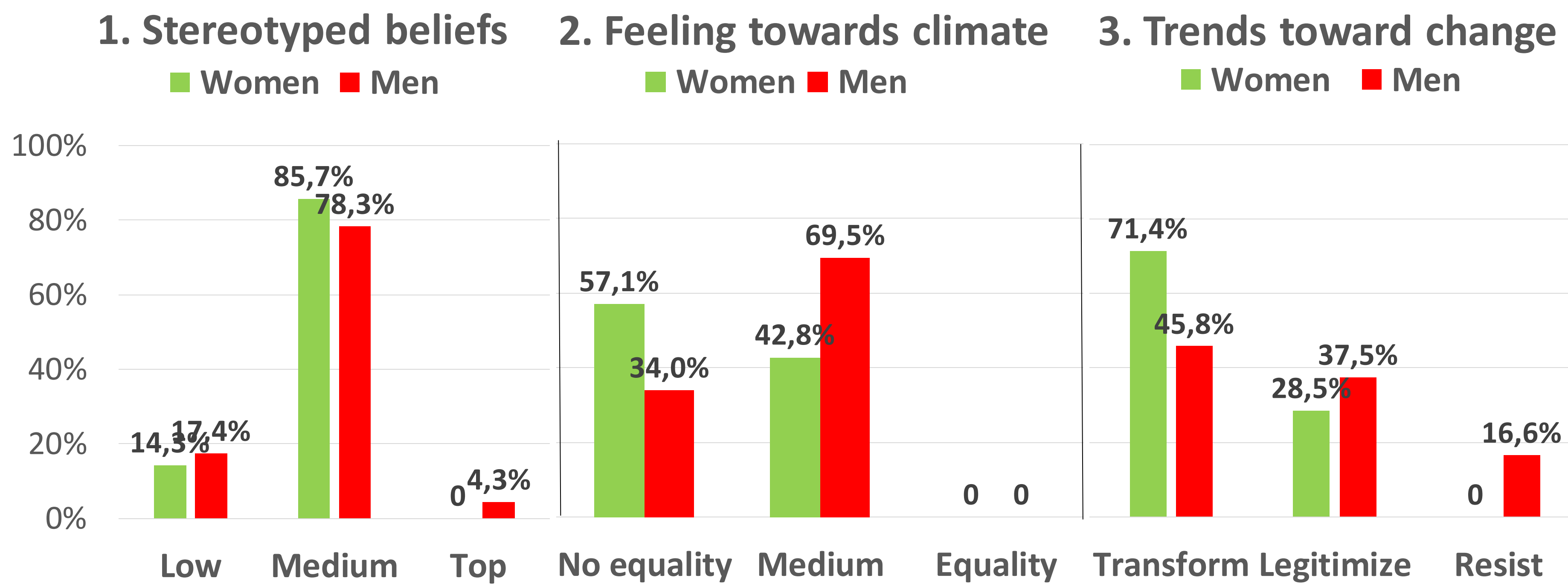
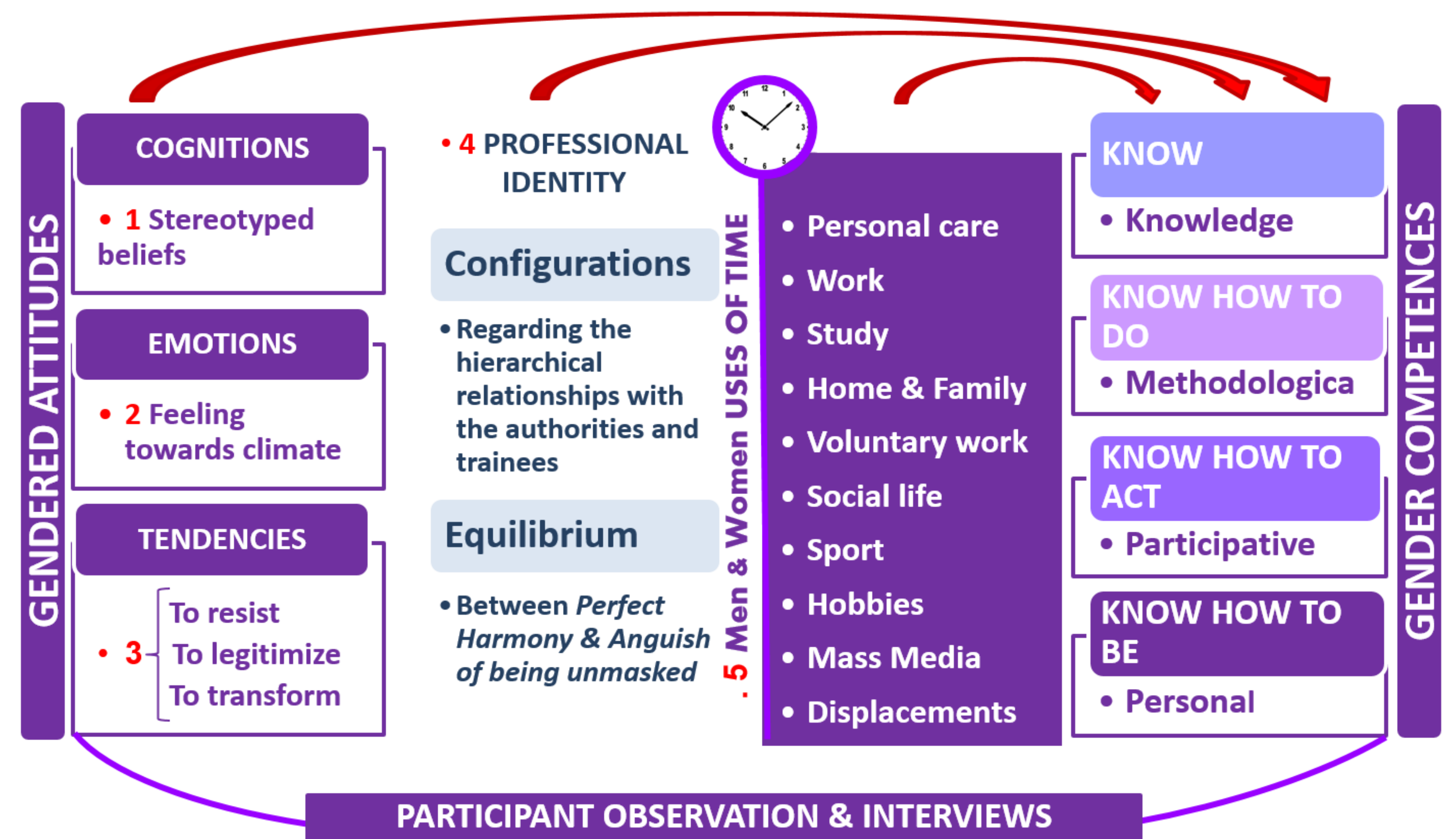


INTRODUCTION. We present the first results of a pilot study conducting at University of Seville in 2016. Our work is focused on a new psychosocial model to assess Gender Culture in universities. Based on analysis of Gendered Attitudes (cognitions, emotions and tendencies), analys Professional Identity and Use of Time, in a university professors and researchers sample: 59 subjects -35 women / 24 men- from different areas with low, medium or high presence of women as Architecture, Education, Philology and Psychology.

INSTRUMENTS. We developed an *ad hoc* battery consisting in 5 questionnaires. The first was an own creation instrument, the next 3 ones were based on instruments used in two doctoral theses (1994, 2014) and the fifth, was adapted from Eurostat Survey (2008).

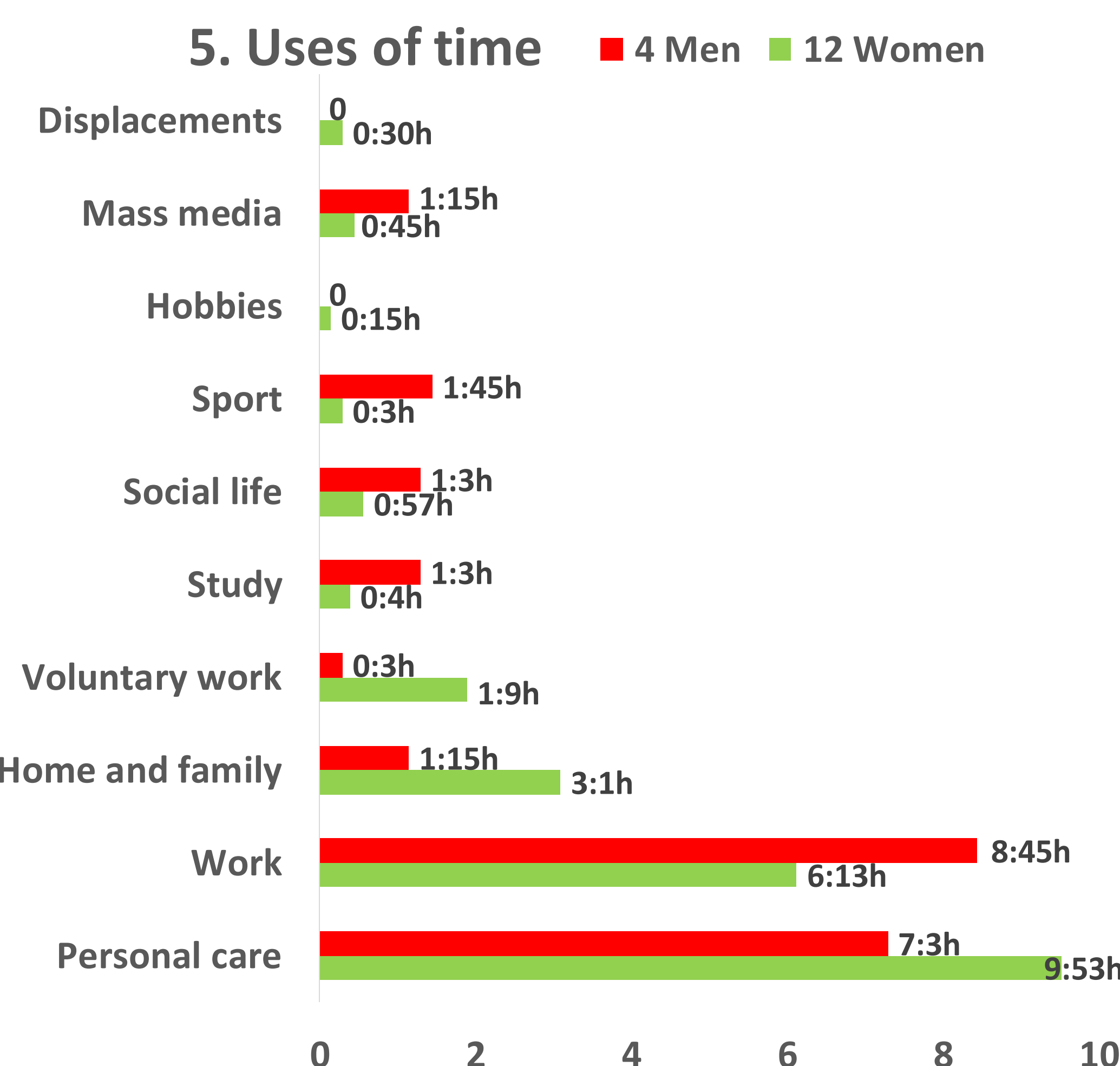
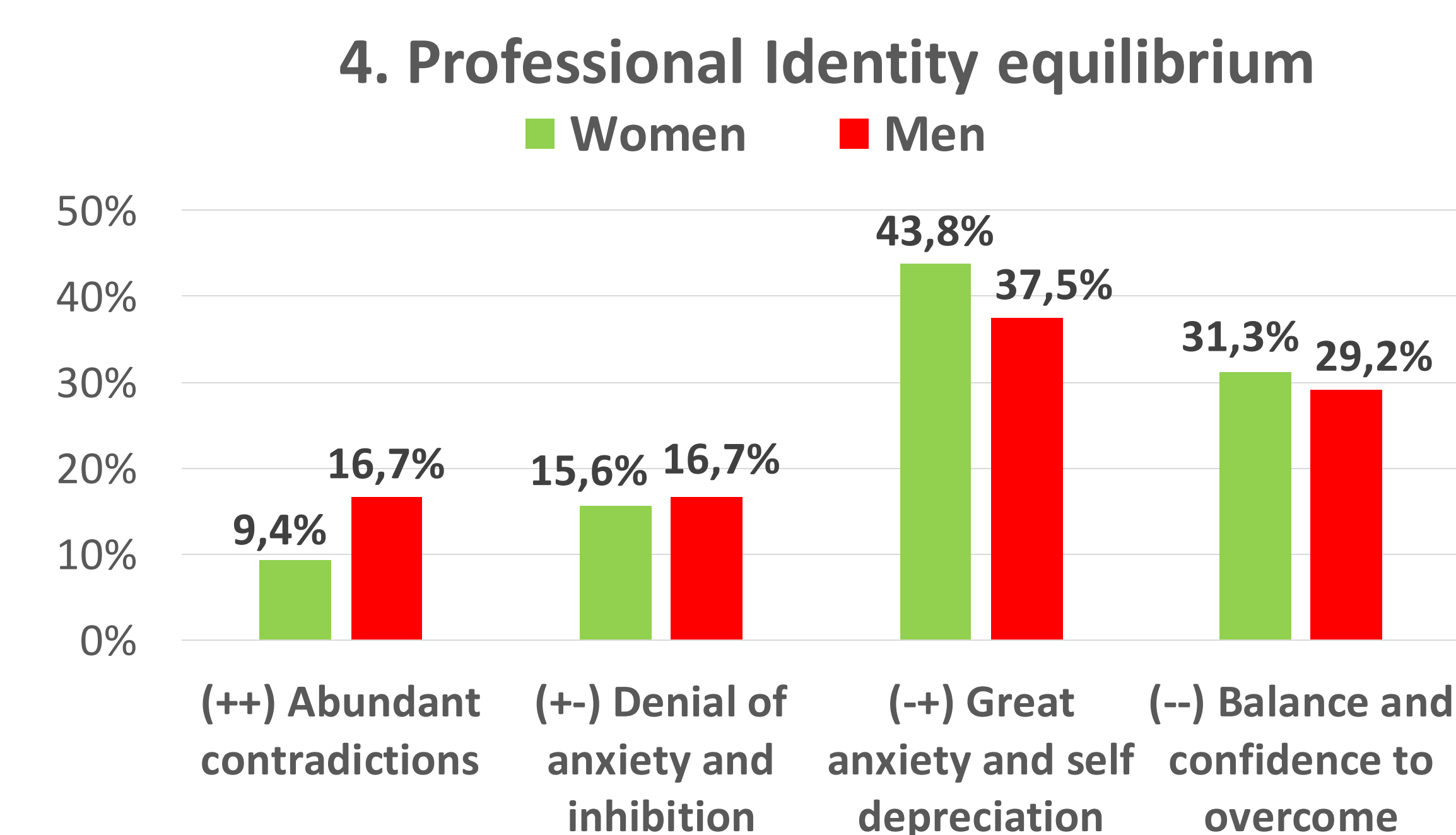
PARTICIPANT RECRUITMENT. Our main problem, despite we had the help of trainees, has been to get the sample, because the profesores -especially men- often refused to complete the battery when they saw it was a gender issue.

FIRSTS RESULTS. The small male sample made difficult the comparison between sexes, in fact shows no significative diferences in Gendered Attitudes, Professional Identity and Uses of Time. Nevertheless, the analisys showed good fiability of measuring instruments and this information will be very useful to improve our battery of questionnaires and to reduce it to make easier to apply.



GENDERED ATTITUDES

1. Although not significative differences, the results show higher stereotyped beliefs in men.
2. Consequently, men are less sensitive to gender inequalities, aquí si hay diferencias Nobody feels full equality, but men feels more positive gender climate.
3. That is why men are more resistant to change, being less supportive of transforming gender culture.



5. The result about USES OF TIME (monday to thursday) are inconclusive. The sample is lower than in rest of questionnaires because we have eliminated many subjects whose days exceeds more than 24 hours. In future applications we will prevent this to happen.

However, it showed more time spent at work, sport, social life, study and mass media in men, in parallel with greater dedication to home and volunteering work in women.

In general, this data are consistent with the result founded by Eurostat.

4. The most abundant IDENTITY configuration -in both, women and men- is "Anguish of being unmasked" (cof.10). This predominance and lack of balance respect "Perfect Harmony" (conf.1), generates high levels of Anxiety and depreciation.

FIRST CONCLUSIONS. We can advance that the need to continue fighting against stereotypes, provide more social support and better measures of family co-responsibilities for men and women. With these preliminary data, we are conducting a complex correlational study to infer Gender Competences of professors and research staff. This knowledge will help us to implement Equality Plans in universities.

REFERENCES. Abraham, Ada (1972). *Le monde intérieur des enseignants*. Issy-les-Molulineux, EAP. France.

Eurostat (2008). *Harmonised European Time Use Surveys*. Luxemburgo.

Guil, Ana (1994). *Mujer e Identidad Profesional Universitaria: una aproximación Psicosocial*. Doctoral Thesis. University of Seville. Spain.

Mimbrero, Concepción (2014). *Nuevo modelo diagnóstico de la Cultura de Género*. Doctoral Thesis. University of Seville. Spain.