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GENDER EQUITY AT THE JUTIAPA UNIVERSITY CENTER (JUSAC)

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Abstract: The objective of this research was to detect how gender stereotypes influence female students in the different careers of the University Center of Jutiapa. The methodology used was qualitative from the socio-critical approach. The techniques that were applied were the focus group, in-depth interview, and non-participant observation. The instruments that were used were the questionnaire for both the focus group and the interview, the observation sheet and the instrument to measure gender stereotypes in the academy. At the end of the process, it was detected that gender stereotypes influence the students of the JUSAC University Center by placing them at a disadvantage compared to male students since they are responsible for fulfilling domestic tasks and care tasks (in which they barely collaborate), in addition to fulfilling their work and university obligations, which subjects them to a very heavy burden of stress and exhaustion that also hinders their performance but also hinders the advancement of women in higher education. **Keywords:** equity, stereotypes, gender and higher education.

INTRODUCTION

This article arises as a result of the research "Gender equity at the Jutiapa University Center (Jusac), which was carried out as a requirement to qualify for the title of Master in Research at the School of Postgraduate Studies of the Faculty of Humanities of the University of San Carlos of Guatemala.

This research was carried out with the intention of analyzing the stereotypes that affect gender equality in the different careers that were offered at said university at the time of conducting the research. After a process of in-depth analysis and reflection, the circumstances that limit gender equality were detected, which mainly affect women who have the opportunity to pursue higher education,

but who are also workers and mothers, placing them at a disadvantage compared to male students, so it can be observed that the gender roles assigned to female students mean that they must overcome many challenges in order to study a university degree and be able to complete it successfully.

Gender equality can be interpreted as the social conceptions that have been forged around sexual difference, regarding the way of behaving, the use of opportunities and the way in which people of different sexes relate, which It consists of classifying the development possibilities available to distribute them equally between Men and women. When this is not possible, gender inequality appears, which has been confirmed throughout history, especially in academia.

In Guatemala, following European ideas from the 17th to 19th centuries, the place of women was not very favorable given that they did not have the right to access education, to have an opinion different from that of their husband, to have property or to inherit something in one's own name, much less manage money.

As it was thought to be dangerous for women to learn to read and write, only daughters of wealthy families had the right to receive some instruction in convents, which included Christian doctrine and reading. It was not until 1883 that women were able to access higher education with the opening of the School of Midwives, attached to the Faculty of Medicine and Pharmacy of the San Carlos University of Guatemala in 1942.

The first woman who had the initiative to enroll in the Faculty of Medicine at said university was Berta Strecker, a career that she abandoned due to the treatment of her fellow students. In 1919, the first woman graduated from the Faculty of Natural Sciences and Pharmacy, Olimpia Altuve, becoming the first to achieve a Bachelor's degree not only

in Guatemala but in Central America. Many years later, in 1943, the first lawyers emerged, Luz Castillo Díaz and Graciela Quan Valenzuela, but unfortunately they could not practice as such because women's citizenship was not recognized. Four years later, the first woman in engineering, Francisca Fernández Hall, graduated.

It was not until 1965 that the Constitution of the Republic of Guatemala granted the status of citizens to women, promoting their incorporation into the academy, including indigenous women and women of African descent. Since that event, female participation in the academic units of the University of San Carlos of Guatemala and in private universities that offer their services in the country has increased. By 2011 only in USAC the number of female students reached 51%.

Women's participation in higher education has not been easy, complete gender equality has not yet been achieved and stereotypes can be considered situations that limit and negatively affect said participation. That is why this research aims to make this reality visible in order to carry out actions that can help improve the situation of students who are also wives, mothers and also workers.

EQUITY AND GENDER STEREOTYPES

Gender equity is a set of ideas, beliefs and social values in relation to sexual difference, gender, equality and justice in relation to behaviours, roles, opportunities, evaluations and relationships between men and women. The United Nations Sustainable Development Goals (SDGs) have enshrined gender equality as one of the objectives necessary for the sustainable survival of humanity.

In the editorial of the journal *Nature Astronomy* volume no. 5 (2021) states that it is our universities that educate future

generations, and a diverse and equitable academic environment could be one of the seeds of change that can be planted today for a different tomorrow. For O'Brien and collaborators (2015), equity is an approach to ensuring that everyone can access the same opportunities, regardless of their personal and cultural characteristics, while inclusion ensures equal opportunities by eliminating barriers or obstacles that previously existed. They could have prevented access. On many occasions the obstacles that women face are due to stereotypes.

Its figurative use extends to mean an image or idea commonly accepted by a group or society with an immutable character that acts as a model. The worrying thing about the stereotype is that once activated, it can powerfully affect perceptions and behavior, even directing people to behave in ways consistent with said stereotype.

As an example, a very interesting study can be cited which found that when Asian women were made aware of their ethnicity, their performance in mathematics improved (in accordance with the stereotype that Asian people are good at mathematics), but when they were made aware of their gender, their performance in mathematics declined (Shih, Pittinsky, & Ambady, 1999). Barbara Morrongiello and her colleagues convincingly illustrated this reality in a pair of studies on gender stereotypes (one with adults and one with children). In the first study, it was shown that mothers of girls underestimated their daughters' ability to cope with an activity that exposed them to falls and injuries, which was not the case with mothers of boys exposed to the same risk. (Morrongiello & Dawber, 2000).

So disconcerting are these results about such mothers, that there is no reason to assume that it happens differently with fathers since decades of research have documented

gender stereotypes in both men and women (Swan, Langlois & Gilber, 1999; Tavis, 1992). But what about the children? In the second study, Morrongiello and colleagues found that children ages 6 to 10 reflected the same stereotypes, perceiving girls as more vulnerable to injury even when in reality boys commonly experience more injuries than girls (Morrongiello, Midgett, & Stanton, 2000).

Gender stereotypes are a factor that does not favor diversity, clouding the potential that women could possess, offering the idea that women are submissive, unnoticed and victims of circumstances, granting them subjection to the domestic as opposed to the public that is. an almost exclusive domain of men in patriarchal societies. Thanks to stereotypes, the role of gender appears, granting functions according to the ideas of what must be feminine and masculine, distributing them in a hierarchical manner, based on education, since the majority of women are educated from childhood with the certainty that their character is absolutely opposite to that of man: they are taught not to have initiative and not to behave according to conscious will, but to submit and consent to the will of others and to perceive themselves as less intelligent.

In the article in Science magazine No. 355 of 2017, entitled “Gender, stereotypes about intellectual ability emerge early and influence children’s interest” by Bian and others, boys and girls were asked if, when they were told about a person, especially intelligent, they believed he was of their sex or the opposite. When the children were five years old, no differences were observed. However, from the age of six, the probability that girls considered the bright person to be of their sex decreased. In another experiment from the same study, the authors found that girls aged six and older were less interested in games that, according to Description, were designed for very intelligent children. However, interest

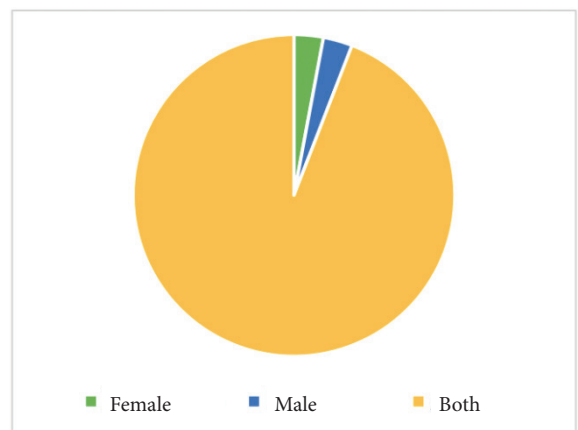
did not vary between genders when the game was presented as aimed at highly consistent children.

That is why there has been a long struggle to build a more equitable society waged by academic feminists, whose demand has been to improve the role of women in society and to be part of science and academia. From these events, the gender approach emerges as a technical-political tool to facilitate the recognition of the gaps that exist that make it difficult to incorporate and remain in higher education. Among these challenges are: a) Conceptualization of gender, b) the rejection of feminism, c) the mandate of care and motherhood, d) horizontal segregation and e) vertical segregation.

SYSTEMATIZATION OF INFORMATION, RESULTS AND DISCUSSION THEREOF GRAPHS OF THE INSTRUMENT TO MEASURE GENDER STEREOTYPES IN HIGHER EDUCATION.

ALL RACES

1. Use of university spaces (sports fields, classrooms, hallways, patios, among others)



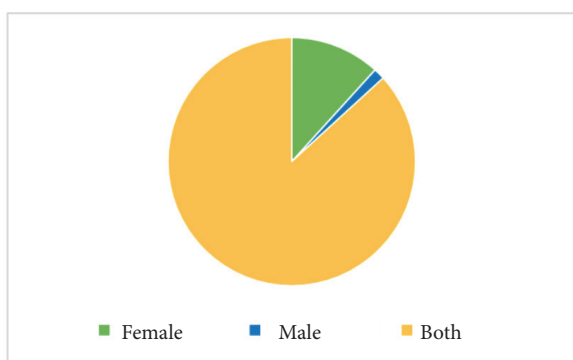
Graph 57. The use of university spaces. All races.

Source: own elaboration.

Women		Men		Both		Total	
2	3%	2	3%	64	94%	68	100%

Description: A total of 3% of the participants consider that the use of university spaces must be carried out by women, 3% by Men and 94% believe that the use of spaces must be carried out equally by both Men and women. It can be seen that a large majority of university students support equity in the use of university spaces.

2. Receive financial help to cover study expenses.



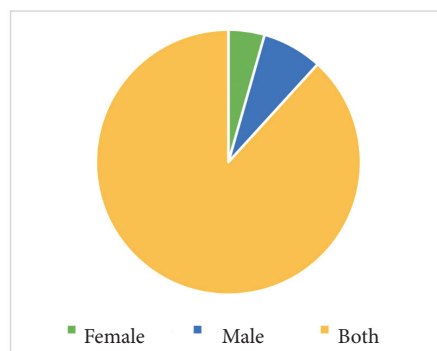
Graph 58. Receive financial help to cover study expenses. All races.

Source: own elaboration.

Women		Men		Both		Total	
8	12%	1	1%	59	87%	68	100%

Description: A total of 12% of the participants consider that receiving financial help to cover study expenses is an opportunity that must be taken advantage of by women, 1% believe that Men and 87% believe that both Men and women must take advantage of it equally. Although the majority of students support equity in receiving financial aid to be able to study, a percentage is inclined to think that women are the ones who need it the most, possibly because men have better financial solvency.

3. Be a section coordinator.



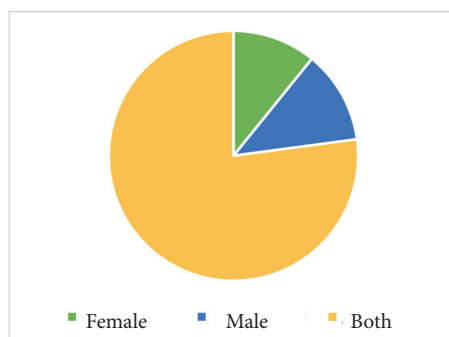
Graph 59. Be a section coordinator. All races.

Source: own elaboration.

Women		Men		Both		Total	
3	5%	5	7%	60	88%	68	100%

Description: A total of 5% of the participants consider that being a section coordinator is a responsibility that can be carried out by women, 7% that by Men and 88% believe that it can be carried out equally by both Men and women. A majority of the student body supports equity when it comes to being a section coordinator, some not so significant percentages divide their opinion between Men and women as being better qualified to do so.

4. Postpone studies so that the couple can complete theirs.



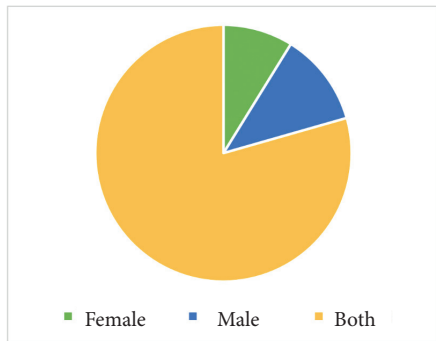
Graph 60. Postpone studies so that the couple can complete theirs. All races.

Source: own elaboration.

Women		Men		Both		Total	
9	13%	10	15%	49	72%	68	100%

Description: A total of 13% of the participants consider that organizing an academic event is an activity that must be carried out by women, 15% by Men and 72% believe that it is an activity that must be carried out equally by both Men and women. A majority of the student body supports equity when it comes to organizing an academic event, some not so significant percentages divide their opinion between Men and women as being better able to do so.

5. Give up school scholarships to meet family commitments



Graph 61. Give up school scholarships to meet family commitments. All races.

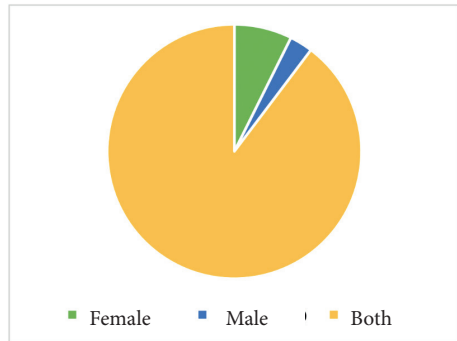
Source: own elaboration.

Women		Men		Both		Total	
6	9%	8	12%	54	79%	68	100%

Description: A total of 9% of the participants consider that giving up school scholarships to meet family commitments is a sacrifice that must be made by women, 12% by Men and 79% believe that it must be made equally by both Men and women. The majority of students support equity in giving up school scholarships, 12% believe that it is men who must make that sacrifice and 9% that women, possibly because men show greater economic

solvency than women.

6. To conduct an investigation



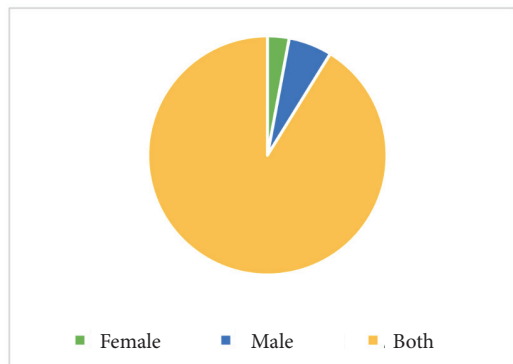
Graph 62. Conduct an investigation. All races.

Source: own elaboration.

Women		Men		Both		Total	
5	7%	2	3%	61	90%	68	100%

Description: A total of 7% of the participants consider that conducting research is an activity that must be carried out by women, 3% by Men, and 90% believe that it must be carried out equally by both Men and women. A majority of the student body supports equity when it comes to conducting research; some not so significant percentages divide their opinion between men and women as better qualified to do so.

7. Travel to another country to study.



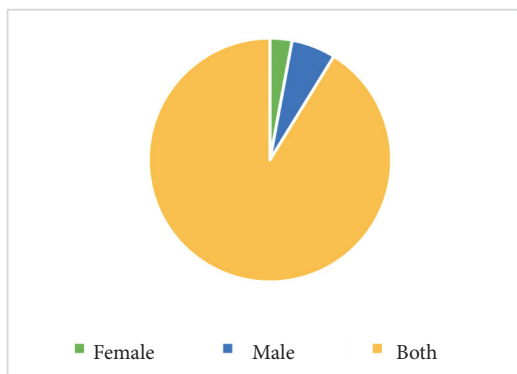
Graph 63. Travel to another country to study. All races.

Source: own elaboration.

Women		Men		Both		Total	
2	3%	4	6%	62	91%	68	100%

Description: A total of 3% of the participants consider that traveling to another country to study is an activity that women must do, 6% that it must be done by Men, and 91% think that it is an activity that both Men and women must do equally. A majority of the student body supports equity when it comes to traveling to another country to study, some not so significant percentages divide their opinion between Men and women as better qualified to be able to do so.

8. Organize an academic event.



Graph 64. Organize an academic event. All races.

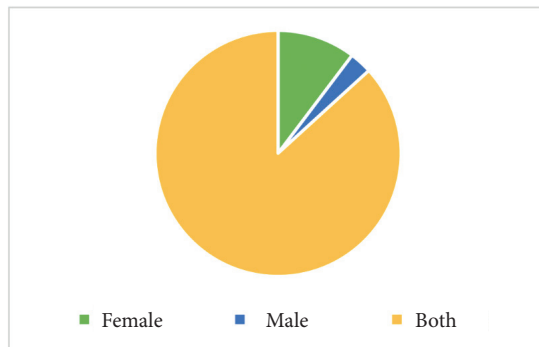
Source: own elaboration.

Women		Men		Both		Total	
7	10%	2	3%	59	87%	68	100%

Description: A total of 10% of the participants consider that organizing an academic event is an activity that must be carried out by women, 3% that by Men and 87% believe that it is an activity that must be carried out equally by both Men and women. A majority of 87% of the student body supports equity when it comes to organizing an academic event, 10% of the participants believe that women are the best qualified to be

able to do it against only 3% who support men, showing a more favorable towards feminine qualities to carry out this type of activity.

9. Participate in conferences, symposiums, workshops, among others



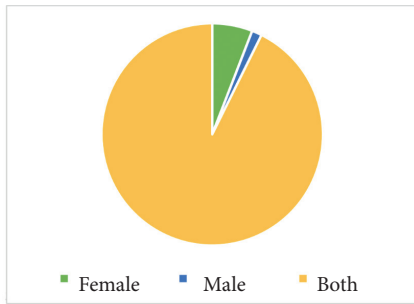
Graph 65. Participate in academic events. All races.

Source: own elaboration.

Women		Men		Both		Total	
4	6%	1	1%	63	93%	68	100%

Description: A total of 6% of the participants consider that participating in conferences, symposiums, workshops and other academic events are activities that women must carry out, 1% that Men and 93% believe that they must be carried out equally by both Men and women. A majority of 93% supports equity in participating in academic events, 6% believe that women must participate and only 1% believe that men.

10. Write a thesis, a book, scientific article, among others.



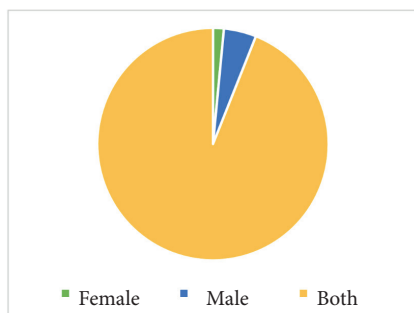
Graph 66. Write a thesis, book, scientific article, among others. All races.

Source: own elaboration.

Women		Men		Both		Total	
1	1%	3	5%	64	94%	68	100%

Description: A total of 1% of the participants consider that writing a thesis, a book, scientific article or other academic document is an activity that women can carry out, 5% that Men and 94% believe that both Men and Women can do it equally. women. The majority of the student body supports equity in writing an academic document, while a very small percentage of 5% believes that Men are more suitable to do so and only 1% thinks that women, showing little support from the student body towards feminine qualities. necessary to write an academic document.

11. Hold a management position at the university.



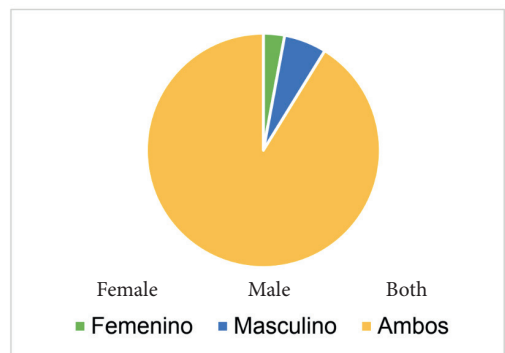
Graph 67. Ocupar un cargo directivo en la universidad. Todas las carreras.

Source: own elaboration.

Women		Men		Both		Total	
2	3%	4	6%	62	91%	68	100%

Description: A total of 3% of the participants consider that holding a management position at the university is a responsibility that women can carry out, 6% that it can be carried out by Men, and 91% believe that it can be carried out equally by both Men and women. The majority of participants support equity in terms of occupying a university management position, 6% believe that Men are the best qualified to do so and 3% that women, showing a bias in favor of masculine qualities to occupy a position. senior university official.

12. Earn high salary.



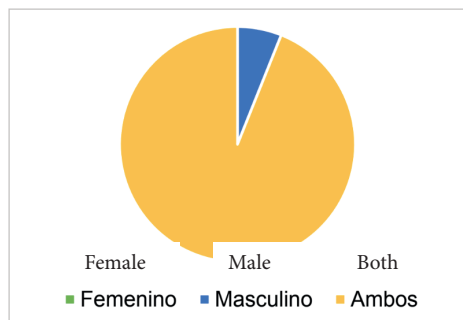
Graph 68. Earn high salary. All races.

Source: own elaboration.

Women		Men		Both		Total	
2	3%	3	5%	63	93%	68	100%

Description: A total of 3% of the participants consider that earning a high salary is a benefit that women can receive, 5% that men can receive, and 93% believe that both men and women can do it equally. A majority of 93% supports equity in earning a high salary, 5% believe that it is men who must receive this benefit and only 3% believe that women deserve to enjoy high remuneration.

13. Be part of the university council.



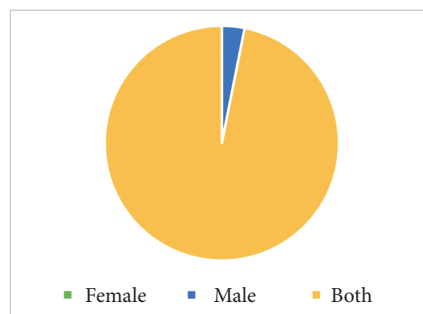
Graph 69. Be part of the university council. All races.

Source: own elaboration.

Women		Men		Both		Total	
0	0%	3	5%	65	96%	68	100%

Description: A total of 0% of the participants consider that being part of the university council is a responsibility that women can carry out, 5% that men can carry it out, and 96% believe that it can be carried out equally by both men and women. The majority of participants support equity in terms of the responsibility of being part of the university council, a very small group of 5% believes that men are the most suitable to do so and no vote was given to women in any of the careers., from which it can be deduced that vertical segregation (glass ceiling) in the university center still affects women, which is corroborated by verifying that there is no coordination occupied by women at this time.

14. Graduate from a career related to hard sciences.



Graph 70. Graduate from a career related to hard sciences. All races.

Source: self made.

Women		Men		Both		Total	
0	0%	2	3%	65	96%	68	100%

Description: A total of 0% of the participants consider that graduating from a career related to the hard sciences is an achievement that women can achieve, 3% that it can be achieved by men, and 96% believe that it can be achieved equally by both men and women. The majority of participants support equity in graduating from a STEM career, however, 3% believe that men are the most suitable to do so and no vote, in any of the four careers, supported women as qualified to do so. achieve this, which is possibly a consequence of the perception that female students are less suitable for mathematics and sciences that require a higher IQ.

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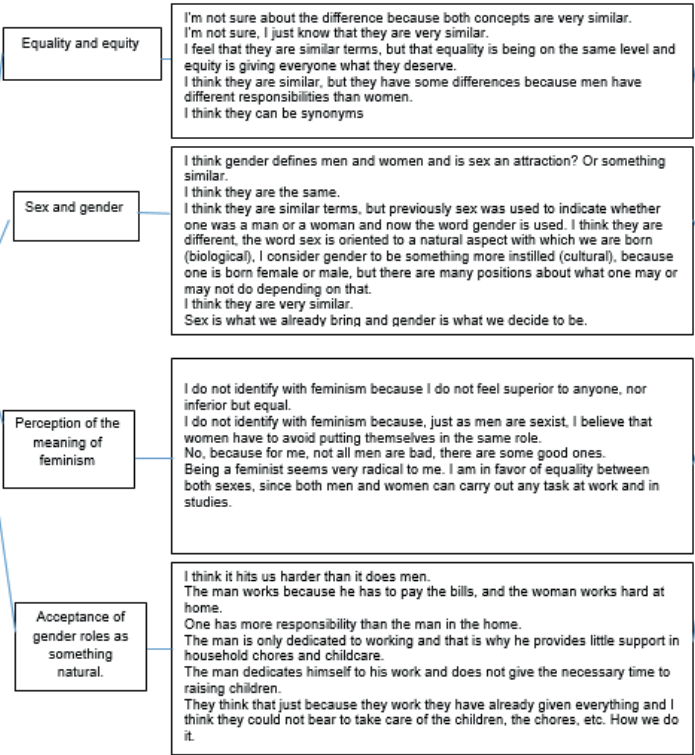
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Qualitative analysis of testimonies

Gender equity in the subjectivity of students

(Knowledge about gender equality)



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- Confusion
- Unsafety
- Lack of knowledge
- Rejection in some cases
- A little acceptance
- Conformism
- Tolerance

LACK OF CLARITY REGARDING THE MEANING OF EQUITY

Scheme 1: Gender equity in the subjectivity of students

To identify the clarity with which the students perceived gender equality, the following questions were asked: Do you think equality and equity are the same thing? Do you think sex and gender are the same? Do you identify as a feminist woman? Do you think that women face the same challenges as men in studying and finishing a university degree? What challenges do you think women face in university studies that men do not?

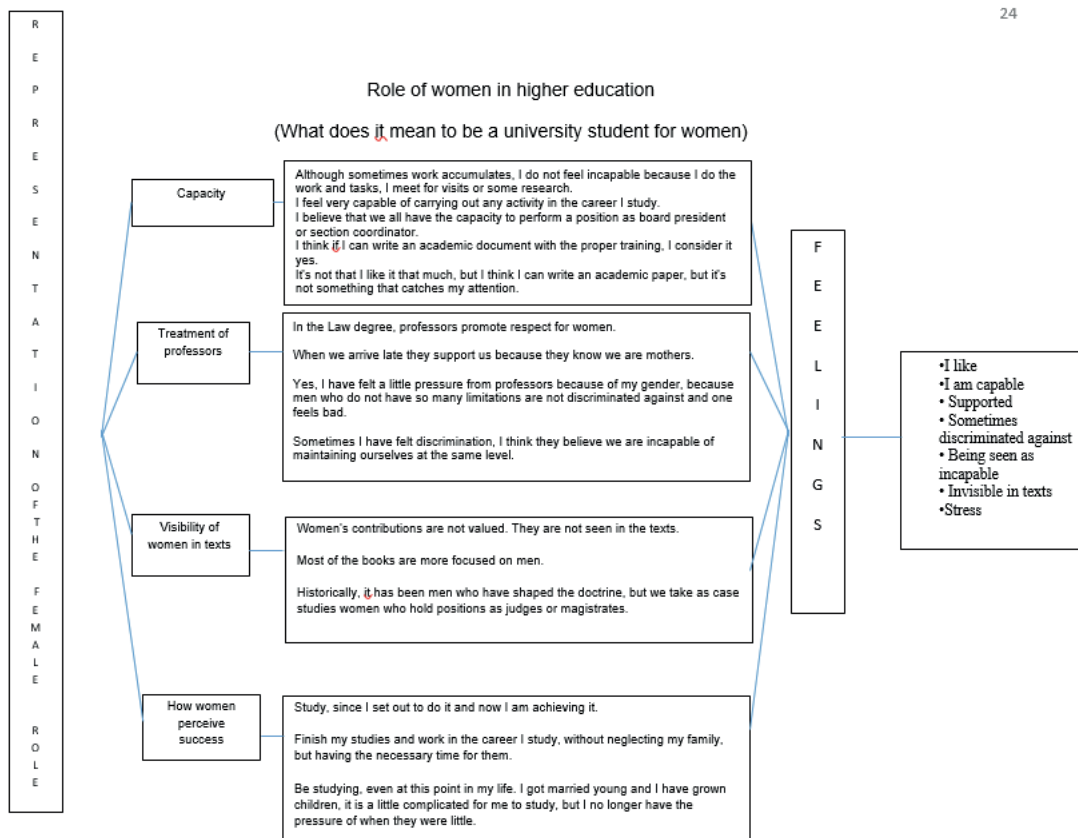
When analyzing the responses obtained, a scheme was made with the relevant responses.

The students who participated in this research are mostly not clear about the meaning of equality, equity, sex, gender and feminism. Although they know that important documents say that there is equality between men and women, they know that in reality it

does not fully exist, but on a very low scale, but they accept that situation because culturally women have been educated to accept that reality and to realize the double workday (working and doing household and care tasks) and still doing all of this as something natural that is incorporated into the feminine role.

An interesting fact is that the majority of students do not identify with feminism because they relate it as the opposite of machismo, that is, as the rejection of what is masculine. The students think that being a feminist means abandoning the feminine roles of caring and performing household chores to dedicate themselves to working and having complete freedom to do the same things that men do.

In the subjectivity of the students it is found as something natural that men fulfill the role of worker and provider and that women fulfill many more roles because that is life and because that is how it has been since ancient times.



REPRESENTATION OF THE FEMALE ROLE

Scheme 2. Role of women in higher education

To identify the role of women in higher education, the following questions were asked: Do you think you would be capable of holding a position as career coordinator, center director or being part of the Board of Directors? Do you think you would be able to write a book, article or other scientifically based document? What does it mean to you to be successful as a woman? When positions or tasks are assigned during class, are male and female students given equal responsibility? In the books and brochures that you have used during your time at university, do you think that the important actions carried out by women are valued equally as those carried out by men?

When analyzing the responses obtained, a scheme was made with the relevant responses.

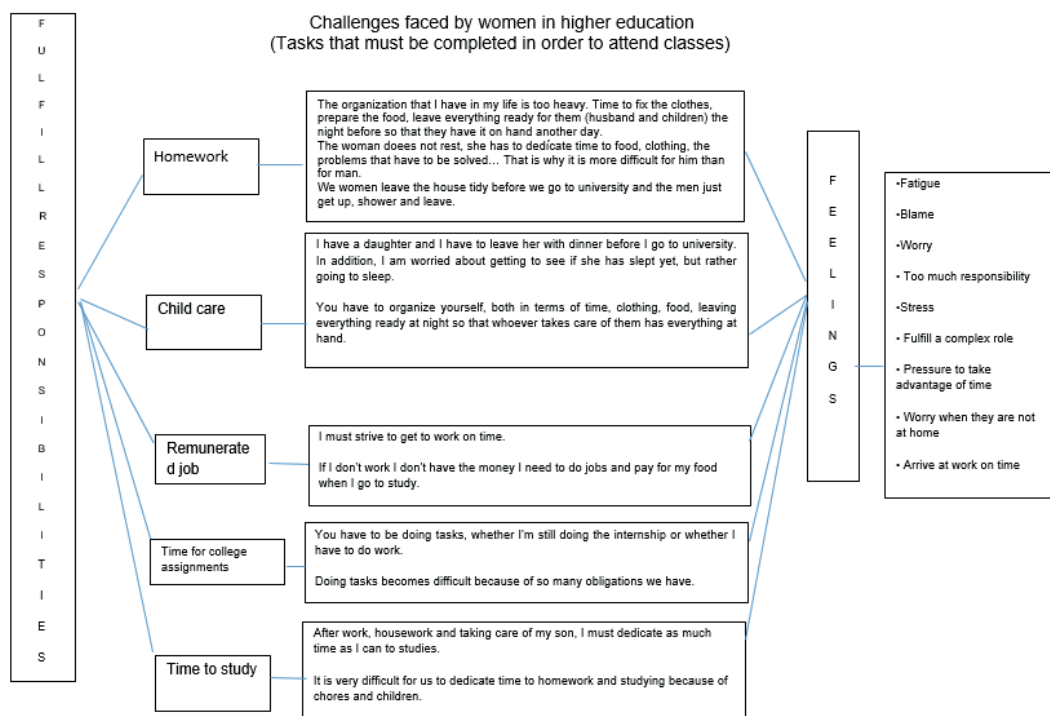
The students interviewed perceive themselves as having the same capacity as

men, but feel that the responsibilities of home and children leave them limited time to fully complete their university work and tasks, as well as to study enough to the evaluations. They also feel capable of writing an academic document if they had enough time and proper induction, although one student stated that it was not something that caught their attention.

Regarding treatment by professors, the students perceive that in general there is a lot of equity, but that on some occasions they feel discriminated against or perceived as less capable than men in the classrooms.

In the books and texts used in the courses, they believe that in general the contributions made by men are more visible, although in the Law course the example of some women who hold positions as judges or magistrates in the Organization is used as case studies. Judicial.

The students' perception of success is directly related to studying a university degree, finishing it and being able to work developing it, but without neglecting their family, for which it is not important to earn a high salary or climb to a managerial position.



FULFILL RESPONSIBILITIES

Scheme 3. Challenges faced by women in higher education

To identify the challenges that women who are workers, wives and mothers face, the following questions were asked: Do you think that women face the same challenges as men in being able to study and finish a university degree? What challenges do you think women face in university studies that men do not face? What is the biggest challenge you face in being able to fulfill your role as a wife, mother, student and worker?

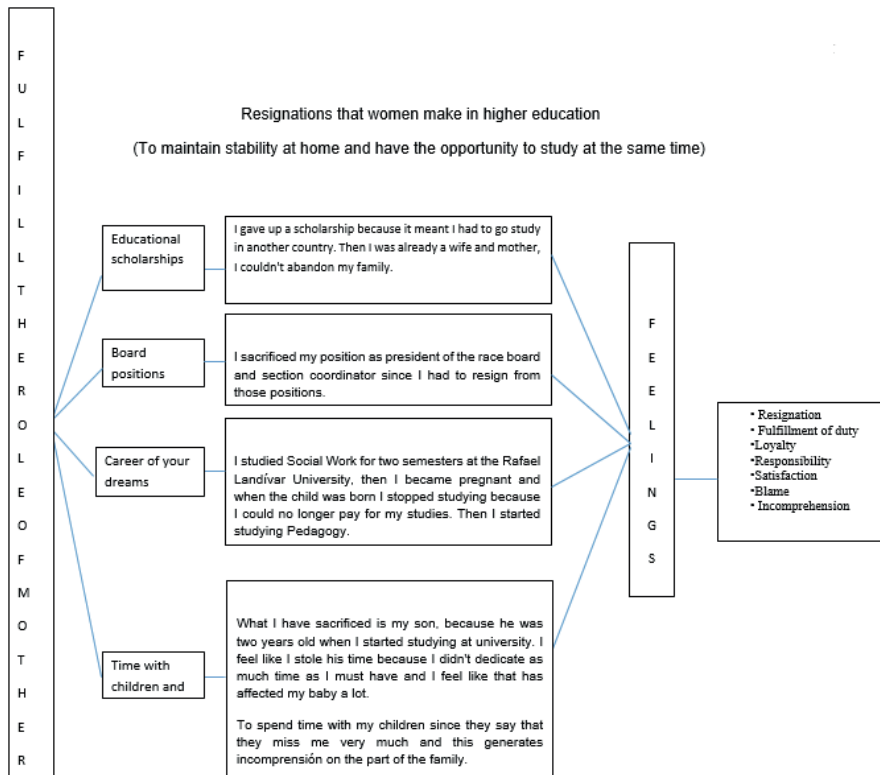
When analyzing the responses obtained, a scheme was made with the relevant responses.

In the scheme of the challenges that women face in higher education, a descriptive detail was made regarding the different activities or tasks that they have to carry out in order to remain in the studies corresponding to the careers they study at the university: comply with the household chores, taking care of the children, doing paid work, arriving at said job

on time, finding time to do university tasks and also to be able to study and pass the different tests that are given during the semester.

In these results, it was observed that having the opportunity to study a university degree offers many challenges and a large number of responsibilities for women who are also mothers, workers and some also wives. For women who are single mothers, the burden is heavier, since to some extent women with a husband or partner have financial support, but the responsibilities of the home are the same since they help very little in this type of situation. tasks and believe that financial support is enough. In addition, they must carry out university tasks many times at night, when they have already finished with work, home and childcare obligations.

This generates feelings that range from guilt, stress, fulfilling too many obligations to making the most of your time to be able to accomplish everything, often neglecting your health and time for recreation, which is very limited or non-existent.



FULFILL THE ROLE OF MOTHER

Scheme 4: Resignations that women make in higher education

To identify the renunciations that women who are workers, wives and mothers make, the following questions were asked: Do you think that women face the same challenges as men in being able to study and finish a university degree? Do you think that at some point during your university studies you sacrificed yourself for your tasks as a mother and gave up your studies, gave up scholarships or to participate in a conference? Do you think that at some point during your university studies you sacrificed yourself so that your partner could stay at university and finish his studies, postponing yours?

When analyzing the responses obtained, a diagram was made with the relevant responses.

In the scheme of the renunciations that women make in higher education, a descriptive detail was made regarding the different opportunities that they have to miss in order to study without sacrificing too much for their children and family, among these we have the following: giving up educational scholarships, to be part of directors in their respective careers, to be section coordinators, to study the career of their dreams and to spend time with children and family while studying.

These resignations generate different feelings in them such as: resignation, since they believe that they are doing the right thing and that their children and family are a priority; fulfillment of duty, since the cultural pattern in which they have grown up and which has been fostered in the family, religion and school; loyalty, when she is not able to leave her children in the care of her partner or her parents since they need her to be well; guilt, for the time he must dedicate to studies and that he feels he steals from his children; responsibility to accomplish so many things

at the same time, leaving your own needs second; also because they did not want to “neglect” their children, since the father, if he is at home, provides very little support in their care; incomprehension, since many times the partner, the family and even the children demand the time that they are not at home, that they spend busy doing homework or studying, and satisfaction because they know that by preparing themselves they will have the opportunity to find a better job and support to the family to live better.

SITUATION FOUND IN THE INSTITUTION STUDIED

Regarding gender inequality in the Jutiapa University Center, it was evident that it occurs in a low percentage since, during this research work, students in general coexisted within the classrooms with a high degree of gender equality, in addition, the professors expressed a fairly equitable treatment with the students, without taking into account their sex, except in some isolated cases in which a certain inequity was evident by considering women as less suitable and with less leadership capacity than men but who It is in homes where attitudes of inequality occur, since female students fulfill many roles in order to fulfill their obligations as university students, that is, male students fulfill the role of worker, while female students have They have to fulfill the roles of housewives, mothers and workers. Another aspect that was taken into account is that there are more female students enrolled in the different careers, but female participation in terms of the number of teachers is lower than that of males, and in terms of coordination there is not a single one occupied by women, which indicates that in said center, during the time that this investigation lasted, vertical segregation (glass ceiling) occurred because the management and all coordination were occupied by male personnel.

The reality that was found in the Jutiapa University Center reflects that there is inequity in terms of the situation faced by female students compared to male students due to social mandates, which have not originated within the establishment or within the hidden curriculum that occurs in it, rather they have been generated from the subjectivity of society itself and have been dragged from environments such as the home, religious and educational institutions at the lower levels which has favored and perpetuated this situation.

CONCLUSIONS

- It was determined that the situation regarding gender inequality consists of the fact that from the first years of school until reaching higher education, female students are sent implicit messages about the roles that a woman must fulfill in society, which they are accepted as something natural and lead them to cover so many aspects that they cause physical exhaustion, stress and feelings of guilt for not being able to cover them all satisfactorily.
- It was inferred that in the subjectivity of the university students of the JUSAC University Center there is little knowledge about the issue of gender equality since they are not clear about the difference between equity and equality, sex and gender, they perceive feminism as the opposite of machismo. and they see it as something negative, and they also accept gender roles as something natural.
- It was recognized that being a university student means facing many gender stereotypes that influence their lives to the point of leading them to give up educational scholarships, board positions or the career of their dreams,

but also to feel guilty because they feel that the time they dedicate to studies take away from their children.

- Gender stereotypes were detected that influence the students of the JUSAC University Center by placing them at a disadvantage compared to male students since they are responsible for carrying out domestic tasks and care tasks (in which they hardly collaborate), in addition to fulfill their work and university obligations.
- It was established that the challenges faced by the students of the University Center in higher education are related to completing many tasks at home, caring for their children, and after completing all this, performing university tasks and finding the time. to sometimes study late at night or early in the morning, as well as create networks of people who can collaborate in taking care of the children while they study or work.

RECOMMENDATIONS

- To the Director of the JUSAC University Center that the pertinent steps be taken to implement content on “Gender Theory” in an appropriate course by career so that students of both sexes know the importance of collaborating to develop equitable gender relationships within and outside the university classrooms.
- University students to carefully organize their time prioritizing activities in order to satisfactorily complete all of them without neglecting the care tasks that society has assigned to them.
- To university students to recognize the real rights and obligations they have within society as dignified, autonomous and valuable human beings, capable

of being wives and mothers, but also professionals with the job of their dreams and with a decent salary.

- Male students to collaborate equally with household chores and not only with the duty of providers that society has assigned to them for so long.

- Students in general to fight together in the different spheres of life such as home, work and studies equitably since the societies where there is more equity are also the societies where more development is experienced and life is better.

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