

## Academic Performance According to Genre. Evidence Master in Education Period 2015 Mention Quality Management, Education and Teaching.

Oscar ROJAS CARRASCO<sup>1</sup>, César FARIAS VERDUGO<sup>2</sup>, Victor VELOSO SALAZAR<sup>3</sup>, Rocío RIFO SAN MARTIN<sup>4</sup>  
Nicolas Barrientos Oradini<sup>5</sup>, Adrián Pereira Santana<sup>6</sup>, Francisco Calderon Pujadas<sup>7</sup>

<sup>1</sup>Ph.D en Economía y Finanzas, Magister en Educación. MBA, Ingeniero Comercial. Académico de la Escuela de Ingeniería Comercial, Académico Universidad Miguel de Cervantes, Santiago, Chile Universidad

<sup>2</sup>Academic University Miguel de Cervantes, Santiago, Chile

<sup>3</sup>Academic University Miguel de Cervantes, Santiago, Chile

<sup>4</sup>Tutor Académico Universidad Miguel de Cervantes, Santiago, Chile.

<sup>5</sup>Magister en Gobierno y Gerencia Pública , Magister en Ciencias de la Educación, Director de Investigación, Universidad Miguel de Cervantes.

<sup>6</sup>Magister en Gestión Empresarial, Master en Dirección y Organización de Empresas, Doctor en Comunicación, Director de Magister y Postitulos a Distancia , Universidad Miguel de Cervantes.

<sup>7</sup>Magister en Educación con Mención en Gestión de Calidad, Doctorando en Educación Mención Gestión Educativa, Académico, Universidad Miguel de Cervantes.

ARTICLE INFO	ABSTRACT
Published Online: 28 April 2018	The objective of this study is to compare the academic performance according to the gender of the different students, Those who studied in the Master in Education 2015 taught by the University of Cervantes. 157 (104 women, 53 men) students belonging to the different regions of Chile were evaluated. The applied assessment instrument corresponds to an integrative exam, which considers all the activities in which the student participated in the platform.
Corresponding Author: <b>Oscar ROJAS CARRASCO</b>	To determine the academic performance by sex, the main indicator used corresponds to the gender gap, which is understood for the purposes of this study, as the difference between women and men. This gap is always calculated as the difference between the indicator of women and the indicator of men, in this way, a positive gap indicates that women perform better than men, therefore, a negative gap will show that women have a I perform worse than men. One of the main findings of this study when analyzing the gender variable in the academic program mentioned above showed that there is an increase in the participation of women, this phenomenon is observed in each of the three mentions of the Master in Education. The final report indicates in more detail each action according to the gender for each mention.
<b>KEYWORDS:</b> Academic Performance. Integrative exam, gender gap.	

### INTRODUCCIÓN

Gender inequality currently has multiple ways to manifest itself, to be biologically different there are intrinsic disparities, in terms of efficiency, effectiveness and performance aspects that determine the opportunities for men as women.

Given the above, this report incorporates the gender perspective applied to the area of education, through empirical evidence on the master in education period 2015 mention management of quality, education or teaching, aims to identify, produce and publish figures for the performance of men and women.

Considering other evidence, the results obtained by each of the particulars of the master in education, determine the

visibility of the difference that manifests itself between the situation of men and women, i.e., the distance that you must pass to achieve gender equality.

### THEORETICAL FRAMEWORK

#### According to its gender equality.

Gender is a social construct that dictates the roles that each person must develop in line with their sex in every area of life. Such division determines the opportunities and constraints that each individual will have according to their gender, to develop fully, but also determines the possibilities of sustainable development for the group in which it is developed. Gender inequalities have important repercussions on the guarantee of fundamental human rights and in

particular, on the right to education. Because of these differences and inequalities, are the concepts of "gender equality" and "education for equality". One speaks of equality when occurs the same estimate of the experience, knowledge and values of women and men, also are provided equal opportunities to participate in the political, economic, social and cultural development, and to benefit from the results, on equal terms. Therefore, gender inequality - and more specifically the gender – based discrimination is an affront to a fundamental human right and an obstacle to peace and development. (Qian Tang, 2010)

The genus is one of those cultural and social patterns that school and education reproduced and maintained as a structure of domination. The school taught to obey and be loyal with a system that legitimizes habits, practices, values and norms listed as valid that they do not always respect gender equity.

Available research identified significant educational inequities by gender, level subjects. Male students have significant advantages in math, and students have a similar advantage in reading and writing. Low levels of competence in reading among males can increase the likelihood of repetition and school drop-outs early and, as a result, reduce the participation of men in tertiary education and professional opportunities. In addition, low achievement in math and science among girls may reduce his interest in careers in computing, engineering and Sciences (offering greater opportunities to earn high income). (Calvo, 2016)

In general terms, most of the studies has identified that, although both sexes are usually evaluated differently, a product of gender biases are lower and depend on other factors like the breed of teachers or even at times favor to the women, who, together, would receive better evaluations than men.

One of the researchers who have contributed most to establish this conclusion is Kenneth Feldman, who in 1992 published a meta-analysis in lathe to 17 experimental studies that were not observed significant differences in the evaluation of teachers according to their sex. Moreover, in a meta-analysis, found that the teachers were slightly better evaluated than their colleagues in 28 of 39 studies analyzed. In terms of dimensions, the teachers were better evaluated in sensitivity, concern, availability and support. (Asún, 2014)

The feminization of the teaching is also recognized in knowledge (knowledge of the genus) and the ways of teaching them (interned). Women were setting up gradually in the craft, while men chose to migrate to other destinations.

The second has to do with gender stereotypes that lead to undervaluation of women as master and content that prevail for early childhood education. Initial education and the primary basic, have study plans seeking apprenticeships from memorization; they develop habits of cleaning; they consolidate the foundations for basic learning, such as reading, writing and calculation. Also way to cohabitation.

However, the importance of these learnings, his teaching is undervalued. (Calvo, 2016)

The cultural transmission of roles along with their expected behavior occurs in all areas of interaction in which human beings develop, and therefore has in the school one of the most important areas to play and of course It affects all the events of human beings, especially in regard to education, given that the school is one of the devices of reproduction of cultural identity and the social, economic and political order of the peoples.

Its incidence is verifiable for example in the reproduction of expectations regarding appropriate for men and women professions, which determines areas of female and male domain. This discrimination is based on approaches to approaches biologicistic and evolutionists, according to which there are differences physical between men and women that determine its competence in relation to the development of some and other tasks, which would have bearing on the way in which they operate in relation to specific professions.

In this way, men dominate in the areas of engineering, information technology and security, while women predominate in the areas of education and social sciences. Usually seen higher proportion of women enrolled in careers such as psychology, early childhood education, special education and basic education and nursing, and higher proportion of men in engineering-related careers and those related with Mathematics and applied chemistry and Medicine Sciences. (Páramo, 2010)

Carolyn Steedman in 1986, pointing to the beginnings of the feminization occurred in primary education and in the framework of the natural pedagogy from Rousseau, Pestalozzi and Froebel, for whom love and education were central concepts, extending the pedagogy of love, women, face stiff and scary men authority attribute. In this way the women began to be characterised as 'conscious mothers' and recruited as teachers by their attributes and capabilities for breeding. Thus, from primary education, the expansion has been gradually to all levels of teachers, and from there to the rest of the professions.

If you look at the percentage of women in the different educational stages, we note the existence of large differences. Thus, in the early stages of education, especially in primary education, women occupy a 76% of teachers jobs. In other words, in education child nine of every ten teachers are women. Something similar happens with the special education where the percentage of women teachers extends up to 80%. And also in the teaching of languages seems to belong to the female sphere, with 74% of teachers, while in art teachings has a 44%.

In this way, and according to the data published by the Ministry of education, the number of female teacher represents approximately two thirds of Faculty of general regime not University teaching, reaching almost 68%.

“Academic Performance According to Genre. Evidence Master in Education Period 2015 Mention Quality Management, Education and Teaching”

If it is true that the female sex in education can lead to a facilitation of the transition from the child of the family to the school, since it is the mother who usually cares for children (situation that is changing). And who will be learning skills and dispositions necessary to do so, giving continuity to the teacher facilitating this transition from a context more known and warm family as a new and impersonal environment of the school. In addition, I also believe that the feminization of teaching facilitates the adoption of so-called soft pedagogies, using progressive, active, and not policies, pedagogical currents, which fit more with female attributes than the male.

It is curious to observe that, older students, most are men joining in the cloisters and may even reach cases such as the vocational training for the part of practice, where there are more male teachers than female. Something that is perhaps due to the majority of vocational training are related to occupational areas where the incorporation of women is given very rarely (electricity, industrial maintenance, plumbing, etc.).

Women are those who form a large part of our future generations. Therein lies much of the work of educating equality, promote non-discrimination, ultimately laying the foundations so as pay inequities in most professions in favor of man to disappear. It is they who should get it because they are majority.

In early childhood education teacher figure is practically non-existent. There are no teachers, only master. They are cases that can be counted on the fingers of one hand that one will find navigating these classrooms of children. Classrooms of children managed by women. Ages that will establish the first values. Values in which women have much to say. (Martí, 2015)

Although slight, the male increase in tuition for training institutes teaching and the increase of the professionals who seek an income through education show that, in the midst of this crisis delayed move and take with it the scourge of the unemployment, the educational task is also interesting for them. The tenure when ownership, safe income, is achieved even though depressed and social coverage does not seem to be benefits to despise.

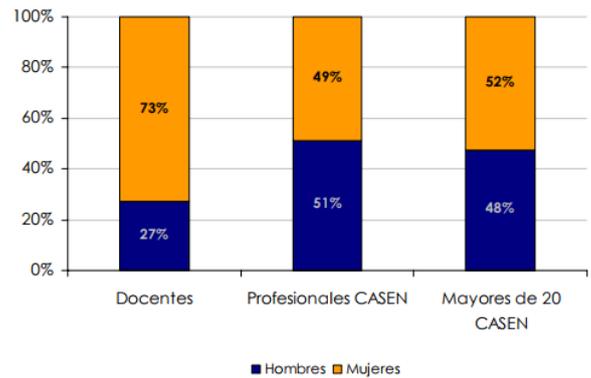
Traditionally, economic and cultural reasons discouraged the men attempt to pursue a career in basic education. "Teaching was unattractive to males by a wage problem, and also because it is not corresponded with the masculine stereotype, because it requires much openness to communicate with children and that was a quality most developed historically in women. "It is not a question of innate, it is education", says Graciela Morgade, Director of research of the Buenos Aires Secretary of education.

There is awareness of the fact that the teaching staff is composed mainly by women. Figure 1 shows that 73% of teachers are women. As a side note considered that literature is clear to highlight the positive impact of women in education since they have distinctive features that contribute

to the learning process. Now, compare the distribution by gender of other designated groups of interest shows that professionals have a slightly higher percentage of men (51%) than women (49%), while over the age of 20 have a higher percentage of women than of men. This is closely related to the fact that there is still a gender gap in access to higher education, so that the percentage of women with higher education is less than men. In this context, the teaching is presented as one of the few careers where there is a female predominance. (Bravo, 2008)

Graph 1. (Teaching survey).

Gráfico 1:  
Género de los Docentes



Source: Survey CASEN 2003 / survey Longitudinal teacher 2005

The teachers have been trained to teach and not to lead the school, making it act as principals and teachers turn brings difficulty. However, when the teachers have extensive professional experience in rural institutions and rural, experiences and beliefs embedded in the training not have impacted in the same way. First personal experiences in the rural family context, in the rural primary schooling and rural professional experiences, have enabled the incorporation of diversity which creates teaching practices closer to reality rural. (Artigue, 2007)

In Chile there are 218,000 teachers. 63% are women. A professor or teacher on average 6000 children taught during their working life. (Muñoz, 2017)

There are several factors that precluded women's access to education, the most notorious being the structural shortcomings of the schools, the long distances between schools and homes of students and marriages at a young age among adolescents. Ensure security in terms of physical violence, psychological or sexual, is one of the key so that women have access to education. Female faculty is also victim of gender inequality, reflection of this is that from 1999 to 2012 the number of seats occupied by women teachers only increased by 5%. Many of the posts of leadership in the field of education also have low female representation. (México, 2015)

According to the information provided by the information service of higher education (SIES), while students entering

higher education take to obtain the degrees or terminals of careers or programs in which they are enrolled, is relevant information for a set of actors, users and stakeholders in the sector. While the institutions report on the formal duration of their careers, detailing how many semesters hard curriculum, the estimated time of certification activities and the total estimated duration of the race, the reality shows that, in general, the students tend to take longer to graduate than the established formally by the institutions (Servicio de Información educación superior, 2017).

By the above, it is necessary to know and quantify what is the actual average duration of races or programs according to the sex of the student, including the amount of effective semesters students take to earn your degree or final grade, considering the time elapsed since entering the first year of the race and/or program and date (semester) in which obtained his title or degree from the institution. Duración Real de las carreras de pregrado por sexo

Looking at table no. 1 which considers the differences by sex, pointing out only undergraduate careers, can be seen that in 2016 women have real average durations of degree less than men, in all kinds of undergraduate programs, where the biggest difference occurs in careers with b.a. (1.2 semesters less), and the lowest in the techniques of top-level racing (0.3 semesters). Tabla N°1. Evolución Duración Real de carreras de pregrado y tipo de carrera según sexo

Sexo y tipo de carrera	2012	2013	2014	2015	2016
<b>Mujeres</b>	<b>9,6</b>	<b>9,7</b>	<b>9,6</b>	<b>9,4</b>	<b>9,3</b>
Profesional con licenciatura	12,7	12,7	12,6	12,7	12,7
Licenciatura no conducente a título	11,7	11,8	11,9	11,9	10,8
Profesional sin licenciatura	10,1	10,0	10,1	10,1	10,0
Técnico de Nivel Superior	6,4	6,5	6,4	6,2	6,2
<b>Hombres</b>	<b>10,7</b>	<b>10,6</b>	<b>10,6</b>	<b>10,2</b>	<b>10,0</b>
Profesional con licenciatura	14,1	13,9	13,9	13,8	13,9
Licenciatura no conducente a título	11,8	11,9	12,0	12,1	11,5
Profesional sin licenciatura	10,9	10,7	10,8	10,9	10,8
Técnico de Nivel Superior	6,9	7,0	6,8	6,6	6,5
<b>Total general</b>	<b>10,1</b>	<b>10,1</b>	<b>10,0</b>	<b>9,8</b>	<b>9,6</b>

**Source:** report lasting real and on long races, 2012-2016, SIES graduate generation

However, if you check the average actual durations by sex of races with the largest number of graduates, according to type of institution, shows that the gap is reduced to around 0.2 semesters at universities, IP and CFT. Tabla N° 2. Evolución de la sobre duración de las carreras por tipo de programa – Posgrado

Nivel de formación	2012	2013	2014	2015	2016
<b>Pregrado</b>	<b>30,9%</b>	<b>31,6%</b>	<b>30,8%</b>	<b>30,0%</b>	<b>29,4%</b>
Mujeres	26,9%	28,1%	27,1%	26,5%	25,8%
Hombres	36,3%	36,5%	35,9%	34,7%	34,4%
<b>Posgrado</b>	<b>48,3%</b>	<b>47,1%</b>	<b>52,6%</b>	<b>51,0%</b>	<b>51,8%</b>
Mujeres	49,4%	47,7%	52,9%	53,3%	53,7%
Hombres	47,4%	46,5%	52,4%	48,9%	50,0%
<b>Postítulo</b>	<b>44,8%</b>	<b>41,1%</b>	<b>41,9%</b>	<b>43,3%</b>	<b>35,3%</b>
Mujeres	45,5%	40,7%	42,3%	44,1%	36,7%
Hombres	43,9%	41,7%	41,4%	42,3%	33,0%
<b>Total general</b>	<b>32,0%</b>	<b>32,5%</b>	<b>32,0%</b>	<b>31,2%</b>	<b>30,5%</b>

**Source:** reports from graduates and / graduates in higher education 2015 Chile, SIES.

Analyzing the percentage of sobreduración according to sex, shows that in the undergraduate women show a percentage of less than men sobreduración (25.8% versus 34.4% women men). However, this difference is not observed in the graduate or postgraduate, where men are slightly smaller than the women's figures (50,0% versus 53.7% of women in postgraduate, and 33% men men versus 36.7% women in the postgraduate).

#### Evolution of Total degree by sex

By the year 2015, titled more women than men of races undergraduate (105.301 women versus 82.721 men). The female supremacy comes in different types of institution

**Table N° 3.** Evolution of titling undergraduate by sex.

Sexo	2011	2012	2013	2014	2015
<b>Mujeres</b>	<b>66.599</b>	<b>73.222</b>	<b>88.034</b>	<b>92.710</b>	<b>105.301</b>
<b>Hombres</b>	<b>52.678</b>	<b>57.335</b>	<b>67.278</b>	<b>73.528</b>	<b>82.721</b>
<b>Total general</b>	<b>119.277</b>	<b>130.557</b>	<b>155.312</b>	<b>166.238</b>	<b>188.022</b>

**Source:** Reports from graduates and / graduates in higher education Chile 2015, YESES.

It is relevant to segment the participation in higher education according to the reached level of studies degree, since different behaviors occur. In the case of the undergraduate, these gender gaps are positive, being equal to 12 p.p. in 2015. Effect similar to what was observed in the gaps of participation in certification in general.

**Tabla 4.** Evolución de participación en titulación según sexo.

	2010	2011	2012	2013	2014	2015
Mujer	68.634	76.640	84.215	101.568	107.034	119.973
Hombre	55.760	60.907	66.561	78.326	85.179	94.658
<b>Total</b>	<b>124.394</b>	<b>137.547</b>	<b>150.776</b>	<b>179.894</b>	<b>192.213</b>	<b>214.631</b>
% Mujer	55,2%	55,7%	55,9%	56,5%	55,7%	55,9%
% Hombre	44,8%	44,3%	44,1%	43,5%	44,3%	44,1%
<b>Brecha M - H</b>	<b>10,3</b>	<b>11,4</b>	<b>11,7</b>	<b>12,9</b>	<b>11,4</b>	<b>11,8</b>

**Source:** Report on higher education 2016 gender gaps, SIES.

“Academic Performance According to Genre. Evidence Master in Education Period 2015 Mention Quality Management, Education and Teaching”

When graduate programs are analyzed, are observed gender gaps negative, implying greater participation in qualifications of men than women. Despite this, values have decreased, going from - 9.4 p.p. in 2010 to - 2.8 p.p. in different 2015. Aspecto is what happens in programs of postgraduate, where participation in qualification of women is significantly higher than of men, presenting a breakthrough positive gender of 24.7 p.p. in 2015. Given the above, said behavior can be explained product to graduate programs tend to be associated with careers in the area of science and technology, on the other hand, the programs are related to rather racing health and humanities.

According to report of registration 2016 higher education in Chile, from the information service of higher education (SIES), points out that to analyze the evolution of gender gaps in participation in tuition for 1st year, depending on the type of institution, is It observes that, in the case of the centers of technical training (CFT), the gap went from positive, with 3.2 p.p. in 2011, a negative gap of - 0.3 p.p. in 2016. Similar situation is observed regarding the institutes Professional (IP), where by the year 2016 the gap was negative at - 0.2 p.p. (Servicio de información educación superior., 2016)

In the case of the universities Council of Rectors (CRUCH), presents negative gaps, i.e., greater participation in tuition for 1st year of men compared to women, although this gap presents a constant decrease, whereas in 2011 its value was equal to - 7.7 p.p., falling at - 1.5 p.p. in 2016. By contrast, in the private universities, gender gaps are positive and greater than 10 p.p. for every year.

**Table No. 5.** Evolution of participation in tuition for 1st year according to sex

	2011	2012	2013	2014	2015	2016
Mujer	176.891	181.680	187.555	186.733	184.472	186.608
Hombre	168.202	168.457	179.042	178.819	177.390	174.838
Total	345.093	350.137	366.597	365.552	361.862	361.446
% Mujer	51,3%	51,9%	51,2%	51,1%	51,0%	51,6%
% Hombre	48,7%	48,1%	48,8%	48,9%	49,0%	48,4%
Brecha M - H	2,5	3,8	2,3	2,2	2,0	3,3

**Source:** Report on higher education 2016 gender gaps, SIES.

**MARCO METODOLÓGICO**

Academic performance information associated with the students of the master in education, taught by University study, has origins in the institution that offers the program, who delivers a complete record of the academic performance of 157 students, of the which 81 students correspond to mention 67 curriculum and assessment, quality management and pedagogical management 9. The intersection of data was done in conjunction with information obtained from information service (SIES) higher education, the Ministry of education. This information is available on their website.

**RESULTS**

**Evidence period 2015 mention quality, education and teaching management master's degree in education.**

The data in table N ° 6 considers the number of students approved in final status, both in numbers and in percentages according to each mention of the master in education University in study, resulting in a gender gap between women and men.

**Table N ° 6.** Gap's approval, master in education 2015, mention of management of quality, Curriculum, and assessment or teaching

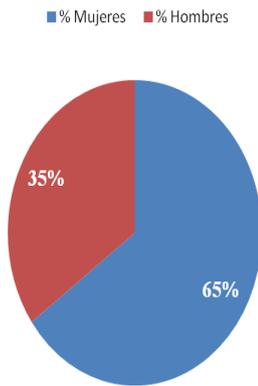
**Fuente:** Elaboración propia.

	MAG. MANAGEMENT	QUALITY MAG. CURRICULUM AND MAG. PEDAGÓGICAL ASSESSMENT	MANAGEMENT
Women(W)	28	26	2
Men(M)	15	15	2
Total aprobados	43	41	4
% Women(W)	65,1%	63,4%	50,0%
% Men(M)	34,9%	36,6%	50,0%
Breach W-M	30.2%	26.8%	0%

As we can see it is important to segment the number of approved according to mention of the program, since it has a differentiated behavior. In the case of the master of education mention management of quality, the gender gap is positive, reaching 30.2% in 2015.

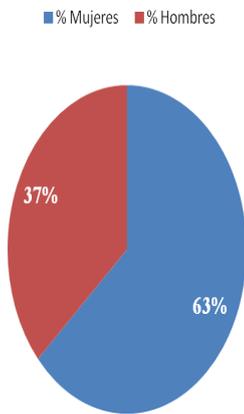
Similar case occurs in the master in education major in Curriculum and assessment where it reaches the 26.8%. Given the above you can display that the gap is positive, indicates that for two programs previously mentioned have better approval of women than men (see chart 2 and 3).

Grafico 2. Porcentaje de aprobación según género, MAG. Gestión de Calidad



Fuente: elaboración propia

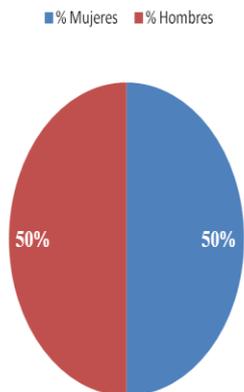
Grafico 3. Porcentaje de aprobación según género, MAG. currículum y evaluación



Fuente: elaboración propia

Finally, when analyzing the percentage of approval according to sex of the master in education, mention teaching, no observable differences in gender gap, both women as men show similar numbers of approval (50% women, 50% men). See graph 4.

Grafico 4. Porcentaje de aprobación según género, MAG. gestión pedagógica.



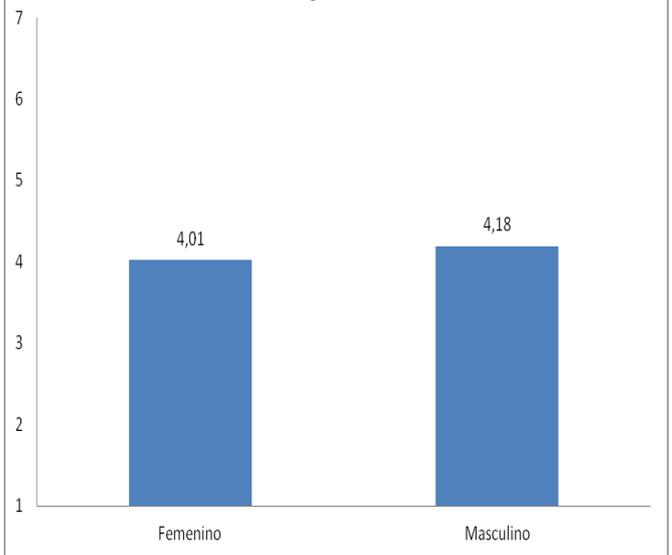
Fuente: Elaboración propia.

Note that gender gaps observed in each of the mentions of the master's program in education, 2015 period, should be considered that the program features proportionally more female students than male.

Performance by gender according to general average.

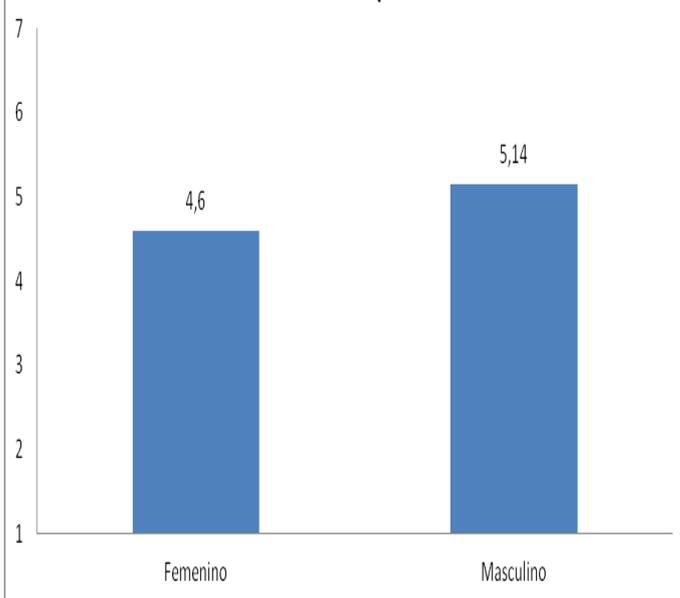
However, when reviewing the overall average by gender in each of the particulars of the master in education, shows that men have a better average than women, such information is intensified at the mention of curriculum and evaluation, where women show a general average note 4.6 with a 2.24 standard deviation, while men have an average general note 5.1 with a standard deviation of 1.75. (See graph 6).

Grafico 5. Promedio general según género, MAG. en educación mención gestión de calidad

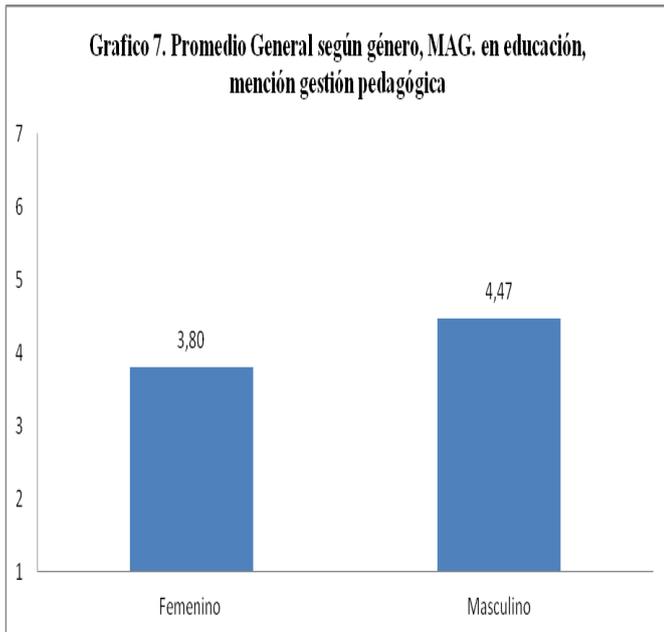


Fuente: Elaboración propia.

Grafico 6. Promedio general según género, MAG. en educación mención currículum y evaluación.



Fuente: Elaboración propia



**Fuente:** de información propia

Complementing the information previously provided, graph 7 indicates that at the mention of educational management, women obtained a general average is below note 4.0, presenting a 1.40 standard deviation, while men have a better performance in General, obtaining an average of 4.5, with standard deviation of 3.

## CONCLUSION

In conclusion, you can set the percentage of students women approved of the master in education, is significantly higher than the percentage of men in the postgraduate programme, data that does not match the information provided by the service of information on higher education (SIES), pointing out that when the postgraduate programmes are analyzed, are observed gender gaps negative, implying greater participation in qualifications of men than women. This phenomenon can be explained by non-contact mode, which offers the master in education of the University study in each one of their endorsements, given that women have a different behavior from the man where privileges the compatibility between work, family and study as a main axis of their daily live, not so, the man who usually favors the work by considered the axis of sustenance for the home according to the society.

This research leaves open the door to a deeper study of the academic performance of remote programs in its wide range of platforms and areas of study.

## BIBLIOGRAPHIC REFERENCES

1. Artigue, M. C. (2007). *¿Cómo construyen los docentes las prácticas rurales de*. Buenos Aires.

2. Asún, R. M. (2014). Encuestas de evaluación docente y sesgos de género: un estudio exploratorio1. *scielo* .
3. Bravo, D. (06 de 2008). *Encuesta Longitudinal de Docentes 2005 - econ.uchile.cl*. Obtenido de <http://www.econ.uchile.cl/uploads/publicacion/e19d1e73-cf1c-496f-98ea-8b6dc0fbc0d4.pdf>
4. diaz. (s.f.). *marketing digital*. Recuperado el 21 de marzo de 2013, de blog de alfredo Hernández : <http://alfredohernandezdiaz.com/2013/07/02/medir-roi-redes-sociales/>
5. Martí, J. (08 de 03 de 2015). *XarxaTIC*. Recuperado el 25 de 01 de 2018, de <http://www.xarxatic.com/la-docencia-una-profesion-de-mujeres/>
6. Más hombres buscan en la docencia una salida laboral. (13 de Abril de 2013). *La Nación*. , <http://www.lanacion.com.ar/488388-mas-hombres-buscan-en-la-docencia-una-salida-laboral>.
7. México, U. (14 de 04 de 2015). *UNI>ERSIA MEXICO*. Recuperado el 24 de 01 de 2018, de <http://noticias.universia.net.mx/educacion/noticia/2015/04/14/1123204/unesco-desigualdad-genero-educacion-afecta-docentes.html>
8. Muñoz, G. (24 de 01 de 2017). ¿Qué demandan los profes? Situación laboral de los profesores de Chile. *La Izquierda Diario* , págs. <https://www.laizquierdadiario.cl/Que-demandan-los-profes-Situacion-laboral-de-los-profesores-de-Chile>.
9. Páramo, P. (2010). *LAS REPRESENTACIONES DE GENERO EN PROFESORES UNIVERSITARIOS*. investigación, Valdivia.
10. Qian Tang, P. (2010). Guía para la Igualdad de Género en las Políticas y Prácticas de la Formación Docente. *Unesco* .
11. Rey, P. P. (26 de 10 de 2013). *Grupo de Investigaciones Stellae*. Recuperado el 23 de 01 de 2018, de Red Social: <http://stellae.usc.es/red/blog/view/43437/la-fuerte-presencia-de-la-feminizacion-en-el-sistema-educativo-espanol>
12. Servicio de Información educación superior. (2017). *Duración real y sobreduración de carreras o programas generación 2012-2016*.
13. Servicio de información educación superior. (2016). *Brecha de Genero Educación superior*.