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Gender Gaps in Students Leadership at a University in Portugal

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Abstract. The purposes of this research are to know: 1) the proportion of women and men in the students' bodies at a university in Portugal, 2) the proportion of women and men to be leaders in the students organization at a university in Portugal, and 3) gender gap in the students leadership at a university in Portugal. The design used in this research was descriptive analysis using a quantitative approach. This research took place in Braga, Portugal, especially in the University of Minho (UMINHO). The main data was quantitative. Sexes separated the data about the number of student bodies in the university in the undergraduate, master, and doctoral program; while the number of students to be a leader in students organization were separated by sexes in the various levels like in the departments, faculties, and university by cultural, sport and science activities. The data collection method was done by documentation. The data analysis used descriptive quantitative. The data was counted by percentage and was showed by tables and graphics or charts. Gender gap occurred mostly to female students (85.96%) than to male students (44.94%). Some departments have a higher number of female students, such as education, sociology, and psychology departments (social sciences background). On the other hand, some departments have a higher number of male students, such as engineering and physics (non-social science background). Due to more department with social sciences background than non-social sciences background in the university, therefore there are more female students than male students in the university. In the university, the gender gap advantage occurred to female students in the students' organization. It shows that the students' organization dominated by male students (66.67%) than female students (53.33%).

Keywords: students' bodies and organization, gender gaps

INTRODUCTION

Gender gap still exists in many countries in the world, one of which is Portugal, a country in the European continent. Portugal dropped two places (from ranking 31 with a value of 0.737 in 2016 to 23 in 2017 with a value of 0.734) in the Global Gender Gap Index. One of the

gender disparities in Portugal is in the area of education, especially in higher education [1]. Higher education is still affected by the gender gap in the surrounding community. The gender gap in academic life can be observed from several aspects, such as activities, access, and control toward the existence of academic resources in higher education. One of the components in higher education which needs attention is students. In addition, as an academic product, the students as a part of the agent of change is expected to present meaningful contribution both for the social and cultural life in college. Unfortunately, the gender gap still exists in the students' life as represented by a leader in a student organization. Male students are still favored to be head of students organization than the female students.

Furthermore, a gender gap in higher education, especially in the students' organization, exist in both Portugal and Indonesia. Therefore, to get a clearer picture of the student's organization leadership, it is essential to research "Gender Gap in the Students' Leadership at a University in Portugal." This research attempts to investigate the problems of gender equality approach comprehensively.

The purposes of this research are to know: 1) the proportion of women and men in the students' bodies at a University in Portugal, 2) the proportion of women and men to be a leader in the student's organization at a University in Portugal, and 3) gender gap in the students' leadership at a University in Portugal.

METHOD

The design used in this research was descriptive analysis using a quantitative approach. The quantitative term is expected to reveal how big gender gap happening in the student leadership. This research took place in Braga city, Portugal, especially in the University of Minho (UMINHO), one of the big universities in Portugal. UMINHO also has heterogeneity of students who come from all over Portugal and around the world.

The main data in this research was quantitative. The source of the data is from informants who handled data about the number of student bodies separated by sexes in the undergraduate, master, and doctoral programs and the number of students to be a leader in students organization separated by sexes in the various levels like departments, faculties, and university, and by cultural, sport and science activities.

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The data was collected through documentation from the person who was responsible for the data in UMINHO relating to gender, that was Susana Castro, the head of Pedagogy Division, Academic Services. The data of the leader's names of UMINHO students organization was from emails sent by staffs and students.

The data was analyzed using quantitative descriptive analysis. The data was counted by percentage and compared by sexes. The result of the data was shown by tables and graphics or charts.

RESULT

Gender Gap in the Students' Body at University of Minho

The University of Minho's organizational structure is flexible and conducive to innovation and interdisciplinary, favoring the exploration of emerging research areas. The teaching and the research units are the basic structures of the University. Its current teaching units - Schools and Institutes - are the Schools of Architecture, Sciences, Health Sciences, Law, Economics and Management, Engineering, Psychology, School of Nursing, and the Institutes of Social Sciences, Education and Arts, and Humanities. The University of Minho is comprised of three campuses: Gualtar Campus in the city of Braga, and Azurém and Couros Campuses, both in the city of Guimarães [2]. The student's body at the University of Minho can be seen below.

Table 1. Student Body at the University of Minho in 2017

Courses in UMINHO	Total			Percentage	
	M	F	T	M	F
Total Undergraduate	5,864	6,327	12,191	48.10	51.90
Total Master Degree	1,551	2,784	4,335	35.78	64.22
Total Doctoral Degree	395	456	851	46.42	53.58
Total	7,810	9,567	17,377	44.94	55.06

UMINHO has 12,316 students that spread across departments in the undergraduate, master degree, and doctoral degree. The number of male students is 6,363, while the number of female students is 5953 students. In UMINHO, there is an unbalanced number of students categorized by sexes in the undergraduate level with the percentage of the male students (48.10%) is below than female students (51.90%). However, the gender gap occurred in which the female students' percentage outnumbered male students at the undergraduate level.

In UMINHO, there is an unbalanced number of students categorized by sexes in the master degree with the percentage of the male students (35.78%) is below the female students (64.22%). The gender gap occurred in which the female students' percentage outnumbered male students at the master level.

In UMINHO, there is an unbalanced number of students categorized by sexes in the doctoral degree with the percentage of the male students (46.42%) is below than female students (53.58%). UMINHO has a larger percentage of female students than the percentage of male in the doctoral degree student.

In UMINHO, there is an unbalanced total of a number of students categorized by sexes with the percentage of the male students (44.94%) is below female students (55.06%). The gender gap occurred in which the female students' percentage outnumbered male students.

In general, the gender gap occurred in which the female students' percentage is higher than male students. There is more faculty or escola or instituto with the social science background than non-social science (exact) background. Some departments in the faculty have a higher number of female students, such as education, sociology, and psychology (the social sciences background). On the other hand, some departments in the faculty have a higher number of male students, such as engineering and physics (the non-social sciences background). Due to more faculty with social sciences background (7 in UMINHO) than non-social sciences background (4 in UMINHO), therefore the female students' number is bigger than the male students.

This result is supported by [3], who stated that only 4 percent of females studied engineering and computer sciences in 1995, compared to 20 percent of their male classmates. Only 8.5 percent of female students studied in a male-dominated environment compared to one of three of the male students. [4] stated policymakers, particularly in Germany, have invested considerable resources in increasing female enrolment in engineering fields. These efforts seem questionable considering the relative disadvantage we find for female engineering graduates concerning unemployment and low-status jobs. [5] indicate the fact that programs at least aspire to such goals pertaining to faculty reflects a level of understanding that these core structural elements of the university are crucial determinants of the success of women in sciences and engineering. On the other hand, in their reported impacts, programs fall short of goals pertaining to faculty by a particularly wide margin. In addition, [6] explain why many organizational efforts to recruit and retain women fail to result in substantial gains for women [7] especially since women's integration appears to have stalled in many fields [8]. Many forms of gender inequality seem to have moved and then stalled together. This seems to suggest the existence of a glass ceiling that prevents women from gaining access to certain scientific fields and/or engaging in particular roles in the higher education setting, such as the supervision or evaluation of doctoral dissertations. [9]

Gender Gap in the Leader of Student' Organization at the University of Minho

The Students' Union of the University of Minho (AAUM) is managed by students and for the students. It also organizes several events throughout the academic year. In addition to concerts, exhibitions, theatre, and weekly cinema sessions, there are music, dance, theatre, and other groups performing throughout the entire academic year. The Student's Union is also responsible

for the academic festivities of the "Enterro da Gata" [10]. Besides, UMINHO has a lot of student group organization. Every course has a student group that becomes a representation of students activities. The number of leader of a student organization at the University of Minho can be seen below.

Table 2. Leader of Student Organization in the University of Minho in 2017

Leader of Student Organization in UMINHO	Total			Percentage	
	M	F	T	M	F
Student Organization	27	14	41	65.85	34.15
Cultural Group	15	7	22	68.18	31.82
Total	42	21	63	66.67	33.33

UMINHO has a lot of student's organization. The number of male leaders of the student's group is 27 persons, while the number of female leaders of the student's group is 14 persons. In UMINHO, there is an unbalanced leader of student's organization categorized by sexes with the percentage of the male leader (65.85%) is above than female leader (34.15%). Thus, the gender gap occurred in which male leaders in the student's organization are higher than female leaders.

UMINHO has a lot of cultural group organization. The number of male leaders of the cultural group is 15 persons, while the number of female leaders of the cultural group is seven persons. At UMINHO, there is an unbalanced leader of cultural group organization categorized by sexes with the percentage of the male leaders (68.18%) is above the female leaders (31.82%). The gender gap occurred in which the percentage of male leaders in the student's cultural organization was higher than the percentage of female leaders.

The total of the male leaders of the student organizations in UMINHO is 42 persons, while the number of the female leaders is 21 persons. At UMINHO, there is an unbalanced number of leaders in the student organizations categorized by sexes with the percentage of the male leaders (66.67%) is above the female leaders (33.33%). The gender gap occurred in which the percentage of male leaders in the student's organization was higher than the percentage of female leaders. Although the university has more female students than male, they are not matched in the number of women at the leadership level of the student organizations.

As a general trend in the world, men are considered more powerful in the life aspect than women. [11] stated that our society is the dominant male society. It seems that the world of men and women are different in Jordanian universities in term of teaching, management, and leadership positions. There has been a social life that advantage for men. Men seem to appear more in social life or public area compared to women. The reason is strengthened by [12] stated that female's educational performance had been read by the UK media as indicative that 'the future is female's.' The conditions for sustaining gender inequalities, although different, they are still in place.

In the economic aspect, men still dominate not only in the number of the worker but also in the income and

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wealth status. [13] stated that social and market realities probably explain the educational gradient on gender equality in being employed and employment hours. [14] compared male and female leaders on campuses. The result indicates that despite calls for new forms of leadership, the survey respondents still largely viewed themselves as leaders primarily due to their position. Barriers were perceived by those located further down the organizational hierarchy in learning resources or distance education. Barriers faced by these lower-level administrators may be due to the marginalization of these organizational units in the college. Finally, when institutions and professions become feminized, they tend to lose cultural capital [15].

CONCLUSION

Gender gap did occur in the university even though it had a larger number of female students (55.06%) than male students (44.94%). Some departments have a higher number of female students, such as education, sociology, and psychology (the social sciences background). On the other hand, some departments have a higher number of male students, such as engineering and physics (the non-social sciences background). Due to more departments with the social sciences background than non-social sciences background in the university, therefore more female students existed than male students. In that university, gender gap resulted in disadvantages for female students to be the leader of the student organizations. It shows that the student organizations were dominated by male students (66.67%), while the female students reached (33.33%).

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