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**STUDENTS' PERCEPTIONS OF FEMALE TEACHERS IN THE CHILEAN
EDUCATIONAL CONTEXT**

**Trabajo de investigación para optar al Grado Académico de
LICENCIATURA EN EDUCACIÓN**

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RESUMEN

El propósito de nuestra investigación fue mostrar cómo ser docente se ha convertido en un estereotipo para las mujeres en cuanto a las características de los roles de género. Con el fin de obtener la información requerida, un estudio de carácter mixto fue realizado. Los instrumentos empleados para la investigación fueron dos; el primero una encuesta Likert con nueve aseveraciones y el segundo un documento con dos preguntas abiertas. Los resultados de la investigación dieron a conocer que la mayoría de los participantes confirmaron que tenían una relación cercana de carácter maternal y emocional con sus profesoras mujeres. Por otro lado, los profesores hombres fueron catalogados como una figura amistosa con la que los participantes tenían una relación social. La principal resolución que esta investigación proporcionó fue que la enseñanza se considera un trabajo impartido principalmente por mujeres y que los estudiantes tienen vínculos más profundos con sus profesoras mujeres que con sus profesores hombres.

PALABRAS CLAVE

Roles de género - Apego - Percepción - Profesoras mujeres.

ABSTRACT

The purpose of our research was to show how being a teacher has become a stereotype for women in terms of the characteristics of gender roles. In order to obtain the required information, a mixed study was used. The instruments applied for the research were two; the former was a Likert survey with nine statements and the latter was a document with two open questions. The results of the research revealed that the majority of participants confirmed that they had a close maternal and emotional relationship with their female teachers. On the other hand, male teachers were classified as a friendly figure with whom the participants had a social relationship. The main resolution that this research provided was that teaching is seen as a job mainly imparted by females and students have deeper bonds with their female teachers rather than male.

KEYWORDS

Gender roles - Attachment - Perception - Female teachers.

STUDENTS' PERCEPTIONS OF FEMALE TEACHERS IN THE CHILEAN EDUCATIONAL CONTEXT

INTRODUCTION

It is well known that women have been neglected by society ever since civilization began existing, and it was not until the words "Women's Rights" were presented that we met and related this issue as something called "Gender oppression." Said matter counts with multiple branches throughout history, from when women began to be allowed to vote to when they began to be allowed to get educated. Although this problem has been with us as a patriarchal society, we are nowhere close to being an equal community. Therefore, our focus of matter is women's role in education, and how teaching has become a stereotype for females regarding gender role characteristics.

STATE OF THE ART

During our academic life, we have realized that ever since we were little getting into the world of education, we lived our days surrounded by female teachers, who, in addition to teaching, gave us love and affection in the kindergarten's classroom. Things did not change much as we grew up. When starting school, we had more female teachers than male ones. Although education is a field mostly surrounded by female educators, there are still areas that are mainly directed by men or society has made them look like that, for example science, physics, and mathematics classes were taught by male teachers. According to Camacho (2017), there are significant differences evidenced on the affirmation related to the issue of women's low self-esteem in science, because of their little participation regarding scientific knowledge (p.73).

At university, things changed a little, we found ourselves in a situation in which both men and women are working as teachers in the same area, but still cannot stop thinking about the fact that if pedagogy is exclusive for women, it is just because of having the maternal trait based on which we have been cataloged.

This is why we want to demonstrate that women's inclusion in educational contexts is not entirely correct, since there are still issues regarding gender and gender oppression by the society in which we live. Throughout history, educational institutions have been characterized as places that restrict female participation in terms of opportunities and their development. This restriction has been influenced by various entities led by men, including the church. Since the first universities were administered by ecclesiastical communities, they were in charge of making sure that their regulations and visions were in view of what the church preached and how they saw the roles of each participant in society. For them, of course, men were providers and functional "beings" in charge of improving the economy and. On the other hand, they had women whose role was to serve as company and take care of household chores. Regarding the education of women, Colther (2022, as cited in Flecha-García and Palermo, 2019) showed that women were only accepted to study within the walls of monasteries due to their lifestyle, and it was unnecessary and inappropriate because they were not going to exercise such professions (p.51).

Tradition, following Marolla-Gajardo (2019, as cited in Scott, 2008), has built narratives and historical discourses that position men's roles in higher hierarchies, highlighting them as soldiers, scientists and leaders as opposed to the roles of women who excel in passive roles and are linked to private and domestic spaces (p.16). Tradition, from these perspectives, causes the reproduction of gender hierarchies.

Heras-Sevilla et al. (2021, as cited in Spivak, 2012) agrees with Scott (2008) that the issue of women's absence is not only solved by their inclusion in narratives that has them as protagonists, because this would mean maintaining the status of gender inequality that governs patriarchal structures (p.1024). In order to progress as a society, it must be to comprehend how these patriarchal categories have been developed, as well as the hierarchies that have positioned men's history above women's actions and narratives.

From this perspective, Heras-Sevilla et.al. (2021, as cited in Fraser, 2008) suggests the deconstruction of traditional concepts such as man, woman, mother, or

gender, in order to establish new categories that respond to social and pedagogical realities in contexts of diversity. It is necessary to construct new categories that open spaces for difference, dialogue, inclusion, and participation from a social justice perspective (p.1023).

Most of the issues related to gender violence, or everything related to women's oppression, come from how people grow up. Their personal contexts have everything to do with the person they will become and how they will act towards gender differences. The most crucial part of said context is education. If we put all of our effort into educating and creating consciousness on all of the issues related to gender oppression, the concept of patriarchal society would be known and the ills of such a society might be reduced. Women would know their rights and men would learn to support the movement. Not only issues regarding students, but also exemplifying it when treating their female teachers and other workers from the institution accordingly. It all begins with education, so if we do not fix the problem from the root, gender oppression will never cease to exist.

RESEARCH PROBLEM

The main problem inspiring us to develop this research was that women in the field of education are or have been oppressed by men or the gender roles given by society. As we have mentioned, women sometimes are seen more as a maternal figure rather than teachers, this being the matter of discussion. Therefore, the target group for this investigation are university students who were part of different school programs who filled out a form, giving us their perception of female and male teachers. As for the temporality of this research, it was an ongoing process during the year 2023. Regarding the geographical delimitation, it was conducted in private universities in Chile.

JUSTIFICATION

Our investigation presented information about the perception of university students regarding their high school teachers' gender roles and education. The results sought to contribute to the discussion of the importance of women in education. In addition, it questioned the perspective of female teachers by students in view of finding a way to perceive them equally, respecting their position and labor. The mere consciousness of the issue itself is the beginning of a solution. From that point, the involvement of the matter in education was the biggest way to massify the importance of women in a teaching context.

OBJECTIVES

General

This research aimed to show how teachers are perceived regarding their gender and characteristics.

Specific

1. To unveil the nature of university students' attachment to the figure of their high school female teacher in class.
2. To identify the feelings and perceptions that university students have about their high school teachers' gender.

THEORETICAL FRAMEWORK

1) Gender Oppression

According to De Lizama-Lefno et al. (2019, as cited in Barbieri, 1993), states that gender is a form of social injustice that works in an active way and relates to other forms of injustices, regarding the social scale (p. 3). It shows that, in this case, gender oppression starts with a social inequality between men and women, regarding their own social hierarchies and characteristics. Furthermore, under the philosophy of Butler (2018),

[...] The oppression of women has some singular form discernible in the universal or hegemonic structure of patriarchy or masculine domination. The notion of a universal patriarchy has been widely criticized in recent years for its failure to account for the workings of gender oppression in the concrete cultural contexts in which it exists. (p. 6)

Thus, this leaves us with the thought that the oppression of women has always been reinforced by the patriarchy through the stereotypes imposed by society.

2) Women's Rights

Women, Law and Development International (WLDI, 2000) declared that.

[...] Women's rights are not sufficient as for their protection in society, in fact, they explained that they are not always protected "Understanding of how such rights could or should protect women remains insufficient, so human rights defenders often lack adequate theory and methods to investigate sex- or gender-based violations. (p. 3)

Nevertheless, Butler (1999) stated that women's rights are invisible, making women less participative in society concerning their gender, as

[..] For feminist theory, the development of a language that fully or adequately represents women has seemed necessary to foster the political visibility of women. This has obviously seemed important considering the pervasive cultural condition in which women's lives were either misrepresented or not represented at all. (p. 4)

3) Gender Roles

According to Butler (1999, as cited in, Ortega-Sanchez et al, 2021), "Gender and femininity are constructions that come from a counter-position to the characteristics attributed to men". (p. 2). As mentioned, there are constructs that society has imposed on people based on their gender. As Baeza and Lamadrid (2018) showed, "[...] the

transit from high school education to university, teachers and students from both genders identify that there are degrees for women (kindergarten education, differential, basic general, secretariat, nursing) and others for men (construction, engineering, architecture, computing).” (p. 484). These statements confirm the problem education has faced by neglecting the importance of gender role awareness. In order to start changing that matter, Baeza and Lamadrid (2018) finally concluded that,

[...] For the development of gender equality in the school system must build paths without prejudice or discriminatory practices. It is necessary to look at the biases and stereotypes of the hidden curriculum that are rooted in school practices and discourses, involving the school community in an integral way and other institutions, in the active participation in the dialogue, approach and intervention to build educational trajectories without inequalities of gender. (p. 486)

4) Representation of female teachers

In Gil's words (2008),

[...] Social representations of female teachers have been evolving from the image of a single woman to a married woman with partial dedication. In the 20th century, between 1950 and 1960, the predominance of female teachers was qualified as precious, which deprived men of an appropriate masculine model. (p.109)

Nonetheless, women were still seen as a caring figure who lacked authority. As Collard and Reynolds (2007) state, in schools you can find gender paradigms in which female teachers are linked to primary education due to their caring, creative, and intuitive nature, whereas male teachers are linked to secondary education which values discipline, norms, and competition evaluation (p. 19).

5) Attachment

Bowlby (1969, as cited in Matrić, 2019) explained attachment as “A relationship that usually forms between the child and the caregiver in the early years of the child’s life and continues to evolve during life.” (p. 71). This concept not only talks about the relationship between family members and a child, but also with every adult that is a part of their life. Knowing that, teachers are also part of attachment relationships with their students. Yet, according to Georgatou (2022), “Female teachers [...] tended to have a more positive relationship both with the whole class and specifically with girls compared to male teachers” (p. 4), which makes us question the relation of gender roles viewed among students regarding their female teacher.

METHODOLOGICAL DESIGN

In order to gather information regarding students’ perception of their female teachers, this research has a mixed methodology. Data was collected to be analyzed on a gender approach centered perspective. As mentioned in Shorten and Smith (2017) a mixed methodology is a type of research approach in which researchers collect and analyze information from both perspectives; quantitative and qualitative data within the same study. Two instruments were used. The first one was an open-ended question survey, in which students had to answer one question about a description of two teachers (a woman and a man). Students had to identify their perception regarding those two teachers. The second instrument was a Likert scale survey, in which learners had to focus their answers on their teacher’s behaviors, performance and affinity with their students.

Approach (Non-exploratory / Cross-sectional)

The approach used for the study was non-exploratory research. As indicated by Swedberg (2020), non-exploratory research can be defined as an investigation of something that is already known and will contribute with new results without moving science forward (p.17).

Because the aim of the investigation was to collect information about 11th-grade students’ perspective regarding their teachers’ gender, the study described the students’

relationships with their teachers and found out whom they prefer concerning the gender of the teachers. Descriptive investigation according to Calderon (2006), defines the descriptive research as a process of gathering, classifying data about current trends, processes and practices, and then making an assertive interpretation of the data collected for the study.

Participants and background

The study was carried out in the Metropolitan Region of Santiago de Chile with students from a private university in 2023. The university belongs to an environment whose community is immersed in different socioeconomic contexts. This university is classified as private. And the total number of participants is 30.

We chose university students because they had the necessary knowledge to give their opinion on the subject matter that concerns this study. It is pertinent to mention that all the participants were volunteers, having total freedom to express their opinion without external influences.

Procedure

Two instruments were applied: a survey with open-ended questions and a second one with the use of the Likert scale, both applied through Google Forms. The participants had the opportunity to answer the questions from September 7th 2023 to September 21st 2023. The application of the instruments took approximately 35 minutes; the open-ended question survey was more time-consuming than the Likert scale.

Instruments

The instruments applied were a Likert-scale survey containing nine statements and a questionnaire with two open-ended questions (see Appendix A). These were validated by an expert in the field of education (see Appendix B for the Data Validation Form). Both instruments were answered by the students through Google Forms, accessing it through a link provided by us.

The Likert-scale survey focused on their teachers' behavior, performance, and their affinity with students in the classroom. The expected time for students to answer the Likert-scale survey was 15 minutes.

The questionnaire contained one open-ended question, whose objective was to identify the students' perceptions and feelings towards their high school teachers' gender. The expected time for students to answer the questionnaire was about 20 minutes.

Ethical considerations

Previous to the implementation of the instruments, each one of the participants received a letter of informed consent (see Appendix C for the Informed Consent Letter), in which it was indicated that their participation was voluntary and anonymous to protect their privacy, and their personal information would not be used for any other purpose. Those letters of informed consent were signed by the participants to corroborate their voluntary contribution to this study along with their authorization to use their answers.

Analysis plan

The first instrument, the Likert-scale survey, was used with the aim to obtain data on the students' perspective of their high school teachers, not only regarding their ability to educate but also how their gender determines it. Each of them was used to analyze our research problem involving gender roles given by society and specifically, women in the educational system. This analysis was done through inferential statistics, focusing on the mean, median, and mode.

The second instrument, the open-ended question survey which was aimed to analyze the students' general perception of their two favorite high school teachers (a female and a male). In this survey they had to describe these teachers considering the teachers' attitudes, teaching style, relationship with students, and feelings towards them, among others.

RESULTS

This section presents the results of the analysis of the data collected. The results given by the two applied instruments are shown per research object. Figures will be used to summarize the information, followed by a description of it.

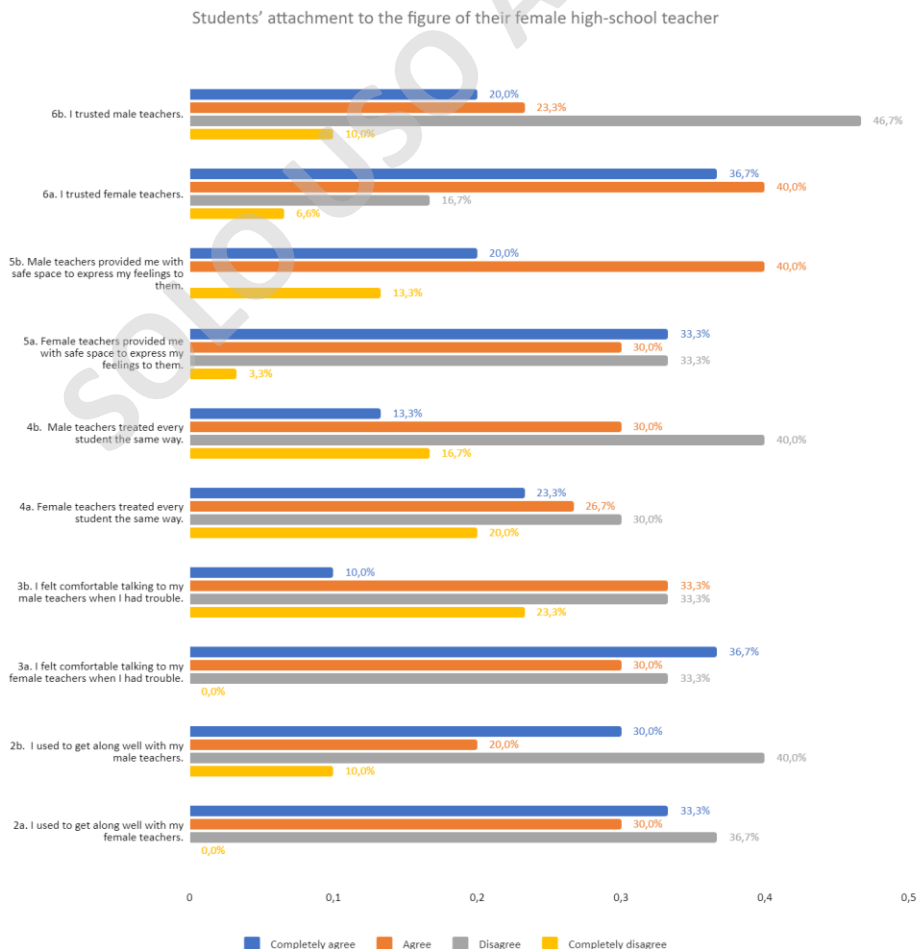
Survey

Objective 1:

1. To unveil the nature of university students' attachment to the figure of their high school female teacher in class.

The statements related to this specific objective are 2, 3, 4, 5, and 6. They are presented in that specific order, however, for the sake of clarity, they have been broken down into statements 2a, 2b, 3a, and so on. An interpretation is offered with the presentation of the results.

Figure 1



Source: Own creation

Most of the interviewees in Statement 2 (see Figure 1 above) tended to get along better with female teachers than with male teachers. In the figure, it is possible to notice a great deviation between the options “completely disagree” and “disagree” for male teachers with a total of 57% in comparison with female teachers who only got 33% in the same category. This reflects a similarity with the open-question survey given that the majority of the participants confirmed that they had a close relationship of a maternal and emotional nature with their favorite female teachers.

With an agreement of 50%, in Statement 3 the participants chose female teachers as the ones who were most likely to treat every student in the same way in comparison with male teachers, who only got a 43% preference.

Regarding Statement 4, the interviewees demonstrated a similar vision of both their female and male teachers with a slight deviation in the results in favor of female teachers who got 63% of preference in contrast with male teachers who got 60%.

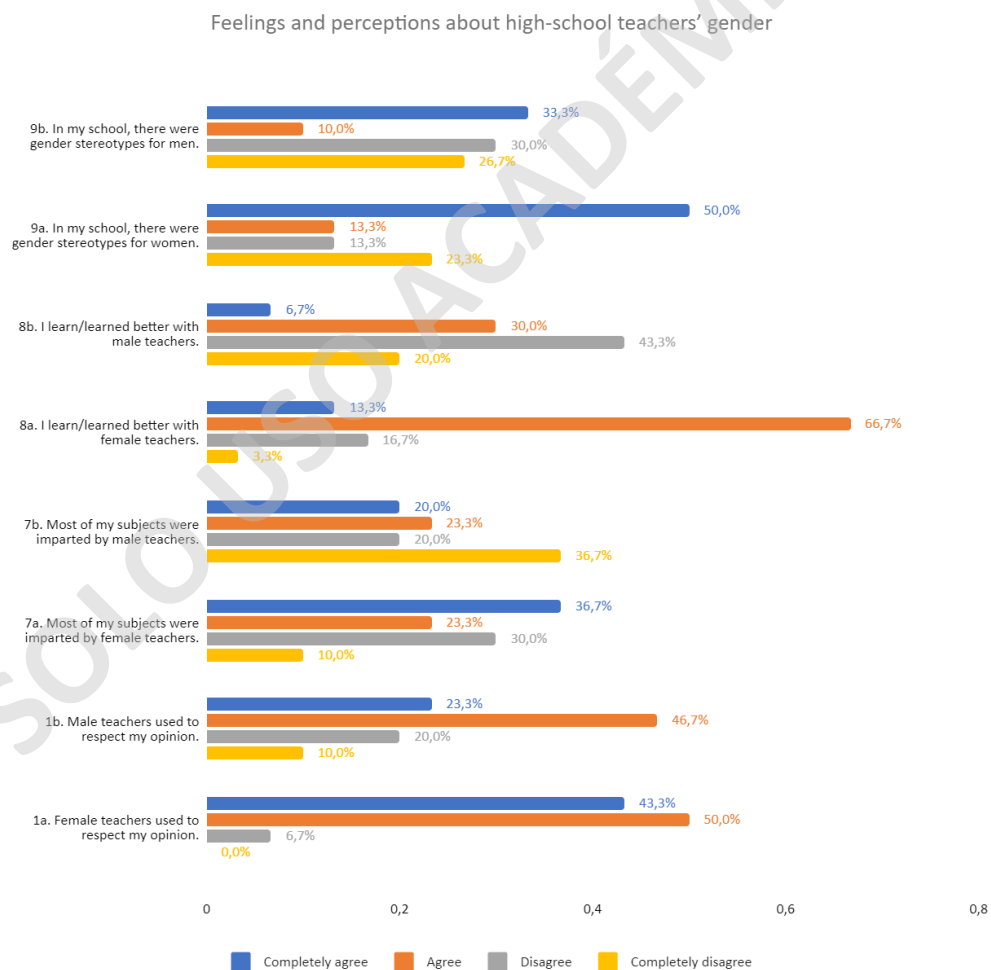
The results showed in Statement 5 a huge gap in how much students trusted their teachers. Within the answers, we encountered a great deviation of 77% approval towards female teachers in comparison with male teachers who got 43% preference. With these percentages, we can support the results obtained in the open-question survey considering that part of the students showed a tendency to feel more comfortable talking with their favorite female teacher about their problems.

In Statement 6 the results are indubitable. Female teachers were chosen with 93% as the ones who respected their students' opinions the most, in contrast with male teachers, who only got 70% of preference.

Objective 2: To identify the feelings and perceptions that university students have about their high school teachers' gender.

The statements related to this specific objective are 1, 7, 8, and 9, presented in that specific order, plus their analysis. For the sake of clarity, they are broken down as statements 1a, 1b, 7a, 7b, and so on.

Figure 2



Regarding the analysis of the data collected for Statement 1 (Figure 2 above), the majority of the participants got along better with their female teachers rather than the male teachers, which shows a clear difference in the percentages for the alternatives "Completely disagree" and "Disagree" for "male teachers", with a total of 50% in comparison to "female teachers" which shows a 36,7% percent for the option "Disagree", and a 0% for the option "Completely disagree".

As for Statement 7, the subjects in the participants' schools were mostly imparted by female teachers rather than by their male counterparts.

Similarly, regarding Statement 8 there exists a big gap in the results. The majority of the participants agreed that they learned better with their female teachers (80%) than with their male teachers, as 63% stated that they did not learn better with them.

According to the obtained results for female teachers regarding Statement 9, 63% of the participants agreed that there were gender stereotypes against women. However, 35% of them stated that there were no gender stereotypes in their school regarding their female teachers. Having mentioned that, 53% of the participants disagreed about the presence of gender stereotypes against men in their schools, whereas 43% agreed that there were gender stereotypes in their schools.

Open Questions Instrument

Objective 2: To identify the feelings and perceptions that university students have about their high school teachers' gender.

In respect of the open-questions form, the analysis of data collected yielded clear results that suggest a pattern phenomenon. First, we asked them to explain their favoritism towards two former teachers from their High School experience, but most importantly, whether they were male or female. Among the 30 interviewees, 60 teachers

were mentioned. 58% of them were female, whereas the other 42% corresponded to male teachers.

When analyzing answers coming from participants who chose a male teacher as their favorite, there were certain patterns identified. One of them was that the reason they were chosen was that they had a social relation with him rather than a pedagogical one. “He feels like a friend” or “We got along well” were phrases repeated in 64% of the cases where a male teacher was selected. The remainder wrote more pedagogical reasons like “I admired his knowledge on the subject” or “Very responsible Teacher”. This allows us to state that the students mostly see and prefer their male teachers as a friendly figure.

In exchange, in the female teacher’s case, a different repetitive sequence was recognized. Although in contrast to males the predominant reasons for being chosen were pedagogical (63%, which makes them more professionally respected by their students), their social reasons presented an interesting pattern. At least ten participants explicitly provided a maternal description of their preferred teacher. Comments like “She cared for me as a mother” or “There was something maternal about her” were very repeated. This confirms the study’s suspicion about the stereotype according to which teaching is a women-coded career because of its “connection” to motherhood.

DISCUSSION

This study aimed to show how teaching has become a stereotype for females regarding gender role characteristics. In this aspect, the stated stereotype our research developed came to the resolution that in the Chilean educational context, students perceive female teachers as a maternal figure who can be trusted and a caregiver, leaving aside their pedagogical role. For the same reason, students demonstrated their preference towards female teachers in terms of conformity. This means that women characterized themselves for creating a safe place in their classrooms. In this regard, the study carried out by Baeza and Lamadrid (2018) mentioned there are constructs that society has imposed on people based on their gender. That is to say that gender

stereotypes established by society prevail to this day which is reflected on the results obtained in this research.

General Objective: To show how teachers are perceived regarding their gender and characteristics.

The data collected through the two different instruments concluded that students' bond with their male teachers is rather friendly and pedagogical focused. Instead of being emotionally attached, they had a sense of admiration towards their knowledge and responsibility. This links with the idea of Tradition and leadership, which following Marolla-Gajardo (2019, as cited in Scott, 2008), has built narratives and historical discourses that position men's roles in higher hierarchies, highlighting them as soldiers, scientists and leaders as opposed to the roles of women who excel in passive roles and are linked to private and domestic spaces (p.16).

Female teachers are pedagogically respected as well, yet in contrast to male teachers, their pupils perceived them instead as a parental figure. Collar and Reynolds (2007) mentioned that in schools you can find gender paradigms in which female teachers are linked to primary education due to their caring, creative, and intuitive nature, whereas male teachers are linked to secondary education which values discipline, norms, and competition evaluation (p. 19). Teachers are granted this maternal image because of being women, though it's not the most relevant characteristic described by students. Moreover, they are able to create a space safe enough for them not only to trust them but also making learning an easier process.

Objective 1 (specific): To unveil the nature of university students' attachment to the figure of their high school female teacher in class.

Regarding Objective 1, from the analysis of the results, it was proved that most students had an emotional attachment towards their female teacher. Mentioned bond is said to be developed through their sight of a female teacher as a maternal figure.

As to this, it is also relevant to remember what has been said by Bowlby (1969, as cited in Matrić, 2019) explained attachment as "A relationship that usually forms between the child and the caregiver in the early years of the child's life and continues to evolve during life." (p. 71). The results showed how the attachment of students with their female teachers impacts their high school experience and formation as a person.

Results also proved that students feel more respected and validated by their female teachers and trust them with personal matters. They feel comfortable and there is a sense of safeness knowing their opinions or words won't be judged. In conclusion, they prefer talking with female teachers rather than male when a problem is presented.

Objective 2 (specific): To identify the feelings and perceptions that university students have about their high school teachers' gender.

Regarding Objective 2, the participants indicated that most of the subjects at their school were taught by female teachers. This agrees with the gender role stereotype portraying the teaching career as a female coded degree, whereas men are seen as characters with a different hierarchy. This statement links with the concept of tradition which was previously mentioned.

Tradition, following Marolla-Gajardo (2019, as cited in Scott, 2008), has built narratives and historical discourses that position men's roles in higher hierarchies, highlighting them as soldiers, scientists and leaders as opposed to the roles of women who excel in passive roles and are linked to private and domestic spaces (p.16).

Tradition, from these perspectives, causes the reproduction of gender hierarchies. Statement 9: "In my school there were gender stereotypes for women." 63% of the participants agreed that there were gender stereotypes against women.

Students' most repeated impression of their favorite female teachers is their maternal nature. This relates to one of the results stating that the majority of the participants agreed that they learned better with their female teachers than with their male teachers. In this aspect, what was said by Georgatou (2022) Female teachers [...] tended to have a more positive relationship both with the whole class and specifically with girls compared to male teachers" (p. 4). This quote proves to be right since participants with female teachers as a preference explicitly agreed with those terms, being comfortable and trusting on their teacher.

Suggestions for future research

First of all, it is relevant to mention that this investigation did not consider the identification of its interviewees; for that reason, it is recommended for future researchers that they include the option for participants to select their gender to find out if there is a variation in the answers regarding the interviewees' gender. Therefore future researchers can get new results and a wider overview of this topic.

Also, it is recommended that future researchers select groups they have identified previously considering their characteristics and number of participants. This suggestion points to prevent the survey from participants who do not complete the surveys or the informed consent.

On the other hand, in relation to the objectives, it is suggested to include participants from different contexts in the interest of establishing a contrast between the participants' and finding new answers through their experiences.

Limitations of the study

Regarding the limitations found in the study, we had a few issues as for the data analysis. First, the number of former high school students who completed the forms is unknown. This being because from the two different forms, the number of answers wasn't equivalent. Hence, the amount of students who answered the Likert scale is different from the number of students who answered the open questions form. To sort

out that situation we decided to cut out answers so there would be 30 filled forms in each of them.

Another relevant limitation was the fact that some of the students did not give too much depth into their answers, making them ambiguous and hard to take analysis from. They also didn't respect the required length per answer which affected the investigation as well.

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APPENDICES

Appendix A Instruments

Encuesta de percepción de estudiantes en el contexto académico chileno

En la siguiente encuesta hay una serie de afirmaciones, las cuales debes contestar de acuerdo a tu opinión personal teniendo en cuenta **tu paso por la enseñanza media**. Sólo puedes escoger una opción.

**Estereotipos de género:* Según el artículo "Estereotipos de género" de la página de la OHCHR, "Un estereotipo de género es una visión generalizada o una idea preconcebida sobre los atributos o las características, o los papeles que poseen o deberían poseer o desempeñar las mujeres y los hombres."

En cuanto a mis profesoras mujeres:	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
Mis profesoras respetaban mis opiniones.				
Me llevaba bien con todas mis profesoras.				
Me sentía en comodidad de hablarles a mis profesoras cuando tengo problemas personales.				

Mis profesoras trataban a todos los estudiantes de la misma forma.				
Tenía confianza para expresarme con mis profesoras.				
Confiaba en mis profesoras.				
La mayoría de mis clases eran impartidas por mujeres.				
Aprendía/aprendo mejor con mis profesoras.				
En mi colegio existían *estereotipos de género para las mujeres.				

En cuanto a mis profesores hombres:	Muy en desacuerdo	En desacuerdo	De acuerdo	Muy de acuerdo
Mis profesores respetaban mis opiniones.				

Me llevaba bien con todos mis profesores.				
Me sentía en comodidad de hablarles a mis profesores cuando tengo problemas personales.				
Mis profesores trataban a todos los estudiantes de la misma forma.				
Tenía confianza para expresarme con mis profesores.				
Confiaba en mis profesores.				
La mayoría de mis clases eran impartidas por hombres.				
Aprendía/aprendo mejor con mis profesores.				
En mi colegio existían *estereotipos de género para los hombres.				

ENCUESTA PERCEPCIÓN DE PROFESORES EN EL CONTEXTO EDUCACIONAL CHILENO

A continuación, responderás una encuesta **basándote en tu experiencia escolar** sobre la percepción con visión de género de los estudiantes sobre sus profesores. Esta encuesta es de carácter anónimo, por lo tanto, evita escribir nombres o datos de identificación tuyos o de la persona que describirás.

Instrucciones

Piensa en dos de tus profesores del colegio favoritos y responde las preguntas en los espacios indicados a continuación.

Para esta descripción NO debes mencionar el nombre de tu profesor(a), solo debes indicar si es hombre o mujer.

PROFESOR 1

☐ Hombre

☐ Mujer

¿Cómo te llevabas con tu profesor(a)?

¿Por qué era tu profesor(a) favorito? Menciona entre al menos 150 palabras (5 líneas)

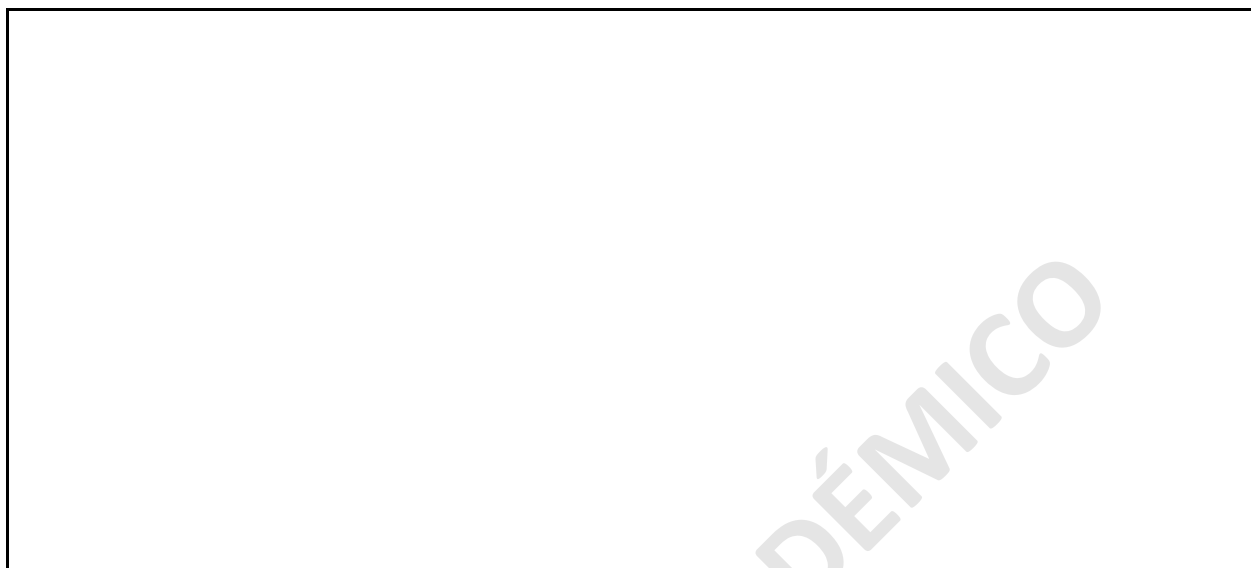
Menciona entre al menos 150 palabras (5 líneas) una situación personal con él/ella que te haya marcado.

PROFESOR 2

- ☐ Hombre
☐ Mujer

¿Cómo te llevabas con tu profesor(a)?
¿Por qué era tu profesor(a) favorito? Menciona entre al menos 150 palabras (5 líneas).

Menciona entre al menos 150 palabras (5 líneas) una situación personal con él/ella que te haya marcado.

A large, empty rectangular box with a thin black border, intended for the user to write their response. A faint, diagonal watermark reading "SOLO USO ACADÉMICO" is visible across the box.

Appendix B Data Validation Form



Validación de Instrumentos por Juicio Experto

Estimada/o Experto/a:

Usted ha sido seleccionado para validar el/los instrumento/s adjunto/s para la investigación *Students' Perceptions of Female Teachers in the Chilean Educational Context*, conducente a lograr el grado de Licenciatura en Educación de la Escuela de Educación de la Universidad Mayor, a cargo de los/las estudiantes Camila Andrea Alonso Navia, Belén Alejandra Cristi Jara y Noelia Valentina Lira Cáceres.

Dentro del proceso investigativo llevado a cabo por las y los autores, la evaluación de los instrumentos a aplicar es de gran relevancia para lograr que sean válidos y que los resultados obtenidos a partir de éstos sean utilizados eficientemente, aportando al área investigativa de la Educación.

Por tanto, le solicitamos su colaboración para analizar y validar dichos instrumentos, los cuales han sido diseñados para recolectar la información necesaria del trabajo de investigación científica para obtener el grado.

Agradecemos su valiosa colaboración.

Datos de identificación de Juez/a Experta/o	
Nombre	María José González Rodríguez
Formación Académica/Grado	Magíster
Áreas de Experiencia Profesional	Literatura, Lingüística, Comunicación interpersonal
Cargo	Docente
Institución	Universidad Mayor

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Proceso para realizar la validación de instrumentos

A continuación, se presentan los Objetivos General y Específicos de la investigación, con la finalidad de brindar un panorama para la evaluación de los instrumentos a aplicar.

Datos de identificación del Trabajo Final de Magíster	
Título de la investigación	Students' Perceptions of Female Teachers in the Chilean Educational Context.
Autoras/es	Camila Andrea Alonso Navia, Belén Alejandra Cristi Jara y Noelia Valentina Lira Cáceres.
Objetivo General	El objetivo de esta investigación es dar a conocer cómo los educadores son percibidos en cuanto a sus géneros y características. (This research aimed to show how teachers are perceived regarding their gender and characteristics.)
Objetivos Específicos	Primeramente, esta investigación busca revelar la naturaleza del apego de estudiantes a profesoras de género femenino. (First of all, the study sought to unveil the nature of students' attachment to the figure of the female teacher in class.) Posteriormente, este estudio busca revelar sentimientos y percepciones que estudiantes tengan sobre el género de sus profesores. (Subsequently, the study aimed to unveil the feelings and perceptions that students have about their teachers' gender.)

Categoría	Descripción	Puntaje	Indicador
Suficiencia	Los ítems que pertenecen a un mismo objetivo bastan para analizarlo.	1. Nivel Insuficiente	Los ítems no son suficientes para el objetivo.
		2. Nivel Bajo	Los ítems consideran algunos de los aspectos del objetivo.
		3. Nivel Medio	Los ítems consideran la mayoría de los aspectos del objetivo.
		4. Nivel Alto	Los ítems son suficientes para el objetivo.
Claridad	El ítem se comprende fácilmente, es decir, su redacción y ortografía son adecuadas.	1. Nivel Insuficiente	El ítem no se comprende en redacción y tiene mala ortografía.
		2. Nivel Bajo	El ítem requiere modificaciones sustanciales en redacción y ortografía.
		3. Nivel Medio	El ítem requiere modificaciones simples en redacción y ortografía.
		4. Nivel Alto	El ítem es claro, con buena redacción y sin faltas ortográficas.
Coherencia	El ítem tiene relación lógica con el objetivo y las categorías que pretende analizar.	1. Nivel Insuficiente	El ítem no tiene relación lógica con el objetivo y sus categorías.
		2. Nivel Bajo	El ítem tiene una relación tangencial con el objetivo y sus categorías.
		3. Nivel Medio	El ítem tiene una relación media con el objetivo y sus categorías.
		4. Nivel Alto	El ítem tiene completa relación con el objetivo y sus categorías.
Relevancia	El ítem es esencial o importante, es decir debe ser incluido para el cumplimiento del objetivo.	1. Nivel Insuficiente	El ítem no posee relevancia, pudiendo ser eliminado sin afectar al objetivo.
		2. Nivel Bajo	El ítem es relativamente relevante para el objetivo, por lo que necesita precisión.
		3. Nivel Medio	El ítem tiene relevancia para el objetivo, pero es repetitivo con otros ítems del instrumento.
		4. Nivel Alto	El ítem es altamente relevante para el objetivo.

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Para la validación, se presentarán los ítems que componen el/los instrumentos para que pueda analizar la suficiencia, claridad, coherencia y relevancia de cada ítem en relación con los objetivos, puntuando del 1 al 4 de acuerdo con la siguiente escala:

Validación por Juicio Experto

Instrucciones: a continuación, se presenta la tabla de validación de cada instrumento diseñado para la investigación, donde se desglosan los objetivos específicos y cada uno de los ítems que están asociados a dichos objetivos, para que se evalúen las categorías empleando la escala anterior.

Cabe destacar que la categoría de *Suficiencia* corresponde a una evaluación por objetivo, debido a que se busca validar la suficiencia de ítems en conjunto para abordar su análisis. Para el resto de las categorías, se debe evaluar cada ítem de forma individual.

Instrumento 1. Encuesta de preguntas abiertas.						
Objetivos Específicos	Ítems	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
	La encuesta consiste en describir a dos de sus profesores favoritos seleccionando su género y respondiendo las siguientes preguntas:					
Revelar sentimientos y percepciones que estudiantes tengan sobre el género de sus profesores.	¿Cómo te llevas con tu profesor(a)? ¿Por qué es tu profesor(a) favorito?		4	4	4	
	2. Menciona una situación personal con él/ella que te haya marcado.	4	4	4	4	Quizás acá especificar la extensión. (menciona en 5 líneas, en un máximo de 10 líneas, etc.) Así tendrán una extensión similar en todos los casos.

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Instrumento 2. Encuesta escala de Likert.						
Objetivos Específicos	Items Los participantes deberán calificar las siguientes afirmaciones de acuerdo al género de sus profesores (hay una tabla para calificar a las profesoras y otra a los profesores).	Suficiencia	Coherencia	Claridad	Relevancia	Comentarios
Primeramente, esta investigación busca revelar la naturaleza del apego de estudiantes a profesoras de género femenino.	4. Mis profesoras tratan a todos los estudiantes de la misma forma.	4	4	4	4	
	5. Tengo confianza para expresarme con mis profesoras.		4	4	4	
	2. Me llevo bien con todas mis profesoras.		4	4	4	
	3. Me siento en la comodidad de hablarles a mis profesoras cuando tengo problemas personales.	4	4	4	4	
	6. Confío en mis profesoras.	4	4	4	4	
Posteriormente, este estudio busca revelar sentimientos y percepciones que estudiantes tengan sobre el género de	1. Mis profesoras respetan mis opiniones	4	4	4	4	
	7. La mayoría de mis clases son impartidas por mujeres (tabla 1) / hombres (tabla 2)	4	4	4	4	
	8. Aprendo mejor con mis profesoras que con mis	4	4	4	4	

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¡Muchas gracias por su participación y recomendaciones!

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Constancia de Validación de Instrumentos

Juicio Experto

Yo, María José González Rodríguez, Magíster en Literatura, y académica de la Universidad Mayor, dejo constancia de la validación de los instrumentos para la investigación *Students' Perceptions of Female Teachers in the Chilean Educational Context*, conducente a lograr el grado de Licenciatura en Educación para la carrera de Pedagogía en Inglés para educación Básica y Media de la Escuela de Educación de la Universidad Mayor.

Criterio de validación	Validado	Validado con observaciones	Deficiente
Suficiencia	X		
Coherencia	X		
Claridad	X		
Relevancia	X		

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Firma de validadora experta

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Appendix C Consent Sample

Consentimiento informado para participar en un proyecto de investigación

Título del proyecto de investigación

Estimada(o) participante, nuestros nombres son _____, y somos estudiantes de la carrera **CARRERA** de la Escuela de Educación en la Facultad de Ciencias Sociales y Artes de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de **Licenciada(o) en Educación/Psicopedagogía**, el cual tiene como objetivo **colocar el objetivo general**.

Usted ha sido invitada(o) o su hijo(a) a participar de este proyecto de investigación académica que consiste en **explicar el procedimiento que se aplicará (instrumento, entrevista, observación) y el protocolo de aplicación, especificando la fecha y duración de los instrumentos**.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigador(es), o bien comunicarse con el Coordinador de Bloque – Licenciatura de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

ACTA DE CONSENTIMIENTO INFORMADO

Yo _____, Rut: _____, **acepto** **participar/que mi hijo/a** _____ participe voluntaria y anónimamente en la investigación **"título de la investigación"**, dirigida por las(os) estudiantes **nombres de estudiantes** de la Escuela de Educación de la Universidad Mayor.

Dedaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

Firma

Fecha

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