

The Challenges of Career Advancement Willingness among Women Physical Education and Sport Teachers: Provincial Directorate of National Education, Ain Choc, Morocco

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Abstract

Morocco's National Education, Preschool and Sports sector is following the trend of improvement observed in other areas, with a positive progression in the rate of feminization among teaching staff, particularly in physical education and sports. However, it is regrettable to note that this progress is not reflected at the same level within decision-making, direction, and inspection positions. Regrettably, the proportion of women in senior management positions remains limited within this sector. The aim of this article is to examine the determinants of the formation of the glass ceiling among women teachers of physical education and sports, that is, the factors hindering the will of women teachers of physical education to advance in their career. To unveil the barriers impeding the progress of careers for women teachers in Physical and Sports Education (PSE), we have opted to conduct a comprehensive case study within a provincial directorate of National Education, Preschool Education, and Sports in Ain Choc. This directorate is a component of the largest National Education, Preschool Education, and Sports academy in Morocco, functioning under the purview of the pertinent ministry. The study is grounded in theoretical frameworks and empirical methods, incorporating questionnaires, participant observation, and secondary data analysis. As a result of our study, we have confirmed that women PES teachers are influenced by the following factors: gender, organization and the system. In fact, these different factors slow them down in their desire to advance in their career. The intensity of each factor differs from each other. Our article provides an original contribution to this research, considering the limited number of studies in this particular field. Nevertheless, it is constrained by the restricted sample size when it comes to generalizing the results.

Keywords: *GOS , Glass Ceiling , Women Teachers , Physical And Sports Education (PSE)*

JEL Classification: D91, J16, L83.

Introduction

Equality between men and women is a fundamental right in a democratic and just society. In this context, since the 2000s, Morocco has redoubled its efforts to integrate the concept of gender into the development and implementation of public policies, and has amended its legislation to combat gender inequality. (UNESCO, 2018)

Moreover, given that "Women's employment is a factor of social dynamism and economic growth. Women constitute a pool of skills that a modern society needs. Equality of opportunity and treatment at all stages of working life is a social investment that serves both respect for the dignity of individuals and the development of the economy". (Kartochian, 2004)

Morocco is committed to integrating women into the country's development process through numerous reforms and the signing of international treaties in favor of equality between men and women,

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such as the (international) Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1993 (with reservations lifted in 2008 and again in 2012). It has undertaken to harmonize its legislation with the provisions of international conventions on equal access to civil and political rights, and by The adoption of the new constitution by referendum (July 2011), enshrining in particular the principle of equality between men and women with regard to freedoms and rights, marked a decisive symbolic and legal turning point. (Gillot & Nadifi, 2019)

As a result, there has been a growing trend in the number of women teachers in the National Pre-school and Sports Education sector, particularly at primary, college and secondary level. Even in the teaching of physical education and sport, the number is very high compared with previous years. However, strong gender inequalities persist in the education system, particularly at senior MENPS levels. Indeed, the under-representation of women in decision-making positions, pedagogical management and pedagogical guidance, as well as the low percentage of women PES Inspectors.(MENPS, 2023)

In this regard, our problematic statement will focus on: what are the factors that hinder women's PES teachers'willingness to advancing in their professional careers towards higher positions within the Ministry of National Education Preschool and Sports?

As for the objectives of this article, they are:

- (1) Identify the specific obstacles that women's Physical Education and Sports (PES) teachers face and
- (2) analyze the underlying motivations that encourage them to maintain their current positions, even when opportunities for advancement are available.

In order to unveilthe obstacles that hinder the advancement of careers for women teachers of Physical Education and Sports (PES), we have chosen to conduct a comprehensivecase study within a provincial directorateofNational Education Preschool and sports in Ain Choc. This directorate is a part of the largest National Education, Preschool and sports Academy in Morocco, operating under the relevant Ministry.

The study is grounded in both theoretical frameworks,participantobservation,secondary data analysis, empirical methods and incorporating questionnaires.

Theoretical Framework

1. Glass Ceiling

In the early 1970s, the limitations obstructing women's access to senior managerial decision-making positions were identified and examined in the United States.(Schein, 2001)

Nonetheless, even with the publication of studies on these phenomena and their manifestations, it wasn't until 1986 that they were formally categorized as the "glass ceiling." (Belghiti, 2002)

This vivid term was coined by two Wall Street Journal journalists in a scientific article to describe the unseen barriers and hindrances impeding the vertical advancement of women in both public and private organizations.(Belghiti, 2002)

In 1987, Morrison et al. defined the glass ceiling as a collection of concealed and artificial obstacles obstructing women's progress.These authors linked the presence of these barriers to gender rather than a lack of skills or qualifications preventing access to these positions.(Ajao Ganiyu et al., 2017)

Following this, Meynaud (1988) asserted that women do not reach the "last circle of power," and "unlike the edelweiss, women tend to fade away as they ascend the power hierarchy".(Florence, 2009)

Subsequently, in 1995, the Federal Glass Ceiling Commission's report portrayed the ceiling as something obstructing upward movement but imperceptible because it's made of ice.(Glass Ceiling Commission, 1995)

Later, in 1997, the International Labor Organization (ILO) depicted the "glass ceiling" as "hidden artificial obstacles, formed by behavioral and organizational biases, which bar women from accessing topmost responsibilities... The term 'glass ceiling' aptly demonstrates that when women face no objective grounds for not ascending to high positions similar to men, it indicates discrimination entrenched within corporate structures, organizational arrangements, and society"(Yzerbyt, 2007)

Following this, the "glass ceiling" metaphor was introduced to French literature by Laufer(2003)and gained considerable popularity. She defined the glass ceiling as "a combination of visible and concealed barriers that women confront when aiming to access the domain of power at upper echelons of organizational hierarchies" (Laufer, 2003)

Consequently, in 2008, Belghiti and Kartochian scrutinized the concept of the glass ceiling and discovered that, notwithstanding this: "At an equivalent educational level, women still encounter dissimilar career prospects compared to men - whether concerning promotions, positions, responsibilities, or compensations. Consequently, women remain underrepresented in leadership roles" (Kande, 2014)

To grasp the concept of the glass ceiling, various theories and approaches have emerged, encompassing the gender approach, the organizational approach, and the Gender-Organization-Systems (GOS) approach.

2. The GOS theory (Gender-Organization-System)

In our research, we are primarily interested in the GOS theory, which was developed by Fagenson in 1990 and adopted by Belghiti-Mahut in 2004.(Belghiti-Mahut, 2004)

However, we will also explore the gender and organizational structure approaches, as the GOS approach draws from these latter two approaches. (Belghiti-Mahut, 2004)

The GOS approach aims to elucidate the nature of the barriers faced by women aspiring to attain decision-making positions and to comprehend the factors contributing to the creation of the glass ceiling.

It suggests that women's advancement is curtailed within organizations not solely due to individual gender-related factors or those linked to the organizational context, but also due to factors intertwined with the socio-cultural and institutional framework in which women operate. In essence, the GOS theory synthesizes the gender approach that focuses on the individual with the organizational approach that centers on organizational structures.

According to Henning and Jardim (1977), the gender approach postulates, "the individual asserts that perceived attributes of individuals vary independently of their gender." This implies that biological origins and social influences significantly shape an individual's personality and skills.(Kande, 2014)

As Putnam and Heinen (1976) and Schein (1973) suggest, attributes such as power, reason, competitiveness, strength, and independence are deemed masculine traits. Conversely, proponents of the gender approach consider characteristics like warmth, kindness, altruism, low self-esteem, and diminished motivation to be feminine traits. They also contend that women are conditioned from a young age to cultivate these attributes .(Kande, 2014)

In other words, the gender approach implies that women's advancement predicaments stem from deficiencies and weaknesses in their personality, motivations, behaviors, and attitudes, which in turn influence their actions, accomplishments, and progressions within organizations. This scenario potentially accounts for the scant representation of women in upper echelons of the hierarchy.(Kande, 2014)

In line with this approach, it is deduced that women themselves play a role in constraining their own professional and even academic advancement.

In1977, Kanter developed the organization approach, in which she states that "perceived masculine characteristics associated with men and perceived feminine characteristics associated with women are assumed to be linked to their organizational level and not their gender." (Kande, 2014)

According to Kanter, high-level positions are allocated to individuals with different characteristics compared to those in lower positions within the corporate hierarchy. Indeed, high-level positions require traits such as power, strength, confidence, and independence, often perceived as masculine, while lower-level positions call for characteristics like kindness, warmth, gentleness, understanding, awareness of others' feelings, and usefulness to others, often perceived as feminine.

This implies that it is the characteristics of organizations that are responsible and give rise to obstacles hindering women's progression in their professional careers, and even academic careers.

For the third factor 'system', several studies have been put forth to justify this factor. According to Fagenson (1993), it is important to consider the organizational context, as it is much broader than the organizational structure itself. This organizational context encompasses various aspects such as society, culture, history, ideology, and policies. This factor was not taken into account in previous approaches, such as the gender approach and the organizational structure approach.

Furthermore, for Martin et al. (1983), this factor can influence women in their ability to progress and attain positions at the highest levels of the organization. In another manner, organizational structures are part of the socio-cultural system in which women operate, "social inequalities are reproduced or constituted and reconstituted".(Maghni& Amine, 2018)

Next, Laufer (2003) stated that society exerts and continues to exert pressure on women. She believes that stereotypical attitudes stemming from society affect women's career progression.(Kande, 2014)

Women's Within Positions of Responsibility and Decision-Making in Morocco

Morocco's Commitments: Women's Position-Making and Responsibility

Morocco's various commitments and initiatives to promote women's access to positions of responsibility and decision-making:

- National sport strategy for 2020:

The national strategy formulated a very ambitious political vision and defined clear and relevant levers and strategic axes for the development of national sport, including in this national strategy the axe of gender equality between women and men, such as:

- Ensure equitable access for women to positions of responsibility within the bodies involved in sport. (parity, proportionality in relation to the number of licensees, etc.)
- Development of women's sports networks
- Setting quotas for women's representation on bodies involved in sport(*La politique sportive au maroc*, 2019)

- Law 30.09 on physical education and sport (August 24, 2010)

It is considered the second law regulating sport and physical education in Morocco. It is known as law no. 30.09, promulgated by dahir no. 1-10-150 of Ramadan 13, 1431 (corresponding to August 24, 2010). The law brings together a number of articles, including provisions designed to promote gender equality in decision-making positions and positions of responsibility. A concrete example of this initiative is :the statutes of federations must include provisions aimed at ensuring equal access for men and women to management bodies.(Article 9)(*Loi n° 30-09 promulguée par le dahir n° 1-10-150 du 13 ramadan 1431 (24 août 2010) relative à l'éducation physique et aux sports*, 2009)

An example of access to management bodies is the Royal Moroccan Federation of School Sports.

- Royal Initiative in 2008

This royal initiative involves a letter addressed to participants of the National Sports Conference in Bouznika, held on October 24 and 25, 2008.(*lettre royale*, 2008)

It was considered a crucial and decisive message in the Moroccan sports field. It emphasizes the need to widen access to men and women from all segments of society, without distinction.

- The Constitution (June 2011)

The Moroccan constitution of 2011 is considered to be the most supreme legal standard in Morocco today, it includes a set of articles aimed at gender equality, such as:(*Constitution Marocaine*,2011)

- The State, public establishments and local authorities shall work to mobilize all available means to facilitate equal access for citizens to the conditions enabling them to enjoy the rights to sport and leisure (Article 31).

- Men and women enjoy equal civil, political, economic, social, cultural and environmental rights and freedoms, as set out in the present title and in the other provisions of the Constitution, as well as in the

international conventions and pacts duly ratified by Morocco, in compliance with the provisions of the Constitution, the constants and the laws of the Kingdom.(Article 19)

Despite Morocco's initiatives and commitments to combat all forms of discrimination against women, gender inequalities persist in decision-making positions and positions of responsibility.

The problem is that even if, at the academic level, studies dedicated to the glass ceiling phenomenon are rare. After consulting the "Toubkal" national catalog of theses, as well as the theses.fr database and the Library and Archives Canada database, we identified four theses addressing the glass ceiling phenomenon in Morocco: Sophie Brière (2006), Doha Sahraoui (2011), FairouzNaji (2014) and Kamal Hassouni (2015). This is the case; despite the interest this phenomenon is arousing on the political and social scene. Overall, four main environmental factors are evoked to understand the career limitation of women in Morocco. (Amine & MAGHNI, 2018)

Status of women in the Ministry of National Education, Preschool and Sports(MNEPS)

First of all, women in the MNEPS sector occupy a prominent place, particularly in teaching positions. In fact, year after year, the number of women on the teaching staff continues to rise.

Table1 : The Evolution of Women Teaching Staff From 2004 To 2021

Secondary Education College					
Teaching staff	2004/2005	2009/2010	2014/2015	2019/2020	2020/2021
total	56281	70614	75753	74912	60917
Men	35368	44833	46150	43627	34787
Women	20913	25781	29603	31285	26130
Framing rate	22,0	20,0	22,0	23,9	26,3
Qualifying Secondary Education					
Teaching staff	2004/2005	2009/2010	2014/2015	2019/2020	2020/2021
total	35675	50684	62823	65052	55450
Men	24763	35599	43072	42850	35169
Women	10 912	15085	19751	22202	20281

Source: Ministry of National Education, Preschool and Sports

Note: These indicators relate to the public sector, the same for statistics on teachers for the school year 2020/21

Based on this table, women teaching staff are progressing in Secondary Education College and Qualifying Secondary Education, signifying their competence. This progress signifies the effect of commitments and various initiatives made in this direction to uphold gender equality within this ministry are having an impact.

Similarly, we observe the progression of women teaching staff of PES. We can give an example of the largest regional academy within Ministry of Education National, Preschool and Sports, which is Casablanca-Settat.

Table 2: The Results of the Candidates Who Passed the Recruitment Exam For College and Secondary Education in the Casablanca-Settat Region, Specializing in Physical Education and Sport.

Years	2022	2023
Total of women PES teachers	44	65

Source :Center Régional Des Métiers De L'Éducation Et De La Formation Casablanca-Settat, Headquarters

Then, we move on to explore the gender distribution at the Regional Academies of Education, Preschool, and Sports in 2023.

Table 3: Gender of Regional Academies of Education, Preschool, and Sports in 2023

Regional Academies of Education, Preschool and Sports	Regional Academy Director	Gender
<u>Dakhla-Oued Ed-Dahab</u>	EjjidaEllabig	Women
<u>Laâyoune-Sakia El Hamra</u>	Mbark El Hansali	Men
<u>Guelmim-Oued Noun</u>	Moulay Abdelati El Asfar	Men
<u>Souss-Massa</u>	WafaaChakir	Women
<u>Marrakech-Safi</u>	Moulay Ahmed Karimi	Men
<u>Oriental</u>	Mohamed DIB	Men
<u>Casablanca-Settat</u>	AbdelmoumenTalib	Men
<u>Rabat-Salé-Kénitra</u>	<u>Rabat-Salé-Kénitra</u>	Men
<u>BéniMellal-Khénifra</u>	Mustapha Slifani	Men
<u>DrâaTafilalt</u>	Ali Berrad	Men
<u>Fès-Meknès</u>	Mohssine Zouak	Men
<u>Tanger - Tetouan - Alhouceima</u>	Mohamed Aouaj	Men

Source: Ministry of National Education, Preschool and Sports

Before starting the analysis of this table, it is essential to underline the gender within the ministry MENPS, under the direction of ChakibBenmoussa, which implies that the head of the MENPS is directed by a man.

The table indicates that most of the Regional Academy Directors are men (10), in contrast to 2 women .This illustrates the underrepresentation of women in position-making within MENPS.

Next, we move on to highlight the presence of women within the largest academy of MENPS in Morocco .It includes 16 provincial directions within MENPS.

Table 4: Gender of Provincial Directions Within MENPS In 2023

Provincial direction of MENPS	Gender	Provincial direction of MENPS	Gender
1.Benslimane	Women	9.Sidi-Al-Bernoussi	Men
2.Mohamadia	Men	10.Mediouna	Men
3.Anfa	Women	11.Berchid	Men
4.Fida-Mers Sultan	Women	12.El Jadida	Men
5. Ain Sbaa	Men	13.SidiBenour	Men
6.Ain Choc	Women	14.Settat	Men
7.Hay Hassani	Men	15. Naouacer	Men
8.Moulay Rachid	Men	16.Benmsik	Men

Source: Ministry of National Education, Preschool and Sports

The table indicates that most of the Provincial Directors are men (12), in contrast to 4women .This illustrates the underrepresentation of women in position-making within MENPS.

Most of the data presented reveal that women are under-represented in decision-making positions within MENPS, at ministerial level, at regional academy level, and even at provincial directorate level in Morocco's largest academy.

In a similar vein, the current Director of the Promotion of School Sport within the Ministry of National Education, Preschool, and Sports is a man. He is AbdeslamMili.(*Abdeslam MILI | Director of School Sport Promotion Department | Ministry of Education, Quito | Research Profile*, s. d.)

Moreover, this problem also exists in the level of Physical Education inspectors in Morocco.

Table 5 :The Results of Successful Candidates in the First-Degree Secondary Education Inspectors Training Program, Specializing in Physical Education 2020(The Main List)

The gender of PE educational inspectors	Number
Men	14
Women	1

Source: Ministry of National Education, Preschool and Sports

Table 6: The Results of Successful Candidates in the First-Degree Secondary Education Inspectors Training Program, Specializing in Physical Education 2020 (The Waiting List)

The gender of PE educational inspectors	Number
Men	5
Women	2

Source: Ministry of National Education, Preschool and Sports

Both tables confirm that women are under-represented. Only one woman successfully completed the training program, specializing in Physical Education 2020 to become an inspector of PES, contrasting with 14 men on the aim list. Also, there are 2 women contrasting with 5 men on the waiting list. These results illustrate the gender inequality between men and women in this sphere. Additionally, these findings push us, as researchers in this field, to explore the factors that contribute to this phenomenon.

Conceptual Framework

1. Hypothesis

There are so few women PES teachers in high positions such as educational inspection, pedagogic orientation, pedagogic direction and decision-making because:

1.1 Women's physical sports education teachers are not passionate about the professional progression in Ministry of National Education Preschool and Sports or academic progression

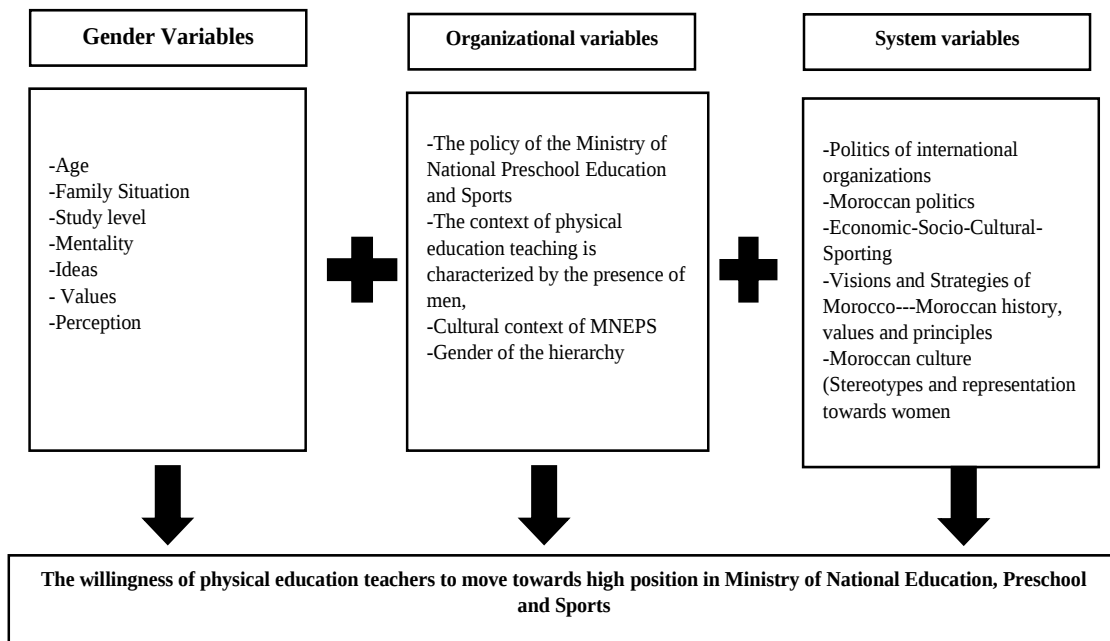
1.2 Women's physical education and sports contribute to their own stagnation

1.3 Women's PES fear having a problem managing between their personal lives and accessing another high position or continuing their academic study

2. The Organism of National Education Preschool and Sports and sports don't offer to women's PES teachers to access to high positions such as educational inspection, pedagogic orientation, pedagogic direction and decision-making

3.1 Women's PES teachers don't receive the encouragement of their environment to progress in their professional careers or to continue their academic study

3.2 The existence of gender stereotypes in society influence the women's PES teacher to take a step to progress in their professional careers



Empirical Framework

1. Methodology

For this study, we opted for a hypothetico-deductive approach, using the quota method. Indeed, the quota method is a non-random sampling method that allows to obtain a sample with a certain representativeness of the population studied. It can be used for various reasons, for example when we do not have a sampling frame, that the base is not sufficiently informed, or again for cost reasons. Due to these practical advantages, this method is more frequently used in research work in management than probabilistic methods, when obtaining a sample representative is one of the objectives of the research. (Raymond-Alain Thietart et al., 2014)

The population is segmented according to criteria defined a priori, so that each element of the population belongs to one segment and only one. To each segment of the population corresponds to a quota, which indicates the number of answers to be obtained. The mode of selection of the elements of the sample is not random.

In our case study, we have chosen as a type of procedures, the so-called pseudo-random procedure which requires a list of the elements of the population.

The selection procedure consists of randomly choosing a first item from the list, then going through it from systematically until the desired number of responses is reached for each of the quotas. Although this method does not strictly respect the rules of random sampling (we do not know a priori the probability that an element of belonging to the sample), it makes it possible to limit the biases of potential selection, by restricting the researcher's share of subjectivity in the sample selection." (Raymond-Alain Thietart et al., 2014)

Moreover, the quotas are often established in such a way as to be roughly proportional to the fraction of the population represented by each group. (Gumuchian & Marois, 2000)

In our research, we focus on public schools because the professors in these schools can continue their careers, unlike the private sector.

The province of Ain Chock includes 13 public schools for college education schools and 10 public schools for secondary education.

The total population is 65 individuals. Within this population, we have identified two distinct groups: women.PES (20 individuals) and men.PES (45 individuals).

The initial step involves calculating the proportion of each group in relation to the entire population.

For women.PES, this is equivalent to $20 / 65 \approx 0.3077$ (about 30.77%) and for men.PES it is equivalent to $45 / 65 \approx 0.6923$ (about 69.23%).

The next step involves determining the appropriate sample size. It is established that the minimum sample size should consist of approximately 50 participants.

As a result, in the final step, we apply the calculated proportions to this minimum sample size for each group. Thus, for a sample size of 50 participants:

- Quota for women's physical education teacher = $0.3077 * 50 = 15.385$ (16 women's PES)
- Quota for men's physical education teacher = $0.6923 * 50 = 34.615$ (35 men's PES)

The information collected underwent statistical processing using two software programs, namely SPSS software and R software.

Results:

Presentation of the Results:

In this first section, we present the descriptive statistical results of our study. The population studied was predominantly male. In this sample, 68.63% of respondents are men, compared to 31.37% women. The dominant age group (women-men) is 21 to 30 years old, with a percentage of 31.37%. This is therefore a rather young sample.

Table 1: Main Characteristics of the Population Studied: Gender, Age, Family Situation, Level of Education System, Number of Children

The variables			
Gender	Women	31.37%	
	Men	68.63%	
Age	Category	Women	Men
	Gender		
	21-30years	13.73%	17.65%
	31-40years	1.96%	15.69%
	41-50 years	7.84%	17.65%
	45 years and older	7.84%	17.65%
Family situation	Category	Women	Men
	Gender		
	Single	25%	15.63%
	Married	21.88%	28.13%
Level of Education System	Category	Women	Men
	Bac+2	3.92%	17.65%
	Bac+3	11.76%	13.73%
	Bac+4	7.84%	23.53%
	Bac+5	7.84%	11.76%
	Bac+7	0%	1.96%
Number of Children	Category	Women	Men
	Gender		
	1	3.70%	18.52%

	2	7.41%	33.33%
	3 and more	11.11%	25.93%

The family situations of the respondents are relatively varied, with a predominance of the 'Single' family situation at 25%, compared to the predominance of the 'Married' family situation among men, which is 28.13%.

The results obtained show that among the women, 37, 5% have children, while 62, 5% women do not. As for men, 60% of our participants have children, while 40% men do not.

The results show that the majority of women have a level of academic study equal to or higher than Bac+3. There is a smaller category of women with a Bac+2 level, representing 3.92%.

For men, the majority have a Bac+3 level of study, with a notable presence of men with a bac+2 level, representing 17.65% of respondents. We also note the presence of the Bac+7 level, representing 1.97%. This level does not exist among our female participants.

Table 2: The Gender of the Hierarchy

Gender of the hierarchy	Women(%)	Men(%)
Physical education and sports inspector	100%	0%
Director of the school	23.53%	76.47%
Director of the National Education Academy	0%	100%
Minister of National Education, Pre-School and Sports in Morocco	0%	100%

The results show that the Minister of National Education, Pre-school Education and Sport in Morocco, as well as the Director of the Casablanca-Settat Regional Academy, are 100% male. Also, the majority of directors of public schools in the province of Ain Choc are male, where the percentage is 76.47%. However, the Physical Education and Sports Inspector for the province of Ain Choc is a woman.

Figure 1: The Ambition to Progress in the Career, Based on the Family Situation of Women PES Teachers

Reponses	Family situation		
	Single	Married	Divorced
Yes	43.75%	18.75%	6.25%
No	6.25%	25%	0%

The figures show that the majority of women want to develop their careers. In first place are single women with a percentage of 43.75%, followed by married women with a percentage of 18.75%. Divorced women, however, have no desire to develop their careers.

Figure 2 :The Reasons That Explain the Lack of Ambition to Advance in the Career

Reasons	Percentage
I'm satisfied with my job as a women PES teacher.	66.66%
I have problems reconciling a new job outside teaching (college/secondary) and my personal life as a woman.	33.33%

The figure shows the reasons given by respondents for their lack of desire to develop their careers.

In the 31.25% of women PES teachers who lack the ambition to progress in their careers, the majority of this population is satisfied with their job as PES teachers. They prefer to stay in their comfort zone and are not interested in advancing. Others face challenges in managing their personal lives as women, especially when taking on new roles outside the teaching field (college/secondary level)

Implementation of Multiple Correspondence Analyses on Our Data:

In this second part, we will carry out a multiple correspondence analysis study that will enable us to perform a multivariate analysis on our data. This method is based on qualitative variables from a

table (Individuals * qualitative variables). Given that our variables are mostly qualitative, we will use this method to study the factors linked to the desire to advance of women in PES.

To do this, we will initially base ourselves on the data for women only, and in a second stage we will base ourselves on the data for women and men together.

Based on data relating to the women surveyed, we will present the following results.

Below, we present the histogram of eigenvalues from the multiple correspondence analysis. This graph shows the variance explained by each factorial axis. It can be seen that the first factorial axis explains the most variability in the data. Next comes the second factorial axis, and so on. In multiple correspondence analysis, we most often interpret the results of the factorial design represented by the first and second factorial axes, because it's always along these two axes that we capture a large part of the variability in the data. And it's easier to interpret results on this factorial plane.

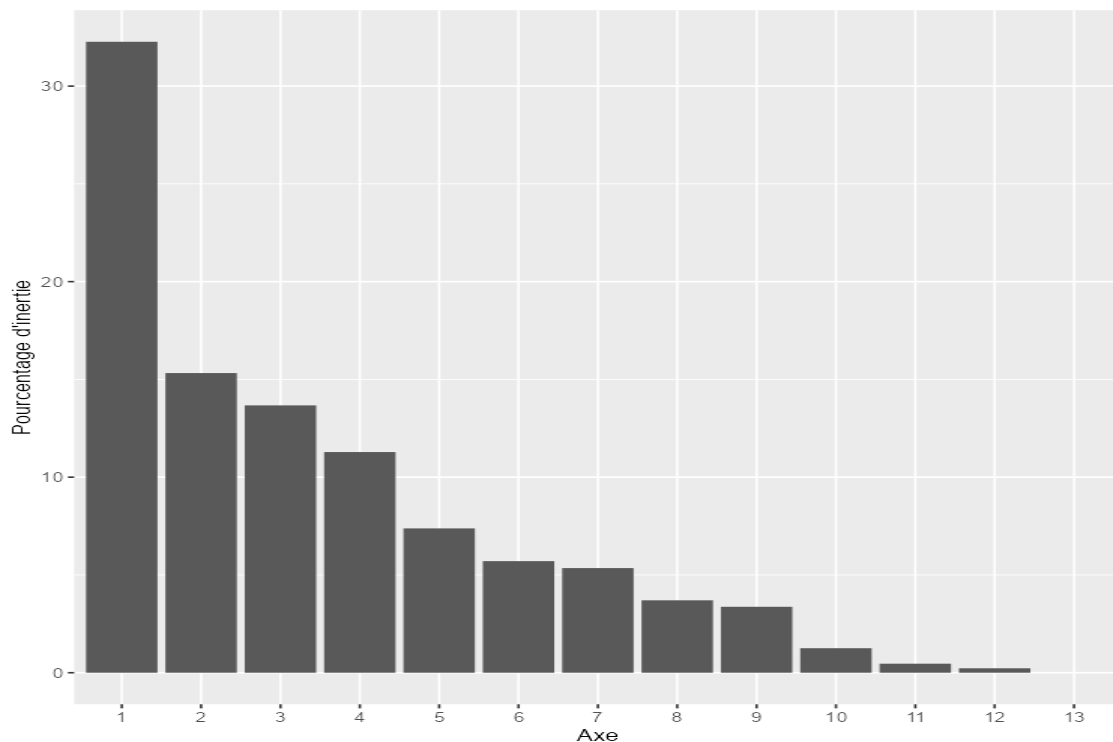


Figure 3: Histogram of Eigenvalues

According to the eigenvalue table below, the first two factorial axes contribute to explaining 47.6% of the variance in the data concerning the women surveyed.

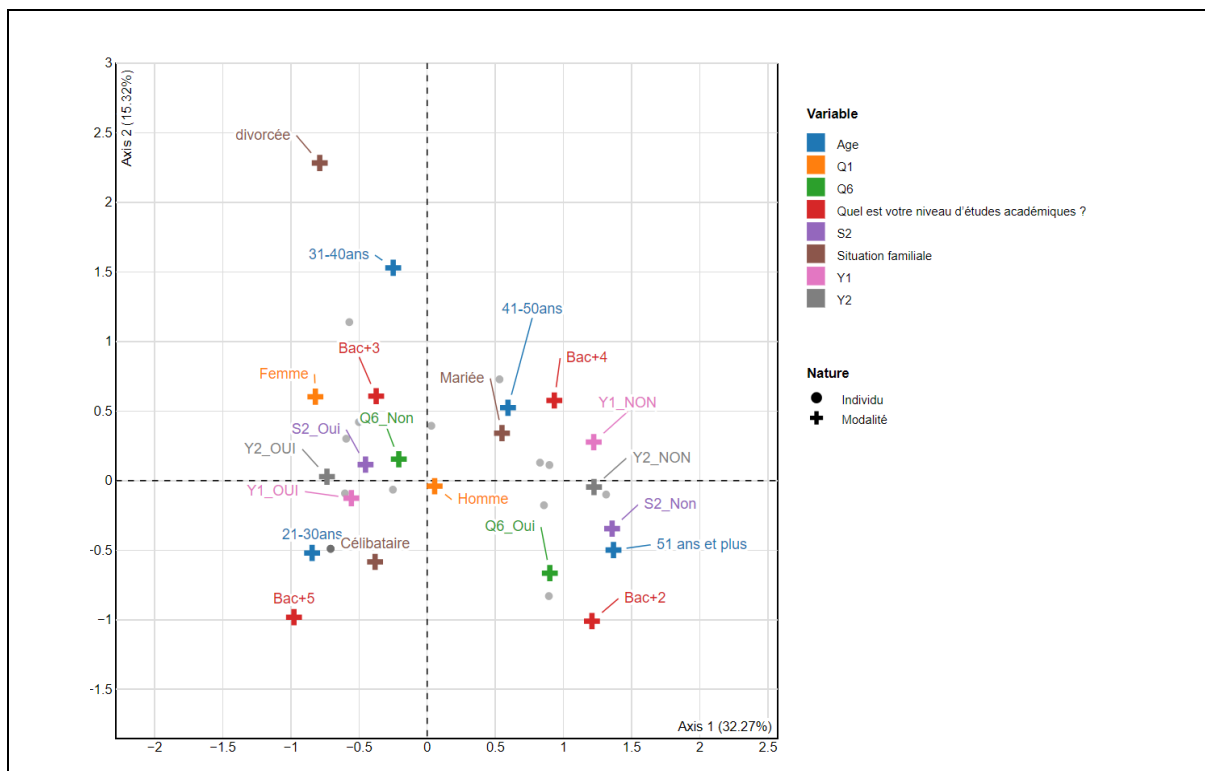
Table 3: Table of Eigenvalues

Axe	% of variance explained	Cumulative %
1	32.3	32.3
2	15.3	47.6
3	13.7	61.3
4	11.3	72.5
5	7.4	79.9
6	5.7	85.6
7	5.4	91.0
8	3.7	94.7
9	3.4	98.1
10	1.3	99.3
11	0.5	99.8
12	0.2	100.0

By analyzing the graph of the factorial plane below, we make the following observations:

Based on the first factorial axis, we note :

- An opposition between young women (21-30 and 31-40) and older women (41-50, 51 and over).
- Younger women (21-30 and 31-40) have a greater desire to move forward than older women (41-50, 51 and over). In fact, on the first factorial axis, we see an opposition between younger women who are predominantly keen to move forward and older women who are predominantly unwilling to move forward. This points to a strong association between age and the desire to move forward among PES women.
- The majority of school directors are men .
- Concerning the encouragement and mentoring of women in their careers by the Ministry of National Education, Preschool and Sports in Morocco, there is still opposition between younger women who think that the MENS does not encourage female PE teachers to develop their careers, and older women who think the opposite.
- We also note that younger women think they are capable of reconciling a new professional life (decision-making position, management or inspection ...) /academic (university) and family life unlike older women.
- Another finding is that young women are single, unlike older women.
- Younger women also have diplomas (BAC+3 and BAC+5), while older women have diplomas (BAC+2 and BAC+4). This is an obvious distinction to make, in that older women have diplomas under the old system (BAC+2 for college education and BAC+4 for secondary education). Younger women have diplomas in the new system (BAC+3 for secondary and college education and BAC+5).



Gender :

Y1: Do you want to develop your career? yes, no

Y2: Do you have any problems balancing work and personal life as a woman? Yes, No

Organization:

Q1: What is the gender of your plant manager?

Q6: Do you think that the policy of the Minister of National Education, Preschool and Sports in Morocco aims to encourage women in their career development?

System :

S2: Are you able to reconcile a new professional life (decision-making, management or inspection position...) /academic(university) and your family life?

Figure 4 :Factor Plane Graph

This time, we'll base our analysis on all the data for men and women.

Below, we present the histogram of eigenvalues. We can still see that the first factorial axis explains more variability in the data, after which comes the second factorial axis. However, from the second factorial axis onwards, the variance explained decreases slowly from one factorial axis to another. We will therefore base our interpretation of the factorial design results on the first two factorial axes.

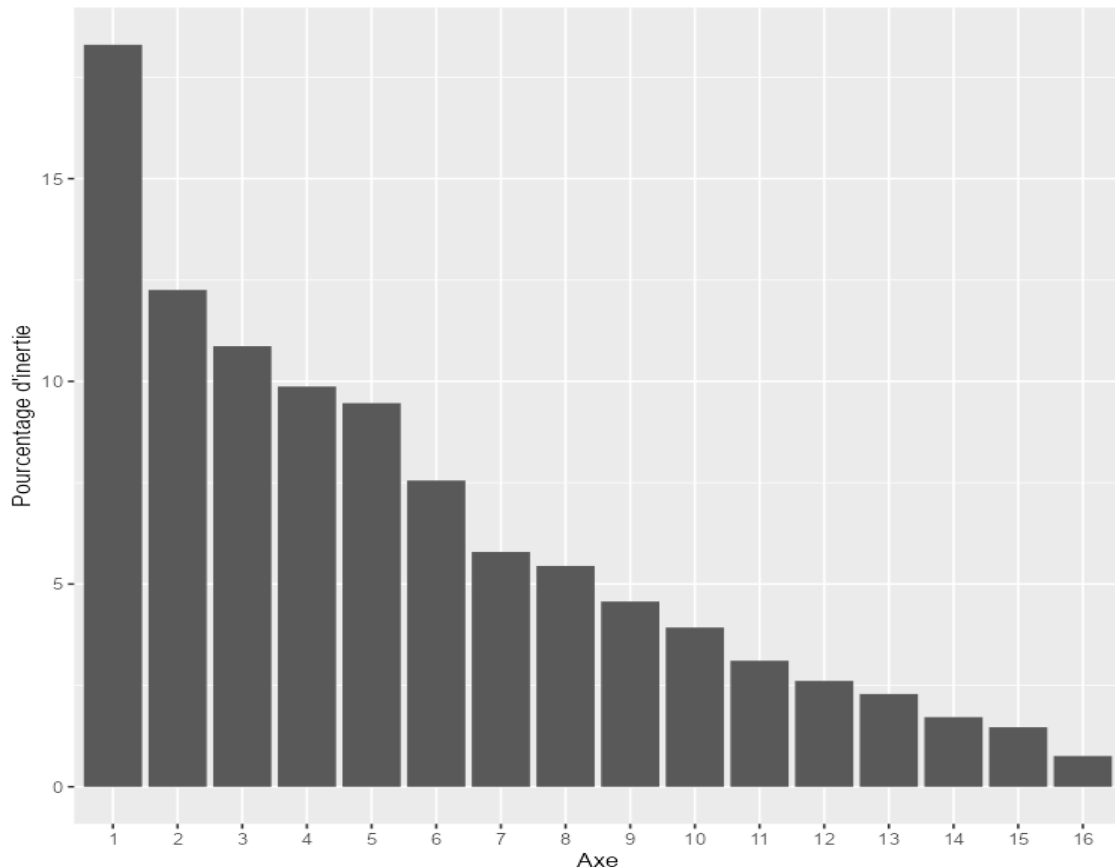


Figure 5: Histogram of Eigenvalues

According to the eigenvalue table below, the first two factorial axes contribute to explaining 30.6% of the variance in the data for women and men surveyed together.

Table 4 : Table of Eigenvalues

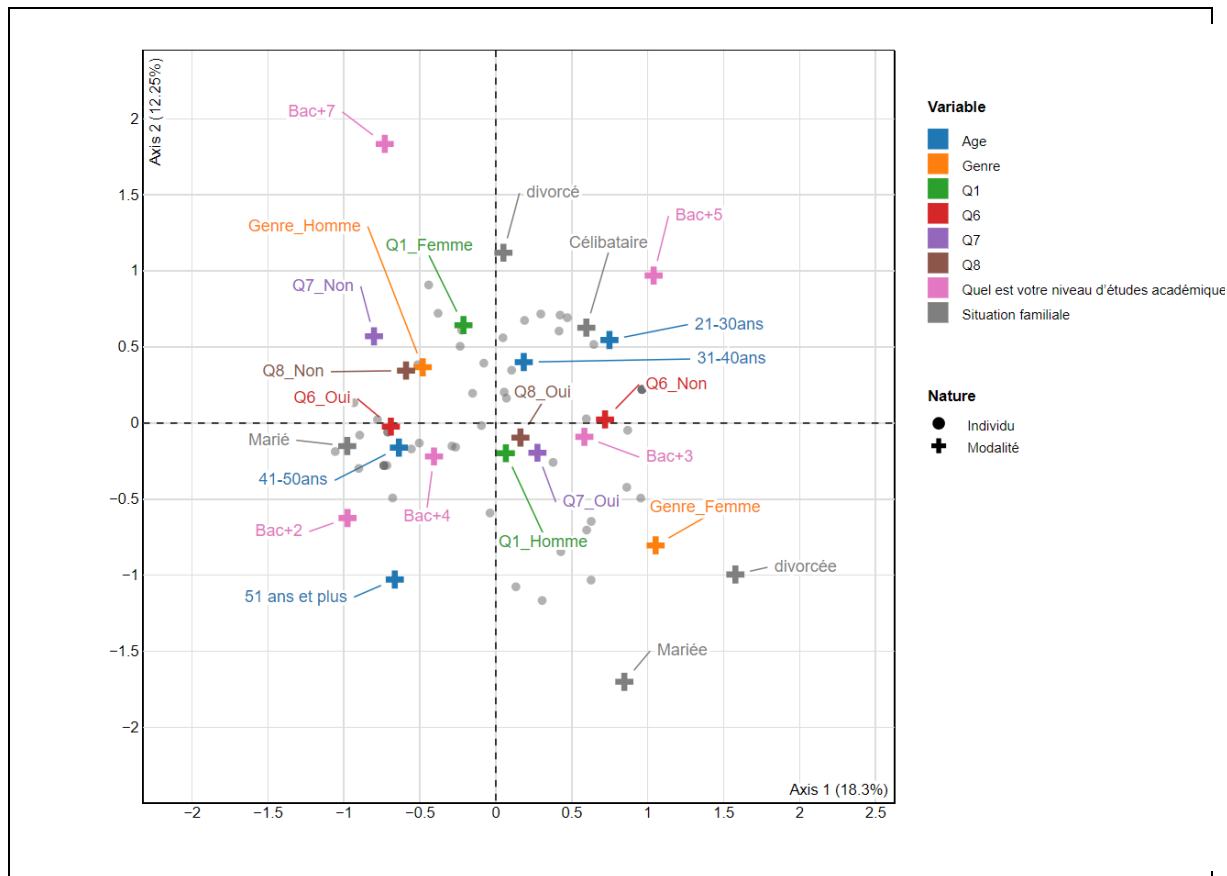
Axe	Percentage of explained variance	Cumul. %
1	18.3	18.3
2	12.3	30.6
3	10.9	41.4
4	9.9	51.3
5	9.5	60.8
6	7.6	68.3

7	5.8	74.1
8	5.4	79.6
9	4.6	84.1
10	3.9	88.0
11	3.1	91.2
12	2.6	93.8
13	2.3	96.1
14	1.7	97.8
15	1.5	99.2
16	0.8	100.0

Based on the first factorial axis of the factorial design below, we can see that :

- the majority of men are older (41-50 years, 51 years and over), while women are younger (21-40 years).
- An opposition between the men and women surveyed on the basis of their response profiles to the questions asked. We note that women tend to answer that they don't think that the policy of the Moroccan Minister of National Education, Preschool and Sports aims to encourage women in their career development, unlike men who think the opposite.
- There is an opposition between women and men regarding their perception of the environment in terms of the competence of women PE teachers in terms of teaching this subject and also in terms of occupying decision-making, management or inspection positions. Men see the environment as perceiving women as competent not only personally, but also professionally, while women observe the opposite .
- Women believe that the gender stereotypes prevalent in society have an influence on the career progression of women PES teachers, unlike men .

Based on the second factorial axis, we see an opposition between PE teachers (men/women) with a higher level of education (BAC+5 and BAC+7) and teachers with a lower level of education (BAC+2 and BAC+4). This opposition is one in which PES teachers (men/women) with a higher level of education see that the environment perceives that women are competent not only on a personal level, but also on a professional level, unlike PE teachers (men/women) with a lower level of education.



Variables :

- Q6: Do you think that the policy of the Moroccan Minister of National Education, Preschool and Sports aims to encourage women in their career development?yes or no
- Q7: Have you ever heard it said in your environment that women are not competent to teach PES, nor to occupy decision-making, management or inspection positions, and that their role is limited to looking after the home and their children?yes or no
- Q8: Do you think that gender stereotypes prevailing in society have an influence on the career progression of female PES teachers? Yes or No
- Genre : Gender (Femme : women ; Homme : Men)
- Quel est votre niveau d'études académiques ? : What is your academic level?
- Situation familiale : Family situation (Marié, Mariée (Married), Divorcé, Divorcée (Divorced) ,Célibataire (single)
- 'Oui ' : 'Yes' ; 'Non ' : 'No'
- Age : 21-30 'ans' : 21-30 'years ' ; 51 ans et plus : 51 years and over

Figure 6 : Factor Plane Graph

DISCUSSION

If we focus on marital status, we find that the majority of women want to develop their careers. In first place are single women, with a percentage of 43.75%, followed by married women, with a percentage of 18.75%. Divorced women, on the other hand, have no desire to develop their careers. This indicates a strong association between family situation and the desire to progress among women working in the PES field.

If we focus on age, in the same context but this time taking age as a variable, younger women (21-30 and 31-40) are more likely to be willing to progress than older women (41-50, 51 and over). This

indicates a strong association between age and willingness to progress among women working in the PES field.

In terms of academic level, women with a degree (BAC+3 and BAC+5) are more motivated than those with another degree (BAC+2 and BAC+4).

The results obtained neither completely confirm nor refute the two hypotheses. The first hypothesis suggests that physical education and sports women teachers are not all passionate about professional progression within the Ministry of National Preschool and Sports Education. The second hypothesis further explores the fact that PES women teachers contribute to their own stagnation. On the other hand, PES women teachers who are young, single, qualified, and who have the desire to advance, stand out from the others.

Furthermore, according to the responses obtained from women PES teachers, younger women feel that they are able to reconcile a new professional life (decision-making, management or inspection position) or academic life (university) with their family life, unlike older women.

On the other hand, the reasons given by the women PES teachers interviewed to explain their lack of desire to develop their careers are diverse.

Either:

- They are satisfied with their work as PE teachers, in other words, they prefer to stay in their comfort zone and have no desire to progress
- They face difficulties in managing their personal lives as women, especially when taking on new roles outside teaching (college/secondary level)

The results obtained do not completely confirm or refute the hypothesis concerning the ability of PSE teachers to manage between their personal lives and accessing another high position or continuing their academic study.

Proven results show that younger women are more open to taking on a new job or continuing their studies than older women.

Besides, women's PES teachers have the conditions to access the high positions in MNEPS.

In fact, in terms of age, the majority of women PES teachers in our sample are young. In terms of marital status, the majority of women PES teachers in our sample are single and graduates. What's more, the majority of these young women have diplomas (BAC +3 and BAC+5), and are motivated to move forward.

What's more, according to the results obtained from men PES teachers, 88.57% confirm that women PES teachers are competent. They believe that women PE teachers are capable of balancing a new profession (management, leadership, or inspection position, etc.) or academic life (university) with their family life.

In addition, 71.43% of men PES teachers have confidence that women are competent to hold decision-making, leadership or inspection positions in the college. In others words, they trust in the skills of women PES teachers.

The results obtained show that the Minister of National Education, Pre-school Education and Sport in Morocco, as well as the Director of the Casablanca-Settat Regional Academy, are 100% male. Also, the majority of directors of public schools in the province of Ain Choc are male, where the percentage is 76.47%. However, the Physical Education and Sports Inspector for the province of Ain Choc is a woman This confirms the hypothesis that the MENS does not offer women PES teachers access to high-level positions such as pedagogical inspection, pedagogical guidance, pedagogical direction and decision-making.

In addition, the majority of women PES teachers confirm that they don't receive encouragement or support to apply for accessing and occupying higher positions within the Ministry from stakeholders in the Ministry of National Education, unlike the majority of men who think the opposite. In this case, we can confirm the previous hypothesis.

Regarding the hypothesis according to which the society considers women PES teachers are incapable of exercising a professional activity, not only to teach physical education and sports, but also to occupy decision-making positions, management or inspection, their only role being to take care of

their family, the results show that 37.14% of Men PES teachers and all the women PES teachers interviewed confirm this perception.

However, 62.86% of men PES teachers believe that women are competent not only on a personal level, but also on a professional level.

According to this, we can validate the previous hypothesis. In other words, PES teachers suffer from the problem of discrimination because they are female.

Lastly, concerning the hypothesis that the gender stereotypes prevalent in society have an influence on the progression of women physical education and sports teachers in their careers, the results show that the majority of our sample (women and men PES teachers) confirms the hypothesis.

Conclusion

To sum up, in the light of the results obtained from two questionnaires, one addressed to women PES teachers and the other to men PES teachers from the Provincial Directorate of National Education, Ain Choc in Morocco, and thanks to data analysis by both software SPSS and R, as well as secondary data that contribute to understanding our context, we were able to identify several truths.

Women PES teachers face obstacles that influence their desire to advance and discourage them, thus contributing to their stagnation in their position as women PES teachers.

In our empirical study, we based ourselves on the GOS theory to demonstrate whether this theory is validated in the Moroccan context.

According to the results obtained, we were able to validate the GOS theory. In other words, our study confirmed that women PES teachers are influenced by the following factors: gender, organization and the system. In fact, these different factors slow them down in their desire to advance in their career. The intensity of each factor differs from each other.

In our case, the Ministry of National Education, Preschool and Sports (Organization) has an intense impact on the desire for advancement of women PES teachers, this is explained by the dominance of the male gender in the hierarchy of the ministry also the perception of our sample concerning the encouragement and sponsorship of women PES teachers in their careers by the Ministry of National Education, Preschool, and Sports.

Then, the environment (system) has a somewhat intense impact compared to the organization. Indeed, the results obtained show that women are still discriminated against in society.

In addition, PES teachers (women and men) confirm the existence of gender stereotypes in society and their influence on the progression of women physical education and sports teachers in their careers.

Finally, with a small intensity, the gender factor influences women PE teachers to advance in their career, especially family situation and age have an impact on the career advancement of women PES teachers.

The obstacles identified by the GOS theory and highlighted in our study are not the only obstacles to the career advancement of women PES teachers.

However, this work presents a limitation in terms of the size of the sample used to study this issue. Although we chose our case study in the largest National Academy of Preschool Education and Sport in Morocco, it is necessary to conduct empirical studies in all academies of preschool education and sport in Moroccan territory. in order to obtain credible results and generalize proven results.

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