

Toward gender equality in Moroccan universities: female university teachers from a gender perspective

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Abstract: Given its multiplying effect via students, Moroccan universities are a strategic space for eradicating or at least reducing the traditional gender inequity present in current Moroccan society. This study aims to improve the status of Moroccan female university teachers by informing on the opinion of the university teaching staff themselves. A mixed methodology was used, with interviews and a questionnaire distributed amongst 143 male and female teachers. Variables associated with a greater perception of this problem were detected: marital status, holding a post in the administration and age. Despite the undoubted advances in Moroccan universities in terms of gender equity, we identify two groups of teachers with opposing views. Some reported blatant gender inequity, **among which we highlight a greater awareness of the youngest teachers**, while others were not aware of the problem and did not admit its existence. This problem should not be overlooked.

Keywords: Morocco; women; university; equal opportunity

Introduction

While gender inequity is indubitably a highly important issue, its repercussion and effects among university teaching staff will be even more among students who are the future leaders of their country (Díez, Terrón and Enguita, 2009). For this reason, women in universities are a crucial tool for social change (Malik and Courtney, 2011).

Many different studies on gender equity between women and men in universities conclude that there is still considerable inequity (Molla and Cuthbert, 2014; Ramírez and Matarranz, 2015; Redmond, Gutke, Galligan, Howard and Newman, 2016; Pingleton, Jones, Rosolowski and Zimmerman, 2016) **although the majority of the**

university personnel are women (Wright, Cooper and Luff, 2017). This problem is heightened in certain academic fields, particularly science and technology (Caprile et al. 2012; Comisión Europea, 2012; Fox, 2008).

These data are worrying, especially when taking into consideration that new generations in university learn not only from the knowledge transmitted in the classroom but also from their observation of teachers' behavioural models (Díez, Valle, Terrón and Centeno, 2003). This means that women in positions of responsibility become essential to eradicating gender inequity (Stainback, Kleiner and Skaggs, 2016).

Women occupy proportionally fewer positions of responsibility in the university in relation to the number of women qualified for the job (Sánchez, 2014) despite the high presence of the women in the university (Saeeda, 2017). This makes it necessary to use a series of strategies to increase the number of women in positions of leadership (Vongalis, 2016). In this regard, highly prestigious international organisations call for a greater presence of women in higher education and in positions of responsibility, both in the field of academia, administration and economic (ONU, 2016; Karoiu and Feki, 2017). This should be supported in national and international policy, with governments clearly advocating women's right to education (Burridge, Maree and Rahmani, 2016).

As regards the scant and insufficient female presence in decision-making posts in universities, research frequently highlights the barriers or obstacles hindering the advancement of women, known as the 'glass ceiling' (Pingleton, Jones, Rosolowski and Zimmerman, 2016; Almansoura and Kempnerb, 2016; Chávez and Ríos, 2014; Folke and, Rickne 2016).

Among the wide range of difficulties which could be listed, there is some consensus seeing childcare and family obligations (Saeeda, 2017) as major obstacles to important aspects of women's research careers, including international trips

(Almansoura and Kempnerb, 2016) or less scientific output (Teixeira, Betsaida, Freitas and De Almeida, 2015; Alonso, Bolaños, González, Villamón and Benavent, 2010).

Although with recent improvements it has been observed that younger members of teaching staff do not perceive the problem of gender inequity within universities as keenly (Matus and Gallego, 2014), the dominant androcentric culture still leaves little room for transparency in appointments and a lack of support systems for women (NcNae and Vali, 2015). In fact, so much so that some blame women themselves for this inequity, brandishing arguments such as their lack of ambition (Díez, Terrón and Anguita, 2009) or stating that women themselves refuse to occupy positions of leadership (Done, Murphy and Knowler, 2016).

For the last thirty years the female question in Morocco has been an important issue for debate (Malika 2006), frequently met with opposing positions. It is still a country with high illiteracy rates and major disparity between rural and urban locations and between men and women (Bouoiyour, Miftah and Mouhoud, 2016). Although women have traditionally had a lower educational level than men (Feeney, 2014), their literacy levels have increased progressively, and the gender gap has been gradually reduced in the country since 1990. This information is particularly relevant given the influence of the education received by Moroccan women on their attitude towards gender equity (Cobano-Delgado, 2010).

Access of women to education is edging closer to that of men, with 48% of girls in primary education in the 2012/13 academic year. The progression in the percentage of girls in secondary education in rural areas is the most notable, as it has risen from 37% in 2005 to 57% (OCEMO, 2014).

Although there is a clear gender bias in universities depending on the type of studies, with 78.35% of girls in Education Sciences and 46.07% in Sciences in the

2013/14 academic year, in the last ten years the percentage of female students enrolled in university has been edging closer to that of male students (46.95% in 2004/5 and 48.01% in 2009/10), but they are yet to reach equal percentages (Statistiques Universitaires, 2013/14).

As for university teachers, only 21.18% in the 2010/11 academic year were female, increasing to 26.15% in the 2014/15 academic year (Statistiques Universitaires, 2014/15). In the specific case of the object of this study, Moulay Ismail University in Meknes, a conservative city in Morocco, only 17.27% were female teachers in the 2010/11 academic year, increasing to 21.20% in 2014/15 (Statistiques Universitaires, 2014/15). This is especially relevant if we take into account that education is considered one of the most important factors in social and economic growth of a country (Karoïu and Feki, 2017), in particular the university system, to achieve a higher equity (Keeffe, 2017).

Although it has certain limitations considered inadmissible in Western Europe, the new Moroccan Family Code (2004), Moudawana¹, constitutes the basic pillar on which the principles of equality between men and women should be based (Llorent and Cobano, 2014). It improved the conditions of equity within the family (Scott 2015) and strengthened the rights of women (N'Diaye, 2016), who started to appear in the media in contexts other than domestic ones (Gunner, 2016). However, wives continue to be associated with the care and protection of the family, and traditional patriarchal values are reaffirmed under a deceptively liberal image (Katja, 2014).

¹Code de la Famille: Dahir n.° 1-04-22 du 12 hijra 1424 —3 février 2004.

Despite the fact that young Moroccan women enjoy increasing “flexibility” within the family nucleus, they are constantly negotiating against internal pressure (Bertrán, Ponferrada and Pàmies, 2016).

As the attitudes to gender equity are still not prevalent in Morocco (Prettiore, 2015), it is essential to encourage women’s access to better paid positions with greater social recognition (Ajaaouani, 2013).

As regards the empowerment of Moroccan women in university it can be stated that despite undeniable advances (Benlabbah, 2008) women in administration posts are still in the minority, and this is worrying in terms of equality (Griffiths, 2012).

Given the obstacles often faced by women in their professional promotion and the importance of their greater representation in positions of high responsibility in higher education, it was considered important to establish how Moroccan university teachers perceive the possibility of gender inequity in this context. This should make it possible to establish the necessary actions to move towards greater empowerment and social recognition for Moroccan women in universities. The term equity is used according to the definition of Baily and Holmarsdottir (2015), who view it as the equal distribution of responsibilities, resources and power between both sexes, taking into account that men and women have different needs.

Methodology

For this research, which aims to strengthen and empower Moroccan female university teachers, a mixed methodology was used, with quantitative and qualitative techniques. The main data collection tools were questionnaires and semi-structured interviews.

Firstly, a specially designed questionnaire was drawn up to record the opinions of female and male teachers from Moulay Ismail University on gender inequity in the

university. Subsequently, semi-structured interviews were used to further explore the responses of teachers to the questionnaire in order to obtain more interesting and depth responses on the situation of female teachers, possibly affected by gender inequity.

Statistical software SPSS v, 23 was used to analyse the quantitative data, using descriptive and inferential statistics of some variables. The Atlas.ti v. 6.2.program was used for qualitative data.

The study sample was made up of 143 teachers (85 men and 58 women) from Moulay Ismail University in Meknes (Morocco). This sample size ($n=143$) meant that it was possible to work with a sample error below $\pm 7.5\%$, for a level of trust of 95% (standard distance 1.96), for a population variation of 0.25 and with maximum proportional variation $p=q=50\%$, with a known finite population ($N=828$ cases). A random stratified sampling technique was used for the sample selection, establishing gender as a main condition for distinction.

Characteristics of study sample:

- Most of those surveyed (81.9%) are over 40.
- In terms of marital status, most (81%) are married, while 8.8% are single and 5.1% are separated or divorced.
- When asked about aspirations to be a professor, 67.3% of teachers aspire to this post compared to 32.7% who do not contemplate this option.
- 70.9% of those surveyed have never held a post in administration or management, compared to 29.1% who have.
- 51.5% usually work in teams made up of men and women, while 48.5% work solely with people of their same sex.

The questionnaire is split into four scales (teaching, research, management and sociocultural aspects) and consists of a series of initial questions to identify the

participants in the study and 46 items in a Likert scale. Cronbach's Alpha internal consistency coefficient (Table 1) was chosen to ensure the reliability of these four scales and for the overall scale.

[Table 1 insert here]

High reliability is obtained, with values above 0.81 (Palella and Martins, 2010), highlighting the internal consistency of the tool.

To ensure the validity of its content, a table was drawn up with specifications based on a solid review of related studies by specialists, with the help of the Équipe Pluridisciplinaire de Recherche sur la Femme (TANIT)² from Moulay Ismael University in Meknes, as specialists in the field of Moroccan women.

The Kaiser-Meyer-Olkin Test (KMO) and Bartlett's test for sphericity were used to obtain the validity of the construct before going on to use the Method of Principal Components. Table 2 below shows the results of the validity of the construct.

[Table 2 insert here]

The results of these tests confirmed it was possible to subsequently use an Exploratory Factorial Analysis, having obtained all the suitable measured scales for sample adaptation and ruled out the datamatrix of the sphericity hypothesis, with an optimum significance level (.000). It was also noted that the item saturation for each factor or component generally reached values above 0.4, thus highlighting a significant positive correlation.

² Established in 1992 as a research group formed by academic teachers with the main aim of promoting multidisciplinary research on the feminine issue in Morocco.

Qualitative data were analysed with a category and code system created following a deductive analysis process based on the questions asked, including fields in which female university teachers perceive gender inequity, any feelings this prompts, obstacles encountered and proposed improvements to attain greater gender equity within universities.

Qualitative data were analysed using Atlas.ti v. 6.2 software, with a category and code system created following an inductive analysis process based on the answers received.

Results

Firstly, it is striking that most of the teachers surveyed (67.6%) are of the opinion that there is no gender inequality within their university, compared to 32.4% who believe there is. Furthermore, 75.5% of women and men never felt discriminated against due to gender, in contrast with 24.5% who did feel that they were in an unequal position. In this respect, significant differences were observed between both variables based on gender, obtaining a significance value below 0.05 in both cases.

As expected, a higher percentage of women believe in the existence of inequity based on gender within their university and claim to have been in an unequal position on more occasions than their male colleagues.

These results were further explored in interviews with female teachers, and the existence of three groups of women with truly contradictory opinions was observed:

A. The first group feels that there is clear discrimination against them and they are radically opposed to this situation, while they have also ensured that their interviews remain anonymous.

We are all supposed to be equals. Male and female teachers have the same qualifications and professional skills to teach, and therefore we should receive the same treatment. But this is not the case. This is due to many factors, including the sexist education that most of the population receives from a very young age (Interview 10, female teacher).

B. The second group admits the existence of this inequity, while justifying it as a consequence of the role they play in their families.

C. The final group of female teachers vehemently denies the existence of discrimination, even holding that as women they are treated better. Moreover, they feel their situation is privileged in comparison with that of women in other countries, for example those with Islamic political regimes, where their professional activity would be practically impossible.

When I worked as a secretary for my Department, there were five female teachers and five male teachers and they all got on very well. I also saw that female teachers were given better treatment, for example with exam timetables, classrooms, etc. Although maybe this is just my department (Interview 17, female teacher).

A similar pattern to this also occurs among male teachers. Some state that there is undoubtedly gender inequity among the teachers in their institution. Others strongly deny its existence, stating that both women and men have the same functions in their departments and faculties. Some even go as far as to state that 'women can hold positions of greater responsibility, but they do not accept them' (Interview 15, male teacher).

Among the male teachers maintaining that gender inequity is present, it is particularly worth noting those who consider it a purely biological issue, stating that men and women have different aptitudes: 'Women are more competent when it comes to housework for instance. Skills are what differentiate us. Women do not tend towards

mathematics, technology or engineering, but towards social sciences' (Interview 11, male teacher).

Teaching

Few instances of inequality are observed as regards teaching. However, they were perceived as being present by those surveyed.

As figure 1 shows, there is a higher perception of gender inequity in the number of teaching hours in masters' and doctorates, with this variable being the highest in the scale ($m = 2.19$), in contrast with interest in teaching (class teaching, involvement, etc.) ($m = 1.71$).

[Figure 1 insert here]

Significant differences are also detected in the perception of gender inequity in the field of teaching depending on age. In fact, the non-parametric Kruskal-Wallis H test was used, after checking the non-normality of the sample, and a significance level of $0.12 < p = 0.05$ was obtained showing, with a level of trust of 95%, that there are statistically significant differences based on age (Table 3). As can be observed, there are differences between those under 30 years of age and those aged between 40 and 50, with the former detecting greater differences in university teachers based on gender.

[table 3 insert here]

The interviews showed that both male and female teachers perceive gender differences stemming from the higher proportion of male teachers in the university. This is highly significant and statistically works in favour of men.

Women are a minority in almost all departments. In fact, in some departments, such as the Islamic Studies or History departments, all teachers are men. This makes it easier for them to access decision-making roles (Interview 9, female teacher).

Research

As in the field of teaching, with teachers' perception of possible gender inequality in the research sector none of the items reached a value higher than the means of the scale (value 3). It is still telling that that these are rarely perceived despite the evident inequity.

The perception of gender inequity is all the more patent in aspects such as participation in research projects, criteria for promotion as a researcher ($m = 2.22$) and stays at other centres or universities ($m = 2.15$), with professional promotion obtaining the lowest mean in the scale ($m = 1.63$). Taking into account the percentages, as shown in figure 2, criteria for promotion as researchers is the item with the highest mean value, clearly indicating the presence of gender inequity in this regard.

[Figure 2 insert here]

According to the female teachers interviewed greater inequity is perceived in the coordination of research projects and the organisation of international congresses. This is partly linked to difficulties in reconciling family life and work: 'A female university teacher is often forced to give up taking part in international congresses. I believe the married life of a female university teacher conditions, if not to say hinders, her university career' (Interview 8, female teacher).

The existence of significant differences is observed in teachers' perception regarding gender inequity based on gender in the field of research. After checking the normality of the sample and ruling out the null hypothesis of equality in the homoscedasticity of variances, Student's T test was used, showing a level of trust of

95% in the existence of significant differences ($p = .008 < p = .005$). It was thus observed that women have a greater perception of gender inequity in the field of research than their male counterparts ($m = 2.77$ compared to $m = 1.75$).

In addition, the same statistical test shows significant differences in the perception of gender inequity in the field of research, depending on whether the teachers have held positions in administration or management. The results of this test are shown in Table 4.

[Table 4 insert here]

As is observed, those who at some point have held a position in administration or management have a higher perception of gender inequity in the field of research.

Finally, it is also observed that university teachers working in mixed teams have a higher perception of gender inequity in the field of research ($m = 2.42$ compared to $m = 1.80$).

Administration

The mean of items regarding the perception of gender inequity in the field of administration is about 2 (limited), and does not exceed the mean of the scale. It is worth noting the perception of greater gender inequity in the participation in events or decision-making and administrative activities (votes, attendance to meetings ...), positions of power held (vice rector, vice dean, department director, etc.) with both variables obtaining the highest mean in the scale ($m = 2.36$). As figure 3 shows, despite some disparate answers, the value 'some', indicating presence of inequity, is rather high if compared with other variables such as 'interest in holding positions of responsibility (coordination of subjects, management of research groups' ($m = 1.91\%$).

[Figure 3 insert here]

When asked about gender inequity in the appointment of positions of responsibility, male teachers stress the higher proportion of male teachers, while female teachers add that most female teachers do not even consider presenting their candidacy as they feel they have no chance of being elected.

There are few women in positions such as dean, vice dean, member of the Faculty Council, etc., mainly because they do not stand for election. They know beforehand that they have no chance of accessing these posts as there are lobbies or meetings of men organised in cafes outside the university (Interview 9, female teacher).

Significant differences were observed in teachers' perception of gender inequity in administration depending on age. For this, the non-parametric Kruskal-Wallis H test was used after checking the non-normality of the sample. Younger teachers (30 to 40 years old) believe that there is greater gender inequity in the field of university administration (average range 51.42). Equally, Student's T test shows how teachers who have held a post in administration or management have a higher perception of the inequity in this field ($m = 2.53$ compared to $m = 2.18$).

Sociocultural aspects

Sociocultural aspects should also be taken into account as a research variable given the internal pressures to which Moroccan women are still subject in the home (Bertrán, Ponferrada, Pàmies, 2016), as well as their association with the care and protection of the family (Katja, 2014), and the influence of religion, customs and traditions.

In this field, the demands of family and the conditions of family-professional life obtain the highest mean in this scale ($m = 2.26$), as opposed to equality in the assessment

of opinion in meetings ($m = 1.76$) which obtains the lowest mean. As figure 4 shows, although no items exceed the mean of the scale (value 3), the differences are noticeable.

[Figure 4 insert here]

Interesting information is obtained after disaggregating the data by gender. In this regard, most women (40.5%) believe there are many instances of inequality in family demands, while most men (40.5%) believe there are only some. Both men and women agree that there is inequality, but not the extent to which it occurs.

They were even more emphatic in the interviews. Both male and female teachers state that the lack of availability limits or prevents female teachers from occupying positions of greater responsibility: 'The administration posts are mostly held by men because they have fewer family commitments' (Interview 7, female teacher).

They mostly hold that religion has nothing to do with inequality between men and women in administration. Nevertheless, it should be noted that the rather considerable 29.4% of female teachers do admit this influence, compared to 6.8% of male teachers.

In addition, significant differences are observed in the perception of gender inequity in sociocultural aspects based on marital status (average range single: 60; married: 49.84 and separated: 39.86).

The interviews clearly showed the influence of marital status in sociocultural aspects. This relationship was highlighted by female teachers who had undergone traumatic experiences, either directly or indirectly:

A single female university teacher is unlikely to have suitors given that men in Morocco prefer women who are 'inferior' or less intelligent than them. At times, if they are married, husbands can exert their power and prevent them from travelling abroad. In my opinion, a married Moroccan female university teacher with children inescapably needs

her husband's support to combine her married life with her research career (Interview 11, male teacher).

Further expounding on how the teaching staff studied value their social relationships, it is established that those between male and female teachers are those most valued by men. Answers relating to relationships between teachers of the same sex are also striking. 27.6% of female teachers believe that relations between female teachers are good, while 24.1% believe these are only acceptable. In contrast, 46.9% of male teachers consider that relationships with other male teachers are positive. Many teachers stated in the interviews that male teachers tend to meet in cafes, where they frequently coordinate and even make academic and scientific decisions. Female teachers point out that these meetings facilitate improved extra-academic relationships among male teachers, and give them access to more academic information.

Most teachers admit the existence of certain sexist professional relationships which hinder the promotion of female teachers: 'Some colleagues do not even greet them within the faculty. On occasions there are instances of harassment from some male teachers, especially towards new female teachers' (Interview 5, male teacher).

'I see the difficulties we female teachers have in integrating into groups of male teachers as an obstacle, given the sexist views of many colleagues' (Interview 8, female teacher).

Finally, both female and male teachers suggest a series of proposals to improve this in the interviews, including greater support from male teachers, providing greater visibility to the work of female teachers and those holding administration positions (research, prizes...), and encouraging greater awareness of gender issues among teachers.

Discussion and conclusions

Although there is no unanimous response, **based on the results of this study it can be stated that gender inequity is perceived in Moroccan universities by the teachers of Moulay Ismail University (Meknes) although there is no unanimous response possibly due to a lack of awareness.** Female teachers are those most affected by this situation, denouncing that they are discriminated against in some way merely because they are women (Matus and Gallego, 2014).

It seems surprising that the four aspects examined in this study (teaching, research, administration and sociocultural aspects) have all obtained ratings that do not, on the whole, exceed the mean for each scale. However, the percentages of specific items in the questionnaire show the existence of inequality with the ratings obtained in the four questionnaire scales **highlighting the lack of awareness which normalizes gender inequity in the university, thus making it invisible** (Rebollo, 2013).

There is a series of variables associated with how university teachers perceive gender inequity within their university, including:

- Single teachers have a stronger perception of inequity in sociocultural aspects.
- Teachers who have held a position in the administration/management of the university perceive greater inequity in research and administration. This may be related to more experience in high-level positions allowing them a broader view of these instances of inequality.
- The younger teachers are most aware of this problem, especially in teaching and administration. These results are not in line with those obtained by Matus and Gallego (2014) who state that younger teachers or those who have not been at the university long have a lower perception of gender inequity in university.

At present there is considerable influence in Moroccan society and politics from Islamic fundamentalism, and this includes the president of the country, who in his parliamentary speech in 2014 described women as ‘the lamps which light their homes’. He subsequently lamented the evolution of current society which in his opinion forces the ‘Queens of the home’ to abandon their natural home, ‘their houses’, and their obligation to raise their children in order to work outside the home (Jaabouk, 2014). This situation has given rise to mistrust in certain sectors of the population, particularly among the women interviewed. This further indicates greater awareness of the issue among new generations of teachers.

When further examining the obstacles faced by female teachers in the interviews it was observed that there is greater inequity perceived in the reconciliation of family life and work of female teachers, results which are in keeping with previous studies (Sarrió, Barberá, Ramos and Candela, 2002; Tomàs and Guillamón, 2009; Ion, Duran, Bernabeu, 2013). Both female and male teachers agree that this situation is due to the higher number of tasks and responsibilities mostly carried out by Moroccan women in their families. In this respect, sexist stereotypes were often detected, such as the belief that women are more competent for household matters, something which seriously hinders the promotion of women within the university (Sarrió, Barberá, Ramos and Candela, 2002).

In agreement with Cantón (2015), we believe that the difficulties reported by female teachers in keeping up high levels of research are especially due to their more limited availability. This is also highlighted by female and male teachers as the reason why fewer female teachers occupy administration posts in the university.

Bearing in mind that family relationships and social expectations can limit or encourage feelings of female empowerment (Guinée, 2014), it is essential to take these

into account as they cause the experience of Muslim women in higher education to be different to that of men, given that they are subjected to different social and cultural expectations (Rabia, 2014). Among these it is worth noting the extreme pressure they are often under from their families to get engaged to be married in accordance with Muslim tradition (Gilat, 2015), and the fact that the support of the spouse is a major boost to the professional development of Moroccan women (Salman, 2016).

The existing androcentric culture (NcNae and Vali, 2015) is reflected in the informal meetings with professional connotations which are held outside the university by male teachers, but not by female ones. The customs of a society which allows men to conduct life in public spheres, while limiting that of women to private settings (Pilwha, 2008), along with the greater female involvement in the home, allows male teachers to strengthen interpersonal and academic relationships, as they are better informed.

Following analysis of the results obtained in this study, it is concluded that the opinions of teachers regarding gender inequity in their university are not unanimous. In this respect, both female and male teachers offer very varied opinions. Some female teachers feel privileged, female and male teachers deny the existence of inequity, and others strongly protest against blatant discrimination based on gender, blaming it on a variety of circumstances.

However, despite the above, it is necessary to note undoubted advances in favour of Moroccan women. An example of this is the increase, albeit insufficient, in the number of female university teachers in recent years. In addition, the questionnaire showed that female teachers increasingly aim to become university professors, putting paid to the argument that women are not ambitious to reach posts of higher responsibility (Done, Murphy and Knowler, 2016), although seven years previously the results obtained by Tomás and Guillamón (2009) were different.

Convinced that universities are of strategic importance (Malik and Courtney, 2011) in the elimination of gender inequality, we consider that a series of urgent measures should be implemented. Given the results obtained in this study, we conclude that positive discrimination ought to be implemented, in addition to a support system for female teachers to enable them to reconcile family life and work. This would provide them with opportunities equal to those of men when accessing posts of responsibility. The new generations, currently students, will learn from the models observed in these institutions (Díez, Terrón and Anguita, 2009).

Aware of the fact that at the root of the problem lies the education that Moroccan girls and boys both receive within and outside school (Amin, 2013), undoubtedly affecting their future, we suggest that an education which raises awareness of gender equality and equity among future generations would be a driving force for change (El Rhazi, 2016).

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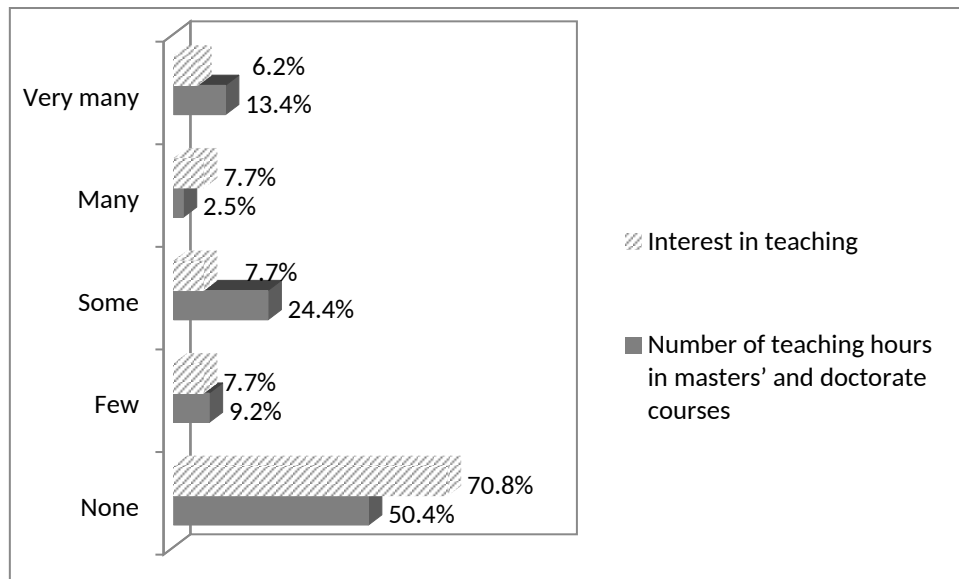


Figure 1. Teachers' perception of gender inequity in the field of teaching.

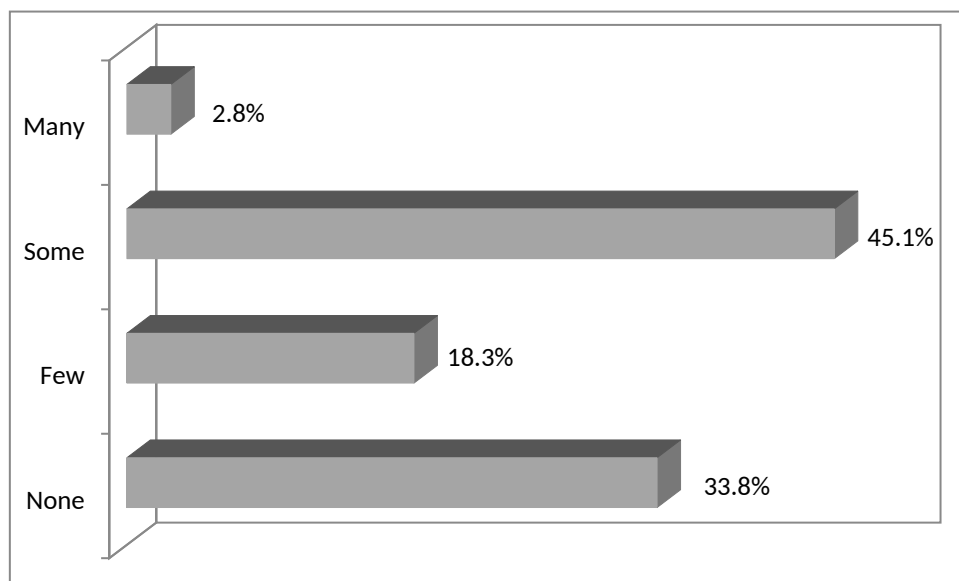


Figure 2. University teachers' perception of gender inequity in the criteria for research promotion

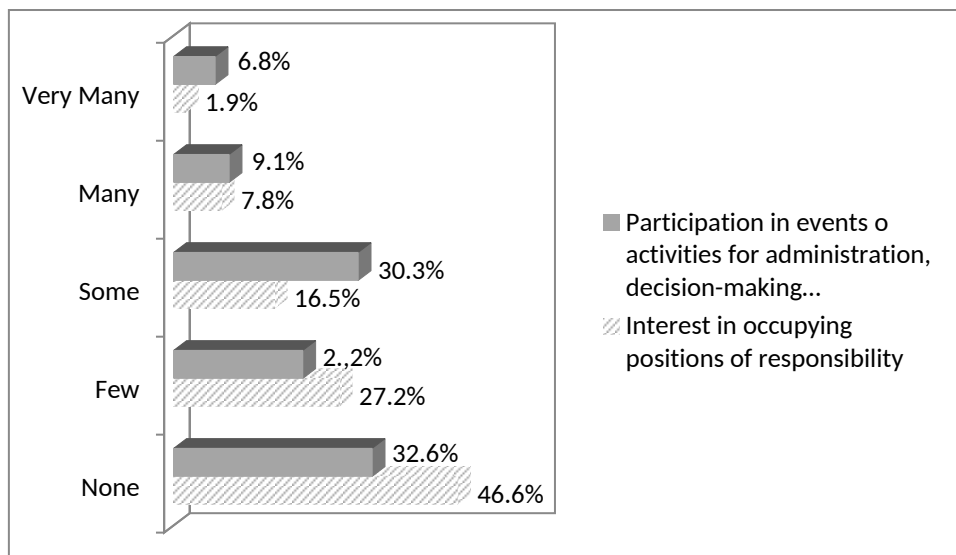


Figure 3. Teachers' perception of gender inequity in the field of administration.

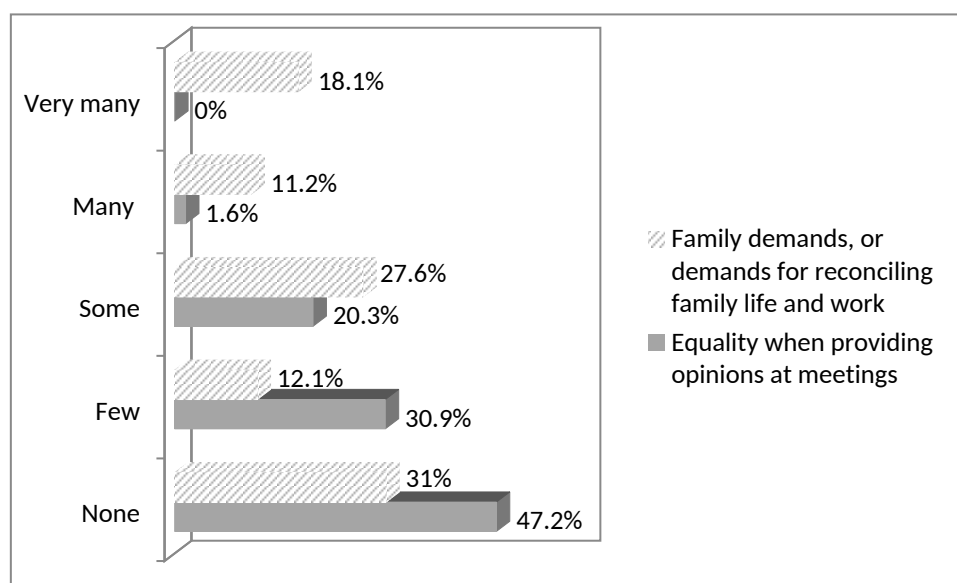


Figure 4. University teachers' perception of gender inequity in sociocultural aspects within their university.

Teaching	Research	Management	Sociocultural aspects	Overall scale
.856	.955	.826	.920	.884

Table 1. Cronbach's Alpha

Scale	Kaiser/Olkin Test	Bartlett's Test			Saturation coefficients	% variance
		χ^2	Gl	Sig		
1	.635	682.727	21	.000	.404-.585-.845-.808- .798-.750-.750-.619	49.351
2	.745	1561.130	55	.000	.675-.534-.695-.710- .810-.833-.686-.750- .715-.761-.767	52.622
3	.682	643.833	21	.000	.867-.838-.916-.802- .300-.469-.439	49.145
4	.767	777.671	21	.000	.698-.735-.872-.839- .872-.772-.775	63.540

Table 2. Validity of questionnaire construct.

Teaching	Age (years)	N	Average range
	Under 30	2	69.50
	30 to 40	13	63.50
	40 to 50	49	40.20
	Over 50	25	42.82
	Total	89	

Table 3. Results of the Kruskal Wallis H test in the 'teaching' scale and 'age' variable.

	Have you held any posts in N	Mean	Typ. deviation	Typ. mean error
administration/management?				
Research Yes	13	2.7385	.35716	.09906
No	42	1.9167	.91809	.14166

Table 4. Descriptive statistics of the comparison between the variable ‘have you held any posts in administration/management?’ and the research scale.