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**COMPLETE EQUALITY BETWEEN FEMALE EDUCATORS AND MALE
EDUCATORS IN ENVIRONMENT DOMINATED BY MALE MENTALITY**

**EGALITATEA DEPLINĂ ÎNTRE PROFESORII FEMEII ȘI PROFESORII
BĂRBAȚI ÎN MEDIUL DOMINAT DE MENTALITATEA BĂRBAȚILOR**

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Annotation: "Working women" is not only a feminist ideal but a necessity of the liberal economic reality. However, despite the fact that most women in the State of Israel were integrated into the labor market, their situation is still not equal to that of men, neither in their employment characteristics, nor in the wages for their work and nor in the opportunities that they have in the labor market. The gender index for 2015 shows that women acquire human capital in order to integrate into the public arena but fail to translate it to achievements in the labor market and to reduce the gaps in the political and economic power.

The school is a social community. It is one of the main components of labor market that employs the largest number and percentage of women (female teachers). It is also true that the school undergoes change processes that affect the culture of the organization. These changes affect the processes of teaching - learning - assessment, the educational and social climate in which there is a relation between the school and the parents and the community as a whole. The aim is to create a new space, which is different and equitable, that will enable all of the social stakeholders to break the boundaries of gender in behalf a of more equitable and more fair society for everyone.

In fact, given the situation on the ground, the professional research and relevant literature, my experience and my personal familiarity with the area as a female teacher, educator and professional coordinator at one of the schools which are included in the sample and also in the light of what I hear and know from the population of teachers in the school where I teach and from teachers from other schools who I meet during continuing education and seminars, I decided to investigate, to examine and to withstand the impact of ethical perceptions, attitudes and various components of the mentality of the society in which males dominate the equality between female teachers and male teachers of the school staff in the middle schools in the Arab sector. The research contributed to the design of work environments that can support growth and development processes that are not gender sensitive. The components addressed here target audience and its needs, environmental conditions, educational potential, assessment processes and more.

Adnotare: "Femeile care lucrează" nu este doar un ideal feminist, ci și o necesitate a realității economice libere. Cu toate acestea, în ciuda faptului că majoritatea femeilor din statul Israel au fost integrate pe piața forței de muncă, situația lor nu este încă egală cu cea a bărbaților, nici cu privire la caracteristicile lor de angajare, nici în salarizarea pentru munca lor sau oportunitățile pe piața muncii. În mod considerabil, în funcție de indicii de gen pentru anul 2015, femeile dobândesc capital uman pentru a se integra pe arena publică, dar nu reușesc să-l transpună în realizările pe piața forței de muncă și să reducă lacunele în puterea politică și economică [13].

Școala este o comunitate socială. Este una dintre principalele componente ale pieței muncii care utilizează cel mai mare număr și procentaj de femei (profesori de sex feminin). De asemenea, este adevărat că școala suferă procese de schimbare care afectează cultura organizației. Aceste schimbări afectează procesele de predare - învățare - evaluare, climatul educațional și social în care există o relație între școală și părinți și comunitatea în ansamblu. Scopul este acela de a crea un spațiu nou, diferit și echitabil, care să permită tuturor părților interesate din domeniul social să spargă limitele determinate de apartenența de gen în favoarea unei societăți mai echitabile și mai deschise pentru toți.

De fapt, având în vedere situația reală, cercetarea profesională și literatura relevantă, experiența mea personală în această arie ca profesoară de sex feminin, educator și coordonator profesionist la una din școlile incluse în eșantion și, de asemenea, în lumina a ceea ce aud și știu de la populația profesorilor din școala în care predăm și de la profesorii din alte școli pe care îi întâlnesc în timpul educației continue și a seminarelor, am decis să investighez, să examinez și să rezist impactului percepțiilor, atitudinilor etice și diferitelor componente ale mentalității societății în care bărbații domină chiar în condiții de egalitate dintre profesorii de sex feminin și profesorii de sex masculin în rândul personalului din școlile medii din sectorul arab. Cercetarea a contribuit la proiectarea mediilor de lucru care pot sprijini procesele de creștere și dezvoltare care nu sunt sensibile la gen. Componentele abordate aici vizează publicul interesat și nevoile acestuia, condițiile de mediu, potențialul educațional, procesele de evaluare și multe altele.

Keywords: *Equality, Female Teachers, Male Teachers, Mentality, Domination, Political and Economic power, Leadership, Labor market, Education for equality gender thinking, and Employment.*

Cuvinte cheie: *egalitate, profesori de sex feminin, profesori de sex masculin, mentalitate, dominație, putere politică și economică, leadership, piața forței de muncă, educație pentru egalitate de gen și în ocuparea forței de muncă.*

Introduction

According to Bell Hooks, "in order to have a real vision, we have to plant our imagination in the solid reality ground; and at the same time hold on our imagination options that deviate from this reality". This requires leadership personality with all that accompanies for it. But, according to Wallace Foundation (2008), leadership is not a matter of one person. Leadership means construction of a common commitment and nurturing a leading staff. For this purpose, we have to experience to gender equality that means to realize value. But, while gaps in representation raise the question of why a group which is more than half of the population does not receive commensurate representation!

There is no doubt, that there are barriers to Gender Equality and there are several factors that hinder the progress of women in the labor market and their equal representation in the centers of power, but the aspiration is to establish equality between men and women. This aspiration is not a new issue in the Israeli discourse in particular and not in the democratic discourse in general. But despite the attempts to eradicate this inequality, it still exists. So, regarding the question "what should be done for establishment of equality between the genders?", some of the ways are direct, such as opening of the doors of the workplaces which were not accessible for women in the past, attention to the factors that hinder the progress of women in the workplaces and the attempt to neutralize these factors; and some of the solutions are indirect, such as support system for 'working family'. But it is important to note that despite the all attempts to establish the equality, the main and the most difficult thing for implementation is education for equality. The education for equality should create different culture of employment and representation, without prejudices. For this purpose we have to improve again and again the awareness for inequality between the genders and to bring it to the center of the public discourse in order to eradicate it.

The idea is the integration of gender thinking as a whole strategy for advancement of democratic and civil status of women from different groups and with an emphasis on Arab society in Israel. This position seeks to remove the issue of gender inequality from the field of women's sole responsibility, and reformulate it as general social worldview which relates to men and women alike. The purpose is to make the concept of gender equality as an integral part of the thinking and action of the policy makers and planners in the society in general and in the schools in particular.

Materials and methods of research of research

The research population (the units of analysis) – In the proposed study, I focused on four Arab government middle schools. In addition, only for comparison I chose two schools of the secular Jewish sector – teachers and principals. The population is: management staff, teachers, pupils, parents and community which under medium socioeconomic status. The population corresponds to the characteristic that I investigate in the proposed research.

The sample. The sample is large, defined, random and representative and it included control group. The sample included about 100 people.

The Research Tools. The main research tool is the researcher who engages in the examining of the reality of an existed theory in a particular case.

It is a structured and defined research and the research process is inflexible.

Methods / Techniques of Data Collection that I will use:

1. A Closed, Structured and Standard Questionnaire.
2. Interviews - This is a research method in which the researcher collects information through direct research of the participants, during a conversation face to face.
3. Observations - Regular observation and also participant observation at the school in which I teach. The Type of Observation that I Chose:
4. At the beginning descriptive observation. At the next step, I used the role of the participant observer and later I used focused observation, in order to identify processes and positions of the participants. During these observations I took the role of pure participant from a methodological approach that says that sometimes the researcher has to disclose his/her views and his/her personal preferences as well as his/her moral judgments, when he/she know that he/she is supposed to analyze the reality under study and not to judge it normatively.
5. Document Analysis – These are documents that were not created by the researcher, but the documents which were collected from various sources; they were used and analyzed such as the work plan of the school, relevant CEO circulars, letters and correspondence, procedures and any other relevant document. In fact, any document that was related, affects or is affected by the discussed issues.

Results and considerations

Data processing and analysis was made deductively, using of statistical and other tools. The results showed an existence of relations between variables, trends, strengths and so on..

In fact, I used two methods of data analysis: 1-Descriptive Statistics - list of data without concluding conclusions, 2 - performing of statistical tests - deduced statistics from which to it is possible to conclude conclusions (Pearson correlation, T test and etc.). The data, the findings and the conclusions were represented in different ways: tables, statistical tables, graphs, charts of columns- par graph, pie chart and space chart. There will be also be calculated and presented as center metrics such as mean, median, mode, the range of data, correlations, amounts of dispersing, Pearson correlation r , T test, percentages, frequencies, relative frequencies and examining the validity and the reliability.

Because the study combined the two paradigms, quantitative and qualitative, on the one hand central rules were standardize the measurement tool, which means that we were interested in

the final product (the quantity of answers in favor and the quantity of answers against). This is an ethical investigation and Emic investigation-, short process and there was no interaction between me as a researcher and the participants, but, on the other hand, I was also interested in "how" and "what was the process".

The linear sequence signal that I adopted in this study was:

1 – Choice of the research issue, 2- definition of the research question, 3- formulation of the hypotheses, 4- planning of the research system and the research tools, 5- data collection, 6- data analysis, 7- conclusions concluding, 8 – confirmation of the hypothesis or its refutation in the light of the analysis and the conclusions that I achieved.

This is an adaptive research design (with reference variables - variables that I accepted from the data). The differences between the participants already exist and I am as a researcher had to look at the variables as they exist in the reality. I am as a researcher interested in individual differences between the participants. In other words, I had to examine adaptive relations.

If so, I am as a researcher had to be in the research field, observed the events during the period under study, served as a primary instrument of data collection, its nature to understand the behaviors that I document and the background to them and I interpreted them in restoring the reality also from the perspective of the participants.

Statistical Processing Methods

Data processing and analysis will be done deductively though using of statistical and other tools. I have to show the existence or non-existence of relations between variables, trends, strengths and so on. The main steps of which are acceptable during the data processing process are: scaling, editing and coding, planking, correlation analysis and multi-variable analysis.

In fact, I used two methods of data analysis: 1-Descriptive Statistics - list of data without concluding conclusions, 2 - performing of statistical tests - deduced statistics from which to it is possible to conclude conclusions (Pearson correlation, T test and etc.). The data, the findings and the conclusions were represented in different ways: tables, statistical tables, graphs, charts of columns- par graph, pie chart and space chart. There were also calculated and represented as center metrics such as mean, median, mode, the range of data, correlations, amounts of dispersing, Pearson correlation r , T test, percentages, frequencies, relative frequencies and examining the validity and the reliability.

In fact, the research hypotheses were confirmed, and a direct correlation was found between the variables. The results of the study indicate that there is a negative relation between beliefs, ethical perceptions, attitudes and various components in the society in which the males dominate and the full equality between female teachers and male teachers in the school staff. Also, the results of the study indicate that there is a positive relation between gender equality (between female teachers and male teachers) and the work opportunities and this affects positively the development directions of female teachers, their achievements and successes in the labor market.

Conclusions

In fact, the relation between policy and change duplicate, complex and often contradictory when it is impossible to make a change only in accordance with a government decision, since it can be interpreted in different ways as well as because the variety of factors which are involved and affect change already in the step of conceptualization, implementation and its conduct (Taylor, Rizvi, Lingard & Henry, 1997). Also Fullan (1998) believes that the broad systemic change cannot occur by the school's local initiative without the support and leadership from policy makers. Female teachers and male teachers alike need more than a philosophy in order to implement reform.

Although the increasing numbers of women in the labor market, especially in the last decade, despite the advances that have taken place in the field and increasing awareness of the problem and despite various laws which were enacted on the issue (Law for the Encouragement of the Integration and Promotion of women at Work and Adaptation of Workplaces for Women in

from 2008, the Equal Remuneration for Male and Female Employee from 1964, the Law of Equality of Opportunities at Work from 1988 and more ...), there are still significant gaps between women and men in the field of employment: from preference in acceptance to work through the conditions of employment, promotion, salary and more.

- My aim following the proposed study on the issue and in light of the results and the conclusions I strived, is integration of organizational, social and moral changes in the life in Israel in general and not just for the school system. Changes that are expressed in full equality between the genders in the all fields of life to the situation and there is no necessity to bring up to the discussion the issue "gender equality / inequality".
- The aim is integration of gender thinking as whole strategy for advancement of the democratic and civil status of women from different groups and with an emphasis on Arab society in Israel.
- All this in order to create new space which is different and equal, that will enable us all to break gender boundaries for the sake of equal and more fair and just society for all of us which is reflected in the equal representation of women in the centers of power with correlation to the human capital that they acquire in order to be integrated into the public arena and to translate this for achievements and successes in the labor market in order to reduce the gaps in economic and political power.

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