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**THE EM/DIS EMPOWERMENT OF WOMEN:  
A CASE STUDY OF TWO PROFESSIONAL COMMUNITIES OF  
PRACTICE IN THE CITY OF MOSTAGANEM**

A dissertation submitted in partial fulfilment of the requirements  
for the Master Degree in “*Language sciences*”

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## **Dedication**

*To my beloved parents,*

*To my brothers,*

*To all my family,*

*To my friends,*

*And to all women empowering other women.*

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I would like to express my sincere gratitude to my supervisor ***Prof. ABDELHAY Bakhta*** for her guidance and patience in directing me throughout this journey, for her enlightening criticism, vast knowledge and encouragement.

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## Abstract

Several Algerian institutions have recently witnessed the empowerment of women offering them decision-making positions. This dissertation attempts to check whether women with institutional power use their positions to exert power, and thus, reproduce patriarchal practices in the workplace. It further explores the ways and manners of institutionally-empowered women. The target Communities of Practice (CofPs) in this study are two companies and two educational institutions. The former is male-dominated while the latter is female-dominated, yet they all have female managers/directors. A questionnaire was administered to the workers of both CofPs. Two interviews were conducted, the first with the coworkers and the second with the female managers. The findings of the study indicated that institutionally-empowered women reproduce some acts of bullying and discrimination. Besides, coworkers perceived woman's authoritativeness as unjustified as most of female managers exert their institutional power unfairly.

**Keywords:** Women empowerment, Gender, Community of Practice, Algerian context, Bullying.

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## General Introduction

The binary concept of sex and gender is still blurred and problematic in the Algerian modern society; it is still limiting the gender practices to the limits of each sex. Whether you are a boy or a girl, you are brought up, dressed, and ought to behave as such. Therefore, women should be feminine and appealing to men. Who, however, are expected to be masculine and attracted to women.

Contrary to the traditional view about women and men, Butler deconstructed the concept of gender, going beyond sex, by stating that it is what people do or perform. The construct of gender performativity is everywhere. It can be seen -as a good example of Butler's view in authority- in the way women perform power in the workplace. The common assumption is that men's authoritative behavior is naturalized. Henceforth, some may justify certain disempowering behaviours as normative characteristics of male managers. Indeed, such performative acts from an institutionally empowered woman would describe the way individuals perceive genders in the workplace.

The present research aims at investigating women dis/empowerment in the Algerian institutions. It attempts at looking at whether women in authority use their positions to exert power and reproduce patriarchal practices such as bullying or being discriminatory with co-workers. To achieve the study objectives, the following questions are raised:

- To what extent do women with institutional power reproduce bullying in some institutions in Algeria?
- How do co-workers in the Algerian educational and business Communities of Practice perceive women in power?
- How do institutionally empowered women manage their institutional power?

To answer these questions, three hypotheses have been suggested:

- Women with institutional power use their positions to exert power, therefore; reproducing patriarchal practices such as bullying or discrimination among co-workers.
- Coworkers in the Algerian educational and business Communities of Practice perceive their female managers as bossy, arrogant and unfair.
- Women in institutional power positions exert power, discriminating other women.

The researcher opted two CofPs with female managers/directors. The setting of both CofPs is the city of Mostaganem: a business CofP comprises of female bosses and workers in two companies that are male-dominated, and an educational CofP comprises of female headmasters, heads of departments and teachers working in two primary schools and two university departments that are female dominated. The research tools are a questionnaire designed for forty (40) workers from each CofP (80 from both), an interview designed for ten (10) co-workers from each CofP (20 from both), and an interview designed for four (4) female bosses from each CofP (8 from both).

The study consists of three chapters. The first reviews some theoretical concepts and presents gender and women empowerment. The second chapter provides the methodological issues and the data analyses. The last chapter presents and discusses the findings.

# **CHAPTER ONE**

***THEORETICAL FRAMEWORK***

## Introduction

The present chapter attempts at delivering an explanation to the four gender theories (the deficit, difference, dominance and constructionist). Then, it stresses the dichotomy of gender and sex and emphasizes the contemporary theory of gender performativity. Moreover, it tackles the phenomenon of gender in the workplace, work place inequalities and then explicates the notion of gender and power. Eventually, it ends on shedding light on women empowerment and the role of education in achieving such aim.

### 1. Language and Gender

Spoken language is a powerful tool that builds any human communication. It is indeed what draws the line between humans and animals. We tend to describe everything we have with one word or an expression; we also externalize our thoughts through speech to communicate a specific message, express emotions or ask for something. Since antiquity, linguists have attempted to answer whether or not there is a difference between men's language and women's language and if there is such thing as women's language.

During the 1970s, sociolinguists focused on studying sociolinguistic varieties in terms of phonology, syntax and morphology. At first, gender was considered simply as a sociolinguistic variable, just as ethnicity, age or social status. However, in 1973 Robin Lakoff wrote an essay entitled "language and woman's place." The latter would change the course of history. A new discipline emerged under the name "language and gender." Later on, Deborah Cameron divided gender and language into three main theories: the deficit, dominance and difference theory, and argued that any research concerned with gender and language can be pigeonholed in one of the three D's.

## 1.1 Deficit Theory

Attributed to the grammarian Otto Jesperson (1922); as he privileges man's language and considers it to be the normative one; language of child, foreigner and woman are out of norms therefore deficient. Otto examined fictional works of several female writers and deduced that their language is linked with "ands" and never finished properly and they even substitute "fine" with "nice" which denotes their feminine peculiarity. Furthermore, Lakoff (1975) in her essay asserts that women deficient style lacks assertiveness and authority when they speak, which reflects their societal position of being "subordinate to men."

Lakoff did not leave her view undefended, but rather she consolidated it with what seemed at that time as solid arguments. Freeman and McElhinny (1996) devided these arguments into three main points. First, the lack of resources: women usually do not discuss important matters simply because they lack knowledge. Second, women talk about trivial topics: this point is somehow an extension to the first one; since women lack knowledge, they usually opt for trivial topic. Third, women's style is tentative: they speak in tag questions, as if they are not sure of what they are stating or might be changing their minds anytime soon.

## 1.2 Dominance Theory

The Dominance Theory, also called power-based theory, differs from the deficit theory in terms of empirical study and data yielded from real life situation rather than archaic novels and intuition. The nexus of this theory is that power in political and social grounds is distributed unequally, therefore; this asymmetrical distribution is apparent in both gender's language. That is to say, the language patterns used by men show a significant dominance more than those used by women. Studies examining these patterns showed that men tend to interrupt more and dominate the conversation, besides they do not put much effort in maintaining the flow of conversations simply because they are more likely to be disagreeable.

In Dale Spender's *Man-Made Language* (1980), she explains how language carries social inequities. She even goes further with assuming that language is man-made simply because language is sexist and functions in a way that fulfils the desires of men, while disregarding women and giving them a lower social status.

### **1.3 Difference Theory**

Essentially, researchers who adhere this view, such as Deborah Tannen (1990), believe that the difference that underpins the linguistic behaviour of men and women is due to biology (psychological factors), socialization and power distribution. This difference can be seen, for example, in the way women tend to establish social relations and connections; hence, independent. Men, on the opposite, are seen to be more autonomous and dependent in their social interactions with others. Another argument to explain the dual-cultural approach, social power plays a crucial role in creating the difference between men and women. Deuchar (1988) explains that, politeness is exhibited by the weak member of society. Moreover, in patriarchal societies, women's speech consists of features of politeness. In respect to this, Coates and Cameron (1988) also argues that women, while conversing, tend to be co-operative, but men usually asset competitiveness and try to lead the conversation.

In simple terms, although men and women live in the same society, they forge different links with their environment and culture. Consequently resulting in dissimilarities in both genders' language, which would affect their style of conversing. In this approach communication is considered as "cross-gender and cross-cultural"

### **2. Gender Performativity**

The notion of performativity or the constructionist theory holds the assumption that gender is not what people are born with, but is the very acts they do and repeat that creates the

concept of gender. Moreover, along with culture and society, gender is now studied as a social variable that contributes in shaping one's identity.

## 2.1 Gender and Sex

Before diving into the modern theory of gender performativity, one has to understand first the dichotomy of gender and sex. Since there are no clear cuts between the two concepts, it is difficult to distinguish between the two; however, some scholars, such as Dindia and Canary (1998), argued that "gender" is the way people behave, while "sex" is a term set for biological categorization. In simple terms, "gender" is how we act to reflect our social and cultural identity. As for "sex", is the physiological differences assigned to both man and women.

In her book *The Second Sex* (1949), Simon de Beauvoir succeeded at putting clear boundaries between the two notions when she wrote, "one is not born a woman, but becomes one". Therefore, gender, in contrast to sex, is socially determined in a way that matches being a man or a woman.

## 2.2 Performing Gender

According to Judith Butler, the definition assigned to sex as being linked to biological appearances and gender as related to one's role in certain cultures is fictional. For her, both gender and sex are what constitute one's identity and both of them are performed. (Jagger, 2008, p.17)

The concept of "performativity" denotes repetitiveness; it may give the impression that gender acts on its own in voluntarily manner; however, Butler (1992) explained that gender performativity is not what individuals decide, for instance, a person goes to work and thinks, "Today I will be a man or a woman". Gender performativity is abiding to the norms and

conventions of society that states, if one is a man than he should have an attraction towards women and vice versa. Butler believes that this act of categorization is politically regulated. (Jagger, 2008, p.27)

### **2.3 Fixitivity**

In many occasions, Judith Butler was called a "lesbian" theorist; however, Butler, in her essay "Limitation and Gender Insubordination", asserts that "fixitivity": which means the act of categorizing people either by their physical appearances or by behaviours is never accurate. Simply because labelling a person as a man or queer does not give a decisive verdict of that person's actual identity. She goes on by saying that the superficial act of categorizing people should be looked at as an "efficacious phantasm"; that is, one's identity is an effective reflection of his/herself but not him/herself entirely. In simple terms, one can change his/her public identity which is never fixed but fluid. This makes the act of categorization unreliable (Salih, 2004)

Butler, in her book *Gender Trouble* (1990), she argues, "Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory framework that congeal over time to produce the appearance of substance, of a natural sort of being." In other words, when a person performs some activities, behave, act or speak in a certain manner: these acts are what builds a gender identity, and if one acts in a different manner than what is set by society, s/he would actively repeat those acts until they replace his/her previous identity and even reinforce it.

In summary, according to Butler, people are not born with a predetermined gender corresponding to their sexual organs; however, the fact of being a man or a woman is not a scientific fact, but it is a performative effect of the language one speaks, the culture one

acquires and the acts one performs. Sex, then, is not to determine one's gender, since the latter is governed by society, culture and the natural self.

### **3. Speech Community**

William Labov (1972) defines a speech community as follows,

The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms; these norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.

In line with this definition, Yule (2006) argues that a speech community is a term in sociolinguistics or anthropology for a certain group of individuals sharing the same linguistic verities concerning a specific language. As a result, Speech community has received several definitions in different domains and it might vary from a scholar to another; nonetheless, all definitions agree that this notion refers to the conventions and norms governing people's speech, behaviour and the way members of society should interact with each other. It is worth noting. Notably, each person belongs to only one speech community, but s/he can be a member of several communities of practice.

### **4. Community of Practice**

Learners who have the same learning aim are usually called a "Community of Practice" (CofP). The latter does not only include a learning aim, but also a shared concern or a passion. For instance, a group of pilots gathered to discuss new technological features in modern aircrafts; or a group of master students in gender studies grouped together in an attempt to highlight new issues in their field of specialty. (Wenger 2007)

The importance of CofP, then, lies in its contribution to the field of sociolinguistics and anthropology; it identifies members of a social group in terms of their shared practice. In addition, a CofP betters the way of dealing with studies, changes values and strengthen relations. Therefore, a CofP is crucial to the understanding of language use and language change in any social group.

## **5. Gender at Workplace**

Since antiquity, men and women found it difficult to communicate because of how they differ in terms of psychology and biology. Recently, gender differences have created problems at workplace. However, the vital element in resolving workplace issues does not lie in investigating gender differences, but learning how to cooperate and work in harmony to achieve better outcomes.

This term usually refers to the number of men and women in workplaces. However, some believe that men and women do not produce the same outcome because of their biological and psychological differences. These beliefs strongly stems from social and cultural perspectives, which may influence the working experience of individuals. Due to the long history of male-dominated or patriarchal societies, women, to this day, are mistreated and considered to live in the shadow of men. Simply because they are believed to have less power and their job is to procrastinate and sustain motherhood. According to Jespersen (1990), women demonstrate the weak nature of gender at workplace especially in domains such as politics, economy and social domains.

### **5.1 Men and Women's Conversation at Workplace**

Language in workplace depends on two sections; the first one is the type of work and the relationship between co-workers and the type of language they use. As far as this research is concerned, the language men and women employ to interact and communicate the linguistic

choices and even the body language. All these elements shed light on how men and women execute power and authority where they work. Moreover, there are religious and cultural norms that may also affect or guide how the conversation between the two should occur (Kendall & Tannen, 1992).

Furthermore, Tannen (1984) argued that gender has the power to influence and lead the way men and women interact at workplace. She explained that men and women communicate in a distinguishable manner; as they also understand meaning differently. For instance, her study demonstrated that women communicate with co-workers to enforce and create relationships or to confirm a decision, while men seek to work individually, are less cooperative and tend to defend their status.

## **5.2 The Notion of Power**

The study of power within the domain of language and gender has several implementations. For instance, Wartenberg (1990) has stressed out the different forms power can embody; and the social activities that facilitate exercising power. In line with this, Foucault (1980) has examined how power imbues different societies for the purpose of keeping order and maintaining discipline. Power is often looked at as an instrument of dominance that people occupying high positions would utilize to reach what they desire. Blommeart (2005) states, “The deepest impact of power everywhere is inequality, as power differentiates and selects, includes and excludes”

## **5.3 Institutional Power**

As we discussed the notion of power varies from a domain to another, institutional power, for instance, is the common premise that powerful institutions have the ability to influence or manipulate societies by sharing , diminishing or inserting new ideologies. Such institutions reach their aims through application of specific policies through laws and

regulations: these policies are designed to tell individuals what they must/must not do. That is said; individuals who have access to this kind of power can make political decisions, manipulate a certain type of people and exploit opportunities. However, this kind of power can also be used for the common good of people, finding solutions and seeking the betterment of individuals' lives. (Ebrary, 2019)

#### **5.4 Gender and Power**

From housekeeping and motherhood to the highest decision-making positions, gender moulds power in the sense that inequality between men and women at workplace is the most apparent form of unfair power distribution. For instance, in some African counties women are not given the chance to be educated; therefore, they would not gain influential positions and make a significant change in the counties' politics. This lack of influence has limited women from gaining power, which, in turn, kept men dominating decision-making policies all over the world.

Usually, as the stereotype goes, the term "woman" denotes a powerless female who is obedient and submissive, while a "real man", in contrast, refers to a male who is in charge, outspoken and powerful in a way that he is willing to impose his views on others. In this situation, gender attempts to highlight and eradicate the inequalities between men and women. For example, some people believe that it is an inappropriate and shameful act for a woman to speak up and voice her views in public. Consequently, exercising power can lead to shaping the minds of people, maintaining their beliefs or even replacing them with new ideologies.

#### **6. Women Empowerment**

It is the act of women gathering to restore balance: enabling women to gain access to positions that do make a difference such as courts, universities and parliament. In addition, empowerment is the process that gives individuals (women especially) the available

opportunities to lead their own lives and choose which communities to be part of. In addition, women empowerment pushes societies to give more importance to women status through the eradication of false conceptions about them, raising awareness and certainly providing more education in terms of gender. (Sarah, 2005)

### **6.1 The Importance of Women Empowerment**

Fundamentally, women empowerment can be beneficial for the development of countries as long as they adopt new policies that assure equality. When women are given the chance to decide and make a difference, not only equality is established but also a quantity of labour force becomes available to participate in the betterment of nations. Bayeh (2016) states, "[A] number of studies have shown that sustainable development is impossible without women's empowerment and gender equality. Consequently, it is asserted that gender equality is both a human rights issue and a precondition for sustainable development" In simple terms, without establishing equality between men and women, the country will not be able to reach a type of development that does not incline with time

### **6.2 Role of Education**

Education is an essential factor for the development and prosperity of any country. However, due to gender inequalities, a large proportion of women are denying the right to be educated. While education gains women experience in taking care of their children, it also increases their self-confidence and gives them the available opportunities to find better job titles. Education empowers women to make educated decisions that might improve the welfare of their families and communities as a whole. Fundamentally, education is a weapon by which women fight for their rights and seek a better life. Nonetheless, due to historical reasons, women in some African counties like Algeria suffered immensely before gaining a part of their rights.

During the Algerian War, women have played a significant role in leading the country towards independence. They joined the National Liberation Front (FLN) and became fully integrated in the war effort. The post-war veteran registration has estimated a number of eleven thousand (11.000) women contributing to independence; however, the statistic could be higher since it covered only few Algerian counties. After the war of independence, only few Algerian women were educated. This was an outcome of the French ban and shut down of schools. However, nowadays-Algerian women have gained many human rights back as they constitute a percentage of 60% of judges and 70% of lawyers. In addition, they have access to rights that some African countries lack such as, the right to own a property, to obtain divorce and education. In addition, eighty percent (80%) of women become workers after graduation.(De Groot, 2000)

## **Conclusion**

Throughout this chapter, the main theories in the domain of language and gender have been explained; differences between men and women in the workplace lead to the emergences of gender inequality. Moreover, the researcher indicated how understanding gender could lead to power and women empowerment. Eventually, it has concluded with mentioning the role of education in paving the path for Algerian women to gain more rights. The next chapter will move to the practical part by analysing a questionnaire and an interview to investigate workplace inequalities.

# **CHAPTER TWO**

## *METHODOLOGY*

## Introduction

Aiming at investigating women dis/empowerment in the Algerian institutions, the present chapter deals with the methodological framework of the study. The research questions and hypotheses are provided within the research design. The population choice is also discussed with a brief description of the participants from each community of practice (CofP). The opted tools of investigation are three: a questionnaire for workers, an interview with coworkers, and an interview with female managers. The researcher further describes the procedures of collecting data and presents the data analysis.

### 1. Research Design

Before diving deep in the methodology description of this research, it is necessary to remind readers with the research questions. The study raises the following questions

- To what extent do women with institutional power reproduce bullying in some institutions in Algeria?
- How do coworkers in the Algerian educational and business CofPs perceive women in power?
- How do institutionally empowered women manage their institutional power?

The hypotheses that have been suggested are:

- Women with institutional power use their positions to exert power, therefore; reproducing patriarchal practices such as bullying or discrimination among co-workers.
- Coworkers perceive their female managers as bossy, arrogant and unfair.
- Women in institutional power positions exert power, discriminating other women.

The target Communities of Practice are a business CofP and an educational CofP. The former is male-dominated consisting of managers and employees from two companies (one of them in the private sector and the other in the public one). The latter is female-dominated consisting of teachers, headmasters, and heads of departments (see table 1). The headquarters of the companies and the educational institutions are situated in the city of Mostaganem, Algeria. Indeed, anonymity is a central ethical research practice; thus, the names of the institutions and companies were not declared for the confidentiality of the managers and workers.

### **1.1 Participants**

According to the number of CofPs selected for this study, the population consists of different informants functioning in different positions.

<b>Informants</b>	<b>Business CofP (CofP1)</b>		<b>Educational CofP (CofP2)</b>	
	<b>Company 1</b>	<b>Company 2</b>	<b>Primary Schools</b>	<b>University Departments</b>
Workers	20	20	20	20
Coworkers	5	5	5	5
Female Managers	2	2	2	2

**Table 1. Description of the Population**

Both CofPs, as mentioned earlier, differ in two major points. First, the domain of CofP1 is business and economy, and the domain of CofP2 is education (primary and higher). Second, CofP1 is male-dominated and CofP2 is female-dominated. Nonetheless, the samples from both CofPs are equivalent; the number of workers is 40 from each CofP; the number of co-workers is 10 from CofP1 and 10 from CofP2; and the number of female managers is 4 from each CofP (as demonstrated in table1). In order to get more valid and reliable results, the

researcher targeted two equivalent samples despite the unbalance of the male and female census in both CofPs.

## **1.2 Research Instruments**

In order to get insightful information from the members of each CofP, the options of the study instruments are limited to questioning the participants about their understandings, interpretations and opinions about the case of women institutional empowerment in the target CofPs. The nature of this topic requires the synergy of the qualitative and quantitative approaches to provide a better description of the issue under scrutiny. A questionnaire and an interview are chosen as tools of investigation in this research. The former is structured only to be answered by workers in each CofP, while the latter is structured differently for both groups of participants, coworkers and female managers.

### **1.2.1 Workers' Questionnaire**

A questionnaire was distributed to a sample of 40 workers from each CofP. Eleven (11) of whom are females and twenty nine (29) are males from CofP1. Whereas from CofP2, thirteen (13) of whom are males and twenty seven (27) are females. These employees work under a female superior. The questionnaire seems to be suitable to meet the research objectives and answers the research questions because it mitigates the awkwardness and discomfort these workers may feel when talking about their superior. The researcher believes that the questionnaire will provide more reliable and valid data because the questionnaire is anonymous and provides the workers with some relief. The questionnaire contained a part concerning general statistics (age, gender, experience) and a second part consisting of two types of questions: closed-ended questions and open-ended questions.

## 1.2.2 Interview

### 1.2.2.1. Co-workers' Interview

In addition to the questionnaire, an interview was opted as a tool to test the research hypotheses. The interview consisted of eight open-ended questions. This kind of questions leads the participants to think analytically and describe their point of view about the issue freely. Therefore, portray their female managers' the way they perceive them.

### 1.2.2.2 Female Managers' Interview

This interview was addressed to female managers. It consisted of eight open-ended questions. The participants were required to give their opinions about the worker's performance. This interview, hence, aimed at revealing the attitudes, believes, and practices of women in institutional power positions.

## 2. Data Collection Procedure

The questionnaire had been administered to the coworkers in each CofP. The interviews were conducted in the headquarters of each CofP (the companies, primary schools, and the university).The language of the interview and the questionnaire was Arabic. However, the researcher will use the English version of the questions and answers in the analyses. Data were collected to be analyzed qualitatively and quantitatively.

## 3. Data Analysis

### 3.1 Analysis of the Workers' Questionnaire

#### Part One: The Characteristics of the Respondents

The table below demonstrates the general statistics gained from the questionnaire, including the genders, ages and occupations.

	Company 1	Company 2	Schools	Departments
Male	14 (70%)	15 (75%)	7 (35%)	6 (30%)
Female	6 (30%)	5 (25%)	13 (65%)	14 (70%)
Total	20 (100%)	20 (100%)	20 (100%)	20 (100%)

**Table 2. Workers' Gender**

As the table demonstrates, the majority of participants in both companies (CofP1) are males. Only eleven (11) out of forty (40) are females. However, the educational CofP consists of twenty-seven (27) females out of forty; fourteen (14) from the departments and thirteen (13) from the schools.

	Company 1	Company 2	Schools	Departments
Less than 5 years	4	2	5	3
5 to 10 years	4	5	8	7
More than 10 years	12	13	7	8
Total	20	20	20	20

**Table 3. Workers' Experience**

The table above shows that (50%) of the participants had more than 10 years experience, while (30%) had from 5 to 10 years experience.

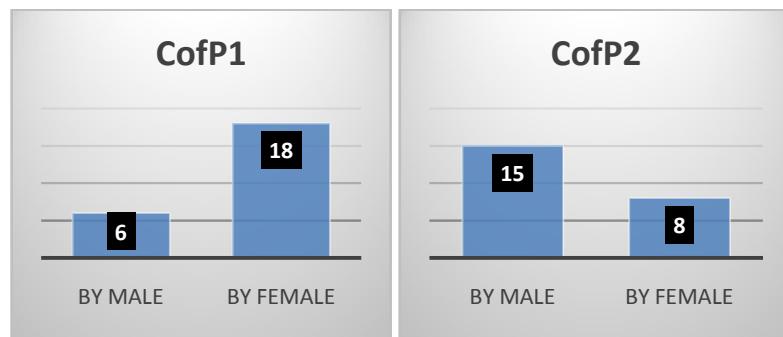
## Part Two:

1- Have you ever experienced bullying (of all kinds) during your career?

**Figure 1. Experiences of Bullying**

The results in Figure 1 above reveal that the majority of participants in CofP1 (80%) have experienced bullying during their professional life, while (20%) claimed that they did not. In addition, (70%) of CofP2's participants have also experienced bullying, and only (30%) haven't.

If yes, by whom the most?



**Figure 2. Bullying by Males and Females**

The results obtained for the question raised to the participants who have experienced bullying shows that, the majority of participants in both companies (CofP1) have been bullied by women more than men, whereas in the educational CofP teachers have experienced bullying from males more than women. Only fourteen (14) out of 80 participants who said yes did not answer this question.

2- Do you feel that there is gender discrimination in your workplace?



**Figure 3. The Existence of Gender Discrimination**

As it is demonstrated in Figure 3, only three (3) participants out of forty (40) from CofP1 did not feel gender discrimination at their workplace. By the same token, the majority of CofP2 consisting of thirty two (32) teacher felt the workplace discrimination based on gender.

3- Through your experience, who do institutional power positions suit more?



**Figure 4. Gender Suitability for Power Position**

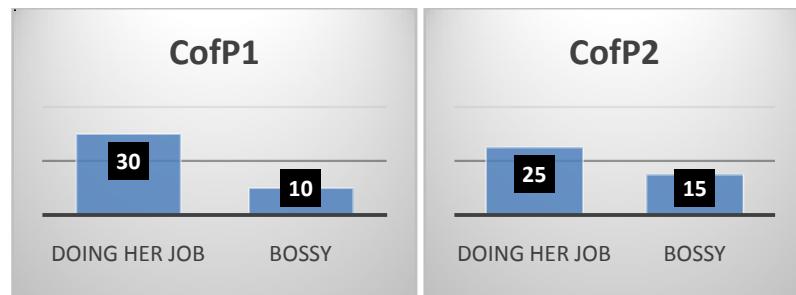
As the Figure above shows, the majority of informants reported that institutional power positions suit men more (24 from CofP1 and 29 from CofP2). As for those who opted for ‘women’ represented just four (4) from CofP1 and three (3) from CofP2.

### Justifications

Most of the informants in both CofPs claimed that institutional power positions suit men more than women because women are and should be controlled by men from a religious perspective. Some claimed /al rijaal qawamuuna ala nisaa/ and some said that women are emotionally-driven.

Some of the participants from CofP1 (that of companies) opted for both based on competences, and others justified with “it depends on the job requirements”. For the minority who opted for women, they justified that women are punctual, hard workers, and deserve higher positions.

4- How do you see a woman practicing her institutional power?



**Figure 5. Women Excreting Institutional Power**

As can be seen in Figure 5, in both CofPs (30 from CofP1 and 25 from CofP2) workers consider a female practicing her institutional power as doing her job. However, ten (10) participants from CofP1 and fifteen (15) from CofP2 see the act of a woman practicing institutional power as being bossy.

5- What if the institutional power was practiced by a man? Would you see it differently?

How?

This open-ended question aims at knowing whether workers accept the same actions they reject when they are practiced by women if the gender was different. More than half of the participants explained that men only do their job when practicing power and that power belongs to men. Yet, the rest of participants cleared that they see no difference between females and males practicing their institutional power. Their justifications are going to be discussed in the third chapter.

6- If you were in a position of power at your workplace, would you treat your workers the same way your manager treats you?



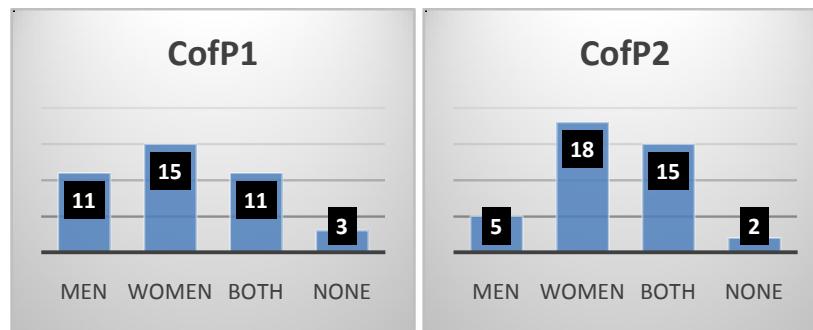
**Figure 6. Similarity in the Reproduction of Power Practices**

Given the results obtained for this question as Figure 6 shows, the majority of respondents (38 from CofP1 and 32 from CofP2) wouldn't treat their workers in the same way their manager treats them.

- 7- What differences could you bring when treating your colleagues if you were to become the manager?

Concerning this open-ended question, almost all respondent explained how they would treat their workers equally and never be biased to any of the genders. Some participants illustrated that communication would be their key element in making this change.

- 8- Who do women in institutional power positions disempower more?



**Figure 7. Women Disempowerment**

Figure 7's results show the category women with institutional power disempower more. The majority of participant from both CofPs (15 from CofP1 and 18 from CofP2) claimed that women in institutional power positions disempower women the most. Comparatively, (33%) think that women disempower both sexes. Moreover, (20%) consider men as the most disempowered category.

- 9- Can you give an example from your personal experience that illustrates women in institutional power positions disempowering a specific gender more than the other?

Informants responded to this question by short personal anecdotes where women with institutional power practiced power over them or their coworkers. Some complained from the punishments women receive and men don't. A female participant reported that one day she

came 4 minutes late and was punished in front of all her coworkers, 30 minutes later 3 male coworkers entered the office without getting even a remark. Other participants said that the female manager devalue other women in public in terms of arrogance and feminine jealousy.

10- How do you feel when your female manager treats women and men differently? (if she does)

The majority of respondents said they would feel demotivated from such act. The answers of female participants in both CofPs revolved about the idea that women mistreat other women. For instance, one of the informants mentioned that her female manager makes her lose her self-confidence (feel ashamed, embarrassed...) when she scolds her in front of the others. Almost all men settled on the idea that they belittle a woman disempowering another woman.

11- What message would you transmit to your female manager and to all women at workplace?

Participants from both CofPs and both genders recommended that females at workplace should be more professional than personal and emotional. Some informants stated that competence and performance are the key characteristics of a good manager be them males or females. A considerable number of participants claimed that women should be aware that the overuse of power can turn against them. Only few informants declared that women shouldn't occupy position that they are unworthy of.

12- As a woman, how do you expect your female manager to treat you?

This open ended question was designed only for female workers. Almost all women participants answered this question by “a woman should understand another woman” illustrating that a woman should be aware of the gender discrimination women have been through all their lives, and avoid it.

### 3.2 Analysis of the Coworkers' Interview

This section presents the answers of the managers' coworkers on the interview

1- To what extant do you think that a woman can manage the company/school/department?

The majority of informants agreed that women can manage the company/ school/ department if they had the right qualifications. Three participants (One from CofP1 and two from CofP2) illustrated that a women can administer better than a man can if she takes into consideration the feeling we women had to experience from being bullied. However, four male coworkers (2 from each CofP) agreed that though a woman can manage the workplace, it is better to have a male manager to avoid all possible misunderstandings. Some teachers/workers insisted on the fact of having conscience and fearing God.

2- To my view, when a women is in power she will probably be very solidary with another woman and behaves in tough way with men. What do you think?

Some female participants confirmed that it is undeniable that women can be very solidary, but surely not to another woman. One female participant made a remarkable point when she insisted on the fact that a female manager is never solidary to another female. In contrast, male workers claimed that women help each other escaping their classes/offices because they know the responsibilities society imposed on women. One male teacher stated that one of his female coworkers had issues with her mother-in-law, so the director freed her early whenever she had to. Other workers/teachers claimed that women can be solidary with whom they liked be them males or females.

3- Has your female manager disempowered one of the coworkers? How?

All informants hesitated after this question. Some claimed that they didn't know or they didn't think so. Others; especially those from CofP1; clarified that empowerment occurs at all

workplaces, and that all managers disempower their workers especially female managers. Three male teachers shared the same situation where their female director yelled at a female teacher in the middle of the courtyard or in front of her students. Only few female participants confirmed that their female manager disempowered one of the co-workers.

4- Have you ever been warned/threatened/scolded by your manager?

Only three male participants (2 from CofP1 and 1 from CofP2) said that they have been warned before. Some informants claimed that if workers have been scolded by their manager, they would definitely deny this fact for it is something they are not proud of.

5- What do you think of the causes of misunderstandings between workers and their female manager/director/administrator?

Almost all informants reported jealousy and emotions as the main causes of misunderstandings with female managers. Some claimed that the female manager sometimes compare her social status to others. That is, she mistreats her coworkers out of jealousy and lack of confidence. Other teachers/workers referred to the lack of communication, incompetence, and the over use of power.

6- If your female manager/director/administrator asked you for an extra work, would you complain or reject her command?

All informants claimed that they would never reject a command related to work. Some teachers illustrated that they would be pleased if the work would be beneficial to their students and institution even if it was not their job to do so. However, others stated that they are driven by law not their managers. One of the male participants explained that the way his female manager gives orders is what makes the workers reject them.

7- How do you feel when your female manager disempowers another coworker? Would you feel the same way if you had a male manager?

All participants agreed that witnessing a disempowerment at work is frustrating and makes them lose the will to work with purposefulness. The word /hogra/(injustice) repeatedly occurred when answering this question. Participants explained that disempowerment is unacceptable be it from a female or male manager. However, workers and teachers of both genders claimed that they wouldn't feel the same if the manager were a male. Some male workers justified that they communicate easily with men (normal or aggressive interaction). By contrast, they find it uneasy to interact with women, namely with married women as some referred to /mart rajel/. Female workers stated that they can't accept such bullying from a woman.

8- What is your attitude towards a woman bullying another woman?

Some female participants do not appreciate some acts of bullying for reasons like: close relationship with workers and being already victimized by the managers' bullying. Others condemned any act of bullying by women.

Some male workers/teachers framed both the bullying and bullied female workers as unprofessional. One male teacher claimed that women deserve to be overpowered and controlled.

### **3.3 Analysis of the Managers' Interview**

This section presents the answers of the managers on the interview

1- How did you end up and who helped you to get this occupation?

All managers praised themselves and referred their success to their personal qualifications and hard work. All female managers in both CofPs confirmed that men helped them to reach such positions. One of the managers from CofP1 explained that such workplace had been male dominated; thus, only men supported workers/professionals to reach positions of power. She added that even if there were women in superior positions, they wouldn't have offered much support to female workers.

- 2- To what extant you think that a woman can manage the company/school/department more than a man can?

CofP1's managers claimed that men and women have the same ability to manage companies, two managers referred to women as being more ambitious and committed. Moreover, the four managers of CofP2 illustrated that women are more punctual, serious, and hard workers; one of the managers claimed that women manage the workplace better than men due to their qualifications especially in sensitive sectors such as health and education.

- 3- Among your coworkers, which of the gender perform better than the other?

The majority of respondents (three from CofP1 and three from CofP2) agreed that male workers perform better. One of the managers from CofP1 claimed that males perform better because it is a male manageable sector, she illustrated that women have deficits of pregnancy and child care vacations. The other managers stated that the performance of the workers depend on their competence rather than their gender.

- 4- Do you consider the gender of applicants/candidates/customers/parents when interacting with them about enrollment, complaints, etc?

All the interviewee managers claimed that they have never considered the gender of applicants/candidates/customers/parents when interacting with them. For which, it is

unethical, unfair, and illegal. However, two managers from CofP1 added that it is preferable to have a majority of male workers due to women deficiency and absence. Moreover, one of the school head masters explained that interacting with mothers is less preferable because they are so talkative, protective, and they waste time.

5- Do male coworkers complain about or reject your orders/suggestions?

All managers reported that their male coworkers never complain or reject their orders/suggestions. Then again, three managers (1 from CofP1 and 2 from CofP2) added that sometimes women complain and nag when receiving commands or instructions.

6- What do you think of the causes of misunderstandings between you and male/female co-workers?

The majority of managers (3 from CofP1 and 2 from CofP2) agreed that the main causes of misunderstandings with both male and female co-workers are when they are not serious and committed to their job. Three managers (1 from CofP1 and 2 from CofP2) explained that the misunderstandings that may occur among female workers are out of jealousy and envy. One of the managers from CofP1 referred to this as a stereotype.

7- As a female manager/administrator/head of department/head of service, do you practice your power over male coworkers?

All informants responded to this question with denials. One of the managers from CofP1 highlighted that the necessity of practicing power on male workers depends on the situations and male workers' behavior.

8- Have you ever warned/threatened/fired/scolded your coworkers/teachers? Who and why?

The majority of Informants (3 from each CofP) claimed that they had never warned/threatened/fired/scolded one of their teachers, one of the head masters said she was too nice to do so. A head of department said she had only warned her colleagues. One of the managers from CofP1 mentioned that she fired a male worker because of forging issues. She illustrated that the worker didn't expect her to do so for being a woman and underestimated her reaction.

### **Conclusion**

The chapter at hand was devoted to the practical part of the research describing the methodology of research as well as explaining the data collection procedure. The samples in addition to the research tools were also delineated. Furthermore, analyzing the information obtained from the questionnaire and the interviews was provided. The following chapter will be discussing the major findings of this study. The results from each research instrument will be cited.

# **CHAPTER THREE**

## ***FINDINGS AND DISCUSSIONS***

## Introduction

This chapter aims at delivering a discussion and commenting on the findings of the previous chapter. First, it discussed the data of the questionnaire by analyzing workers' answers from both Communities of practice. Second, the interview is analyzed to stress out the attitudes of the female managers and their co-workers towards each other. This chapter concludes with providing recommendations to help raising awareness about the reproduction of gender inequalities and relating results to Butler's performativity.

The researcher attempted at uncovering the attitudes, behaviors, and performance of women in institutional power positions, along with the causes and consequences of the female manager' actions/manners within Algerian institutions.

The data needed for this research have been gathered, mainly by interviewing the female managers, interviewing their coworkers, together with organizing a questionnaire for all workers working for the female manager from both Communities of Practice; a male dominated field (technical/business domain) and a female dominated field (educational institutions); to see the effect of context on the female manager's behavior and interaction with others.

### 1. Findings

#### 1.1 Results of the Workers' Questionnaire

The results obtained from the questionnaire show that the majority of informants from both CofP's rate that institutional power positions suit men more than women. Male respondents who were in favor of this, based their justifications on religious beliefs stating that /al rijaalqawamuuna ala nisaa/ (Men are the protectors and maintainers of women). Both

males and females asserted that women are emotionally driven and focus on shallow issues rather than professional ones.

Despite the fact that the majority of participants preferred men in positions of power, the fourth question reveals that workers still consider women practicing their institutional power as doing their job. On the contrary, thirty one percent (31%) of them viewed women as bossy, and arrogant when practicing their institutional power.

Only few participants agreed on the idea that practicing institutional power does not differ from women to men. While the rest have totally accepted this act of practicing power when it comes from men, justifying that power is men's, and that men are born powerful and authoritative by nature.

As it is demonstrated in the previous chapter, almost all workers were not satisfied from the way their manager treated them, for which, they claimed that if they were in their manager's position they would change certain attitudes and behaviors and try the best they can to sustain equality and avoid bullying. Communication and modesty were repeated in the respondents' answers as key elements to achieve such goals, as some workers illustrated: "I would listen to my co-workers and take their opinions into consideration".

Concerning the gender women with institutional power disempower more, the results showed approximate proportions, where forty two percent (41%) opted for female workers, thirty three percent (33%) for both, and twenty percent (20%) for men.

Informants provided different anecdotes where women disempowered one of the genders more than the other, in most anecdotes females were disempowered and sometimes even harassed. CofP1's informants shared situations where the female manager yelled and punished their female co-worker in front of her mates; whereas, CofP2's teachers; especially

those of primary school; shared situations where the headmaster punished teachers for futilities.

According to workers, the act of bullying they receive from their superior results in the lack of motivation which causes a bad efficiency because workers feel that their hard work is worthless when it is not valued. Some female respondents illustrated that such disempowerment makes them feel oppressive and less confident, as one of the female respondents from CofP2 explained: “such act not only makes you lose confidence at work, but also in your daily life, you feel enable”.

The questionnaire ends on two questions: first, workers who were asked to give recommendations and advices to the female managers said that women should be more professional, fair, competent, and worthy of their positions. They emphasized that they should mostly use their power carefully. This shows what workers have suffered from or experienced and wants for others to avoid. Second, a question was addressed to women in particular to see the expectations they have from a female manager. Most women expect their female manager to be more solidary and comprehensive taking into account the impact of society which imposes on women responsibilities and obligations towards their families such as events, child care, and nursing.

## 1.2 Results of the Managers' Interview

The interview with the managers was designed to obtain detailed information about personal feelings, opinions, and attitudes towards their employees. Female managers have worked so hard to reach such powerful positions; the struggle was manifested when they started talking about how they got to their current occupations.

All managers explained that, unlike men, women do not get promoted easily because the idea of having women in institutional power positions still frightens society. The

managers further explained that they were mainly supported by their male superiors. A manager from CofP1 insisted on the fact that she was supported by men because it is a male dominated scope. However, she; based on a presumption; added that even if her superiors were women, they would probably not help her progress. Most importantly, all managers argue that women make barriers to other women.

It is important to realize that the female managers praised themselves and explained that these hardships made them stronger and contributed to their success. Moreover, they illustrated how they can manage the company/school/department easily due to their seriousness, hard work, and ambitious. Some added that they can manage the workplace better than men, especially in sensitive sectors (health, education...) as one of the headmasters explained: "such sectors need a female administrator for they are more comprehensive and committed".

On the performance of the workers, the majority of the managers favored men for their fulfillments justifying that women; especially married ones; have responsibilities and go on vacations very often. One manager from CofP1 explained that when she considers recruiting new employees she prefers to have a majority of males in each department especially customers department, as she provided an example where she had two pregnant female employees who went on vacation in the same period leaving the department with one staff only. She also claimed that the Algerian high authorities should help women more byextending maternity leave to two years optional for example, because no one can manage two hard jobs at the same time and have their best performance in both jobs, especially when one of the occupations is being a mother, for it is energy and time taking.

Dealing with workers, the managers claimed with confidence that their male co-workers almost never complain or reject their orders. On the contrary, female co-workers

sometimes complain about certain commands but still do their work. This result in certain misunderstandings among female co-workers, which the majority of the managers related it to jealousy and envy.

One manager from CofP1 made a remarkable declaration when she referred to female jealousy at workplace as a Stereotype. She also announced that she has already fired a male worker for fraud, unlike the other managers who denied any act of warning trying to prove that they were too nice to do so. According to Holmes (1995) women are more polite than men, and more concerned about the affective aspect instead of referential aspect.

### **1.3 Results of the Coworkers' Interview**

To check the authenticity of details in the questionnaire, and know more details about the co-workers' opinions and attitudes towards their female manager, an interview was designed for a considerable number of co-workers (ten 10 from each CofP) to decipher the body language of respondents and reactions towards certain questions. All workers agreed that women have all the capacities and qualifications to manage the company/school/department.

However, they still preferred a male manager for a more comfortable workplace environment as one of the workers justified. To see women solidarity and their emotional interference in the workplace, the interviewer has given her opinion about females with institutional power being very solidary with other female co-workers to see the reaction of the interviewee. Almost all female co-workers denied this fact emphasizing that women are never solidary with each other except in friendships, and even friendships disappear when one of them becomes a manager. On the contrary, male workers agreed that females are solidary with each other and very permissive. It is true that males and females agreed on different points, but they all shared the fact that women can be biased to a specific category.

“Disempowerment occurs almost at all workplaces” was the introductory sentence interviewees broke the silence with when they were asked about disempowerment at their workplace. All their sentences were formed with the third person explaining how the female manager mistreats/disempowers female workers such as threatening them in public and commenting on futilities. Workers justified this act of disempowerment again with the “usual” jealousy and competition issues among females. The way respondents commented on this shows that jealousy and competition are related directly to women and that they are a normative reference.

All respondents argued that disempowerment is discouraging, and discrimination of all kinds is frustrating. Surprisingly, the same act of disempowerment and gender discrimination was less discouraging if the manager was a male. Workers illustrated that though differentiation and bullying are unaccepted, but coming from a woman is what worsen them, as they stated: “women will always remain women and they will never become men” as if men were born with an innate power which portrayed in aggressiveness and mistreatment, while women should always remain subordinate and submissive.

Bullying among female workers devalue women and ruin their proficiency, which diminishes their self esteem and make them lose their co-workers’ respect. Some male participants said that they cannot appreciate or respect a female manager who bullies other women. Not to mention how women feel when they are mistreated by someone of their gender. A woman they expected to challenge the patriarchal practices women suffered from for the past centuries.

## **2. Discussion of Women’s and Men’s Attitudes at Workplace**

The present study has reached many assumptions drawn from the data analysis outlined previously. To begin with, female managers from both CofPs prefer male employees

for they think they produce a better performance. On the contrary, they pressure their female colleagues and sometimes even humiliate them consciously or unconsciously. Women at work tend to have higher expectations from their female manager to gain back the dignity they have lost in a patriarchal society. They trust that their manager would be more understanding, sympathizing, and aware of the gender differences and the gender roles imposed on women within the Algerian society.

However, women with institutional power use their positions to reproduce the same patriarchal practices that they themselves might have suffered from. The data validated the first hypothesis given in the very beginning of this study and confirmed that not only men are responsible for the disempowerment and the discrimination of women.

After examining, discussing, and comparing the findings of the questionnaires and the interviews, the second hypothesis which stated that employees perceive their female managers as bossy, arrogant and unfair is to be questioned. Despite the complaints of workers about their female managers in the interview; the overuse of orders, reproaches, and threatening of female managers in CofP1, besides the head masters' focus on futilities and teachers' scolding in CofP2; the questionnaire revealed that the majority of workers affirmed that women only do their job when practicing their institutional power, which demonstrates the awareness of the job requirements, and that women are not bossy or arrogant by nature.

Although neither the workers nor the managers denied the conflicts at their workplaces, the managers' denial of reporting, warning, or firing any of their co-workers reflects the interference of emotions in managing the workplace. This denotes that women are emotionally driven; as most male workers stated namely "emotions" as the main failure of women when placed in decision-making positions.

The last hypothesis is the major problematic of women in institutional power positions from the points of view of both male and female workers. Even though the female manager lives in an Algerian society and is familiar with all the responsibilities and duties on women's shoulders, she still pressures her female colleagues. This sort of bullying is a subconscious attitude towards women, to satisfy the need of showing that she is as tough as men and can practice power the same way men do.

Aiming at achieving the same rights, respect, and gratitude men receive from their co-workers, women fall for the reinforcement of discriminating and disempowering women. This goes in line with Butler's performativity which states that the repetitiveness of acts leads to integrating them in one's gender and personality.

Gender performativity is abiding to the norms and conventions of society which states that, for example, a male manager should be authoritative, dominating, and has the right to disempower other co-workers. This sort of conventions is embedded in women's subconscious, for which, they disempower female workers because they perceive them as weak and submissive in order to achieve the same recognition as men.

Butler (1992) explained that gender performativity is not what individuals decide, but rather what society shapes. Women in institutional power positions face the dilemma of performing the gender role society imposed on them or abandoning it. This resulted in bullying and repeating the same actions society praised male managers for.

### **3. Recommendations:**

Based on the findings, the following suggestions are highly recommended:

The Algerian government should reconsider the conditions and requirements of women's professions. For instance, Maternity leave could be extended to two years optional because

much time will be devoted to child care. This results in a low performance of the mother in her workplace.

Women's lack of professionalism urges raising women's awareness to the fact that their female co-workers are not their competitors. For this, stereotypes such as jealousy and envy must be avoided and dismissed in the workplace. Besides, women should not expect their female managers to be permissive in a way that would affect their performance.

To reduce gender discrimination, women should represent an ideal model of equality and justice. Indeed, we women cannot claim for our rights of empowerment while disempowering each other.

The Algerian society expects women in decision-making positions to do much more than what is expected from men to do. This pressure leads female directors in all sectors to mismanage their institutional power.

Women should recognize the conditions, requirements, settings, and preferences of the profession they seek to occupy regarding their needs and social status to fulfil their job. Women who have domestic duties should organize their time by choosing the right occupation.

## Conclusion

This chapter discussed the main findings of the study, as it revealed that women's attitude at workplace does not differ from men's attitude since both generate and exercise power at other co-workers. In addition, it answered the main question and showed that women empowerment results in the reproduction of patriarchal practices such as bullying or discrimination among co-workers. It, then, finished with approving the hypothesis of the study which stated that women in institutional power positions do not practice power fairly. However, the results drawn from the questionnaire questioned the second hypothesis and showed that employees are aware of the managers' job requirements despite the disempowerment they have experienced.

## General Conclusion

The study investigated Algerian women's institutional empowerment in two chosen CofPs in the city of Mostaganem. The first CofP is an economic community of workers in two companies. The second CofP is an educational community of teachers and administrators in two primary schools and two university departments. The study attempted to check whether women in authority use their positions to exert power and, thus; reproduce patriarchal practices such as bullying or discrimination among co-workers. It also intended to explore how workers perceived the institutionally empowered women in the workplace.

The findings of the study indicated that women's occupation of decision-making positions led them to integrate and make a difference. Thus, they could reproduce patriarchal practices like bullying. Besides, institutionally empowered women were perceived as bossy despite the awareness of the job requirements. Finally, to show their powerful status, female managers exerted disempowerment on other workers, particularly females.

As the present study did not -to a good extent- theorize gender performativity, the discussion of findings did not stand firm in their presentations on all what Butler provided in the theory. That could be referred to the practical suitability and applicability of such theory to certain social and cultural contexts. For that, it is highly recommended for further research investigating women's empowerment to build a firm theoretical framework through which the interpretations of results would be presented and discussed, and by which some findings would be evidenced.

Deconstructing the gender-sex concept is usually taken for granted. Therefore, social norms related to gender are challenged by any (mis)representations by individuals' performances. Researchers; surely, know that such norms and conventions are embedded into the society. Hence, the role each gender plays through performative implications is a question

of investigation, especially how individuals perceive themselves and how others perceive them.

As the last century witnessed a great move towards an interest in gender equality, the case of women's institutional empowerment in some communities around the world might take a sociopolitical aspect in the 21<sup>st</sup> century. In the Algerian context, empowered women are expected to outnumber men in some sectors and take power in some institutional and governmental authorities. That would prepare for much debate among both genders. After all, much attention will be drawn to valuing women's work, constructing identity and performing gender at workplace.

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# ***APPENDICES***

**-Appendix A-**  
**Workers' Questionnaire**

Dear informant,

You are kindly requested to answer this questionnaire that aims at investigating women empowerment in Algerian institutions. Your insights are important for the fulfilment of a research work at Mostaganem University.

**Part One: The characteristics of the respondents**

Gender: Female  Male

Experience: .....

Occupation: .....

**Part Two:**

1- Have you ever experienced bullying (of all kinds) during your career?

- Yes
- No

If yes, by whom the most?

- Men
- women

2- Do you feel that there is gender discrimination in your workplace?

.....

3- Through your experience, who do institutional power positions suit more?

- Women
- Men
- Both

Why?.....

4- How do you see a woman practicing her institutional power?

- Doing her job
- Bossy

Other .....

5- What if the institutional power was practiced by a man? Would you see it differently?

How?

.....

.....

6- If you were in a position of power at your workplace, would you treat your coworkers the same way your boss treats you?

- Yes
- No

7- What differences could you bring when treating your colleagues if you were to become the boss?

.....

8- Who do women in institutional power positions disempower more?

- Men
- Women
- Both
- None of them

9- If women in institutional power positions disempower a specific gender more than the other. Please illustrate with an example from your personal experience or from those of your relatives.

.....

.....

10- How do you feel when your female boss treats women and men differently? (if she does)

.....

.....

11- What message would you transmit to your female boss and to all women at workplace?

.....

12- As a woman, how do you expect your female boss to treat you?

.....

***Thank you for your collaboration!***

**-Appendix B-**

**Coworkers' Interview**

Dear informant,

You are kindly requested to conduct this interview that aims at investigating women empowerment in Algerian institutions. Your insights are important for the fulfilment of a research work at Mostaganem University.

**Answer the following questions briefly:**

1. To what extant do you think that a woman can manage the company/school/department?  
.....
2. To my view, when a woman is in power, she will probably be very solidary with another woman and behaves in tough way with men. What do you think?  
.....
3. Has your female boss disempowered one of the coworkers? How?  
.....
4. Have you ever been warned/threatened/scolded by your boss?  
.....
5. What do you think of the causes of misunderstandings between workers and their female boss/director/administrator?  
.....
6. If your female boss/director/administrator asked you for an extra work, would you complain or reject her command?  
.....
7. How do you feel when your female boss disempowers another coworker? Would you feel the same way if you had a male boss?  
.....
8. What is your attitude towards a woman bullying another woman?  
.....

*Thank you for your collaboration!*

## **-Appendix C-**

### **Bosses' Interview**

Dear informant,

You are kindly requested to conduct this interview that aims at investigating women empowerment in Algerian institutions. Your insights are important for the fulfilment of a research work at Mostaganem University.

**Answer the following questions briefly:**

1. How did you end up and which of the gender helped you more to get this occupation?

.....

2. To what extant you think that a woman can manage the company/school/department more than a man can?

.....

3. Among your coworkers, which of the gender perform better than the other?

.....

4. Do you consider the gender of applicants/candidates/customers/parents when interacting with them about enrollment, complaints, ect?

.....

5. Do male coworkers complain about or reject your orders/suggestions?

.....

6. What do you think of the causes of misunderstandings between you and male and female coworkers?

.....

7. As a female boss/administrator/head of department/head of service, do you practice your power over male coworkers?

.....

8. Have you ever warned/threatened/fired/scolded your coworkers/teachers? Who And why?

*Thank you for your collaboration!*