

Differences by gender and role in PhD theses on Sociology in Spain

Leandres Castelló Cogolles¹, Rafael Alexandre Benavent², Rafael Castelló Cogolles³¹ IISYS- Universitat de València, Plaça Cívica, 4, 46100-Burjassot, Spain, ² ENG279D-ICSIAC-Universitat Politècnica de València, 46100-Burjassot, Spain, ³ IISYS-Universitat de València, Plaça Cívica, 4, 46100-Burjassot, Spain, ⁴ Departament de Sociologia i Antropologia Social, Facultat de Ciències Socials, Universitat de València Av. Tàrragona, 18, 46100-Burjassot, Spain

Introduction

Theses are the research papers by excellence and a good indicator to elucidate the lines and research trends in a field of science, since this work must be original and specialized and are subject to a rigorous academic assessment.

Our *objective* is to analyze the differences in gender representation in the Spanish sociological theses focusing on three actors involved in the process: PhD students, supervisors and academic assessment boards.

Figure 1. Percentage differences in PhD theses by gender and role

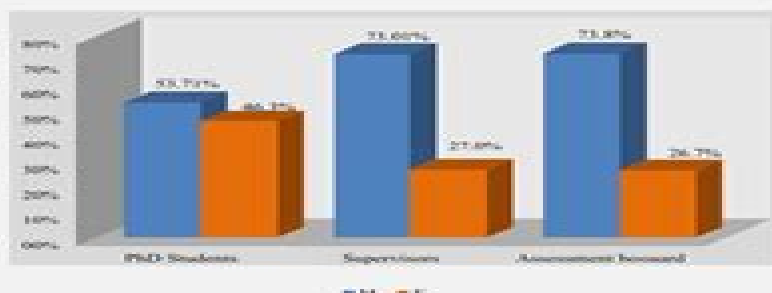
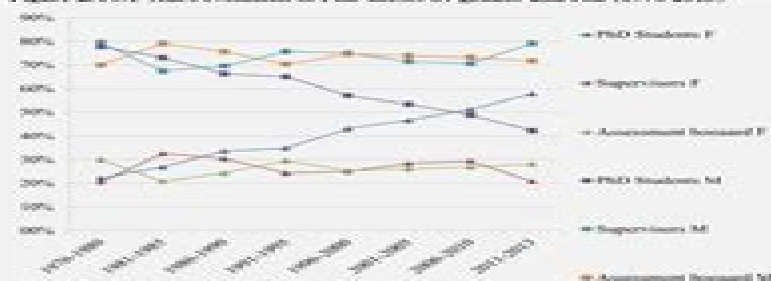


Figure 2. Five-years evolution of PhD theses by gender and role (1976-2013)



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Methods

Records were obtained from TESERA, the governmental database of the Spanish Ministry of Education, Culture and Sport, which includes the Spanish theses defended and approved after evaluation. The search was limited to theses indexed by UNESCO codes related to Sociology (code 63) and to theses from the departments of Sociology of Spanish universities. A relational database was created to analyze and compare results.

Results

- ✓ The total number of theses defended was 3,413.
- ✓ In the role of the PhD student, men presented 253 more theses than women, while in the role of supervisor and academic assessment board, the differences were much greater: 1,004 and 1,329 respectively.
- ✓ The percentage difference between males and females for PhD students is of 7 points, while for supervisors is of 47 points in favour of males, and for academic assessment boards this difference is of 47 points (figure 1).
- ✓ The highest percentage difference occurs in the role of academic assessment board, where there is a 73.3% of males and a 26.7% of females (figure 1).
- ✓ In the annual evolution of the percentages in the roles of supervisor and academic assessment board, men remain between 70% and 80% and women between 20% and 30% (figure 2).
- ✓ On the contrary, from 2006-2010 period, women-PhD students reach parity (50%) and even surpass men in conducting thesis, ranking 57.8% in the last five-years analysed period (2011-2013) (figure 2).

Conclusions

- The percentage of women compared to men remain far from achieving parity in some roles.
- The participation of women at the Spanish universities has increased steadily and its consolidation as PhD students today is a reality. However, from this stage, the academic careers of women slow down and the number of women who leave after doctorate is large.
- The percentage of female lecturers in Spain is between 30% and 35%, and the female professors between 14% and 20%.
- It is noteworthy the existing great inequality in the Spanish universities as a professional field and that even though women are more numerous and better prepared than men at all levels of education, this is not reflected in prestigious academic positions.
- The promotion of women to positions of great academic responsibility is slow and is not in line with the number of women who obtained his doctorate in Sociology in Spain.
- Future research could explore other variables and behaviours, for example, if students of one gender tend to have supervisors from other different gender, as well as these trends in other fields and countries.

Acknowledgments

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Sociology In Spain

Richard Bailey



Sociology In Spain:

Unveiling the Magic of Words: A Review of "**Sociology In Spain**"

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<https://archive.kdd.org/book/publication/Documents/Six%20Minute%20Souffle%20And%20Souffle%20And%20Other%20Culin.pdf>

Table of Contents Sociology In Spain

1. Understanding the eBook Sociology In Spain
 - The Rise of Digital Reading Sociology In Spain
 - Advantages of eBooks Over Traditional Books
2. Identifying Sociology In Spain
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sociology In Spain
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sociology In Spain
 - Personalized Recommendations
 - Sociology In Spain User Reviews and Ratings

- Sociology In Spain and Bestseller Lists
- 5. Accessing Sociology In Spain Free and Paid eBooks
 - Sociology In Spain Public Domain eBooks
 - Sociology In Spain eBook Subscription Services
 - Sociology In Spain Budget-Friendly Options
- 6. Navigating Sociology In Spain eBook Formats
 - ePub, PDF, MOBI, and More
 - Sociology In Spain Compatibility with Devices
 - Sociology In Spain Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sociology In Spain
 - Highlighting and Note-Taking Sociology In Spain
 - Interactive Elements Sociology In Spain
- 8. Staying Engaged with Sociology In Spain
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sociology In Spain
- 9. Balancing eBooks and Physical Books Sociology In Spain
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sociology In Spain
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sociology In Spain
 - Setting Reading Goals Sociology In Spain
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sociology In Spain
 - Fact-Checking eBook Content of Sociology In Spain
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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