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Artículos Científicos

Valores en educación universitaria: equidad de género en parejas de doble ingreso

Values in University Education: Gender Equality in Double Income Couples

*Valores na educação universitária: igualdade de gênero em casais de dupla
renda*

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Resumen

La educación es un requerimiento clave para el siglo XXI. Dadas las exigencias del mundo contemporáneo, la concepción de valores se encuentra dirigida al desarrollo de la personalidad del estudiante universitario, proceso complejo y contradictorio en el que intervienen diversos factores. Así pues, el objetivo de la presente investigación consistió en identificar valores en la educación universitaria que reconocieran la equidad de género en parejas de doble ingreso que laboraron en un departamento gubernamental del estado de Zacatecas en el año 2019. La investigación se desarrolló en un entorno cuantitativo de tipo transaccional. El nivel de investigación es relacional: se encontraron relaciones y discrepancias entre las variables de formación de valores y equidad de género. En los resultados alcanzados, se encontró, mediante la prueba de ji al cuadrado, relación entre el género y las actividades del hogar. Sin embargo, un índice sumativo simple de 91.07 % y 1.79 % consideró lo contrario. Por tanto, se concluyó que, en las parejas de doble ingreso que laboraron en este departamento gubernamental, existieron valores como la libertad, la igualdad, el respeto, la comunicación y la negociación, la equidad de género, los cuales subyacen a los derechos humanos fundamentales como forma de resolución de conflictos.

Palabras clave: equidad de género, pareja doble ingreso, universidad, valores.

Abstract

Education is a key requirement for the 21st century. Given the demands of the contemporary world, the conception of values is directed to the development of the personality of the university student, a complex and contradictory process in which various factors intervene. Thus, the objective of this research was to identify values in university education that recognized gender equity in dual-income couples who worked in a government department in the state of Zacatecas in 2019. The research was developed in a transactional quantitative environment. The research level is relational: relationships and discrepancies were found between the variables of value formation and gender equity. In the results achieved, a relationship between gender and household activities was found through the chi-square test. However, a simple summative index of 91.07 % and 1.79 % considered the opposite. Therefore, it was concluded that, in the dual-income couples who worked in this government department, there were values such as freedom, equality,



respect, communication and negotiation, gender equality, which underlie the fundamental human rights as a form of conflict resolution.

Keywords: gender equity, double income couple, university, values.

Resumo

A educação é um requisito fundamental para o século 21. Atendendo às exigências do mundo contemporâneo, a concepção de valores está direcionada para o desenvolvimento da personalidade do estudante universitário, um processo complexo e contraditório no qual intervêm vários factores. Assim, o objetivo desta pesquisa foi identificar valores na formação universitária que reconhecem a igualdade de gênero em casais de dupla renda que trabalhavam em um departamento governamental do estado de Zacatecas em 2019. A pesquisa foi desenvolvida em um ambiente do tipo transaccional quantitativo. O nível da pesquisa é relacional: foram encontradas relações e discrepâncias entre as variáveis de formação de valor e equidade de gênero. Nos resultados alcançados, foi encontrada relação entre gênero e atividades domésticas por meio do teste do qui-quadrado. No entanto, um índice somativo simples de 91,07% e 1,79% considerou o contrário. Portanto, concluiu-se que, nos casais de dupla renda que trabalhavam neste órgão governamental, existiam valores como liberdade, igualdade, respeito, comunicação e negociação, equidade de gênero, que fundamentam os direitos humanos fundamentais como forma de conflito. resolução.

Palavras-chave: igualdade de gênero, casal de dupla renda, universidade, valores.

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Introduction

Higher education in Mexico tries to meet international standards. In fact, in the last decade, the debate about the future of higher education has been present all over the world. Among the most frequently addressed issues, it stands out that of educational systems, the need to review and update them to face the demands of the globalized world, as well as to pay attention to these to carry out the necessary educational reforms. The higher education system supposes a commitment of the Government at its federal, state, as well as municipal



levels, of the legislative powers and of civil society, with higher education. Charting the vision and formulating options for the future requires creativity and objectivity.

The proposal of the National Association of Higher Institution Universities (Anuies) to contribute to the development and consolidation of the current higher education system is based on the fact that it is necessary to change in an elementary way to respond to equity, efficiency and quality; In other words, it alludes to the set of demands raised by Mexican society and the transformations of the national and international environment, where educational demands are increasing, not only in terms of formal education levels of the population, but also in terms of education for lifetime. Higher education should make an effort to achieve a training that combines all the careers and elements of a humanistic, scientific and technical nature. It is necessary to build an open higher education system, in which all participating institutions and sectors contribute and receive valuable elements for a good functioning together.

Now, along with the characteristics that specify education as a process that lasts a lifetime and that conceives the formation of knowledge and values, there must be an inescapable openness to updating knowledge and the possibility of instituting a scale of values to which they respond to. The foregoing is important because, among the many crises we are experiencing, the crisis of values is not the least (Castro, Rodríguez, Pujals, Durán y Díaz, 2012).

It should be noted that students who are trained in universities must be characterized by their ability to perform work, scientific, technical, with consistent ethical, political and ideological principles, all in accordance with the requirements of the profession (López, 2013). In other words, contextualization and consequent personalization in terms of knowledge and values is required for the development of the teaching-learning process and, therefore, training as professionals with the requirements demanded by today's society. Intentionally and consciously integrating values into learning means not only thinking about content as knowledge and skills, but about the relationship they have with values. To highlight the challenges that higher education proposes on education in human values, the need to support the development of this process for its occurrence in students is indisputable (Socarrás, 2012).

Although the family is the first instance where the roles that promote the values that underlie fundamental human rights, freedom, equality, respect, solidarity and dialogue are



linked as a form of conflict resolution (Cortina, 1997), and that they have to do with the nature of the people, with the differences between men and women, it can be certified that higher education is an important way to generate professionals whose performance shows that they have received comprehensive training. Education in values at the higher education level is an activity in charge of teachers, which must be carried out in the context of the student's professional training. Thus, it is found and carried out through curricular and extracurricular activities that correspond to the cognitive process (López, 2011).

The truth is that the technological, economic, political and social changes developed in recent decades have allowed the construction of a new social structure, and with it other relational dynamics that mark a new cycle in people's lives. Along these lines, Ceballos and Rodríguez (2017) state that in the structure of dual-income couples, women are the ones who experience the greatest stress, due to the fact that they are more tied to a double shift, since when they fulfill their working hours they have the obligation to come home and fulfill another, even if unpaid: that of household chores.

Furthermore, Díaz, Dema, and Finkel (2015) made a comparison of paid activities between women and men and observed that women obtain a lower income than their partner. To measure inequality, they used the approach of Sorensen and McLanahan (1987) who propose an indicator of intra-couple economic dependence: a person is economically dependent when their income is lower, by 15% or more, than that of their partner, which it is enough to say that there is an unequal relationship. Díaz et al. (2015) also suggest that men, as they get older, contribute more income to the home; while, in parallel, there is a decrease in women who contribute more or equal to their partners. Consequently, if they get older, they contribute or earn less than they do. In short, the older the woman, the greater the economic dependence on her partner.

For his part, Castillo (2008) dissects the theory of social dominance, an approach that favors gender discrimination. According to this theory, men present a higher level of social dominance compared to women due to evolutionary reasons and reproductive strategies. Furthermore, he postulates that societies minimize group conflict by generating ideologies that promote the superiority of one group over others.



Ideologies that promote or maintain the existence of hierarchies and, therefore, group inequality, can become tools that legitimize discrimination, and they should be considerably accepted by society for them to take effect, coming to be practically presented as obvious truths.

The classifications of social hierarchies range from those based on age to those based on gender, without neglecting those arbitrarily constructed: race, sexual orientation, religion, among others. (Castillo, 2008).

Campos and Rodríguez (2015) point to stereotypes as another factor of relevance, and extremely influential in this theory of social domination, since through them both men and women have been taught how to govern their behaviors, ways of dressing, attitudes; Undoubtedly, through these stereotypes, men have been more benefited and valued than women, although, currently, there is a small population where women are the ones who assume this role of greater power in the couple and this is due to because they have a higher level of education than the couple, higher economic purchasing power.

Dema (2006) describes that although women have achieved a place in the workplace, they do not favor them, since there is no equality of roles in the home, so there is a disadvantage with respect to the workload. Indeed, compared to traditional housewives, women who work can fulfill themselves as professionals, workers and achieve a certain economic independence; however, paid work does not ensure a favorable balance between the couple.

Objective

The objective of this research was to identify values in university education that recognized gender equality in dual-income couples who worked in a government department in the state of Zacatecas in 2019.

Method

To verify the objective of this research, an instrument with 27 questions was developed, together with the general data. The instrument was validated by experts in the application environment. The response scale was Likert type, with five options: from "Never" to "Always". Questions set to negative were recoded for analysis. A pilot test (May 2019) with 35 questions was carried out, which was applied to 21 people, to test



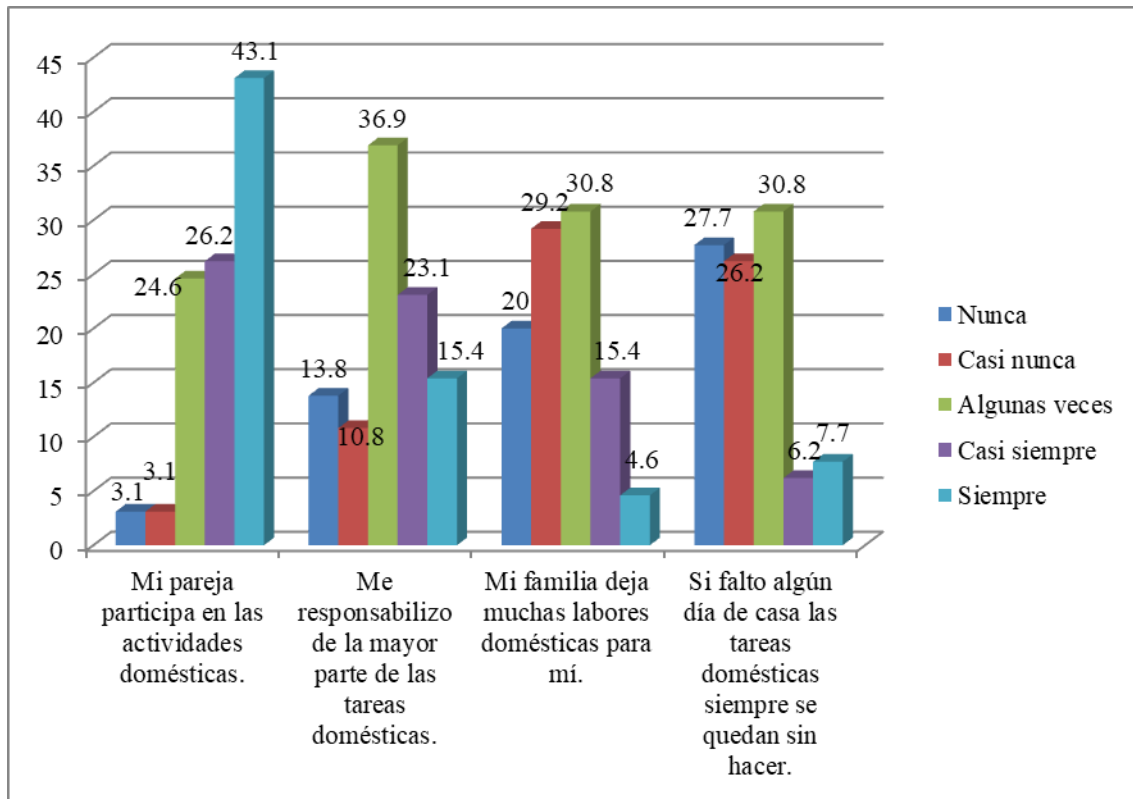
understanding, order and difficulties or resistance when answering the questions and their respective validation with Cronbach's alpha (1951). From the above, it was obtained that five questions were redundant, therefore the structure was redesigned for a better understanding. Due to the particularities of the present study and analyzing the types of approaches, the investigation became quantitative, transactional or cross-sectional, as it is an investigation that compiles data in a single moment. In this study, information was collected at a specific time to obtain the relevant results. For the purposes of this project, the level of research was relational, since relationships were found between variables of gender equity in dual-income couples, which served to determine the relationship between them and the discrepancies through the chi test. Pearson's square (Hernández, Fernández and Baptista, 2010). The study population was the workers of a government department in the state of Zacatecas located in Boulevard Héroe de Chapultepec 1902, Ciudad Administrativa, from which we determined a convenience sample of 65 workers, who met the requirements of being in a age range between 20 and 60 years, in addition to being part of a dual income couple (33 women and 32 men).

Results

When carrying out an analysis of the frequencies obtained from the ordinal variables, on a Likert-type scale, according to the opinion of the respondents, it was found that the data can be grouped as follows.

Regarding gender equity, as shown in table 2, most of the respondents affirmed that men participate in domestic activities; sometimes they are not supportive of his partner, but they do not feel a burden doing them or not doing them.

Figura 1. Equidad de género en el hogar

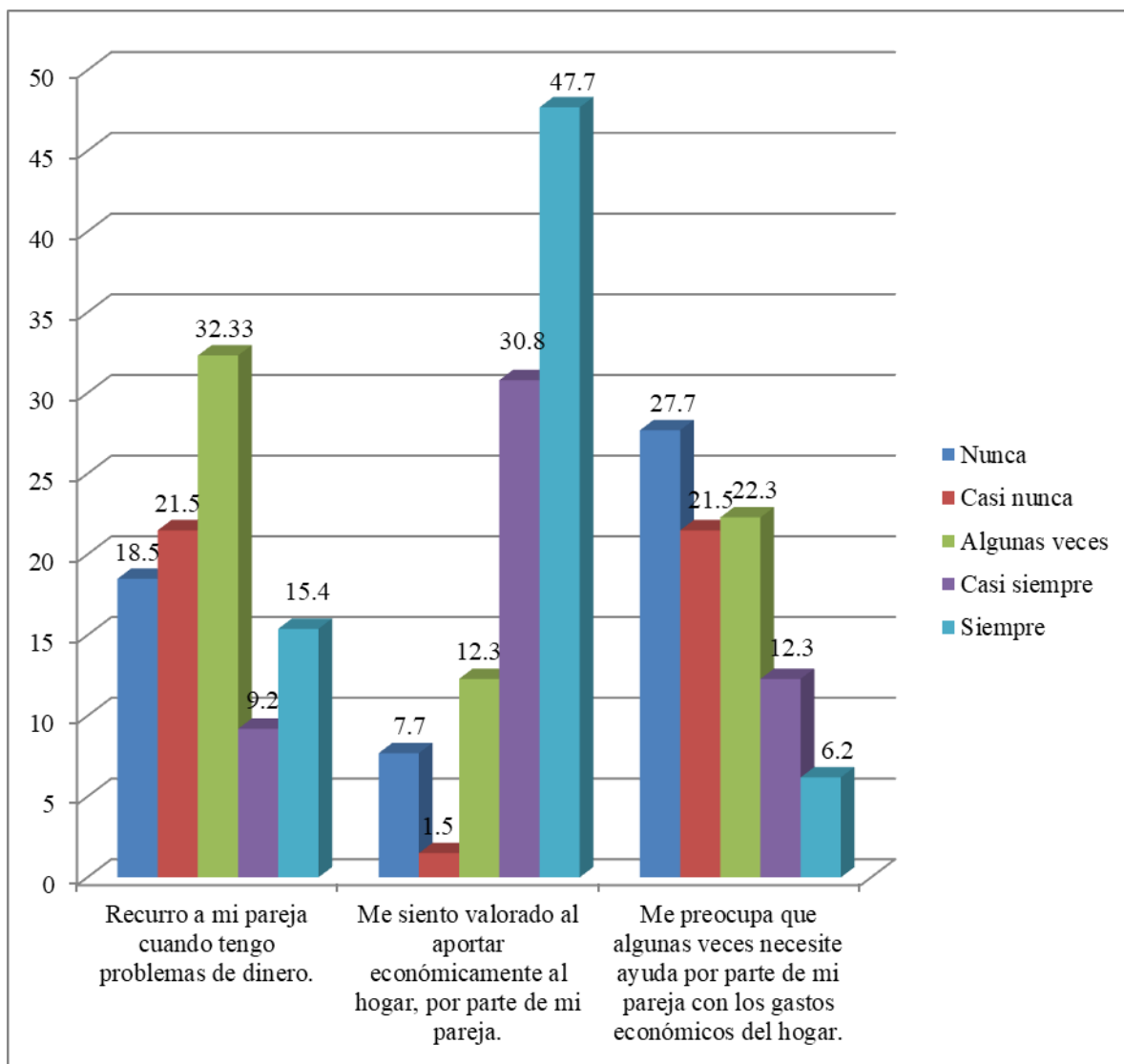


Nota: el gráfico muestra los porcentajes referentes a las labores del hogar.

Fuente: elaboración propia.

Regarding equity and family finances, as shown in figure 2, a large percentage declined to feel concern about needing help with household expenses. Also, most sometimes turn to their partner when they need financial support. It is important to emphasize that the study shows that couples always feel valued by contributing financially to household expenses.

Figura 2. Equidad y economía familiar

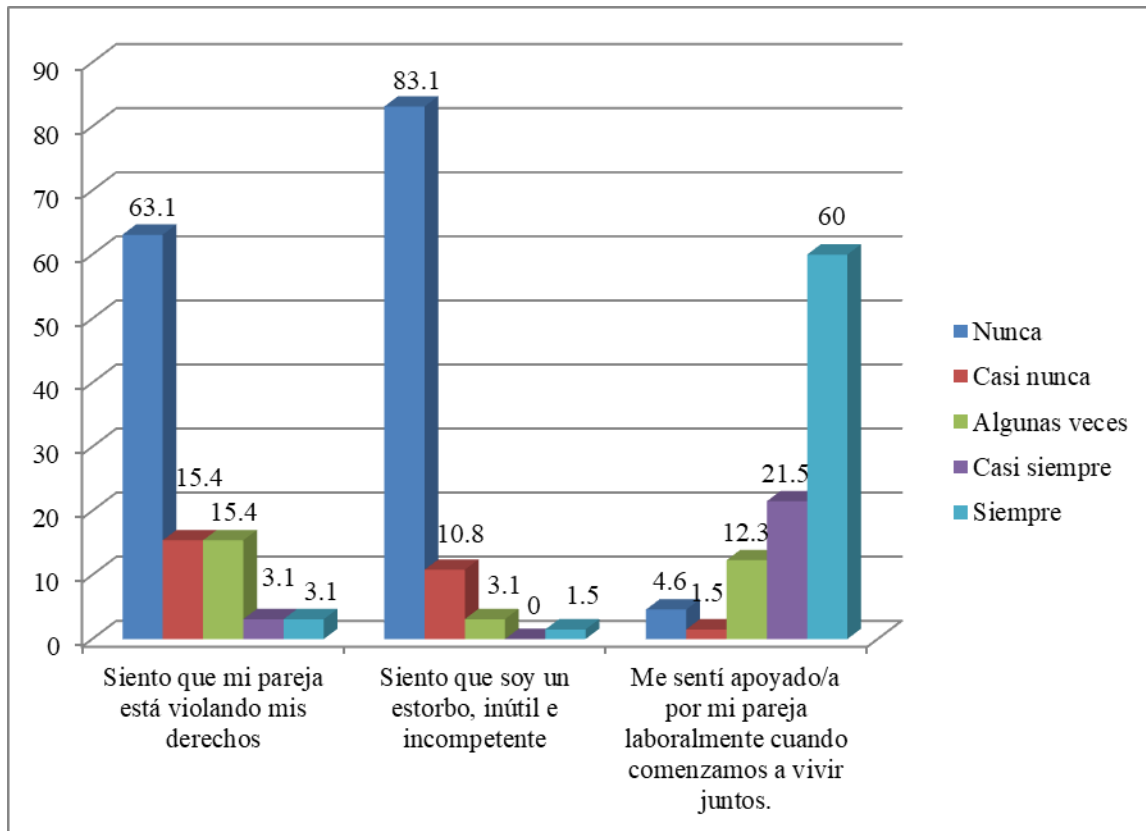


Nota: el gráfico muestra los porcentajes en relación con la equidad y economía familiar.

Fuente: Elaboración propia

While, in terms of gender equality and partner conflicts, according to Figure 3, the majority of the participants always felt support from the partner in their work environments, in addition to never considering that their rights were violated.

Figura 3. Equidad y conflictos de pareja



Nota: el gráfico muestra los porcentajes en relación con la equidad y conflictos de pareja.

Fuente: Elaboración propia

Table 1, on the other hand, shows the frequencies obtained from the most important items and highlights those that, according to the chi-square statistic, were significant at 5% (bilateral asymptotic significance less than or equal to 0.05).

Tabla 1. Frecuencias obtenidas

	Nunca	Casi nunca	Algunas veces	Casi siempre	Siempre
¿Con qué frecuencia influye su pareja en su bienestar? (Por ejemplo: disgustos, problemas de salud, intranquilidad, etc.).	15.4	32.3	24.6	15.4	10.8
Mi vida laboral interfiere con mis actividades sociales, como visitar a mis familiares.	30.8	26.2	32.3	7.7	3.1
Mi vida laboral interfiere con mis actividades sociales, como visitar a mis amigos.	33.8	26.2	24.6	7.7	6.2
Tengo suficiente energía para mis actividades cotidianas.	3.1	7.7	15.4	38.5	35.4
Siento que soy un estorbo, inútil e incompetente.	83.1	10.8	3.1	0	1.5
Me he sentido preocupado/a por mis finanzas.	4.6	10.8	55.4	13.8	13.8
Siento que mi pareja está violando mis derechos.	63.1	15.4	15.4	3.1	3.1
Me siento socialmente competente.	7.7	0	6.2	30.8	55.4
Mi horario de trabajo a menudo choca con mi vida familiar.	27.7	21.5	36.9	7.7	6.2
Estoy satisfecho/a con el tiempo que le dedico a mi familia.	7.7	7.7	24.6	30.8	27.7
Mis obligaciones del trabajo y mis obligaciones en la familia son compatibles.	12.3	6.2	23.1	32.3	23.1
Después del trabajo llego a casa demasiado cansado/a para hacer	15.4	18.5	46.2	10.8	9.2

lo que me gusta.					
Han surgido problemas con mi pareja.	15.4	46.2	32.3	6.2	0
Mi pareja cubre con sus necesidades económicas.	15.4	18.5	27.7	16.9	20.0
Mi pareja participa en las actividades domésticas.	3.1	3.1	24.6	26.2	43.1
Mi pareja me ha agredido físicamente.	83.1	7.7	7.7	0	1.5
Me preocupa que algunas veces necesite ayuda por parte de mi pareja con los gastos económicos del hogar.	27.7	21.5	22.3	12.3	6.2
Recurso a mi pareja cuando tengo problemas de dinero.	18.5	21.5	32.33	9.2	15.4
Puedo hablar con mi pareja sobre decisiones importantes.	3.1	4.6	9.2	20.0	63.1
Si necesito arreglar algo en casa, cuento con mi pareja para que me ayude.		3.1	20.0	16.9	60.0
Me siento valorado/a al aportar económicamente al hogar por parte de mi pareja.	7.7	1.5	12.3	30.8	47.7
Me sentí apoyado/a por mi pareja laboralmente cuando comenzamos a vivir juntos.	4.6	1.5	12.3	21.5	60.0
Si faltó algún día de casa las tareas domésticas siempre se quedan sin hacer.	27.7	26.2	30.8	6.2	7.7
Mi familia deja muchas labores domésticas para mí.	20.0	29.2	30.8	15.4	4.6

Me responsabilizo de la mayor parte de las tareas domésticas.	13.8	10.8	36.9	23.1	15.4
Mi familia me agobia con cosas que deberían ser capaces de hacer por sí mismos.	29.2	23.1	35.4	10.8	1.5
A menudo necesito estar en el trabajo y en casa a la vez.	26.2	20.0	38.5	13.8	1.5

Fuente: Elaboración propia

When analyzing the frequencies obtained in table 1, in accordance with the answers to the questions raised in the instrument in a general way, the following was found:

- They considered that they always felt socially competent, valued by the couple for contributing financially, in addition to the fact that they supported them with household activities, and they showed confidence when talking about important decisions.
- They almost always perceived having enough energy for daily activities, feeling satisfied with the time spent with the family, as well as the compatibility between them and work.
- They felt that sometimes their work interfered with their social activities, their work hours coincided with their family life and they stated that they became tired to do what they liked, in addition to being worried about finances, despite the fact that their Couple covered with the economic needs and resorted to his help when problems of this nature arose; Regarding domestic activities, they considered that they were left undone, or left many activities, as well as revealed that they had to do these activities at the same time as work.
- They almost never had the perception that work influenced their well-being. Likewise, they almost never presented health problems, dislikes or arguments.
- They answered that their partner never physically assaulted them, they never felt a hindrance, useless and incompetent, and that work interfered with some social activities such as visiting friends.

Discussion

Higher education institutions play an important role in the process of acquiring the behavioral models that people learn about the relationship patterns between men and women. At school, in a parallel way to the formal curriculum, a hidden curriculum is deployed including, based on a model of relationship between genders, where the model of absolute masculinity, personalized by stereotypes and difference, is still present (Santos, 2006). Although a lot has evolved in recent decades in relation to equity, however, an unequal system for the genders continues to be implemented in the "school of all" that continues to be observed natural in the society in which we live (Piusi, 1997) .

For this reason, it is inescapable to continue adapting and putting into practice measures in educational institutions that give rise to real and effective equality between genders. According to Gallardo and Vázquez (2018), school education establishes an optimal space to build a world founded on gender equality that guarantees equity. An education based on values such as freedom, equality, respect, communication and negotiation as a way to resolve conflicts in double-income couples, cooperation that appreciates the differences, the cultural and sexual diversity of the people of our society, promotes the transformation of rigidly acquired patterns in early childhood in relation to gender. The integration of children and adolescents in peer groups in the university environment marks the characteristics of horizontal intra- and inter-gender interaction, which is one of the supports of school socialization in relation to the models between genders (Povedano, Muñiz, Cuesta y Musitu, 2015).

Conclusions

The objective of this research was to identify the values in university education that recognize gender equity in dual-income couples. It is important to return to the fact that education for gender equality is based on ethical values such as freedom, equality, respect, solidarity, dialogue, among others, and its objective is that men and women develop inherently in an egalitarian social model. Therefore, derived from this, in the research carried out it was observed that the appearance of women in the workplace has increased; Thus, the higher the level of education by the woman, there is a greater negotiation with the partner to reach a mutual



agreement in the distribution of domestic activities and hobbies compared to women who have a lower level of education. In the same way, the results of the data analysis determine values in the double-income couples who worked in this government department: social recognition, competitiveness, valuation when carrying out household activities, and confidence in talking about important decisions, as well as such as giving support to your partner in any economic situation. On the other hand, some respondents perceived that they did not feel valued, since they felt physically and psychologically attacked, which caused health problems, dislikes or arguments. The results confirm that dual-income couples attract more conflict compared to “normal” couples, since in the traditional way the woman only takes care of the housework and the man acts as a provider; Upon entering the new structure, “dual income couples” take on roles that are different from those already established by society: women also carry out paid work and men support domestic tasks. Double-income marriages (modern marriages) face greater daily problems at work, at home, and in raising children, which is why the egalitarian social model is affected, in which men and women basically develop in an egalitarian social model.

It is essential to continue betting on social intervention processes with respect to gender in schools and on education programs for gender equality because, as has already been underlined above, they are the ways to move towards a more egalitarian social model. Likewise, it is essential to take into account the dissemination of valuable educational experiences in the implementation of coeducation programs in some schools to the extent that they can be of great help to others that have not yet started their coeducation programs or are in the process. Of start. In this sense, it is essential to have indicators that help determine the value of good educational practice in equality education programs.



Future lines of research

This research has opened some lines of research that can be developed in the immediate future, among which we can mention the following:

- *The prevention of gender violence in dual income couples*, it is necessary to explore thematic contents in education in order to exclude sexist messages, in addition to designing actions that disseminate the consequences of the different types of behaviors that cause disorders in the women's life. Likewise, favoring research to support health problems with a gender perspective; include in the academic programs of the universities how to address the issue of violence, its frequency, manifestations, diagnosis and treatment.
- *Equality between women and men in university education*, the exploration of the programs aims to identify the presence of efforts aimed at training teachers in gender matters; the insertion of content in education and strategies focused on combating discrimination and promoting equality in the education of men and women.
- *Domestic work and values in dual income couples*, it has been observed that women are more focused on the delivery of domestic work and the well-being of household members. Women suffer from greater inequality in unpaid work within households.

Finally, the creation of public policies for gender equality must be highlighted. State governments and society are obliged to develop the reeducation of men and women, therefore, the contribution of the institutions empowered in the elaboration of public policies in awareness and training programs that build a new vision of masculinity and femininity is elementary. in collaboration with civil society, so that they jointly formulate programs that strengthen a culture of respect for human rights.

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