

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH**



**IBN KHALDOUN UNIVERSITY -TIARET-
Faculty of Letters and Languages
Department of English**

**Dissertation Submitted in Partial Fulfilment for the Requirement of
Master' s degree in Linguistics**

***Discursive Analysis of Female Trainees in Business
Companies***

***Case Study: Third Year Students of Financial Sciences and Accounting,
University of Ibn Khaldoun, Tiaret.***

Submitted by CHABLAOUI Brahim under the supervisor of Dr. Louisa BELAID

Board of Examiners:

Prof. Mohamed HEMAIDIA	Chairman	University of Tiaret
Dr. Louisa BELAID	Supervisor	University of Tiaret
Dr. Naima BOUKHELIF	Examiner	University of Tiaret

**Academic Year
2022-2023**

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Dedication

To my Mother, Father and all my family and friends

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I would like to express my gratitude and respect to my honourable supervisor Dr. Louisa BELAID for her guidance, valuable directions, support, and patience to complete the present work.

I sincerely acknowledge the members of the jury: Prof. Mohamed Hemaïdia and Dr. Naima Boukhelif for their efforts to read and evaluate this work

Abstract

The present research work is to highlight the challenges that third year female students face in their academic and professional environment in the business companies. A questionnaire and an interview are designed, respectively, to collect as much as relevant data about this research. Moreover, the research setting is the Algerian Third Year Students of Financial Sciences and Accounting, University of Ibn Khaldoun, Tiaret and interviews with employers. The main results reveal that the academic and the professional environment has a huge impact on female trainees and their productivity. Besides, workplace communication is further complicated by the fact that workplace discourse varies a lot from one workplace to another.

Keywords: Workplace Discourse; Business Companies; Female Trainees; Professional Environment.

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General Introduction

General Introduction

1.Introduction

The reality of Algerian women has been subjected to constant changes in the social, political and religious contexts of each period. Therefore, approaching Algerian women's economic participation remains a highly complex issue especially when it is linked to power dynamics, gender relations, patriarchal systems and stereotypes that intersect together within the process of naturalization of different social conventions and norms which put women's status into question. Particularly, the public role of women is a central issue in Algeria. As women become more educated today, they gain more rights and freedom that influence their participation in the labour force. This trend of women empowerment brought up the tendency to be engaged in male's jobs.

Investigating workplace discourse is regarded as an important research area, as social interaction in the workplace has important implications for career success and satisfaction as well as smooth interaction with co-workers. In particular, exploring interaction in workplace settings is of interest to sociolinguists, since workplace environments constitute very rich and complex sociolinguistic contexts, largely owing to "the influence of individual institutional settings and the issue of more global influences on interaction, such as institutionalized social practice, for example, Females Trainees in Business Companies. Apart from that, workplace communication is also constantly shaped by a whole range of sociolinguistic variables, not least the variables of power, status, and gender, as well as other contextual considerations. Indeed, it has been demonstrated repeatedly in a large body of research that these social variables have a significant impact on how communication is carried out in different workplaces. Moreover, workplace communication is further complicated by the fact that workplace talk varies a lot from one workplace to another in terms of what is considered the appropriate way of interaction, depending on the nature of work of the organization and the specific organizational culture.

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2. Problem Statement

The main focus of this research is exploring the Discursive Analysis of Females Trainees in Business Companies and the Research about the experiences of female's trainees in business companies highlights the tension and challenges that surround the business environment when it comes to the gendered practices and the underrepresentation of female trainees since the culture of business workplace and education is perceived as men's domain and a male's oriented occupations. The following overarching research questions pin down such multiplicity, with each research question targeting a particular level. Therefore, the following research questions are created:

1. How are Algerian female trainees discursively treated by business companies targeting a Third Year Students of Financial Sciences and Accounting, University of Ibn Khaldoun, Tiaret?
2. Are workplaces affected by gender relations?

3. Objectives

The purpose of the present study is to analyze a discursive analysis of female's trainees in business companies and how females treated in the business environment in order to understand the frames set by this discourse in terms of females doing and training in businesses companies. It is also to explore how business companies and enterprises are dealing with female's trainees in terms of language and speech.

4. Research Methods

Recent research in discourse studies related to workplace has focused on the combination of both qualitative and quantitative paradigms. In attempting to explore the reality of female trainees in Algeria in light with the present environment in the business companies, the research setting is the Algerian Third Year Students of Financial Sciences and

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Accounting, University of Ibn Khaldoun, Tiaret. female participants will choose from varieties of sub-disciplines in the field of Financial Sciences and Accounting i.e. holding different specialties of third year in this field including accounting and auditing, taxation, financial and banking and assurance and finance. For this purpose, both qualitative and quantitative methods are used. Accordingly, the analyses of data are both descriptive and interpretative of the ways female's trainees enroll their training in the business companies in a discursive process. To fit the needs and the purpose of the research, the data are going to gather from relevant methods such as questionnaires by providing set of questions to female trainees so as to explore they perceive business training environment as well as to provide a clear understanding of how they negotiate their gender and professional identities in man's space professional side. Also, the present research perspective relies on interviews with employers to explore the discursive perspective of female trainees' familiarities as well as evaluation of their communication bringing to the surface implicit and explicit gender dynamics, social norms, cultural assumptions and institutional practices related to workplace culture.

This analysis serves to enrich the data through direct connection with participants to better explore the workplace culture in light with the institutional and conventional discourses about the norms of training as well as to provide a fruitful discussion about their persistence and challenges that highlight women's awareness about the restrictions they face. To fit the above needs, the analytical approach draws on both Social Constructionist Approach to examine and discuss the discursive construction of female trainee's identities in interactional settings.

General Introduction

5. Work Plan of Research

Chapter One deals with the topic of this thesis. It offers an examination of the research problem along with the overarching research question. It also establishes the gap in the existing research while highlighting its academic significance as well as contextualization of relevant social background.

Chapter Two presents a detailed literature review of relevant research. This review will conduct in relation to understanding the terms ‘discourse’, and workplace environment. It also will examine the critical and positive aspects of CDA. The remainder of Chapter Two will pay attention to the placement of the analysis at hand within gender, social interaction, communication and discourses.

Chapter Three consists of the theoretical basis for this thesis along with the methodology that underlies it. These will combine in one chapter to allow for a dual and simultaneous examination of theory and methodology to take place. By understanding the ideological foundation motivating the research, the reader will be able to foresee the justifications behind the adopted methodology. The methods of data selection, collection and analysis will be introduced and the multi-level nature of the analysis will be explained in detail. Besides, it presents the data analysis and the findings .

***CHAPTER ONE: Investigating Gendered
Discourses in Business Training***

CHAPTER ONE: Investigating Gendered Discourses in Business Training

1.1. Introduction

With an emphasis on how female students in business companies receive training for their final memorandum, this chapter will provide an overall summary of important key aspects including gender, education, gendered discourses in the workplace. This will entail looking at how females are perceived in male-dominated professions and assesses the gendered discourses within the training process, besides taking into account the larger societal and developmental dimensions of women's involvement in the workforce. By providing this background information, the chapter will provide an in-depth investigation of the experiences of female students in business companies during their training and memo writing.

1.2 Gender and Education

When studying the relation between gender and education, it is compulsory to denote that women faced difficulties for a long period of time to gain status in society in comparison to men. Women have had the opportunity to study and prosper in certain fields and challenge men in their domains too, for instance, Medicine, Engineering and Economics. We cannot disregard the fact that gender differences are reinforced at different ages and could be affected by a myriad of factors, including, region, culture race, caste, ethnicity and socioeconomic status (Dita Nugroho and all, 2022, p.13). Gendered norms and practices become more emphasized once children reach puberty phase, and result in understanding their sex differences and preferences (Gita Subrahmanyam, 2016, p.13).

In certain cases, the intersectionality between gender and other factors altogether determine gender norms and expectations that could lead to educational exclusion. As an illustration poverty and divorce might urge the society norms to shift and prioritize education and employment in any field whether masculine or feminine. (Swedish International Development Cooperation Agency, 2017, p.2).

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1.2.1 The Occupational Structure for the College Educated

Several economic, technological, organizational and social developments are witnessing advancement and progress at a rapid pace which have significant consequences for vocational education and training and are also re-evaluated from a gender perspective (Elly de Bruijn & Monique Volman, 2000, p.458). Researchers as Blau, Duncan, Grusky & Sorensen, as cited in Alexandre Gori Maia & Arthur Sakamoto (2014) maintained that the global adjustments are taking place at the level of the professions and vocational structures. Occupational structure is undoubtedly implicated in a variety of socioeconomic phenomena relating to economic development and social inequalities (Ibid p.230). As long as occupation reflects people's positions in the division of the workforce, occupational structure is likely construed to represent the pattern of socioeconomic opportunity in modern societies (Alexandre Gori Maia & Arthur Sakamoto, 2014)

The occupational structure for college-educated people vary based on a number of variables as the study fieldwork, industry, experience, and personal needs. Individuals preferences vary from one person to another, their pursuit could involve, professional services: as doctors, lawyers, engineers, architects, accountants, consultants, and so forth, whereby an advanced degree is required to fulfil such potential. Second, business and management by which university graduates immerse themselves in corporations, marketing, finance, and entrepreneurship. Third, education and academia is a category in which college-educated individuals choose, and may work in primary, secondary, or higher education contexts. Forth, information technology and computer science, where the advancement of technology encourage individuals to pursue their studies and careers in computer science fields including software engineers, web developers, or network administrators. Other occupational categories could involve science and research, communication and media, Government and public administration, arts and entertainment or non-profit and social sciences.

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1.2.2 The Occupational Structure and College Major Choice

The term of “occupational structure” stands for the distribution of different occupations within a peculiar workforce. It incorporates an overview of many jobs held by individuals in a given organization or industry. (Johnson, as cited in Michon, 2009). A number of factors play a pivotal role in constructing the OS. Just to mention only those which are of paramount importance: countries and regions economies structure, labor market, technology, occupations’ status and prestige in the society and education. Besides, it is worth to mention that the role of the factors changes over time (Piotr Michon, 2009). Moreover; the field of study is determinant of the position an individual has in the labour market besides their educational background/degree (Lex Borghans, Gerard Hughes & Wendy Smits, 1997, p.1) It could be maintained that there are significant effects of the educational background on the target occupations and the same researchers mention that “there is no exclusive relationship between education and occupation” (p.1)

1.2.3 Women in Economic Courses

Women in economics field opt for different career choices more than men, leaving relatively more the academic track than men at each stage (Buckles, as cited in Berland, Harman & Moreau,2023, p.12). Beside behavioral differences these career choices could be explained by rational choices in a gender-biased work environment (Berland, Harman & Moreau-Kastler, p.12) as they have stated “*recent economic literature studies whether women face higher academic standards and receive less recognition for scientific contributions*”. (ibid. 2023)

Women participation in economic courses has received much interest in recent years. Traditionally, economics was a domain that had a predominantly male representation, through time, it witnessed a gradual shift towards gender diversity in the discipline whereby female’s involvement dominated the field in higher education and the workplace. Females’

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incorporation was noticed in their enrolment, graduation, representation in advanced degrees and academia, mentorship programs, scholarships, conferences, research and publications. Such incorporation is quite revolutionary, yet it caused certain implications of gender inequality, discrimination and gender-based disciplines. The problems of gender-gap are inescapable in this regard that is why many gender problems increased out of this imbalanced orientation. (ibid. 2023)

1.2.4 Women and Expectation Formation

The beginning of the twenty-first century witnessed a profusion of new thinking in gender studies in the field of social sciences. The philosophical and political conceptualizations of gender equality have been re-considered to take considerably new social agendas vis-a-vis multiculturalism, diversity and how to position women in modern society (Benhabib & Davis, as cited in Shailaja Fennell & Madeleine Arnot, 2008). Therefore, increasing the educational level of a given society could motivate future employers to take advantage of the professional skills by creating more skilled job offers that request and attract more educated and competent workers (Baker, Murnane & Levy, as cited in Rauscher, n.d, p.4). Yet, there are gaps between the working demands and the educational environment skills. The framework of this aforementioned is described in the following table:

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Frameworks of the Business Environment			
	ILO EESE/WED	DCED	World Bank
Definition of the Business Environment	17 enabling environment conditions, including economic, political, social, and environmental dimensions. 6 conditions and 17 sub conditions for women’s entrepreneurship development.	9 Policy functions, 3 “components” (legal, administrative, institutional), 4 levels (geographic & sectoral)	7 Policy areas, 3 fundamental levels of gendered challenges
Reasons for inclusion in the analysis	Overall framework of analysis	analysis Highlight the importance of including administrative and institutional components.	Introduce gendered analysis of the different components as well as policy areas. Key focus on public-private dialogue.

Table 1.1 Putting Gender at the Heart of Business Environment Reform, (Enabling Environment for Sustainable Enterprises (ILO) & Women’s Entrepreneurship Development (ILO),2021)

1.3 Gendered Discourses

Studies on gender and sex in sociolinguistics and discourse analysis initiated in the early 1970s as an outcome of women’s liberation movements. Investigators examined two domains of language behavior in particular: speech behavior of men and women on the phonological level, and interactions (conversational styles) between women and men in discourse (Kotthoff, as cited in Ruth Wodak 2015, p.698). Moreover, in the 1970s, ‘sex’ was established within sociolinguistic research as a social variable next to the already existing

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variables of social stratum, age, nationality, ethnic affiliation, religion, class, and region were introduced (Kotthoff, as cited in Ruth Wodak 2015, p.700)

1.3.1. Defining Discourse

The term discourse is variously used in gender and language research and it can be used connotatively to refer to language beyond the use of words, it may be used in a post structural sense to refer to broad systems of meaning (Weatherall, 2002, p.76). Therefore, one of the crucial social practices that are influenced by the ideologies are language use and discourse, which influence how we acquire, learn or change ideologies. Much of our discourse, especially when we speak as members of groups (Teun A. van Dijk, 2012, p.6).

Discourse refers to a system of language use and communication that involves the exchange of ideas, thoughts, and meaning within a particular context. It encloses both spoken and written communication and could occur in multiple settings, as conversations, debates, academic discussions, speeches, or online interactions. Discourse transcends individual utterances and concentrates on the larger framework of how language is used to construct and convey meaning. It incorporates the analysis of language structures, patterns, and the social, cultural, and ideological factors that shape communication.

1.3.1.1. Diverse Views of Discourse

The term ‘discourse’ refers to diverse meanings from different viewpoints. Though the identical terminology ‘discourse’ is employed in many fields, its notion is, nonetheless, quite distinct. Sometimes discourse is treated simply as a word for language in use (Potter, as cited in Wenxing Yang & Ying Sun, 2010). Besides, it can be defining discourse as follows:

“It is essentially multidisciplinary and involves linguistics, poetics, semiotics, psychology, sociology, anthropology, history, and communication research. What I find crucial though is that precisely

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because of its multi-faceted nature, this multidisciplinary research should be integrated. We should devise theories that are complex and account both for the textual, the cognitive, the social, the political and the historical dimension of discourse". (Van Dijk, as cited in Laura Alba-Juez,2009, p.9-10).

There are many fields affect the discourse. That is why, the definition of discourse depends on the dimension of the other disciplines. Therefore, the cognitive definition is different from the social, political and historical definition.

Nevertheless, the following figure describes the main perspectives of discourse:

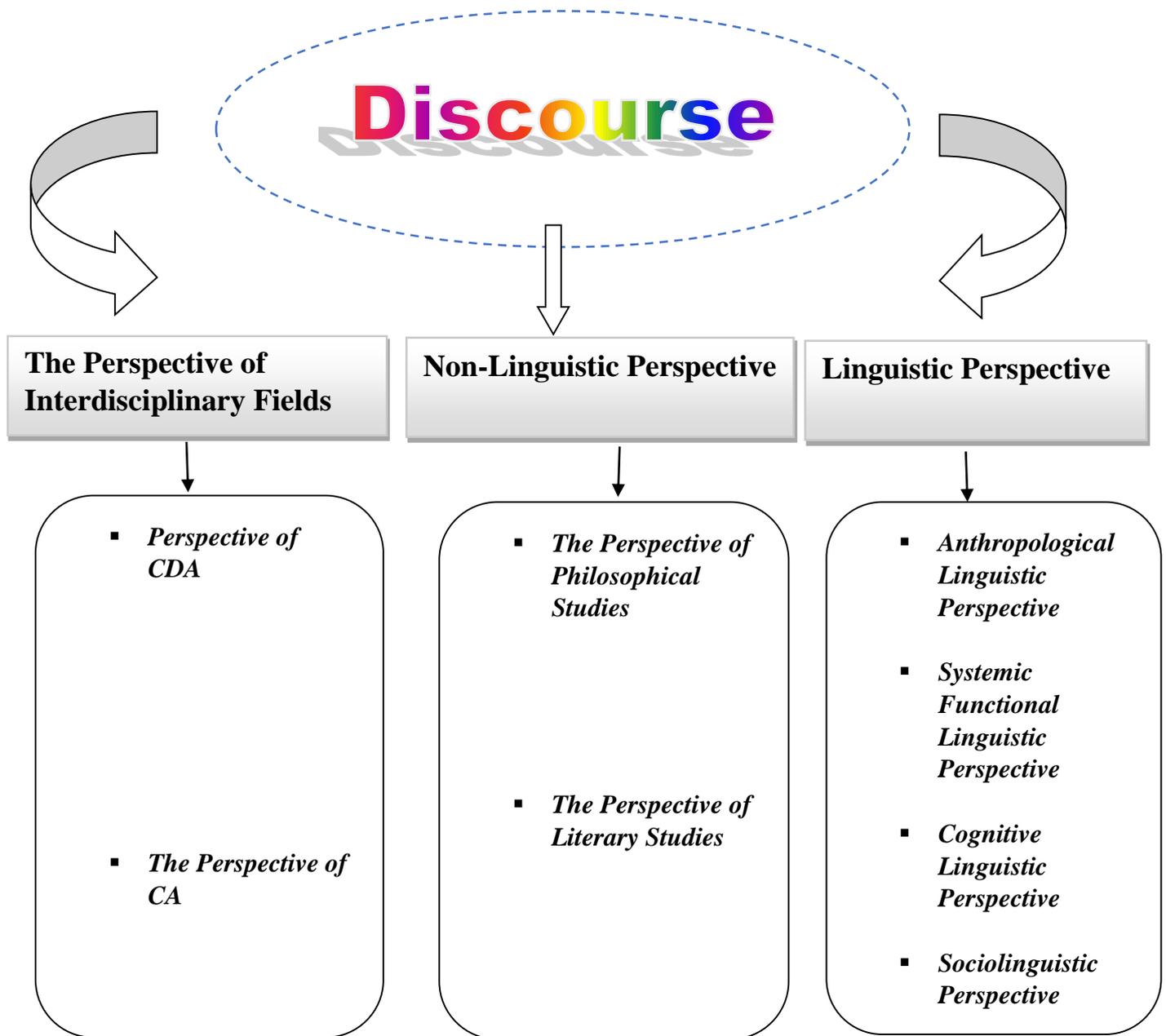


Figure 1.1 The Main Perspectives of Discourse, Author’s Representation Based on Wenxing Yang & Ying Sun’s Work (2010)

1.3.1.2. Properties of Discourse

The main properties of discourse are the development and updated knowledge, the social interaction and communication between people and culture. We could summarize the essential features in the following figure:

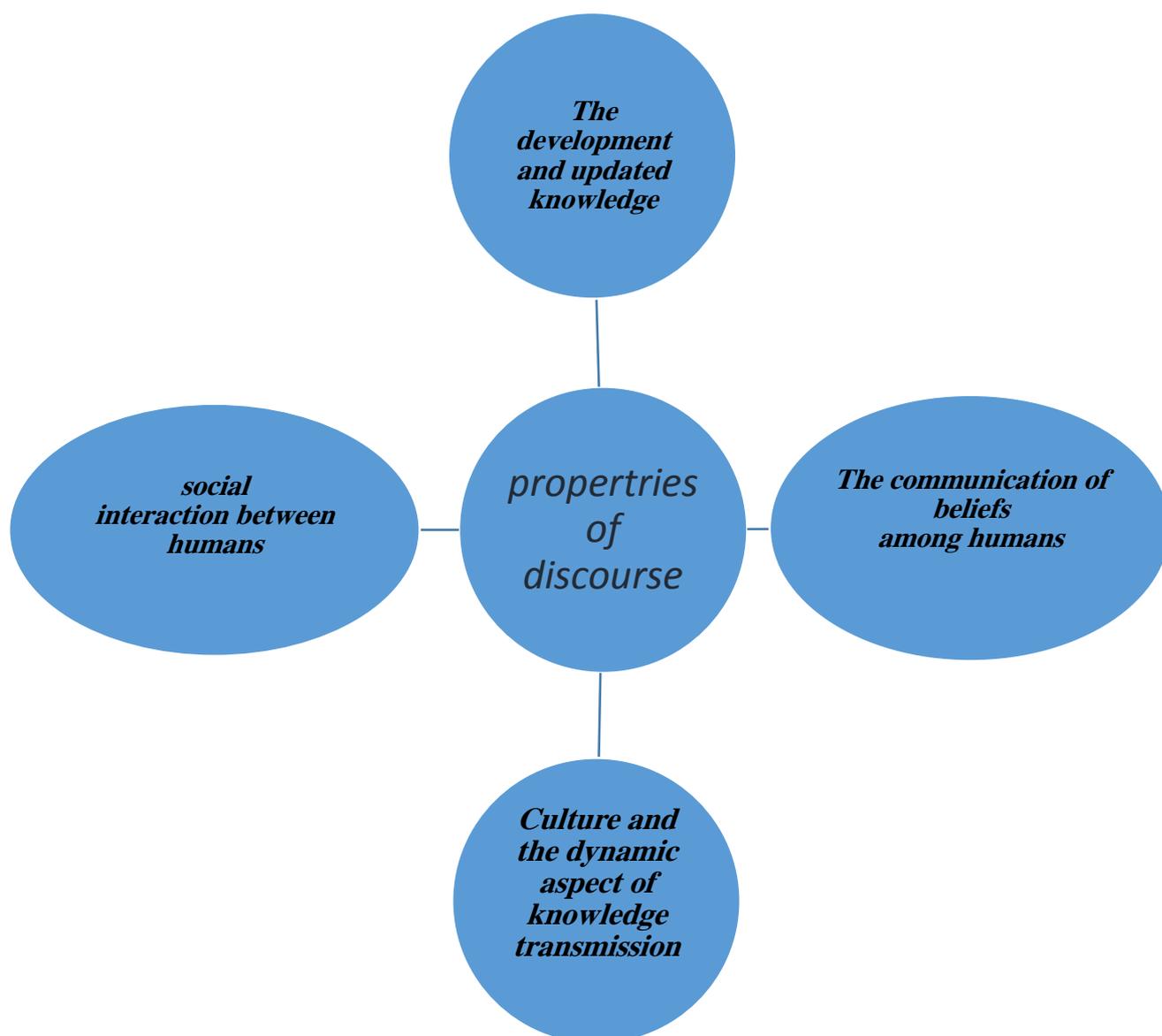


Figure 1.2 Properties of discourse, Author's representation based on Shrouq Hamad Al Maghlouth (2017)

1.3.1.3. Definition(s) of discourse

There are many perspective of the definition of discourse. This latter involves linguistic perspective, non- linguistic perspective, Anthropological, Cognitive and Sociolinguistic perspective. Moreover, we could describe these definitions in the following figure:

Representing Discourse

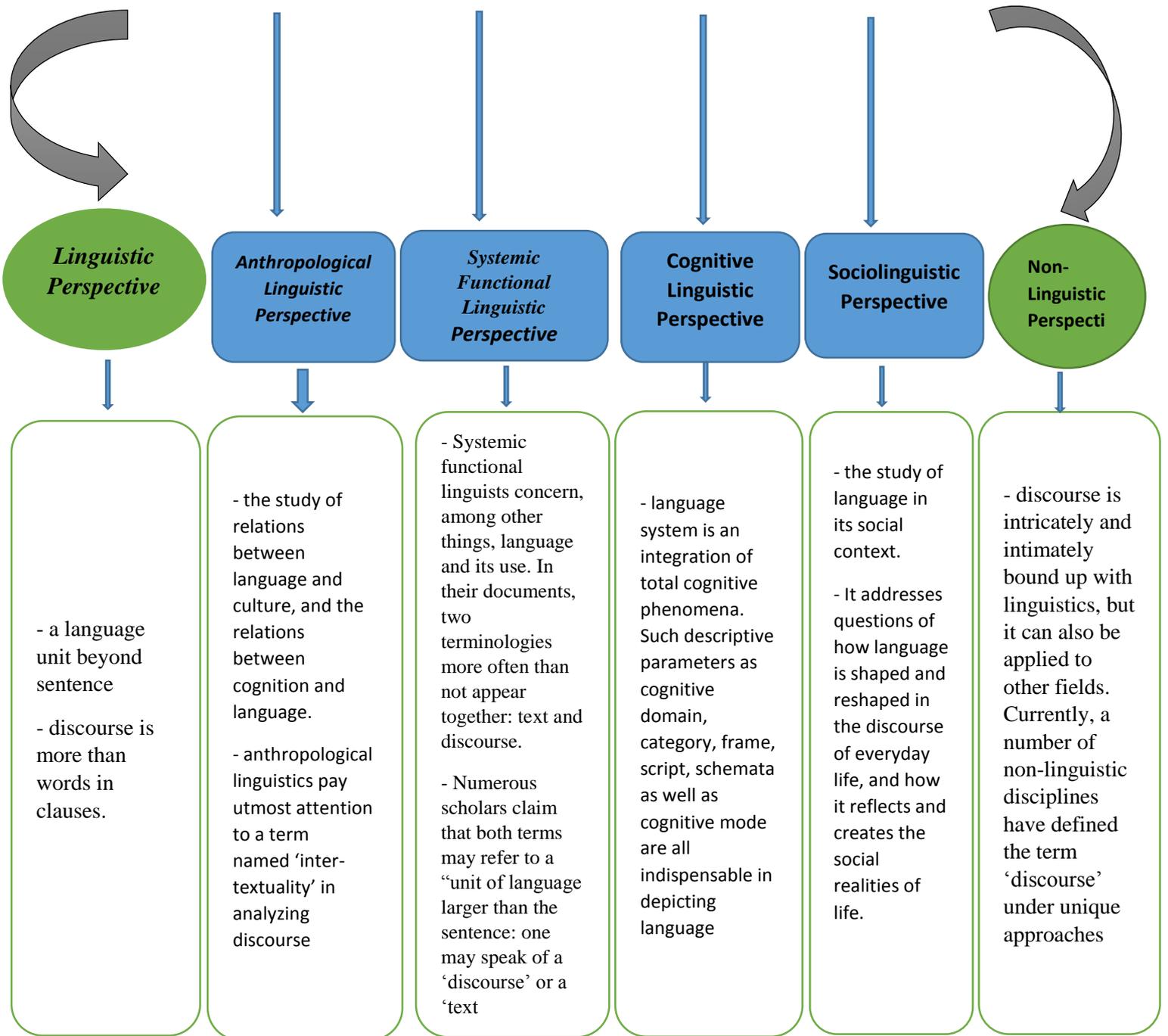


Figure 1.3 Definition(s) of Discourse, Author's Representation Based on Wenxing Yang & Ying Sun (2010)

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1.3.2 Discourse and Power

The centrality of power makes discourse useful to feminist scholars, who attempt to recover submerged women's voices within a larger emancipatory project (Gill, as cited in Heather Jeffrey, 2017, p.44). Power and knowledge are a system of discourses where what counts as truth is no more than an effect of the cultural order, an idea represented by power and knowledge (Ann Weatherall, 2002, p.79). Besides, the concept of power is also relevant to notions of 'epistemic violence' when one discourse becomes so normalized it reduces the possibility of others (Jack and Westwood, as cited in Heather Jeffrey, 2017).

Power is a pivotal concept for understanding gender relations within a social and political context (Ann Weatherall, 2002). However, power is not a commodity. Instead of power being understood as an entity that may be possessed by an individual or a social group, it is an effect of discourse (Halperin, as cited in Ann Weatherall, 2002, P.80). Accordingly, "*the very notion of women's speech as different from men's speech can be understood as an effect of a cultural order organized around gender differences and men's dominance*". So, the issues of power and discourse are still discussed by many researchers.

1.3.3 Gendered Workplace

Something is 'gendered' when its character shifts to be either masculine or feminine, or when it exhibits patterns of difference by genders. Pink and blue, for example, are gendered colours, the former is regarded as 'feminine' and the latter is 'masculine'. Paid work is a gendered decision, in that women and men undertake different forms of paid work (women tend to work part-time, men tend to work fulltime in certain communities), in different types of paid work (say, women in nursing, men in construction), and have different average earnings from paid work (Jane Pilcher & Imelda Whelehan, 2004, p.59). Therefore, the socially formed differences and relations between males and females are known as gendered. Gender is a learned behavior, a social construction; it characterizes the various functions and

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responsibilities by which males and females are assigned to do within societies (Bhatt, Farrell & Tandon, 2013, p.6). Women’s second shift at work and at home are shaped according to the social class they belong to, heightening identification with gender for relatively upper class women and identification with class for relatively lower class women (Kathleen L McGinn1 and Eunsil Oh,2017, p.84). These latter mean that there is a relation between the kind of work of women and their social class. Besides, Women represent 40 per cent of the global workforce, and their active engagement in productive employment contributes not only to the global economic growth, but also its long-term resilience (International Labour Force, 2009). Besides, there are five dimensions that altogether comprise the workplace environment; they are accordingly outlined in the following figure:

Workplace aspect	Formal rules	Informal rules	Gendering processes
<u>Organization of work:</u> How ‘employment’ as the organization of work is regulated (working hours, right to sick and parental leave, etc.)	- policies and regulations (standing orders or rules of procedure), party groups’ statutes and policies, labour laws	- (Gendered) politician norm, parenting norms	- Hegemonic masculinity, lack of work life balance
<u>Tasks and assignments:</u> How the meaning and content of assignments and tasks are determined; how tasks and assignments are allocated	- policies and regulations (standing orders or rules of procedure), party groups’ statutes and polices	- (Gendered) norms for merits, practices for appointments	- Gender segregation of labour, gender marking
<u>Leadership:</u> How leadership is appointed and performed	- The organizational policies and regulations (standing orders or rules of procedure), party groups’ statutes and polices	- (Gendered) politician norm, (gendered) leadership norms	- Lack of congruity between women and leadership or politician norms, male homosocial practices, gender discrimination
<u>Hard infrastructure:</u>	- The organization’s	- Symbols,	- Hegemonic

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Location, architecture, office spaces, physical facilities (including those facilitating parenting) <u>Soft infrastructure:</u> Human support functions	physical location and facilities, policies and regulations (standing orders or rules of procedure), party groups' statutes and polices	(gendered) parenting norms, practices for use of support functions	masculinity, lack of work life balance
<u>Interaction between employees:</u> How the employees treat each other and interact in different venues	- The organization's code of conduct	- Norms ascribing (gendered) 'logics of appropriateness', practices for tone, taking turns,	- Gender segregation, sexism, sexual harassment

Table 1.2 The Organization as a Gendered Workplace, Josefina Erikson and Cecilia Josephson (2020)

1.3.3.1 Women's Workforce Participation

The years 1930 & 1970 witnessed increasing opportunities for Women who were still primarily be considered as secondary earners whose husbands' careers were prioritized, even for educated women who attained higher positions and were still anticipated to have brief careers. Through time women's attitudes on working and their employment prospects have shifted (Janet L. Yellen, 2020). The need and necessity of women to be part of the public work sphere is demonstrated by their continued high level of employment in many countries, and the actual situation may differ depending on its origins and development, such as the structure of female employment, the specific level of employment by age and marital status, and the percentage of women working part-time (VRA KUCHAOV, 1999, p.179). Moreover, by 1970s, a tremendous shift in women's working lives had begun. Many women did not anticipate spending as much of their adult life working as they did in the years following World War II. By contrast, young women in the 1970s were more likely to expect to spend a significant amount of their lives working (Yellen, Year?). In combining their parental (relationship) and professional obligations, a growing percentage of women (mainly young

CHAPTER ONE: Investigating Gendered Discourses in Business Training

and well qualified) prioritize the latter (VRA KUCHAOV, Year?). However, as women gained professional experience, they realized that they could balance work and family life. A new two-income family paradigm has arisen. Some women began college and graduate school with the intention of working, regardless of whether they wanted to marry and have children (Janet L. Yellen (YEAR)).

1.3.3.2 Feminine and Masculine Occupational Categorization

The social sciences have long discussed explanations for the persistent inequalities in the structure of men's and women's employment. Sociological theories have tended to emphasize the continued importance of structural restraints on women's work chances, which persist even when formal barriers have been removed (Rosemary Crompton and Fiona Harris, 1998). The relationship between occupation and other social characteristics, such as lifestyle, prestige, and education, varies by gender, and the vast majority of occupational grading exercises conducted to date have focused exclusively on men, or on occupations primarily performed by men. (Linda Murgatroyd, 1984, p.473).

In the mid-1980s, about half of the population favored a gendered separation of duties, with the male as the 'breadwinner' and the woman as the caregiver. As a result, there was a strong conviction in the conventional gender barrier at the period. Since then, the number of people who share this viewpoint has steadily declined. However, by 2012, approximately one out of every eight people believes that this should be the case. So, in terms of whether women should stay at home rather than work, attitudes toward gender roles have shifted dramatically in the last 30 years (Jacqueline Scott and Elizabeth Clery, 2013, p.119). Furthermore, according to the gendered race theory, race and biological sex both contribute to judgments of an individual's femininity or masculinity. This latter determines one's perceived fit and hiring

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ability for feminine or masculine-perceived occupational jobs. (Di Stasio, Valentina; Larsen, Edvard N, 2020, p.234).

There is a strong narrative that women's professional careers have been stalled because of their family obligations and inability to work for long hours, which is seen as a requirement in some fields such as IT work (Padavic & Walby, as cited in Suvi Heikkinen & Marke Kivijärvi,2021).

Therefore, the relationship between the occupation of men and women and workers' health status has been of considerable interest because "men's jobs" and "women's jobs" often have qualitatively and quantitatively different occupational burden and requirements, including physical exertion, psychological stress, or even poisonous chemicals (Hall, Messing& Punnett, as cited in Meg A. Bond, Laura Punnett, Jean L. Pyle, Dianne Cazeca & Manuela Cooperman, 2004).

1.4 Gender Stereotype

The concept of a stereotype was introduced into social science in 1922, when Lippman used it to describe the 'typical picture' that comes to mind when thinking about a particular social category (Macrae et al, as cited in Jane Pilcher & Imelda Whelehan, 2004). Moreover, stereotypes are perceptions about the characteristics of boys and girls, or males and females. Children, from an early age, become gradually aware of gender stereotypes thanks to technological devices and excessive use of online platforms (Belaid & Sarnou, 2020).

Women are emotional, unpredictable, bad drivers, and like chocolate, while men are rational and instrumental, bad at housework, and like sport (Jane Pilcher & Imelda Whelehan, 2004). Gender stereotypes, according to social role theory, stem from the unequal distribution of men and women into social roles at home and at work. (Eagly, Koenig and Eagly, as cited in Hentschel, Heilman and Peus, 2019). A stereotype, on the other hand, is negative when it

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hinders women's or men's ability to develop their own abilities, pursue professional professions, and make decisions about their lives. Stereotypes, whether hostile/negative or seemingly benign, they can be damaging. (Office of the High Commissioner for Human Rights,2014).

Gender stereotypes influence our implicit expectations about the attributes, priorities, and needs of individual men and women, as well as the standards to which we hold them across multiple domains. (see Table 1.3).

<i>Gender stereotypes</i>	<i>Male</i>	<i>Female</i>
Stereotypical domain	Agency	Communality
Relevant behavior	Individual task performance	Care for others
Anticipated priorities	Work	Family
Perceived qualities	Competence	Warmth
Neglected needs	Interpersonal connection	Professional achievement

Table 1.3 Gender Stereotypes and Gendered Expectations, Naomi Ellemers (2018)

Men and women are subjected to both descriptive and prescriptive stereotypes, which explain how others perceive men and women to be and how they should behave, respectively. When men and women are judged to lack the right masculine or feminine qualities for a certain scenario or work, this is referred to as descriptive prejudice. However, prescriptive bias develops in response to counter-stereotypic behavior, such as when a woman acts assertively and is labeled "rude," or 'tomboy' resulting in negative anticipations. (Casad & Breanna, Wexler, 2017). In this regard, gender stereotypes have detrimental effects on the people they target, the gender groups they target, and the achievement of gender equality in society.

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Stereotypes about gender can limit people's potential and impose unneeded limitations on their actions.

1.5 Women and Discourse

The most widely accepted tenets – the most widely debated issues – that have emerged in the relationship between language and gender are: the social construction of gender, indirect relationship between gender and discourse, gendered discourse as a resource, gendered discourse as a constraint, gender duality and performativity (SHARI KENDALL AND DEBORAH TANNEN, p.556)

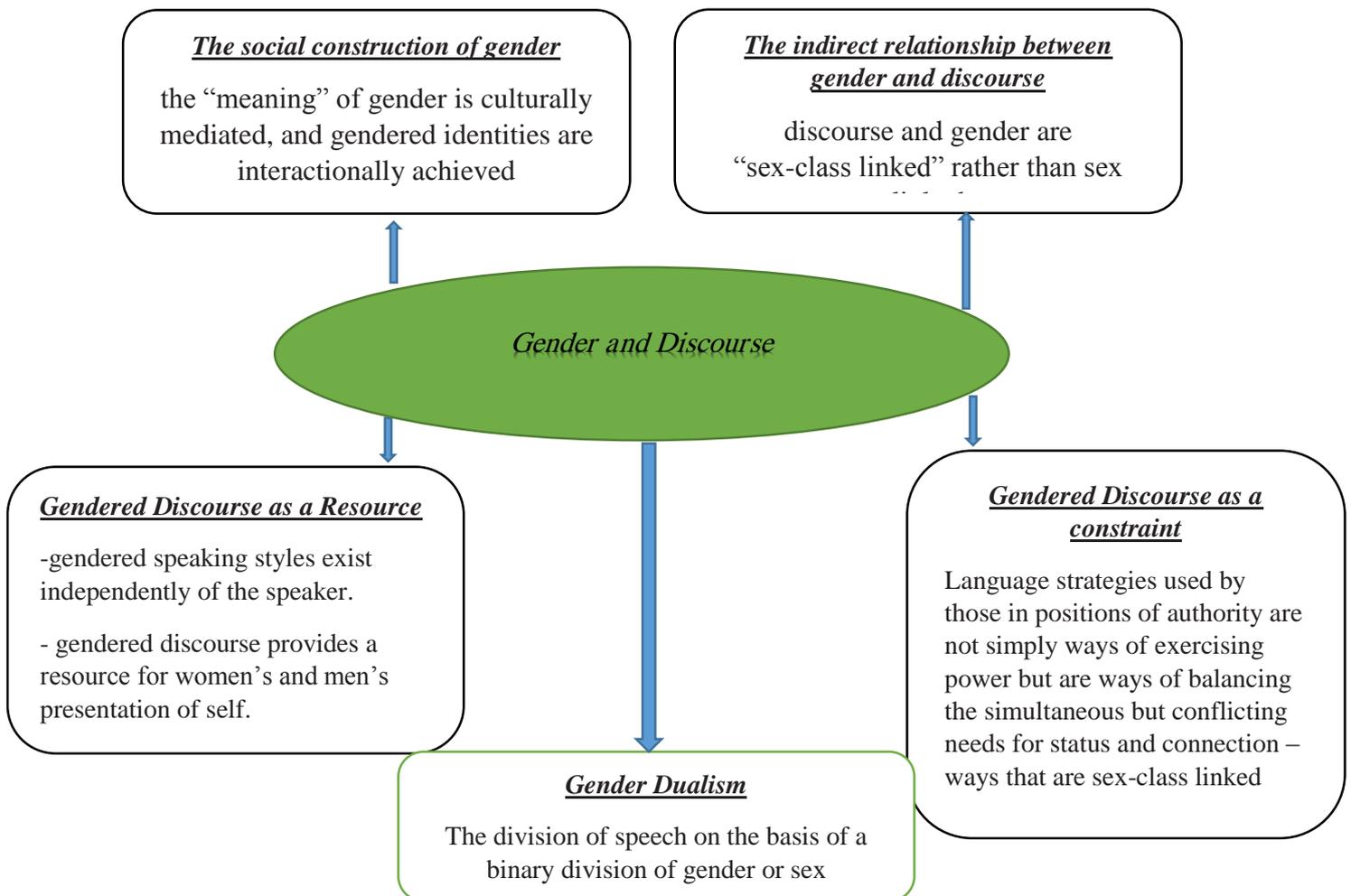


Figure 1.4 Gender and Discourse, Author's representation based on SHARI KENDALL AND DEBORAH TANNEN

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Discourse, in the traditional view, is seen as a form of spoken dialogue (J. C. H. Mills & Mills, as cited in Avies Gray Gennaro ,2019; p. 5). But, there has been a growing interest in discourse in organizations since the early 1990's (Drew & Heritage, as cited in Avies Gray Gennaro ,2019; p. 6). However, the study of discourse, within itself, is not new. Discourse is defined as patterns formed by actions, both verbal and non-verbal, which forms and builds meaning shared over time and across space (Brewis & Linstead, as cited in Avies Gray Gennaro ,2019). The author further asserts that theorists have only recently shown an interest in discourse-based research that are pertinent to women and their perceptions of discourse efficacy in companies. Studies that focus on the discursive creation of women's perspective in a male-dominated society are scarce, despite the fact that the role of speech in organizations has progressively increased with regard to females. Since female discourse matters for companies as well as for women to learn, adapt, and evolve, it is important to understand how women's perceptions are constructed discursively. (Lerner, as cited in Gennaro).

1.5.1 Females' Discourse in the Workplace

Both women and men make use of normatively masculine and feminine discourse strategies and styles according to the demands of the type of interaction, the people they are interacting with, and the immediate discourse context, as well as the norms of their workplace culture (Janet Holmes, 2006, p.208). Various studies on women in male-dominated organizations have indicated that women often feel the need to act like men or communicate in masculine ways ((Agarwal, Bennett, Davidson & Gale, as cited in Avies Gray Gennaro).

Discourse contributes to the construction of gendered workplaces. Consequently, many occupations such as Business and entrepreneurships and their corresponding workplaces are still dominated by man, while areas such as education and nursing tend to recruit more women, with consequences for the discursive norms constructed in these areas (Holmes,

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Sayers, Baxter & Candlin, as cited in Holmes, 2009). There is a relation between the use of gendered speech styles and gender based differential access to jobs. So, the central point of the females is the routine administrative issues; meanwhile, males have the intention to focus on the development of creative ideas and find solutions to problems (McRae, as cited in DJELLIL Fatima Zahra, 2019, p.16). In fact, women are often effective at persuading people to act in certain ways and are frequently good to complete tasks and respect deadlines. (Wodak, 1997, p.94). Holmes, as cited in Wodak (1997) argued that *“the interactive strategies which are typically found in the talk of women appear to be the kinds of strategies that encourage high quality exploratory talk”* (p. 94) An argument is made that women in these professions maintain a more cooperative discourse style rather than adopting the more combative form that is normally utilized and appreciated in these professions by contrasting women and men speaking in law, medicine, and education (Coates, as cited in Wodak, 1997, p.95). So, the researcher describes that *“women's increasing participation in the workplace may help to alleviate some of the problems that result from asymmetrical interactions between professionals and lay persons that have been reported in the language and workplace literature”*.

1.6 Conclusion

The relationship between gender and development has been the subject of numerous discussions in recent decades, with a focus on female "disadvantage" and a worry for male "underachievement" or reverse of gender roles. A discussion of the variables influencing gender inequalities in educational and workplace settings received attention in the chapter. It this paved the way for the subsequent chapter, which represents the research approach adopted and data analysis.

**CHAPTER TWO : Research Methodology and Data
Analysis**

CHAPTER TWO: Research Methodology and Data Analysis

2.1. Introduction

Economic studies, as a male field, year after year is becoming the most favourable field of many females. However, even this field is easy to study, there are some difficulties in the case of shifting from the theoretical side to the practical context of the fieldwork i.e., the period of training in the business companies. Therefore, this study investigates the extent to which there is approval as well as smooth interaction in the training workplace, besides the challenges that surround the business environment of Third Year Students of Financial Sciences and Accounting Department, University of Ibn Khaldoun, Tiaret. Its objective inquires for the challenges that female's trainees encounter in the business companies. Thus, this chapter is devoted for data analysis and the methodology adopted

2.2. Description of the Study Context

This study is conducted in Algeria, the city of Tiaret. The female students were selected from the Third Year Students of Financial Sciences and Accounting Department. The one field study is a Finance and Banking and the other one is Accounting and Taxation.

2.3. Description of the Research Design

Research Design contains the choice of the research method, target group and sampling process.

2.3.1. Choice of the Research Method

In this research paper, we selected the qualitative and quantitative approaches for our investigation, in order to obtain proper result and critically evaluate the study overall validity and reliability. Furthermore, we can say that the qualitative method allows us to gather descriptive information, as well as, it gives us the different answers from various perspectives. The main goal of this investigation is to shed some light on the challenges and issues that female's trainees face during their training journey. Meanwhile, the quantitative approach provides us with statistical percentages.

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2.3.2. Target Group

According to Alex Casteel & Nancy L. Bridier (2021), the target group is considered as a specific and conceptually bounded group of potential participants to whom the researcher may have access that represents the nature of the population of interest. Moreover, there is a difference between the target group and general group. This latter defined by the researchers as that the population of interest for the study is comprised of the individuals, groups, organizations, or other entities one seeks to understand and to whom or to which the study results may be generalized or transferred and is the principal group about which the research is concerned. Furthermore, the following figure will explain the difference between the general target group and sample:

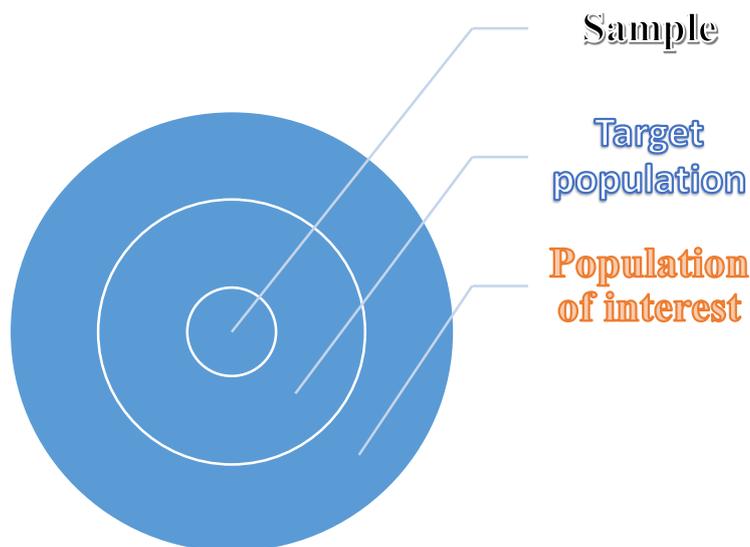


Figure 2.1 General, target group and sample, Michael Mncedisi Willie (2022).

In our study, the target population is composed of two fields of study. The first one is the third year specialty of Finance and Banking and the second one is Accounting and Taxation. The two fields are incorporated in the same Department which is the Financial and Accounting Sciences.

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2.3.3. Sampling Process

The sample is the set of units selected to represent the population of interest (Gravetter & Wallnau, as cited in Alex Casteel & Nancy L. Bridier, 2021.p.350). Therefore, our sample here, which consists of third year female's trainees of the two fields which we have mentioned in the target population.

2.4. Methods of Data Collection

This study has employed a mixed method approach, a qualitative and a quantitative approach. The role of the quantitative is to provide some statistics concerning the low performance of students in both fields of study. While, the qualitative method that focuses on the difficulties that are faced by female's trainees in the target enterprises. So, the student's failure in doing their final research in the companies is still vague; we should focus on all the variables which could intervene directly or indirectly to affect the students training in such companies. In this perspective, a questionnaire and a semi-structured interview are used respectively to collect data. First, the questionnaire is addressed to students in the Accounting and Financial Sciences Department, 56 students in the Finance and Banking field and 64 in the Accounting and Taxation field at the Accounting and Financial Sciences Department –Ibn Khaldoun University of Tiaret. It is composed of 10 questions; it is a mixture of close ended and open ended questions. The first part reveals the demographic and organizational variables in which students give the personal information about themselves. The second part consists of detailed information which represents social and individual variables. The main purpose of the questionnaire, as a research tool in our work, is to provide opportunities for the researcher to obtain data concerning the performance of the third year females' trainees in the companies, especially in doing their final report. The questionnaire is comprised of ten questions; open-ended and close-ended questions; it is divided into two sections, the first section revolves around the student's profile, and the second section concentrates on the

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difficulties they face in doing their training and the factors that could decrease students' achievement. Moreover, an interview is used to obtain complete and accurate information about the experiences of females in these companies.

2.5. Data Analysis and Interpretation of the Findings

2.5.1. Analysis and Interpretation of Females Trainees' Profile

More than 200 female students are studying in the third year of Economics field at the Economic Sciences, Business and Management Sciences at Ibn Khaldoun University of Tiaret. Besides, 139 students were chosen to undertake this research, thus the number of questionnaires distributed to third year students is 139. Among 139 informants, 19 questionnaires were rejected because they are not complete.

<i>Options</i>	<i>Personal Information</i>			
<i>Gender</i>	<i>Females</i>			
	120			
<i>Age</i>	<i>18-20</i>	<i>21-25</i>	<i>More than 25</i>	
	22	90	8	
<i>Specialty</i>	Finance and Banking		Accounting and Taxation	
	56		64	
<i>Parents background education</i>	<i>Both are educated</i>	<i>both are uneducated</i>	<i>The mother is educated</i>	<i>the father is educated</i>
	66	9	15	30
<i>The place of living</i>	<i>A rural area</i>		<i>an urban area</i>	
	33		87	

Table 2.1. Personal Information of the Respondents

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Age	Percentage%
18-20	78 %
21-25	19 %
More than 25	3 %

Table 2.2 Classification of students by age

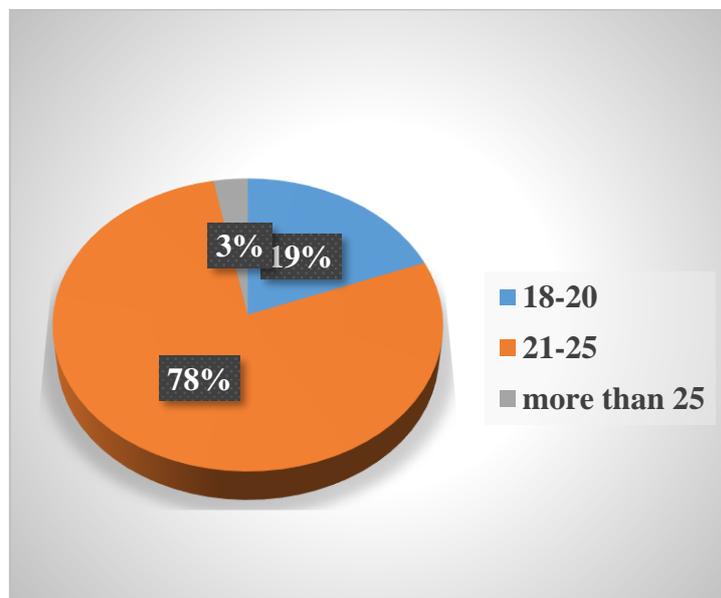


Figure 2.2 Students' Age Range

As described in the figure above, the majority of females are between 18-20 years old with a percentage of 78%. 19% of them are between 21-25 years old, whereas 3% represents students who are more than 25 years old. As a matter of fact, it is observed that most students are aware enough to depict their true experiences in the companies.

-Students' Speciality

Objective: The aim behind the question is to know the number of each field from the Financial and Accounting Sciences Department.

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Specialty	Percentage %
Finance and Banking	56 %
Accounting and Taxation	64 %

Table 2.3 Classification of Students by Field

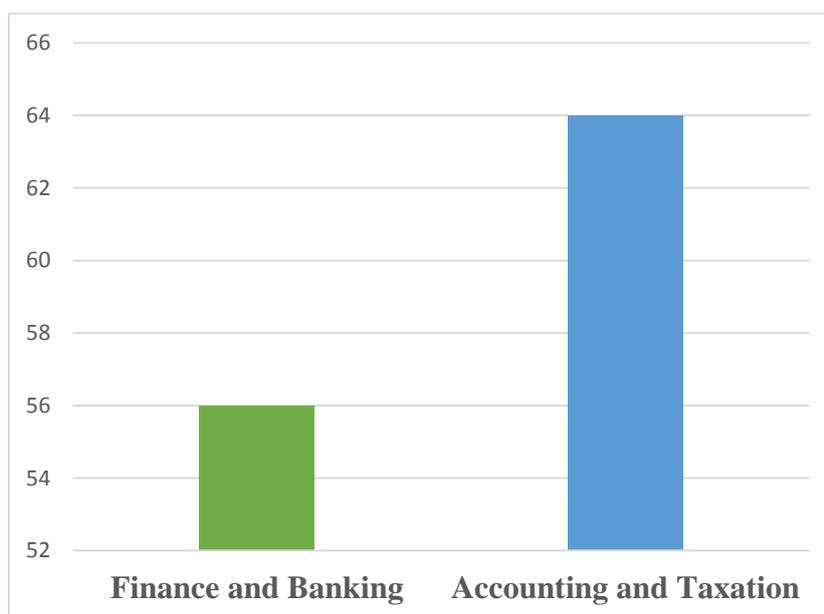


Figure 2.3 Compilations of Students by Specialty

As observed in figure 2.2 above Accounting and Taxation specialty of third year students in the university represents 64% of the population; whereas, Finance and Banking specialty represents 56% of the whole. Females in Accounting and Taxation outnumber females in Finance and Banking in the the Accounting and Financial Sciences Department.

Question 3: Are your parents educated?

Objective: The aim behind the question is to know the situation of students and their personal concerns, since parents are the first responsible for their choices and have great impact on them, their literacy or illiteracy would be influential.

Options	Number	Percentage
Both are educated	66	55%
Both are uneducated	9	7.5%

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The father is educated	30	25%
The mother is educated	15	12.5%
Total	120	100%

Table 2.4 Parental Education

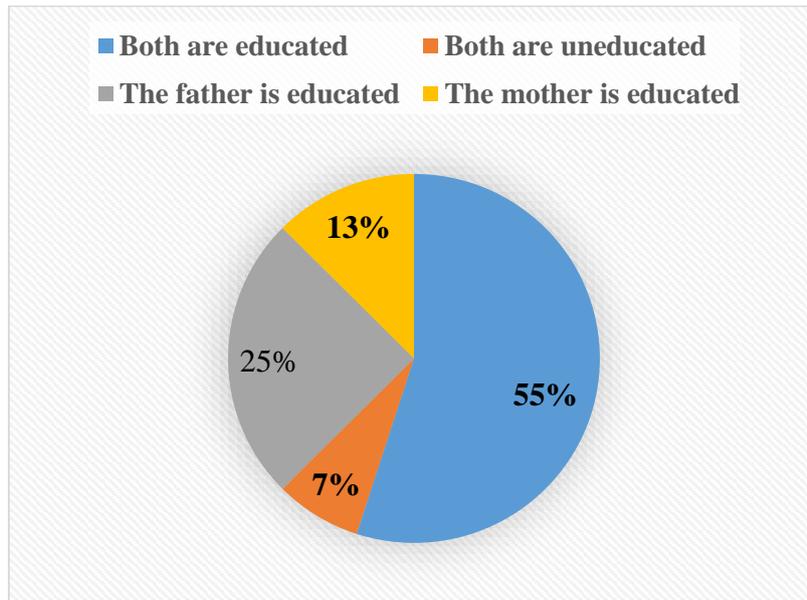


Figure 2.4 Parents' Literacy

Education is really important, and we cannot ignore that. In particular, if students are intrinsically motivated and have a sense of responsibility, they may be able to be motivated without parental help. However, a big factor affecting students' choices is their parent's educational background. 55% of our population reports that both parents are educated in this scenario, as seen in table 2.4 and picture 2.3 above. 7.5% of respondents say that neither of their parents has a college degree, while 25% say that just the father has one, and 12.5% say that the mother.

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Question 4: You live in a rural or an urban area?

Objective: The aim behind the question is to identify from which region our selected sample comes from.

Area of living	Urban	Rural	Total
Number	87	33	120
Percentage	72.5%	27.5%	100%

Table 2.5 Students' Place of Residence

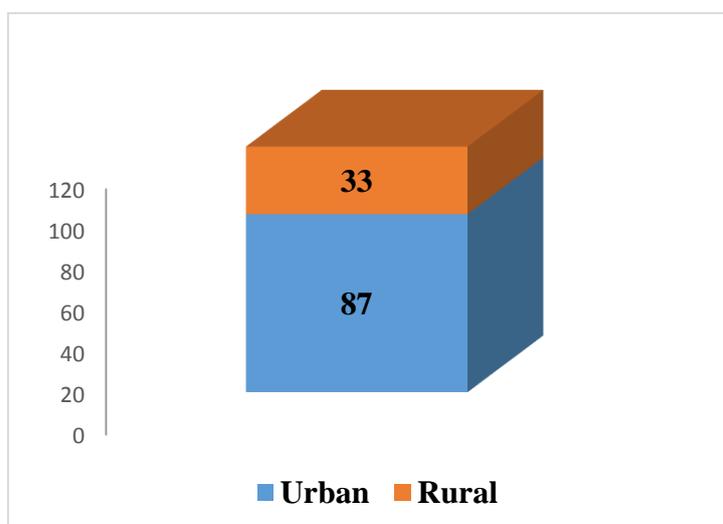


Figure 2.5 Areas of Living of students

It is crucial to understand where students live, because living far could represent difficulties for them in doing training especially females who suffer from the lack of the means of transportation. As mentioned in table 2.5 above, 72.5 % (87) is from an urban area, whereas 27.5% (33) comes from a rural area. Although they are residents of this university campus, females who live far from their homes do not commute back and forth daily. Instead, they return home every weekend. Hence the preparation of the memo is on campus.

Question 05: What was your baccalaureate specialised in?

Objective: The aim behind this question is to see if the orientation of students in high school

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Options	Number	Percentage
<i>Natural Sciences</i>	43	35.83%
<i>Mathematical Sciences</i>	00	00
<i>Management Sciences</i>	77	64.16%
<i>Technical Sciences</i>	00	00
Total	100	100%

Table 2.6 Specialities of our Sample Bacculaureate

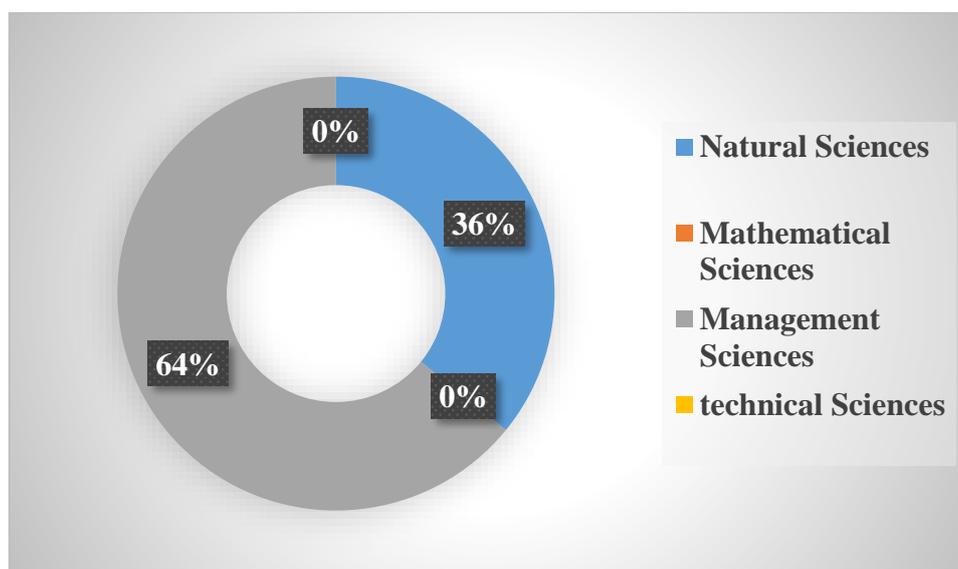


Figure 2.6 Bacculaureate Fields

The majority of the selected students (64%) were studying the field of *Management Sciences*, 35.83% of them studied *Natural Sciences*. This information means that the most students of the third year are in the same field of study in the high school i.e. Economic studies. Whereas, few of them studied a different field in high school such as *Management Sciences*.

Question 06: Among the selected fields, which one do you prefer?

Objective: The aim behind this question is to see students' specialty preference

Options	Number	Percentage
Accounting and Financial Sciences	102	85%
Economics Sciences	00	00%

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Management Sciences	7	5.83%
Commercial Sciences	11	9.16%
Total	120	100%

Table 2.7 TheP field of Study in University

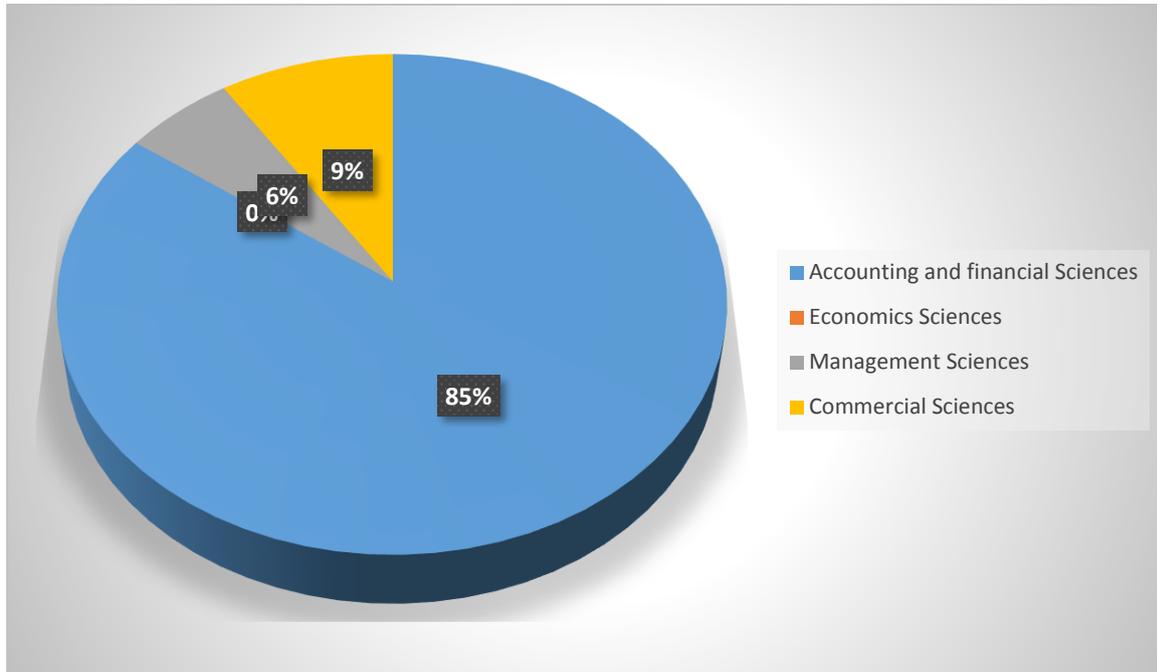


Figure 2.7 The Preferred Field of Study in University

We can recognize from this question that students prefer one field of study over another and they are chosen respectively as follows, Accounting and Financial Sciences, Commercial Sciences and Management Sciences. 85% (102) of students opt for Accounting and Financial Sciences to be their preferred field of study. 9.16% (11) of students have chosen Commercial Sciences; Management Sciences is the third field to be chosen by female's students with a percentage of 5.83% (7). students' choice of Economics Sciences was zero because this specialty face some problems in the labour market.

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Question 07: If you skip training regularly, what are your reasons?

Objective: The aim behind this question is to see the reasons behind students' regular absence in their training journey. We have selected some possible suggestions for students to choose according to the reason that finds it compatible to them.

<i>Statements/Frequency</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Always</i>	<i>Mdn</i>	<i>IQR</i>
A) I am not prepared for training	99	3	12	6	1	1
B) I am treated badly by the workers of the company	111	6	00	3	1	1
C) I do not agree with my supervisor about training	97	6	17	00	1	1
D) I face troubles when traveling from home or university to the company	64	32	13	11	2	0
E) I have personal problems	99	7	14	00	1	1

Table 2.8 Descriptive Statistics for Possible Reasons of Skipping Training

It is noteworthy to mention that some of our questionnaire questions are a Likert scale or a group of items in which female students are required to evaluate or express their opinions, some tables are composed of items with 4 points scale ranging from 1= never to 4= always and a 5 points scale ranging from strongly disagree=1 to strongly agree= 5. In order to analyse our data we have counted upon the Median (Mdn) and the quartile (IQR). Moreover, the median identifies the central point from the general average.

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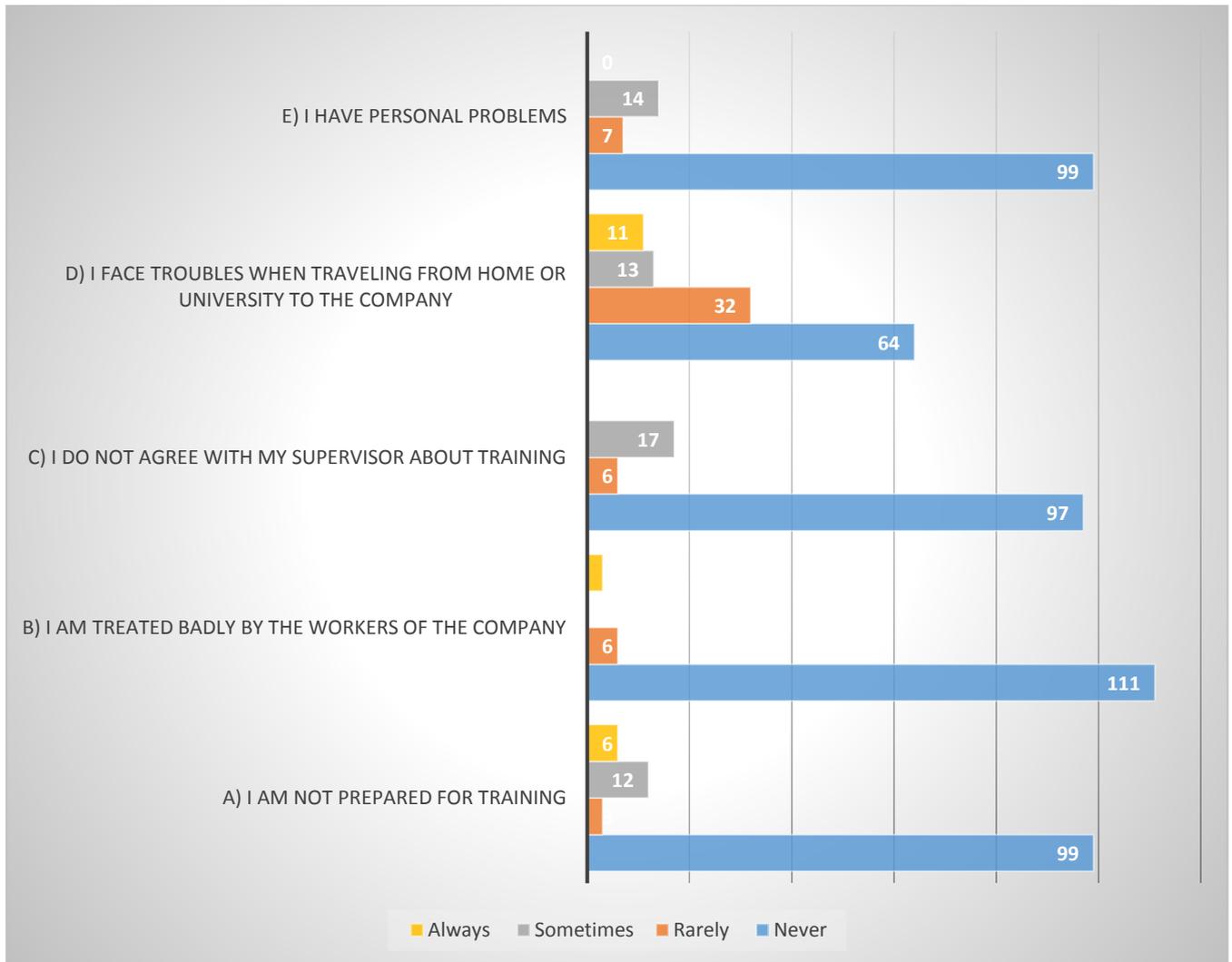


Figure 2.8 Descriptive Statistics Graph for the Reasons behind Regular Absences

As clarified in figure 2.7 above, regarding training’ preparation, most of our participants (N=99, 82.5%) state that they have never went to do their training without previous preparation (Mdn=1; IQR=1). Second of all, our sample (N= 111, 92.5%) reveals consensus that there are no individuals who mistreat them at the business companies which could prevent them from doing their training (Mdn= 1; IQR= 1). Third, agreeing with the supervisor about training; in this perspective, the majority of our participants (N=97, 80%) maintain rejection to our statement (Mdn= 1; IQR=1). Forth, they face troubles when traveling from home or university to the company in which most of them (N= 64, 53%) refute the statement that they face problems to go to the target companies (Mdn=2; IQR= 0). Similarly, about the

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personal problems that could affect the students training whereby the majority (N=99, 82.5%) show disregard that they have personal problems while (N=14, 12%) states that personal problems sometimes pose a student from their presence (Mdn=1; IQR=1).

Question 08: Answer with Yes or No Questions?

Objective: the purpose behind these close ended questions is to enable the students to accept or refute the proposed statements regarding their frequent behaviors.

	Yes	No
a) I understand the theoretical side of my target research	94.16%	5.83%
b) The method of teaching Economics is interesting	96.66%	3.33%
c) The method of teaching Economics is boring	10%	90%
d) I prefer Economics lessons when taught by a female teacher	28.33%	71.66%
e) I prefer Economics lessons when taught by a male teacher	55.83%	44.16%
f) I prefer doing my training in the company by a female worker	46.66%	53.33%
g) I prefer doing my training in the company by a male worker	51.66%	48.33%
h) I use the social media to communicate with some trainers in the company	43.33%	56.66%
i) I use the social media to communicate with my supervisor	72.5%	27.5%
J) I am not treated well in the company	10%	90%
K)The company employers use inappropriate words	5.83%	94.16%
L) Female workers are collaborate with us	35%	65%
M) Male workers are collaborate with us	76.66%	23.33%
N)I suffered from sexual violence in the company	2.5%	97.5%
O)I was harassed verbally in the company	4.16%	95.83%
P) My specialty is my choice	85.83%	14.16%

Table 2.9 Students' Interest in English Teaching and Learning

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As shown in table 2.8 above; in the university of Ibn Khaldoun-Tiaret 94.16% of students argue their comprehension in Economics classes in terms of tasks or assignments provided by their teachers; whereas 5.83% shows that they do not understand. Most of the time learners interact with their teachers when the way of teaching attracts their attention even if they do not understand they attempt; in this regard, 96% of our participants state that the method of teaching Economics is interesting while 4% acknowledges that it is not. 90% shows that The method of teaching Economics is not boring. However, 71% of our participants do not prefer Economics lessons when taught by a female teacher and 55% prefer a male teacher. But, when it comes to the workers of the business companies, 51% of them prefer a male worker and 46% prefer a female worker. Furthermore, 43% of the students use the social media to communicate with some trainers in the company but 72% use it to communicate with their supervisor. Besides, approximately under 10% of the students were facing the bad treatment in the company, inappropriate words from the workers, sexual violence and harassed verbally in the company. Moreover, 85% of our participants choose their specialty.

Question 09: Please tick (x) the box that you see most appropriate for each statement

<i>Statements/Level</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Mdn</i>	<i>IQR</i>
a) I want to learn and succeed at University	00	10	3	29	78	5	2
b) I participate by doing some activities in the target company	12	7	39	55	7	3	2
c) I understand the tasks of the company	00	13	07	68	32	4	1
d) I concentrate in the	3	9	15	65	35	4	1

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company on the recommendations of the trainer							
E) I am good in this field of study	3	6	27	72	22	4	1
F) I may suffer from mistreatment in the companies because of my gender	75	21	6	15	3	2	1
G) Females are more motivated to be specialized in Economy	5	3	30	26	56	4	1
H) Males are more interested in the economic specialties.	15	24	34	25	22	3	2
I) Female gender is a hinder in choosing males' fields	36	48	24	3	9	2	1

Table 2.10 Descriptive Statistics of students' Extent of Agreement with Respect to their Training Behaviors

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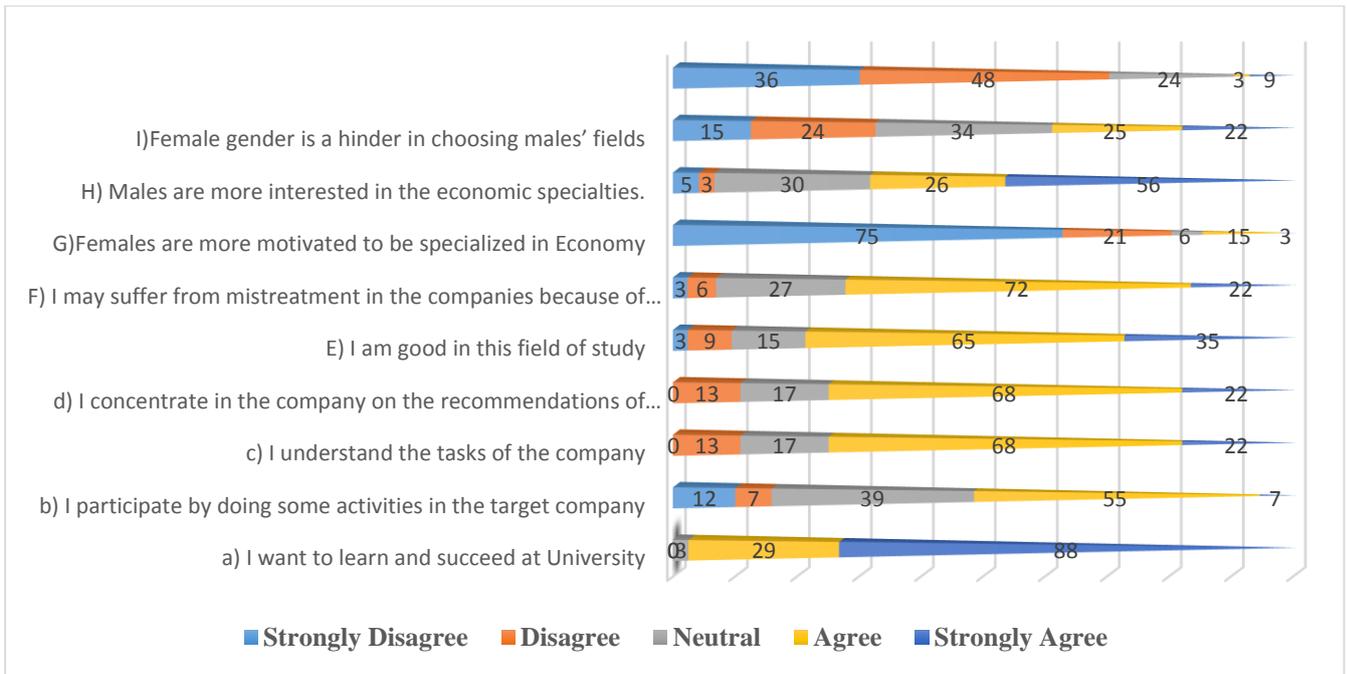


Figure 2.9 Descriptive Analysis of Learners Agreement towards their Training Attitudes

As mentioned in table 2.9 above, our participants expressed their opinions differently from agreement to disagreement to the statements which are designed to identify how they act as trainers in the company responding to the trainers or the tasks. Learning and attempting to succeed at university as a priority in students' life was selected consentingly whereby (N= 78, 65%) of respondents strongly agreed with this latter meanwhile small percentages were polarized between agreement and neutral regarding academic success. Apparently, there is consensus among respondents concerning the participation by doing some activities (Mdn=5, IQR=2), the company comprehension of tasks (Mdn=4, IQR=1) and class focus with teachers (Mdn=3, IQR=2). First, our participants have expressed their agreement (N=55 ,46%) and have advocated that they participate by doing some activities. Likewise, (N= 68, 57%) shows their agreement towards the lessons' comprehension and tasks preparation as for the extent to which our respondents show their concentration on the recommendations of the trainer (N= 65, 54%) more than half of them expressed agreement; while, nearly third out of the total has indicated strong agreement (N= 35, 29%). (N=72, 60%) of participants agree that they are good in this field of study and only (N=15,12.5%) of them agree that they are suffer from

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mistreatment in the companies because of their gender. Moreover, motivation could affect students at university, whereby it boosts their performance if they are extrinsically or intrinsically motivated. To answer this, our sample expressed consensus regarding motivation in which (N= 56, 47%) indicated their strong agreement and (N=30, 25%) expressed their neutral (Mdn=4, IQR=1). Likewise, (N= 25, 21%) of respondents agree that Males are more interested in the economic specialties. However, (N=48,40%) of respondents disagree that Female gender is a hinder in choosing males' fields.

Question 10: How were you treated by the company employers?

Most of the responses here confirm that the female's trainees were treated well by the company employers. However, 10% of the respondents claim that they were facing some mistreatment in the target companies. The way in which women are treated in business organizations can differ greatly and is influenced by a number of variables, including company culture, industry practices, and society attitudes. It is crucial to remember that individuals and organizations might have very different experiences. However, women may experience gender bias and stereotyping in the workplace, which can take many different forms. They could run across gender-based presumptions regarding their aptitudes, competencies, or leadership potential. Stereotypes can impede equal treatment and restrict prospects for professional growth. For our sample, good treatment is an outcome of a training that takes place whereby the responsible are males, in this regard; they treat females properly due to their gender, especially if they show any feminine features or attitudes.

2.5.2 Analysis and Interpretation of Employers' Interview:

We have opted for a semi-structured interview to undertake this work. 10 questions were selected. These latter are revolving around the females' performance and behaviors in the business environment. The aim of this interview is to validate the students' answers of the questionnaire and see their standpoint from the questions that we have selected.

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<p>Why females are oriented towards business and entrepreneurship?</p>	<ul style="list-style-type: none">- Employer 1: The freedom or space that society gave up led to women breaking into jobs that they could not previously work in... Today women broke into many fields and excelled more than men in some professions. - Employer 2: They are searching for freedom - Employer 3: They do not get a good result in the baccalaureate that is why they choose this field - Employer 4: They are searching for financial freedom - Employer 5: The failure of males in this field. - Employer 6: The main reason is the high cost of living - Employer 7: The reason is the the gap left by men - Employer 8: they are searching for independence - Employer 9: They fill in the gap in this occupations - Employer 10: The failure of males in this fields
<p>Do they have the necessary skills to prosper in male-dominated field?</p>	<ul style="list-style-type: none">- Employer 1: Diligence and follow-up led to a love of continuity that gave them skills. - Employer 2: they have skills especially in the medicine analytical laboratory.

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	<p>The other interviewees agree that they have enough skills to prosper in the male-dominated field. But, just two of the interviewees claim that they do not have enough skills to be involved in this field</p>
<p>What does it mean leadership for you?</p>	<p>-Employer 1: A characteristic of women leaders is that women are businesswomen who often feel the need to challenge "the way business has always been done", do not necessarily accept a traditional approach to strategy and may be more willing than some male leaders to push back against tradition when they feel strongly about finding a more effective solution.</p> <p>- Employer 2: It means the Community spirit because the leader is more than manager i.e. the leader participates with the others and consults them, it is not like the manager.</p> <p>- Employer 3: It means the justice</p> <p>- Employer 4:it means the communication</p> <p>- Employer 5: It means the authority</p> <p>- Employer 6: It means the responsibility</p> <p>- Employer 7: It means the team spirit</p> <p>- Employer 8: It means the challenge</p>

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	<p>- Employer 9: It means the responsibility and challenge</p> <p>- Employer 10: It means that to be polite with others besides, participate with them and appreciate them.</p>
<p>Could leadership be masculine, feminine or both?</p>	<p>80% of the employers argue that the leadership could be both masculine and feminine. However, 10% of the interviewees claim that leadership could be just masculine and 10% of them said that Female leaders are likely to be weaker.</p>
<p>What attitudes do you have for women who are oriented towards male-dominated occupations?</p>	<p>-Employer 1: In some areas it is suitable but in others it is not.</p> <p>- Employer 2: they face some difficulties because they have a sense of fear. But, they could get experiences and succeed in the male-dominated occupations</p> <p>- Employer 3: they want to be rich</p> <p>- Employer 4: Some of females like the authoritarian</p> <p>- Employer 5: women are searching for the self-imposition</p> <p>The other interviewees agree that they could succeed in many male-dominated occupations but they face some difficulties in these fields.</p>
<p>How can you evaluate female's experiences in</p>	<p>-Employer 1: they have prospects</p>

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this kind of jobs?	<ul style="list-style-type: none">- Employer 2: they fail in the management. - Employer 3: Women continue to face absurd and frustrating challenges, and sexism includes a misunderstanding of the women's health and safety of female colleagues and managers, as well as concerns about mental health and their ability to make decisions and assume responsibilities. - Employer 4: they are like men in this kind of jobs - Employer 5: they are lacking the control of decision making - Employer 6: they are manageable in the difficult decisions - Employer 7: they are like men or better than them especially when it comes to the problem solving - Employer 8: They are planning very well and for a long time. - Employer 9: They have the sense of responsibility. - Employer 10: I know many colleagues who they are very successful in these kind of jobs.
Is there any female contribution to male-dominated occupations?	<p>-Employer 1: There is small contribution to male-dominated occupations.</p>

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- **Employer 2:** There are some contributions especially in the field related to association of charities like the issues which is related to the families

- **Employer 3:** There is small contribution to dominated occupations.

- **Employer 4:** Yes, there is a contribution of women in male-dominated fields because they played a pivotal role in the renaissance of ancient and modern societies, and through this role they proved their ability to positively bring change in those societies, their remarkable presence in various aspects of life and their insistence on standing up

Beside the man and her support for him is evidence of her being an essential element in bringing about the process of change in society.

- **Employer 5:** There is contribution to dominated occupations.

- **Employer 6:** There is no contribution to our dominated occupations.

- **Employer 7:** There is contribution to dominated occupations.

- **Employer 8:** There are some contributions

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	<p>- Employer 9: There is some contributions to dominated occupations especially the education field</p> <p>- Employer 10: Women is considered as an add-value in all aspects of life</p>
<p>Is society accepting the large number of females in masculine jobs or there is disapproval?</p>	<p>-Employer 1: There is an acceptance for females in masculine jobs</p> <p>- Employer 2: there is not an acceptance in the past decades, but now it is normal</p> <p>- Employer 3: Eastern society is divided between supporters and opponents. As for Western society, it considers women to have a great influence in society, as they are the basic structure for the progress of society.</p> <p>- Employer 4: there is a percentage of 85% disapproval this idea.</p> <p>- Employer 5: there is not an acceptance</p> <p>- Employer 6: half of the society (50%) do not accept this issue</p> <p>- Employer 7: there is a percentage of 70% accept this issue.</p> <p>- Employer 8: For me, I do not accept the females in masculine jobs just an exception in the field of health.</p>

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	<p>- Employer 9: for me, I accept females in masculine jobs because they proved their success in many masculine jobs.</p> <p>- Employer 10: I think that society is still divided between supporters and opponents to the feminine work in general and specifically masculine jobs.</p>
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The experiences of the females in the real life especially in male-dominated occupations vary contextually. From the obtained results, it is clearly noticed that there are some difficulties in terms of leading, behaviour, social interaction and also working in the male-dominated occupations that females face. Due to their gender and the fact that they work in fields or professions where men have historically held the majority, women in male-dominated occupations frequently confront particular difficulties and experiences. Here are some important things to think about:

- a) **Limited Representation:** Women may feel alone and outnumbered because they are underrepresented in professions where men predominate. This underrepresentation can lead to a feeling of alienation and make it harder to network professionally and find mentors.
- b) **Gender Bias and Stereotypes:** Women who work in fields where men predominately make the decisions may run into prejudice and stereotypes. Assumptions about their skills, knowledge, or fitness for particular tasks may be made about them, which can make them feel insecure and prevent them from moving up in their careers.
- c) **Workplace Culture:** In occupations where males predominate, the culture of the workplace may reflect masculine standards that are dissimilar to those that women are

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used to or comfortable with. This can include competitiveness, communication patterns, and decision-making procedures that might not fit with their ideal workplace.

d) Opportunities for Career Advancement: Women may find it more difficult to advance in sectors where men predominate owing to barriers like lack of access to mentorship, unfair performance reviews, and exclusion from informal networks. The term "glass ceiling" alludes to the occult barriers that may prevent women from advancing to higher-level professions.

<i>Choices</i>	<i>Females</i>	<i>Males</i>	<i>It Depends</i>
1-Enrolment			
2-Active participation			
3-Hard work			
4-Success			
5-Creativity & innovation			
6-High sense of responsibility			
7-Failure			
8-Ambition			
9-Bias			
10-Authoritariaism			
11-Improvisation			
12-Problem solving			
13-risk taking			
14-Modesty			

We put the above information in the following table:

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S	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>E1</i>	ID	F	F	F	F	M	F	F	M	M	ID	F	M	ID
<i>E2</i>	ID	ID	M	ID	M	M	ID	ID	M	M	M	ID	M	F
<i>E3</i>	ID	F	ID	M	M	M	ID							
<i>E4</i>	M	M	M	M	M	M	F	M	F	F	F	M	M	ID
<i>E5</i>	M	M	ID	ID	M	M	ID	ID	M	M	ID	F	M	ID
<i>E6</i>	ID	ID	F	F	F	M	M	M	F	F	F	M	M	ID
<i>E7</i>	M	F	F	ID	M	F	ID	ID	M	M	M	ID	M	ID
<i>E8</i>	ID	F	ID	M	M	ID	ID	F	ID	M	ID	F	ID	M
<i>E9</i>	ID	ID	ID	ID	ID	M	ID	ID	M	ID	M	ID	M	ID
<i>E10</i>	ID	ID	M	ID	F	F	M	ID	M	M	M	ID	ID	ID

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2.6. Conclusion

This chapter provides an illustration of the methodological part of our study, it gives a description of the tools used in collecting data involving questionnaire and semi-structured interview. Besides this, the chapter shows the analysis and interpretation of both questionnaires addressed to the students of third year university in the Financial and Accounting Department-Ibn Khaldoun Tiaret and the employers of the business companies, the findings include a set of information concerning female's trainees in the companies and the characteristics that distinguish them from the males.

***CHAPTER THREE: Discussion and
Recommendation***

CHAPTER THREE: Discussion and Recommendation

3.1. Introduction

This chapter is devoted to the discussion of data that were collected from the pre-selected instruments. This chapter represents the discussion of the findings regarding the interpretations and analysis of the collected data, as well as recommendations and some factors that impaired our study. Therefore, reliable ideas from the respondents were used to maintain the originality and the quality of the data collected. Furthermore, we will discuss the main reasons regarding the poor performance of female trainees of third year university in the business companies.

3.2. Discussion of the Employers' Interview

Students' poor performance in doing their training is not only associated with a lack of practical proficiency in the professional environment, but several social variables contribute to their consistent failure. From this perspective, lack of awareness of gender and equity, imbalance and differentiation between the sexes and gendered the occupations. Besides, The Ministry of Higher Education and Scientific Research has considered the introduction of the start-up enterprises as a solution to respectively avoid failure, moreover, the unexpected demonstrations in Algeria include many changes, especially in the relation between academic environment and professional environment, in which a new perspective was launched to integrate the academic research in the economic and business environment.

Using different tools in the research method is very important to confirm or disconfirm the answers of participants. Most of our interviewees clarify that the financial freedom and The failure of males in many fields i.e. the gap left by men are considered the main reasons for the orientation of females towards business and entrepreneurship, but in fact, we observe this, many females achieve good results in the male-dominated occupations like management and leadership. Second, the majority of employer expresses convention about females' good performance in a male-dominated field because they have enough skills to prosper in this

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fields. Third, answers vary with regard to the Concept of leadership, stating that the challenge is considered as the main trait of leadership; leaders the necessary skills of management at the same time they are obliged to show good communication, the team and community spirit.

Fourth, our sample of employers express their acceptance to the leadership that to be practice by females regarding the failure of men or gaps in business environment; however, some show that leadership could be just masculine because female leaders are likely to be weaker.

our participants admit that women face some difficulties because they have a sense of fear. For clarity, the employers agree that they could succeed in many male-dominated occupations but they face some difficulties in these fields. Some employers acknowledge that women have prospects in the many male-dominated occupations and they are like men. However, other teachers reveal that they fail in the management because they have problems with the control of decision making.

Participants demonstrate that women are considered as an add-value in all aspects of life regardless of their contributions especially in the education field and the one related to association of charities like the issues which is related to the families. Besides, it is noteworthy that half employers state that there is an acceptance of a large number of females in masculine jobs. However, society is still divided between supporters and opponents to the feminine work as general and specifically masculine jobs.

Our participants distinguish between characteristic represents each gender in the world of finances and business as follow:

<i>Choices</i>	<i>Females</i>	<i>Males</i>	<i>It Depends</i>	<i>Total</i>
1-Enrolment	--	40%	60%	100%
2-Active participation	30%	20%	50%	100%
3-Hard work	30%	30%	40%	100%
4-Success	20%	20%	60%	100%

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5-Creativity & innovation	30%	50%	20%	100%
6-High sense of responsibility	20%	60%	20%	100%
7-Failure	20%	20%	60%	100%
8-Ambition	20%	20%	60%	100%
9-Bias	30%	60%	20%	100%
10-Authoritariaism	20%	60%	20%	100%
11-Improvisation	20%	50%	30%	100%
12-Problem solving	30%	30%	40%	100%
13-risk taking	--	80%	20%	100%
14-Modesty	10%	10%	80%	100%

Table 3.1 Characteristics of Gendered in the World of Finances and Business

The following figure reveals each percentage for male, female and it depends.

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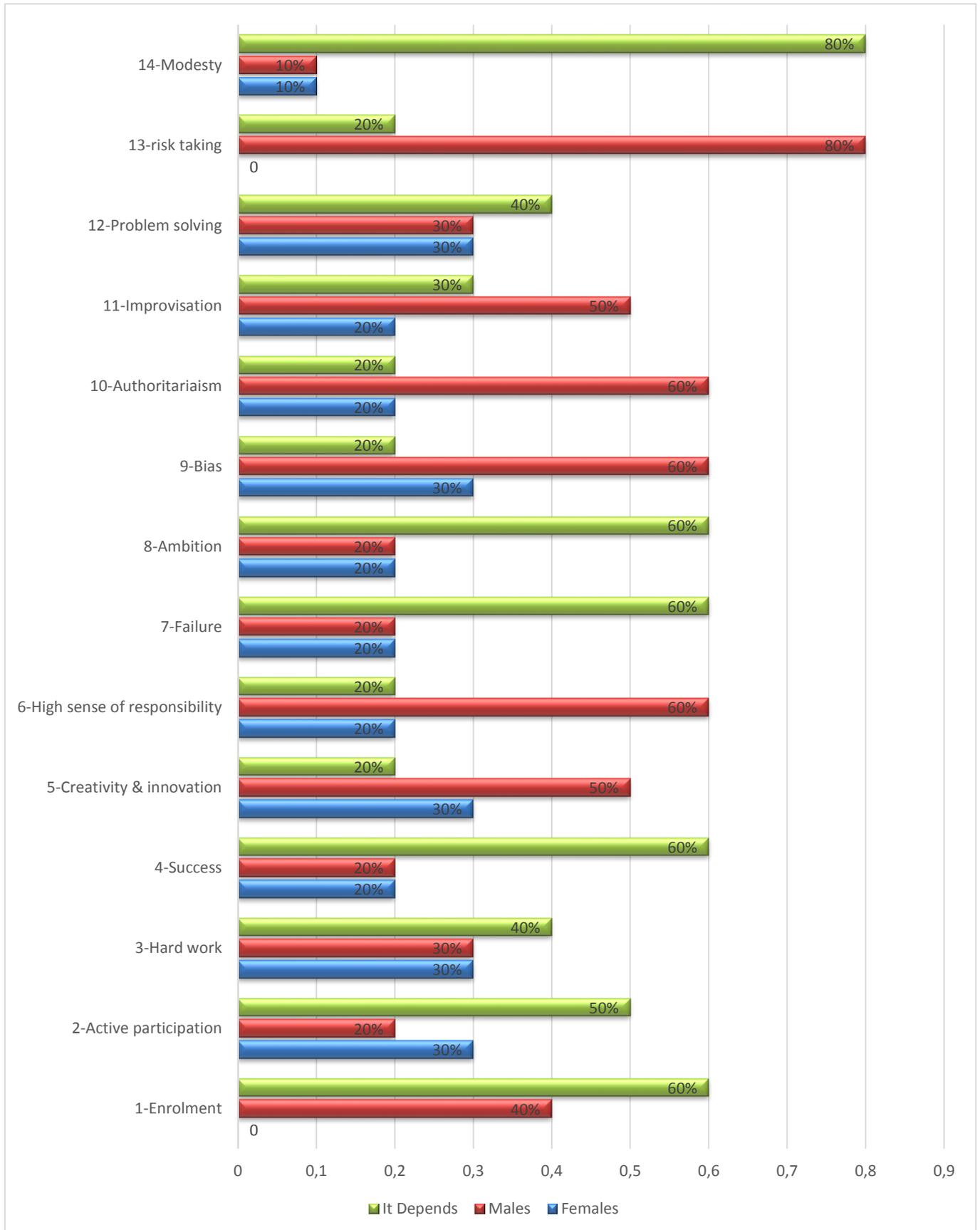


Figure 3.1.1 Gendered Characteristics in Business Fieldwork

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According to figure 3.1.1 above, 60% of our sample maintain that the enrolment is just not related to men or women but it depends. 40% claim that the enrolment is just for men. This latter sample support the idea that women should stay at home whereas 30% of employers argue that women are active participation but the majority admit that the active participation is depend on the gender. Furthermore, the majority of the interviewees said that success and effort are tied to any gender-specific goals, even when companies choose to hire men or women. In response to the employers' questions, more than 50% of them claim that men are more responsible and innovative than women and that these qualities are traits of men. Because this idea can be different from the perspective of an international employer, we are talking about the Algerian employer's perspective in this situation.

When it comes to failure and ambition, 60% states that these latter are related to the gender as a general and it does not relate to the kind of gender, even though there are some employers who consider these traits as for men or women. However, bias, authoritarianism, risk taking and improvisation are considered by more than 50% of the interviewees as the characteristic of men. That is why, these traits are the main reasons for the failure that we are facing nowadays. Apparently, the majority of employers affirm that modesty and problem solving depend on the kind of gender as general.

As a result, we could say that the successful or failure in the professional life depend on the characteristic of each gender even though there are some traits is considered as a male trait or female trait.

3.3 Students' Issues in the Algerian Academic Environment

To ensure the continuity of the students' improvement after the academic years, all universities worldwide made a bridge between the academic environment and professional environment in order to prepare the students for the working environment. However, the formal education in Algeria based on the theoretical side. That is why, many students face

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some challenges when it comes to do a training of the final year of study or preparing for the future careers and occupations. Moreover, there are many researchers who claim that the rational relationship between the supply and demand for skills needs to be revised because it is basic to develop the country's economic system. But, in the case of Algeria, there is no equilibrium between the educational policy which is focused on releasing human, and financial resources onto the labor market and the requirement of the market (Mahdjoub & Miliani, 2017, p. 129)

3.4 The Difficulties of Training Faced by Female Students

The Algerian education system, as in many developed countries, is only interested with the academic training and reforms without focusing on the reality of the productivity of the students across the Algerian professional environment by referring to the main challenges and obstacles that could face students from the stage of training until the step of immersion in the working life. However, the main points were observed during this study regarding the Education and the training of students in the business companies:

- Lack of essential training materials.
- The effects of social background and gender on the goals and pathways of many students. That is why, these effects are considered as the main reason for many students to stop studying and training in many fields.
- There is a gap between the needed fields of study and professional environment i.e. the labour market needs the training and jobs in the shortage and critical demand fields of study. Therefore, many business companies do not interest with the job or training in some specialties.
- Gendered occupations and professionals create many problems in the workplace environment.

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- The national curriculum did not update compatibility with the labour market effectively.
- Absence of societal awareness about the importance of the period of training before involving in the working life.
- The unavailability of a unified program adapted to the Algerian training students about the procedures of doing this training from the first speak to manger to the final stage of finish this training.
- Shortage of economic institutions in some fields of work like physicians and production line in Algeria because we are not an industrialized country.

The reality of Algerian women has been subjected to many changes and transformation regarding each period for each regional, social and political contexts. Therefore, approaching Algerian women's economic participation is considered as a highly complex field, especially when it comes to power dynamics, gender relations, patriarchal systems and stereotypes that cross over as many social norms and traditions become ingrained in society (Ratoul & Boudjelal, 2020, p.56). Moreover, most challenges and obstacles that Algerian women face is to work in the masculine occupations such as working in the business companies in the domain of engineering or management. For this reason, they find themselves as a minority group and they should make hard work to prove to the company that they are fully competent to gain acceptance in comparison to males who feel that they are in their own place and position.

Despite the fact that there is much of the research on the relation between women and the work place with focusing on their discourse an experiences in the male field of work; females are still facing some exclusions or difficult problems in many workplaces. These latter are made by the vision of society to the image of working in some fields or some public and private sectors. Therefore, the discourse, gender and the work environment have affected

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by this vision of society and all of these consequences of this thinking led to these difficulties of female trainees in terms of discourse, work and other aspects of life.

It is well recognized that some professions, such as the field of economics, are gendered. For instance, management, auditing, or engineering positions. Because of this, female trainees in this gendered field faced a variety of difficulties, such as stress and parental criticism, which had a poor impact on their academic performance.

3.5 The Involvement of Females in Males' Fields

Social stereotype in relation to the involvement of females in the male-field was also identified in our study. The hiring employees could be affected by employers' stereotypical conceptions about gendered working. Moreover, we discovered from our study that some people and employers within our society are still seeing the role of women at home and reject the idea of women working in the male occupations specifically.

According to the social theory of discourse, it could be a social practice that has characteristic linguistic features which direct to the field of work or gendered the workplace or professions in society. Furthermore, the special cases were detected in the study, some employers encourage their girls to work in any occupations without regarding to the kind of work. But they do not accept the idea of working women.

Taking all the data collection into consideration, we revealed that the acceptance of the involvement of females in the male-field still deserve a lot to be desired in our community. More importantly, society should be aware enough of the add value of women and illuminate the idea of females have little contribution to society, their roles are not recognized, and their opportunity to learn, develop, and contribute to society, are decreasing because of this exclusion.

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3.6 The Economic Department and Academic Teachers Collaboration

Another important point that we should mention is the collaboration between the academic staff and the female trainees in the workplace environment. This collaboration could help the exchange of the information about the training procedures between the supervisors and the students. Besides, this communication could help the students in improving the quality of training level.

According to many academic researchers in the sector of Higher Education and Scientific Research, the strong relation between the universities and the business and economic entities are the main source of strength and success of students in the period of training and preliminary stage to involve in the labour market. Moreover, they asserted that without this cooperation, female and male trainees cannot achieve any positive results, because the academic achievements are the main and only factor that contribute to the success in the professional life. Besides, the academic staff know their students better; they know their educational and training needs, their interests and what is good for them, therefore, they can plan for the future on behalf of their students.

3.7 The Quality Assurance of the Academic Environment

Due to their influence not only on the students but also on society, the university's actors—teachers, researchers, and administrative managers—are viewed as one of the most important factors in the growth of many nations. The main goal of this quality approach is a dynamic of continuous improvement in the operation of the establishment (internal quality) and the satisfaction of its actors (external quality) in order to promote the sustainability and development of the establishment. As a result, it is thought of as a strategic tool intended to achieve the goals set by the higher education reform.

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Atmane & Yeghni, (2020) claim that the success of the quality approach depends on our ability to carry out this project, on our organization and on our working methods and the main requirements for the continuous quality improvement are the following elements:

- 1- Massification and heterogeneity of students
- 2- Diversification of training
- 3- Emergence of the university at the international level.

The implementation of the quality approach is based on the principle of the Deming wheel or continuous improvement cycle as reveals in the figure as follow:

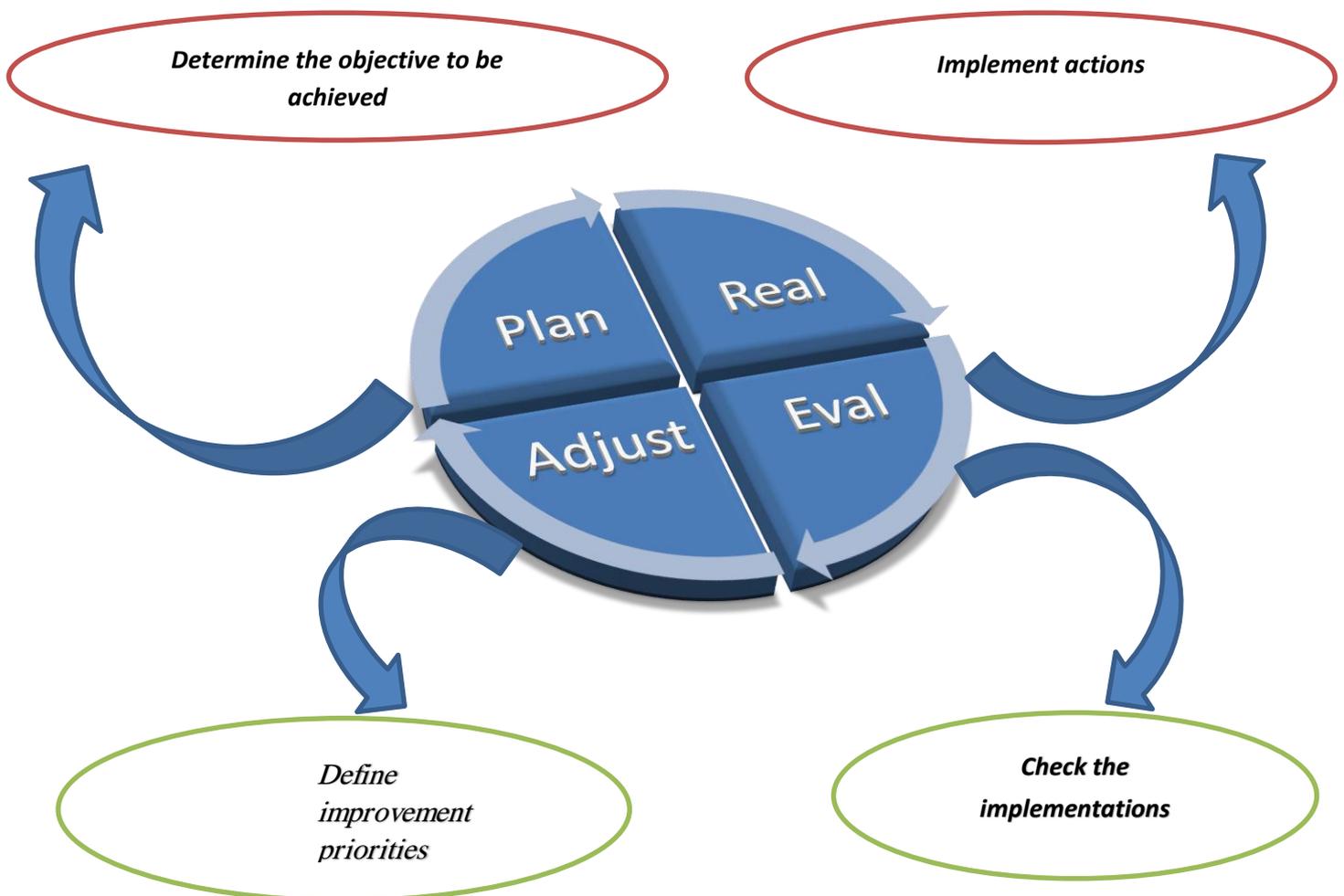


Figure 3.2 Deming Wheel, based on Medini Atmane & Yeghni Samia, 2020

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3.8. Limitations of the Study

Throughout this investigation, some factors were found to limit the study and the researcher encountered many difficulties when collecting data for this paper research. At first, many employers did not agree on the recording, and some of them agree on the interview. After convincing them that our objectives are academic, we could ask them the interview questions even though not all employers were collaborative, there were some employers who did not accept to do this interview. During our interview, we felt that they were sensitive to our inquiries

3.9. Recommendations

The findings of the present study reveal that the government should give more importance and priority to the student's trainees in the business companies in general, and specifically the female trainees. Our study also detects that collaboration between the academic staff, academic teachers and the employers is very necessary if not obligatory for the successful and the correct improvement of the students' training in the workplace environment. However, the trainees cannot achieve any positive outcome without proper participation of the university actors. The following suggestions may be useful for improving the students' performance in the workplace environment:

- Better contact should be established with student's trainees and their supervisors, as well as to be familiar with their academic background and the social situation of each student.
- Increase opportunities for social interaction between academic researchers and the professional workers as much as possible in order to reduce the gap between the academic environment and the professional environment.

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- Provide students with an adequate training skills in each field of study in order to ease the social communication of the students discursively and practically with the economic and work environment.
- The quality control committees of the university try to increase the civil society involvement.
- Providing special female economic entities and institutions for the female trainees in order to ease the communication and achieve good results.
- Raise awareness about the importance of training in the economic entities in order to encourage collaboration between the university and the business companies.
- Promoting the strategic thinking of the women's inclusion in the male-dominated occupations.
- To add extra hours after each session of training to cover the weaknesses and the difficulties that are facing by trainees.
- It is prerequisite to sensitize students about the reason behind training in the workplace to attract their attention.
- Create the laboratories in the academic environment and invite the business companies to discover the new researchers.

We suggest that the government should give more attention to the inclusion of females in male dominated field, because they have abilities that can exceed the capabilities of men in some fields.

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3.10. Conclusion

In this part of our research, we discussed the most notable aspects in both specialties in the department of financial and accounting of Ibn Khaldoun Tiaret, we have endeavoured to gather as much information as possible regarding our research questions, the study revealed different challenges and difficulties that our trainees face in their period of training in the business environment and how they try to overcome these difficulties, through the use of different approved techniques and procedures which help them improve their professional skills. Moreover, we have emphasized the role of academic teachers and its importance when they are involved in the training process of the students, as well as, we have mentioned the poor acceptance of the working females in the male occupations and its negative impact on them.

General Conclusion

General Conclusion

Specifically focusing on third-year students, this research paper attempts to analyse the distinctive difficulties faced by female trainees in the financial and accounting departments of commercial organizations. This study examines the effects of these issues on students' training abilities and the barriers that emerge for both academic and professional supervisors and students in light of the additional difficulties faced by female trainees in several economic areas within our community. Additionally, it considers how to go around them and suggests practical solutions to lessen their effects, promoting an inclusive and empowering atmosphere for female trainees in corporate organizations.

It is important to remember that our study covered two specialties from the Financial and Accounting Department which are the Taxation and Accounting specialty and the Finance, Assurance and Banking, a total number of 120 female students consist of the two of these field. Moreover, form the workplace environment we have chosen 10 employers in order to do the interview in addition to the questionnaire.

The findings have shown that, the academic and the professional environment has a huge impact on the student's trainees and their productivity, it causes problems and obstacles in doing the training and these latter could minimize the student's academic performance and professional skills capabilities.

Moreover, the study reveals that different technique and strategies are used by the Algerian government special in order to promote the student's academic performance and the quality of training skills, besides improving their training process and communication with the economic actors.

Likewise, the investigation results also support the hypothesis that students and specifically female trainees face various challenges in the economic and business environment and academic/professional training process, such as poor training materials, absence or lack of qualified trainers in each field of study, the unavailability of suitable special economic entities

regarding the specialty of each student, lack of social awareness about the importance of training and the society support.

According to the study, cooperation between academic staff, teachers, and industry professionals is essential for students to complete their training successfully. Additionally, it is strongly advised that academic staff members participate in the training process because it has a positive outcome and plays a significant role in the success of the student. This is because the academic environment may be a major factor in the student's academic and social development.

The government should provide proper training for female trainees and equip economic organizations and university laboratories in each subject of study, according to the investigation's results. Finally, our analysis has shown us that female students' preferences for careers that are typically dominated by men might actually be positive for our society.

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APPENDICES

Appendix 1

Students' Questionnaire

Dear students,

This questionnaire will serve as a data collection tool for our master research project. I will be extremely grateful if you could share this experience and provide us with some information. Your cooperation and contribution are highly appreciated and strongly needed to investigate our topic.

Thank you very much for your time and efforts

Part One: Personal Information

1-Age: 18-20 21-25 more than 25

2. Your specialty:

Finance and Banking Accounting and Taxation

3. Are your parents educated?

Both are educated

both are uneducated

The mother is educated

the father is educated

4. Do you live in:

A rural area

an urban city

Part Two: Detailed Information

5. Your baccalaureate was in the field of:

Natural Sciences

Management Sciences

Mathematical Sciences

technical Sciences

6. Among the selected fields, which one do you prefer?

Accounting and financial Sciences

Management Sciences

Economics Sciences

Commercial Sciences

7. If you skip training regularly, what are your reasons:

Statements/Frequency	Never	Rarely	Sometimes	Always
A) I am not prepared for training				
B) I am treated badly by the workers of the company				
C) I do not agree with my supervisor about training				
D) I face troubles when traveling from home or university to the company				
C) I have personal problems				

8. Answer with Yes or No Questions:

	Yes	No
a) I understand the theoretical side of my target research		
b) The method of teaching Economics is interesting		
c) The method of teaching Economics is boring		
d) I prefer Economics lessons when taught by a female teacher		
e) I prefer Economics lessons when taught by a male teacher		
f) I prefer doing my training in the company by a female worker		
g) I prefer doing my training in the company by a male worker		
h) I use the social media to communicate with some trainers in the company		
i) I use the social media to communicate with my supervisor		
J) I am not treated well in the company		
K) The company employers use inappropriate words		
L) Female workers are collaborative with us		
M) Male workers are collaborative with us		
N) I suffered from sexual violence in the company		
O) I was harassed verbally in the company		
P) My speciality is my choice		

9. Please tick (x) the box that you see most appropriate for each statement

Statements / Level	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a) I want to learn and succeed at University					
b) I participate by doing some activities in the target company					
c) I understand the tasks of the company					
d) I concentrate in the company on the recommendations of the trainer					
E) I am good in this field of study					
F) I may suffer from mistreatment in the companies because of my gender					
G) Females are more motivated to be specialized in Economy					
H) Males are more interested in the economic specialties.					
I) Female gender is a hinder in choosing males' fields					

10.Question: Describe briefly how you were treated by the company employers.

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استبيان الطلبة

أعزائي الطلبة،

يشرفنا اختياركم كمستجيبين لهذا الاستبيان الذي يعتبر جزء من بحث علمي، سنكون جد ممتنين وشاكرين لكم إذا استطعتم الاجابة على جميع الأسئلة من خلال ملئ الفراغات بإعطاء المعلومات المناسبة فيما يتعلق بالسؤال. يسرنا ان تكونوا جزءا من بحثنا، اجاباتكم النزيهة والتي سنحرص بدورنا على ابقائها مجهولة الاسم، ستساهم في مصداقية بحثنا. شكرا جزيلا لكم على وقتكم ومجهوداتكم.

الجزء الأول: المعلومات الشخصية

1- العمر: 20- 18 25-21 أكثر من 25

2- التخصص : محاسبة وجباية مالية وبنوك

3- هل الوالدين متعلمين ؟ :

كلا الوالدين متعلمين كلا الوالدين غير متعلمين
الأب متعلم الأم متعلمة

4- تسكن في : المدينة الريف

الجزء الثاني : معلومات متعمقة

5- شهادة البكالوريا كانت في:

العلوم الطبيعية تسيير واقتصاد
تقني رياضي علوم تقنية

6- من بين هذه المجالات، ماذا تفضل:

العلوم المالية والمحاسبية علوم التسيير
علوم تجارية علوم اقتصادية

					كوني طالبة (عنصرية نوع الجنس)
					.g. المرأة أكثر تحفيزاً لتكون متخصصة في الاقتصاد
					.h. الرجال أكثر اهتماماً بمجال الاقتصاد
					.i. الجنس الأنثوي هو عائق في اختيار تخصص ذكوري

10- اشرح بإيجاز كيف تم معاملتك من طرف عمال مؤسسة التربص

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Appendix 2

Employers' Interview

Semi-Structured Interview Guided for the Employers of Business Companies

- 1) Why females are oriented towards business and entrepreneurship?
- 2) Do they have the necessary skills to prosper in male-dominated fields?
- 3) What does it mean leadership for you?
- 4) Could leadership be masculine, feminine or both?
- 5) What attitudes do you have for women who are oriented towards male-dominated occupations?
- 6) How can you evaluate females' experiences in this kind of jobs?
- 7) Is there any female contribution/addition to male-dominated occupations?
- 8) Is society accepting the large number of females in masculine jobs or there is disapproval?
- 9) Choose which characteristic represents each gender in the world of finances and Business

<i>Choices</i>	<i>Females</i>	<i>Males</i>
1-Enrolment		
2-Active participation		
3-Hard work		
4-Success		
5-Creativity & innovation		
6-High sense of responsibility		
7-Failure		
8-Ambition		
9-Bias		
10-Authoritariaism		
11-Improvisation		
12-Problem solving		
13-risk taking		
14-Modesty		

ملخص:

الهدف الرئيسي من هذه الدراسة هو استكشاف كيفية تعامل الشركات والمؤسسات التجارية مع المتدربات من حيث اللغة والكلام. لهذا الغرض، تم استخدام كل من الأساليب النوعية والكمية من أجل فحص ومناقشة البناء الخطابى لهويات المتدربات في البيئات التفاعلية. إلى جانب ذلك، أظهرت النتائج أن البيئة الأكاديمية والمهنية لها تأثير كبير على الطلاب لمتدربين وإنتاجيتهم.

Résumé :

L'objectif principal de cette étude est d'explorer comment les entreprises commerciales et les entreprises traitent les stagiaires de sexe féminin en termes de langage et de parole. À cette fin, des méthodes à la fois qualitatives et quantitatives ont été utilisées afin d'examiner et de discuter de la construction discursive de l'identité des stagiaires dans des contextes interactionnels. En outre, les résultats ont montré que l'environnement académique et professionnel a un impact énorme sur les stagiaires des étudiants et leur productivité.

Summary :

The main objective of this study is to explore how business companies and enterprises are dealing with female's trainees in terms of language and speech. For this purpose, both qualitative and quantitative methods were used in order to examine and discuss the discursive construction of female trainee's identities in interactional settings. Besides, the findings have shown that, the academic and the professional environment has a huge impact on the student's trainees and their productivity.