MEASUREMENT INvariance of the SENSITIVE ASSESSMENT for GENDER EQUALITY (SAGE) INDEX across DEGREE: Findings from two Teacher Education Programmes in Spain


INTRODUCTION

Gender perspective is not included in the Universities’ curriculums.

OBJECTIVES

- Analyse SAGE index invariance across different degrees.
- Describe and compare GM’s degree of implementation in two teacher training programmes.

METHOD

CONTEXT: DESCRIPTIVE AND CROSS-SECTIONAL STUDY IN AN EARLY CHILDHOOD AND ELEMENTARY EDUCATION DEGREE (SPAIN)

PARTICIPANTS

- 396 STUDENTS
- 84 WOMEN

INSTRUMENT

- SAGE (SENSITIVE ASSESSMENT FOR GENDER EQUALITY)

DATA ANALYSIS

- Descriptive study, Confirmatory Factorial Analysis (CFA) and comparison of means.
- Confirmatory factorial analyses of single and multiple groups.
- Factorial invariance for two subsamples.

RESULTS

NORMALITY AND RELIABILITY

- ITEMS: 20 - HOMOGENEOUS
- ITEMS: 2 - HETEROGENEOUS
- A majority of normal distributions for skewness and kurtosis; Cronbach’s α for gender = .93

MEASURE INvariance BETWEEN DEGREES

- 3-FACTOR MODEL: Better for empirical data

SINGLE CONFIRMATORY FACTORIAL ANALYSIS

- 3-FACTOR MODEL: Supported by both groups.

MULTIGROUP CONFIRMATORY FACTORIAL ANALYSIS

- MODELS M2 and M1: Equivalent at a configural, metric and scalar level

PERCEPTION OF THE GENDER CROSS-SECTIONALIZATION AND COMPARISON OF MEANS

- Lower institutional commitment and awareness of inequality

CONCLUSIONS

THREE-FACTOR MODEL OF THE SAGE INDEX

- Acceptable for students in the Early Childhood and Elementary Education Degree and Invariable in both degrees.

- GUARANTEES THEIR CROSS VALIDATION AND STABILITY

- Students believe that gender equality is important and that their institution shows a low level of commitment in this field.

- Are unaware of the gender inequalities associated with educational processes.