

The Dominance of Women Over Men in The Competition for Access to Teaching Professions in Morocco Can We Speak of Intellectual Superiority?

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Abstract: The 2020 version of the competition for access to teaching professions in Morocco brings impressive results: 83% of women are selected for initial training compared to only 17% of men. A situation which triggers a reflection around the possible intellectual superiority of women. Several theories attempt to understand the processes that generated the cognitive abilities of women and those of men. Indeed, scientific research shows that the performances achieved by each human being, men or women, are the result of cerebral evolution conditioned by an exercise linked to the principle of the gender performativity.¹

Keywords: Gender, intelligence, teaching, learning, intellectual superiority.

1. Introduction

Due to advances in gender studies, representations based on gender differentiation seem to be outdated. As a result, women are no longer relegated to their traditional role of reproduction nor confined to a universe that has been reserved for them.

Governments understand the interest they have in not leaving aside part of the human potential essential to the development of a society.

In the Arab-Muslim context, Morocco is among the first countries to have encouraged massive integration of women into the labor market since independence. This integration has generated several social phenomena which related essentially to access to certain professions and then to the egalitarian distribution of tasks.²

When we look at the competition for access to the civil service and in particular to teaching professions in Morocco, the dominance of the women over the men is clearly shown through the figures and statistics of the ministry of national education higher education and vocational training.

83% of women were able to access the teaching profession and only 17% of men managed to land a teaching position in 2020. In other words, 140000 positions for women compared to only 3000 for men according to figures communicated by the supervisory ministry.³

¹ Judith BUTLER, *Trouble dans le genre*, Paris, la découverte, 2005, page 284

² www.cese.ma/media/2020/10

³ www.men.gov.ma (11 December 2020)

Thus, when questioning this dominance of the feminine over the masculine, it would be useful to understand the processes and conditions which led to this result. Therefore, can we speak of a hypothetical gendered intelligence?

To understand this state of affairs, we must delve into the differences in cognitive abilities between both sexes. Do they come from nature or culture?

Evolutionary psychology confirms that the human brain is a specialized organ that has adapted to course of evolution according to the constraints of survival and reproduction. Thus, the characteristics of men and women would be the result of a selection made throughout history. Men engaged in hunting would have developed their ability to locate in space; women, in charge of their offspring, would have developed language abilities.⁴ Proponents of this thesis would explain the qualitative differences in intelligence between the two sexes by the production of hormones. Imbued with testosterone produced by testes, the brain of the male fetus would be different that of woman. This is how the correlation of intellectual abilities with hormone production has been demonstrated in intelligence quotient tests. But the problem is that these correlations disappear with training. Today, we know: men and women are equal in terms of IQ. For the first time since the invention of this measure several years ago, both sexes obtain similar score (on average 98) in the case of France.⁵

Women even outnumber men in certain countries such as Estonia, Argentina and New Zealand. For a long time, men “dominated” by around 5 points. Which does not mean they were more intelligent, since IQ is a valid measure within a restricted population which depends on a certain number of a social factors. That the IQ of women has caught up that of men only means that by accessing education and a busy social and professional life, they strengthen their intellectual faculties to catch up with a delay that was not innate.

The identical performance of men and women on IQ does not mean that both sexes excel in the same areas. Analysis of the results shows that women excel in tests requiring verbal and synthesis skills while men shine in spatial representation exercise and analytical tests.

Field investigation:

The objective of this investigation is twofold: first, it is to confirm or refute a possible intellectual superiority of women in the competitive examination for access to teaching professions and secondly to better understand this gendered disciplinary affiliation.

2. Method

Our study was carried out in the provincial directorate of Ministry of National Education in BERRCHID, MOROCCO, during the second half of march 2021.

It involved 10 teachers (women) and 10 teachers (men) from the 2019&2020 classes. The profiles interviewed belong to an age group between 22-27 years old and teach French language disciplines and mathematics in the secondary cycle.

Each participant was contacted directly by the author of the study and a self-questionnaire, written in French and translated into Arabic to avoid any unwanted interpretation, was given to those interested on a personal basis.

The questionnaire included the identity of the participant (full name, age, diplomas obtained, disciplines taught, place of work/training, hobbies). This questionnaire included 18 items covering three fundamental areas: 1/ Motivations for choosing teaching 2/ Skills in the discipline taught 3/ difficulties encountered in practicing the profession.

3. Results

The participants interviewed hold a BA degree in mathematics or French studies from universities in Casablanca and EL JADIDA city.

⁴ BELLAU, J ; *NEUROPEDAGOGIE Cerveau, Intelligence et Apprentissage*. 2015

⁵ JACQUET, K ; *Sciences et vie*. 9 aout 2018

The teachers are either on training courses in classes in the case of promotion (2020) or they are practicing in their own cases for the case of the promotion (2019).

All participants teach in an urban environment.

1. The motivation for choosing the teaching profession:

In relation to this area, 90% of French teachers (women) consider that the profession, the object of the analysis that of teaching, is a personal project, and only 40% of teachers (men) express the same motivation for the profession.

As for mathematics teachers (women), 90% show that teaching is a choice for life and 60 % of teachers (men) think the same thing.

Working as a French teacher seems to be exciting for 90% of women compared to 80% of men who find the job difficult.

Mathematics teachers find that practicing the profession is difficult 60% of teachers who think that practicing the profession is easy.

2. Skills in the discipline taught:

Regarding the second area of analysis, 100% of French teachers confirm that during their university training there were more female students than male students. 70% of participants justify this state of affairs by the compatibility of the female gender with learning the French language.

80% of mathematics teachers confirm that during their university training there were more male students than female students. 50% of participants think it is matter of intellectual superiority while 50% consider it a coincidence.

90% of French teachers (women) think that their strong point in teaching the subject is communication, while 70% of French teachers (men) say they perform well in the same skill.

As for mathematics teachers (women), 80% think that their strong point is to diagram data, 90% of teachers (men) say they perform well in relation to the same skill.

3. Difficulties encountered in the exercise of the profession:

For this third area of analysis, 90% of French teachers (women) say they are incapable of managing conflicts in the class group while the constraints encountered by French teachers (men) are limited to time management 70%.

Mathematics teachers (women) find difficulties in adapting learning 70% while mathematics teachers (men) say that their constraints are limited to time management 90%.

60% of teachers (all participants) find that their female students have difficulty summarizing the facts while 90% of teachers (all participants) think that their male students have constraints related to educational commitment.

4. Discussion

Study of motivation for the profession of teaching the French language:

Our study shows that women teachers of French language reveal great motivation for teaching the said discipline 90%. French teachers find themselves in the exercise of their profession.

Male French teachers find enough difficulty in teaching the subject in question 60%.

Study of motivation for the profession of teaching mathematics:

Women mathematics teachers show great motivation for teaching their discipline 90%.

Almost the same percentage is recorded among men.

Study of skills in the discipline taught (French language):

Our study shows that women have a numerical superiority compared to men in

university training in French language and literature. According to the participants in the survey, this is justified by the compatibility of the female gender with learning the French language. 70% of participants confirm this.

Study of skills in the discipline taught (mathematics):

When carrying out this survey, we noticed a numerical superiority of men to the detriment of women in higher education. 90% of men say they are able to diagram data in mathematics with ease compared to 80% who say they perform well in the same activity.

Study of difficulties related to the discipline taught (French language):

According to our study, women are much more exposed to conflicts management constraints in the classroom group (secondary education), while men often encounter difficulties related to time management.

Study of difficulties related to the discipline taught (mathematics):

The difficulties identified among mathematics teachers (women) according to our survey concern the adaptation of learning. This difficulty presents itself with fewer occurrences for men.

5. Conclusion

The question of gendered intelligence constitutes the substrate of several scientific studies, our investigation revealed the impertinence of a standardized model in light of which definitive conclusions can be deduced. Therefore, we can argue that both women and men can excel in all areas of knowledge with varying cognitive abilities. These capacities depend, ultimately, on a performativity which leads to the profiles of both sexes. In the case of the competition for access to teaching professions in Morocco, the inventory indicates intellectual superiority for women. This phenomenon corroborates the emancipatory thinking of women in a country where strategic choices are dedicated to change and break with all forms of discrimination and social exclusion through the establishment for the empowerment of women as specified in the periodic report of the High Commission for planning in Morocco.⁶

6. Références

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⁶ www.hcp.ma/région-Agadir/docs