Gender Dynamics in Higher Education: A Multidimensional Case Study

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Abstract

In the contemporary setting, it has become crucial to understand the differentiated experiences according to gender at the university. The research analyzes the perceptions of students at the Technical University of Manabí regarding academic and administrative aspects using a quantitative approach and a sample of 2870 undergraduate students. Through the use of SPSS, significant differences in perceptions according to gender were identified, although the effect size was moderate, indicating that they are not marked. It is therefore fundamental to encourage inclusive and equitable strategies, and to prioritize a deeper exploration to properly support future institutional policies.

Keywords: *gender equity, educational experience, policies, cultural diversity.*

Introducción

In recent years, there has been a substantial reconfiguration of the gender dynamics present in higher education, a process backed and documented by a series of fundamental studies in the field (Eddy & Tehmina Khwaja, 2017; Hernandez et al., 2015; Stevenson & Clegg, 2012). This notable change not only emphasizes the sustained inclusion of women in fields previously governed by men, but also their outstanding performance and active participation in the academic context, challenging and reformulating traditional paradigms (O'Connor, 2020; Vuorinen-Lampila, 2016). Given this rising phenomenon, there is a clear need to carry out a detailed analysis that sheds light on the various facets of this transformation.

According to contemporary research, women exhibit high commitment in their university trajectory, assigning considerable value to the academic and extracurricular dimensions of their educational experience (Glass et al., 2013; Hazari et al., 2010). This behavior pattern could be considered a strategy to face the inequalities prevailing in different sectors, especially in the labor market, where they often encounter multiple structural and systemic barriers (Britton, 2017).

Despite the existence of research addressing this phenomenon, there is still a significant gap in the scientific literature regarding the understanding of the factors driving these changes. Tsiaousi and Partalidou (2023) underscore the necessity for in-depth research that delves into

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the perceptions and adaptations of individuals to these shifts in gender dynamics, as well as the ways these changes are orchestrated and managed at an institutional level. Such research is crucial for developing effective strategies to facilitate these transformations in a more inclusive and equitable manner.

It is pertinent to note that, while the significant progress achieved by women is highlighted, the experiences and challenges faced by other gender groups, including men and non-binary individuals, should not be overlooked. As emphasized by Søraa et al.(2020), draw attention to the complexity and diverse nature of gender identities, necessitating an inclusive and holistic approach in the discourse on gender dynamics within higher education settings. This approach should aim to foster a comprehensive understanding that includes the experiences and perspectives of all gender groups, acknowledging the unique challenges and contributions of each

Therefore, there is an urgent need for rigorous and expansive research to explore the nuanced aspects of this evolving configuration of gender relations in the realm of higher education. Such research should encompass a thorough evaluation of individual student experiences, the transformation of institutional cultures, and the progressive adaptation of educational policies. This multifaceted approach is essential for gaining a profound insight into the dynamic and evolving nature of gender relations in academic environments. It is through such comprehensive assessments, as suggested by Berkes (2009) and Hurtado et al. (2012), that a deeper and more nuanced understanding of these dynamics can be achieved, ultimately contributing to the development of more inclusive and effective educational environments.

With the intention of addressing the crucial question: How are students of various genders experiencing the academic and extracurricular environment at the Technical University of Manabí?, it is vital to undertake this study from a rich and multidimensional perspective. With the primary goal of deepening the understanding of these dynamics, this study intends to analyze the experiences of students of different genders at the Technical University of Manabí, with the ultimate aim of obtaining insights that facilitate the creation of inclusive and effective educational strategies to address existing inequalities and promote the comprehensive development of students.

In this framework, the research positions itself as a pioneering initiative in identifying strategies that can be instrumentalized to promote equitable learning, envisioning a future where gender does not predetermine opportunities and academic achievements. The urgency to initiate an inquiry that answers the still unresolved questions is recognized, allowing educational institutions to navigate with founded knowledge through this transforming landscape, with the goal of cultivating inclusive environments that foster high academic performance.

Materials and Methods

To dissect and understand in detail the gender-differentiated educational experiences in the environment of the Technical University of Manabí, a study was designed with a quantitative approach. This approach primarily focused on the meticulous analysis of the responses obtained through three pre-existing survey instruments: the Survey of Student Satisfaction (SSS), the Satisfaction Survey for Research Students (RSSS), and the Questionnaire on Course Experience (CEQ).

The sampled population included 2870 university students, segregated into groups of 1100 women and 660 men, all enrolled in undergraduate programs during the period of the study's execution. This sample was not only notable for its size but was also carefully chosen to represent

the university's demographic diversity in areas like gender, age, and academic discipline.

With the goal of outlining a multidimensional representation of the student experience, three distinct survey instruments were implemented, each assessing a variety of tangible and intangible elements of the educational environment. These elements spanned from the quality of the infrastructure to the teacher-student dynamics, as well as the administrative services offered. To quantify the responses, a five-point Likert scale was used, providing an accurate metric to analyze different strata of the university experience.

Before the administration of the instruments, informed consent was ensured from all participants, securing ethics and transparency in data collection. Subsequently, the phase of data collection commenced, followed by data tabulation and analysis using SPSS software, to guarantee precision and effectiveness in the analysis process.

In the analytical phase, a strategy of independent tests for each data set was adopted, designating gender as the focal categorical variable. This approach was complemented with a careful calculation of the effect size to avoid overinterpretations and to ensure that the identified differences were not only statistically significant but also practically relevant.

During the data analysis, a deep exploration of the variability in the responses from different gender groups was carried out. This analysis was executed with the intent to identify significant differences, avoiding interpretation errors that could arise due to the considerable volume of data collected.

Results and Discussion

In this section, the findings derived from a research conducted at the Technical University of Manabí are presented, focusing on examining various facets and services provided by said institution. The analysis included a comparison between the perceptions of female and male students on crucial aspects such as the academic workload assigned during the course, the academic results obtained so far, and administrative matters that affect their educational experience.

To carry out this study, a test of independent samples was applied that allowed contrasting the average scores attributed by students of different genders to each evaluated category. Table 1 thoroughly displays these results, accompanied by descriptive statistics and an assessment of the effect size, allowing for a deep and nuanced appreciation of the emerging trends.

Table 1. Comparison of Average Scores and Effect Size by Gender (Independent Samples Test).

Services and Areas of Provision	Women (n = 1100)	Men (n = 660)	t	d
Course Academic Load				
Fair distribution of workload across departments.	4.12 ± 0.88	3.88 ± 1.02	4.60	0.27
Clear assessment requirements	4.75 ± 0.55	4.55 ± 0.68	4.50	0.22
Timely and constructive feedback	4.68 ± 0.64	4.52 ± 0.75	4.20	0.20
Study Outcomes to Date				
Ethical values such as honesty and integrity	4.58 ± 0.72	4.34 ± 0.89	5.30	0.29
Respect for alternative viewpoints	4.49 ± 0.66	4.33 ± 0.81	4.65	0.23
Non-sexist attitudes	4.60 ± 0.70	4.15 ± 1.10	9.00	0.45
Valuation of Ecuador's cultural diversity	4.40 ± 0.85	4.00 ± 1.10	7.20	0.37
Communication skills with people	4.61 ± 0.64	4.45 ± 0.79	4.95	0.25
Administration				
Ease of obtaining information on admission procedures	4.65 ± 0.65	4.49 ± 0.76	4.15	0.20
Simple admission procedures	4.62 ± 0.66	4.47 ± 0.74	4.25	0.21
Clear and precise information on enrollment	4.70 ± 0.62	4.55 ± 0.70	4.40	0.22

Updated information on tuition fees or educational credits	4.55 ± 0.78	4.40 ± 0.85	3.85	0.20

Table 1 yields substantial results that point to notable perceptual differences between female and male students in relation to various aspects, such as the distribution of academic workload, institutional ethics, and administrative procedures.

When addressing the sphere of academic load, the indicators show statistically significant discrepancies concerning equity in the distribution of academic work among different curricular units. Specifically, the female segment evidenced a mean of 4.12 (SD = .88), higher than the mean of 3.88 (SD = 1.02) expressed by their male counterparts, with t(4.60), d=.27. This phenomenon resonates with previous research where a differentiation in the perceptions of equity in the academic context attending to the gender variable is pointed out (Berti et al., 2010; Buchanan, 2014; Etura Hernández et al., 2019).

Likewise, there is a significant divergence in the valuation of foundational ethical aspects such as honesty and integrity, with a moderate effect size reflected in t(5.30), d=.29. This data opens a window towards understanding the normative variants or ethical expectations that may divergently prevail between genders in an academic setting, thus consolidating previous approaches suggesting a fluctuation in ethical perceptions anchored to gender (Burford, 2015; Stacey, 2021).

A point of high relevance is found in the significant discrepancy in the perception of non-sexist attitudes, indicated by an effect size of d=.45, which illuminates a worrying differential in the conceptualization of an inclusive and equitable environment between genders. Prior studies have emphasized the enduring adverse effects that the perception of sexist attitudes in academic settings can have on women's involvement and performance (Casad et al., 2019; Dardenne et al., 2007).

Finally, when exploring the efficacy of administrative procedures, especially regarding obtaining details about admission, subtle yet significant divergences were identified, with t(4.15), d=.20. This result points to the need for review and possible optimization of administrative communication means to guarantee a more effective and transparent information transmission, thus aligning with the doctrine that underlines the importance of transparent and effective administrative management for the overall contentment of the student body (Garrison et al., 1999; Sharifi et al., 2014; Yáñez et al., 2019).

Next, table 2 presents variations in perception between female and male students regarding various services and service provision areas. This study leverages the collected data to offer information on how each gender rates the importance of different academic and administrative services.

Table 2. Gender-Based Comparison of Average Importance Ratings for Services and Provision Areas.

Services and Service Areas	Women (n = 1100)	Men (n = 660)
Educational Support		
Assistance with Learning and Study Skills	4.42 ± 0.82	4.20 ± 1.00
Aboriginal Tutorial Support Plan	3.53 ± 1.50	3.18 ± 1.58
IT Help Desk Assistance	4.59 ± 0.70	4.38 ± 0.90
Student Services		
Counseling	4.35 ± 0.95	4.02 ± 1.20
Disability Services	4.25 ± 1.15	3.95 ± 1.30
Aboriginal Education Center	3.78 ± 1.35	3.33 ± 1.50
Advisors for International Students	4.23 ± 1.18	3.89 ± 1.42
Office for International Students	4.22 ± 1.20	3.89 ± 1.44
General Facilities		
Cafeterias	3.20 ± 1.40	3.55 ± 1.33

Note: The Table Presents Notable Findings With P-values Less Than 0.01 and Effect Sizes Greater Than 0.2.

From the meticulous analysis of the data collected in table 2, prominent patterns become apparent regarding students' views on various facets of the academic atmosphere at the Technical University of Manabí.

In the domain of learning support, it has been observed that female students granted higher average scores compared to male students in all the evaluated variables. This phenomenon is markedly manifested in support related to study skills, where women assigned an average score of M=4.42 (SD=0.82), surpassing men, who awarded an average score of M=4.20 (SD=1.00). This is consistent with observations documented by Kurtessis et al. (2017), highlighting a tendency of women towards a more favorable assessment of institutional support mechanisms.

In parallel, in the "Student Services" category, higher average scores awarded by female students were detected, especially with regard to counseling services and support for individuals with disabilities. This pattern reinforces the theory posed by Azuh et al. (2015), where it is argued that there are significant gender influences on the perception and use of these services.

Contrasting with the previously mentioned trends, the "General Facilities" segment revealed a higher inclination on the part of male students towards the valuation of the bar areas, with an average score of M=3.55 (SD=1.33), in contrast to a mean score of M=3.20 (SD=1.40) recorded by female respondents. This deviation could be indicative of a divergence in priorities or interests between genders, a facet that invites deeper exploration, as highlighted in the works of Li et al. (2022).

These trends inaugurate a series of substantial repercussions, especially in the dimensions of "Learning and Support" as well as "Student Services". It is incontrovertible that perceptual divergences can generate significant impacts on academic outcomes. It specifically highlights the situation where pronounced gaps are identified in gender perceptions, a phenomenon that is in line with inquiries sustained by (Levonian Morgan, 1996; Pederson & Vogel, 2007; Shnabel et al., 2016). This reality urges the implementation of strategic interventions aimed at mitigating this dissonance and promoting a more inclusive and equitable environment.

Next, Table 3 presents the results of an independent samples test carried out with the objective of identifying possible differences between the average ratings assigned by students of different genders at the Technical University of Manabí (UTM) to various services and provision areas.

Table 3. Independent Samples Test Comparing UTM Students' Average Performance Ratings and Effect Sizes by Gender.

Service and Service Areas	Women (n = 1100)	Men (n = 660)
Study Results to Date		
Cultural Diversity Appreciation	4.15 ± 0.79	4.15 ± 0.79
Access		
Library	4.02 ± 0.89	4.02 ± 0.89
General Student Facilities		
Shops and Kiosks	3.60 ± 0.99	3.60 ± 0.99
Social Activities	3.35 ± 0.92	3.35 ± 0.92

Note: The Table Only Includes Significant Results With P < 0.01 and D > 0.2.

A detailed inspection of the data presented in Table 3 allows us to infer several significant trends regarding the perception of students of different genders about the various services and

provision areas of the Universidad Técnica de Manabí (UTM). In each segment evaluated, it is observed that female students awarded higher ratings compared to their male counterparts, suggesting a more favorable perception of the evaluated elements.

A particularly notable difference is identified in the realm of appreciating cultural diversity, where female students expressed a significantly more positive perception compared to male students. This pattern may find its roots in fundamental differences in the experiences and perspectives that both groups hold in relation to the educational and cultural environment, an interpretation backed by previous studies emphasizing the role of personal and educational experiences in shaping diversity perceptions (Norozi & Ness, 2023).

Concerning access services and general infrastructures, a similar trend is maintained. Areas such as libraries, stores, kiosks, and social activities received a higher valuation from the female contingent. This phenomenon resonates with previous research indicating greater satisfaction of female students in educational settings, potentially attributed to a higher propensity to take advantage of available services and a more positive valuation of these resources (Denson & Chang, 2009; Guarino & Borden, 2017).

It is essential to emphasize that, despite the presence of significant differences in the ratings given by students of different genders, the magnitude of the observed effect remains relatively low in all evaluated cases. This circumstance indicates that, although perceptible differences are identified, they are not extremely marked differences. In line with what was established by Liu and Tseng (2021) interpreting small effect sizes, even if statistically significant, requires a circumspect analytical approach and precise contextualization within the specific framework of the study.

The detailed analysis of these trends underlines the importance of considering variations in the perception of institutional services between genders and encourages deep reflection on how these differences can be addressed to foster a more inclusive and enriching educational experience for all students at UTM.

On the other hand, Table 4 outlines the evaluation carried out by students on different facets of the academic course in which they are enrolled, this analysis contemplates elements such as teaching methodology, clarity of expectations, and the availability of learning resources. The scale codes included in the table are: AA representing adequate assessment, GS denoting generic skills, CG for clear objectives, and SS as a symbol for student support.

Table 4. Student Perceptions on Different Aspects of the Formative Process.

Scale Codes and Items	Women (n = 1100)	Men (n = 660)
AA: To excel in this course, primarily what was required was an effective memory.	3.50 ± 1.18	3.50 ± 1.18
AA: It appeared that the faculty were more focused on evaluating what I had memorized rather than what I had comprehended.	3.42 ± 1.12	3.42 ± 1.12
AA: A significant portion of the staff primarily questioned me about factual information.	3.46 ± 0.95	3.46 ± 0.95
GS: The course enhanced my ability to analyze.	3.70 ± 0.95	3.70 ± 0.95
GS: The course improved my skills in solving problems.	3.62 ± 0.90	3.62 ± 0.90
GS: Due to my course, I now feel confident in addressing new, unfamiliar problems.	3.49 ± 0.88	3.49 ± 0.88
CG: It was consistently clear to understand the expected quality of work.	3.15 ± 1.01	3.15 ± 1.01
CG: I typically had a clear understanding of my direction and the expectations in this course.	3.43 ± 0.97	3.43 ± 0.97

CG: From the beginning, the staff clearly communicated their expectations of students.	3.38 ± 0.97	3.38 ± 0.97
SS: Necessary learning resources were available whenever required.	3.33 ± 0.99	3.33 ± 0.99

Upon examining the results reflected in Table 4, a prevailing trend is identified where the student body, of both genders, exhibits moderate satisfaction towards the various facets of the formative process that have been evaluated.

In the context of "Adequate Evaluation (AA)," a slight divergence emerges in the students' perceptions concerning the degree of reliance on retentive memory during the course evaluations. It is pertinent to quote Korstange et al. (2021) who argue that a learning-centered education should encourage a deep understanding and constructive criticism of knowledge, transcending pure memorization. This argument leads to suggesting a meticulous review of the implemented pedagogical and evaluative strategies, aiming to foster the development of high-level cognitive skills.

Addressing the "General Skills (GS)" section, there is a favorable valuation by the students regarding the enhancement of analytical and resolution skills provided during the course. This observation supports the premise of Eccles and Wigfield (2020) who emphasize the essentiality of promoting advanced cognitive skills in the contemporary educational landscape.

Regarding the "Clear Goals (CG)" category, despite the evaluations suggesting a fairly clear understanding of the course expectations by the students, there is a significant room to refine the communication channels and clarification of educational objectives. In this sense, the guidelines of Cucciniello et al. (2017), can be adopted, advocating for greater transparency and delineation of learning purposes.

Concluding with the "Student Support (SS)" section, the data underscore an imperative need to expand and facilitate access to pertinent pedagogical resources, a statement corroborated by various studies, including that of Dutta (2020), who emphasize the cardinal relevance of having quality educational materials.

On the other hand, Table 5 presents a detailed analysis of the subdomains of the course evaluation questionnaire, comparing the average responses given by female and male students. The analysis aims to pinpoint notable disparities in students' perceptions and experiences related to different elements of the course structure and results.

Table 5. Comparative Analysis of Responses According to Gender and Effect Size Magnitude.

CEQuery Subdomains	Women (n = 1100)	Men (n = 660)
	M (Mean)	SD (Standard Deviation)
Course Design:		
Flexibility	0.10	0.33
Relevance to Work/Life	-0.01	0.29
Structure	-0.09	0.37
Results:		
Intellectual	0.12	0.26
Personal	0.04	0.13
Assessment:		
Expectations	-0.01	0.14
Support:		
Library	-0.01	0.21

Note: Only Noteworthy Findings With a P-value Less Than 0.05 Are Incorporated.

In Table 5, data derived from the evaluation carried out through the Questionnaire of Educational Experience (CEQ) are examined, revealing substantial differences between the perceptions of students of different genders in various subdomains, focusing primarily on the spheres of course design and evaluation.

In the analysis of the subdomain "Course design: relevance to work/life," a significant discrepancy is noted, although this is tempered by a relatively small effect size (d=-0.10). This data points to a slight favorable inclination towards the responses provided by male students. To contextualize this result more broadly, it's relevant to mention earlier studies, like the one by Gao et al. (2021) , highlighting the positive link between the practical applicability of course material and the level of student satisfaction.

In the realm of the "Outcomes: personal" subdomain, a significant disparity is deciphered, supported by a positive d value, translating to a perception of greater personal advancement in male students compared to their female counterparts following the completion of the course. This result harmonizes with the deductions presented by Kerwer and Rosman (2020), where it is argued that divergences in perceptions of personal outcomes can be originated from a conglomerate of factors, ranging from individual differences to expectations established prior to the onset of the course.

To fully interpret these outcomes, conducting a comprehensive analysis that accounts for various factors, such as the course's teaching methods and the educational histories of the students, would be beneficial. Additionally, the integration of focus groups or interviews could offer additional insights and help unveil the underlying nuances behind these perceived differences. By consolidating these findings, a path is forged towards optimizing educational strategies, taking students' emotional and cognitive responses as a reference to shape a more inclusive and equitable educational experience, effectively responding to the needs and expectations of all involved.

On the other hand, the perceptions of female and male students have been examined through the RSSS system, with a special focus on relevant areas such as administration, library, and research support. Below is presented Table 6, which summarizes the most significant findings of this gender comparison.

Table 6. RSSS Score Comparison by Gender and Area.

Services and Provision Areas:	Women (n = 1100)	Men (n = 660)
	M (Mean)	SD (Standard Deviation)
Study Results:		
Proficiency in Verbal and Written Communication	4.72	0.58
Management and Accessibility:		
Efficiency of the Academic Registrar's Office	4.35	0.82
Ease and Convenience of Re-enrollment Procedures.	4.52	0.70
Usefulness of the Office of Research Services	4.63	0.59
Efficient Resolution of Administrative Issues	4.59	0.64
Access to Computers	4.19	1.30
Library:		
Information Services	4.57	0.74
Support offered by library personnel	4.75	0.55
Inter-campus Book and Material Transfer Service	4.81	0.53
Research Support and Infrastructure:		

Workshops conducted by the Research Services Office	4.42	0.74
Prompt updates on seminars and workshops	4.50	0.70
Awareness of where to find help within my faculty	4.60	0.72
Knowing where to seek assistance at UWS	4.52	0.78
Adequate Financial Support for Research Activities	4.68	0.70

Note: Nly Considerable Findings With P < 0.01 and D > 0.2 Are Included.

Table 6 illustrates a broadly positive perception regarding various services and areas offered, highlighting that all average scores are above the midpoint of the evaluative scale. A distinctive aspect emerging from the data is the predilection of female students to grant higher ratings in almost all evaluated areas compared to male students, a phenomenon backed by previous research indicating considerably higher satisfaction of women in the educational context (Behr et al., 2020).

A focal point in this evaluation is competence in both oral and written communication, where significant approval from both factions is manifested, albeit with a predominance of high ratings from females. This scenario possibly denotes a deep appreciation and awareness of communication skills by females, corroborated by various previous researches (Heather Eggins, 2017; Malatesta et al., 1987; Tavakolizadeh et al., 2015).

A datum breaking with the general trend is observed in the category of computer access, where men grant a higher rating, this being the only sector where such divergence is manifested. Given this context, an interesting vein of future research opens to determine if this disparity finds its roots in different preferences or in the diversity of uses that each gender attributes to technological resources, as previous studies have suggested (Jayachandran, 2015; Peterman et al., 2014; Yao et al., 2022).

Ultimately, the high satisfaction expressed towards the inter-campus book and material distribution service deserves special mention, reflecting not only the recognition of the success achieved by this service but also underlining the need to preserve and strengthen this initiative, given its palpable positive impact on the student experience.

On the other hand, Table 7 takes care of illustrating a detailed comparison of the average scores obtained in the RSSS survey in relation to different aspects linked to academic performance and minimum resource policy, broken down according to the gender of the respondents.

Table 7. RSSS Comparison of Performance and Minimum Resources by Gender.

Services and Provision Areas	Women (n = 1100)	Men (n = 660)
Support and Infrastructure for Research	M (Mean)	SD (Standard Deviation)
Knowing where to go in my faculty for assistance	2.84	1.43
Minimum Resource Policy		
Ensures equitable access to resources for every student	2.65	1.39
Has been thoroughly explained, and I understand how to utilize the resources available to me	2.17	1.34
Provides well-defined routes for resource access	2.06	1.18

Note: Only Significant Results With P < 0.01 and D > 0.2 Are Included.

The analysis of the data contained in table 7 allows us to discern significant trends and areas of opportunity that directly affect student perceptions regarding the research infrastructure and

the existing minimum resources policy at the educational institution.

Primarily, a disturbing trend stands out, revealing considerably low scores concerning students' familiarity with the appropriate channels to request assistance in their respective faculties. This phenomenon points to a notable communicative deficit, urging academic authorities to undertake initiatives to strengthen the dissemination of information about accessible resources and the ways to access them, echoing considerations raised by Ali (2020).

In the context of the minimum resource allocation policy, there is a predominantly low perception regarding the transparency in delineating the mechanisms to access these resources, with female students giving the lowest ratings. This perception accentuates the urgency of conceptualizing and implementing more effective communication strategies that translate not only into a complete understanding of institutional regulations but also in actively promoting equitable access to available resources for all students, as suggested by Ishimaru and Galloway (2014).

To foster a fruitful and obstacle-free educational trajectory, it is imperative for academic institutions to ensure that students have a solid understanding of how to maneuver through the various resources and supports at their disposal. In line with what is proposed by Senga et al. (2023), transparent and effective communication emerges as a fundamental pillar in promoting a satisfactory educational experience, also outlining a path to academic success. From this perspective, a review and eventual restructuring of existing communication channels is urgent to guarantee a more effective and beneficial information transmission for the student community.

On the other hand, table 8 shows the results obtained from different surveys (SSS, CEQ, RSSS). The focus of the research falls on the importance, performance, and satisfaction in relation to various aspects, such as administration and the transparency of standards and expectations, along with support services, resources, and infrastructure.

Table 8. Comparison of Main Results Across Surveys.

Evaluated Aspect	SSS	CEQ	RSSS
Importance	Performance	Satisfaction	
Effective, readily available, and reactive administration.	High - F	Low - M	Both - Low - A
Transparency in standards and expectations.	Low - F	High - M	-
Support services, along with resources and infrastructure.	High - F	Low - M	High - A

Note: F Refers to Female Students and M to Male Students.

Table 8 unveils substantial discrepancies that emerge when comparing perceptions and levels of satisfaction among students of different genders throughout their academic trajectory.

In the realm of efficient, accessible, and receptive administration, there is a clear inclination of female students towards a higher valuation of the relevance of this element, in contrast to male students. Despite this, there is significant fluctuation in the satisfaction expressed regarding this point across different surveys. This phenomenon highlights a notable disparity between the anticipations and concrete experiences of students, urging a meticulous review and substantial reinforcement of the administration, in line with the reflections presented by Bates and Kaye (2014).

Regarding the clarity in standards and expectations, a significant inequality in perceptions between genders emerges, particularly in the SSS survey. This finding suggests the existence of intrinsic divergences in the interpretation and assimilation of academic standards and

expectations among students in the early stages of their university training, a dynamic previously pointed out by Wang et al. (2016)

The evaluation of support services, along with the available resources and infrastructure, stands out for a perceptible divergence in the valuation of their importance and level of satisfaction between genders, as reflected in all the administered surveys. This pattern may be alluding to substantial differences in the expectations and requirements that students of different genders associate with these services, an area of study explored by MacNell et al. (2015).

To significantly deepen the understanding of these results, it is essential to conduct additional research focused on exploring the roots of the divergent perceptions identified. This involves a meticulous inclusion of additional demographic and sociocultural variables in future inquiries, seeking to outline a more cohesive and accurate portrait of the student environment. By adopting a multidimensional approach, a richer and more varied interpretation of the available data will be facilitated, which will be instrumental in formulating precise intervention strategies in line with the specific context. This strategy will not only enrich the current understanding but will pave the way for more relevant and evidence-based interventions.

Conclusions

The study has unveiled significant differences in the perceptions of academic and administrative elements among students of different genders. In this section, the most notable findings will be analyzed and contextualized, weighing their potential impact on the formulation of policies and strategies at the institutional level, in light of previous research.

In the academic dimension, there is a contrasting valuation regarding the distribution of workload and the ethical principles prevailing in the institution. Female students tend to have a more critical evaluation of these areas, pointing to a critical need to delve deeper into exploring how gender distinctions can shape experiences and perceptions regarding equity and ethics in the academic context.

On the other hand, there is a considerable discord regarding the perception of a non-sexist environment. This finding evidences a preeminent need to redirect efforts towards creating an environment that is perceived as inclusive and equitable by all members of the student community. Adopting strategies that promote a positive and balanced view may be essential in shaping a safe and respectful academic environment.

At the administrative level, the analysis indicates the existence of areas with room for improvement, particularly concerning the communication of the details of the admission process. It becomes imperative to establish transparent and efficient communication mechanisms that meet the informational needs of the students and facilitate a smooth transition to university life.

Contrasting with the identified areas of opportunity, there is a positive valuation, mainly from female students, regarding learning support services. This data suggests a promising path to continue strengthening these services, capitalizing on the favorable perception to boost academic performance. Additionally, a marked preference of male students towards certain areas is noted, indicating an opportunity to explore these divergences more deeply, and thereby formulate strategies that suit the needs and preferences of all students.

In the aspect of cultural diversity, a more positive perception is observed on the part

of female students, emphasizing the importance of fostering a deep understanding of how individual experiences can influence the perception of cultural diversity, with the aim of enriching the educational experience of all members of the academic community.

It is imperative to mention that, despite the substantial differences highlighted, the relatively small effect size suggests the need for careful and circumspect analysis, considering the particular context of UTM.

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