

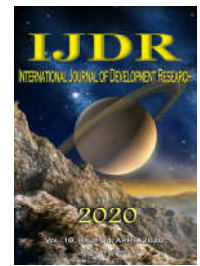


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FEMINIZATION OF TEACHING IN BASIC EDUCATION AND CONSTRUCTION OF VALUES EDUCATION: A CASE STUDY

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ABSTRACT

The teaching that for many years was a profession exclusively made up of men, with the changes in society and women entering the labor market now has mostly women in its composition. Therefore, this study investigated the role of women in teaching in basic education of elementary school at a school in Quixeramobim-CE. Therefore, used as a methodology, first to research literature on the role of women in teaching in the elementary school network and was later the field in a municipal school for data collection. In progress, a sample of six of that school teachers was used and interviews were conducted with participants. The results were analyzed by Bradin content analysis technique and generated categories. These categories lead to the role of women reflection on society and how it affects the school environment, with emphasis on the issues behind the nomenclature used for teachers as "aunt", the view of women as fragile and caregiver sex, and the influence of teachers in educational changes in the city. Finally, it is concluded that teaching was one of the first professions accepted by society and the course of history women were gaining social spaces.

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INTRODUCTION

To investigate the role of women in teaching is somehow something more commonplace than you think, since it is a common practice since the early times. According to Ferreira (1998), when analyzing the teaching profession in a historical perspective, points out the reasons of female supremacy in teaching children. In its analysis, it is pointed out that by the end of the century. XIX, the teaching profession was almost exclusively male. When expanded education, with the emergence of the first public schools, these consisted potentially by women, especially in basic education. The 1920 Census showed that 72.5% of teachers of the Brazilian public primary education was dominated by women and so they were expanding the teaching according to the demand of education. The female figure has always been seen as "inferiorizada" in society, because "for many years women were absent and disfigured in Brazilian history [...] little is known about their lives, stories and experiences in the past" (HAHNER, 1998 p.24).

Analyzing historical context, women were only procreative, and its function was to learn activities that would help them in their role as wife and mother, not having the right to study, a right that was typically men. This view was more pronounced until the nineteenth century, therefore, from that period, women had the opportunity to schooling, especially outside of the home environment, although with some conditions imposed, for example, do not have the right to study all areas, can learn only one language, adapting to the social behavior required of females. For Almeida (1998, p.37) "even made up some achievements of the feminine universe, However, the actual bias was that "the ultimate goal of education was to prepare women to work in the household and take care of her husband's care and children not considering that he could play effectively a salaried profession" (ALMEIDA, 1998, p. 19). Analyze all the woman process in education, especially in teaching and as became profession predominantly female is a need to allude to the struggle for women's participation in society and their contribution to the process of the same, as well as score approaches allowed for the rise of women in this

profession. Given this predominance of women in basic education, urges the resemblance to the family relationship "Aunt", which came to be adopted by students. Given this assumption, during the research it was investigated the following question: What is the role of women in teaching in basic education of elementary school? This concern will be the primary basis to support this research. To answer this question were general and specific objectives set, and the general investigate the role of women in teaching in basic education of elementary school at a school in Quixeramobim-CE. The specific objectives are: to draw a historical approach on women in education; verify the difficulties faced in the elementary school system in its operating time in teaching; identify the contribution of teachers in elementary school network at school. This study is of great social relevance, because analyzes the path of women seeking to highlight the advances that they managed, through their personal and professional efforts.

Theoretical: The concept of gender and the difference between the roles incumbent to women and men have always defined disjunctive form in the historical and social context, marked by time and every time in history. In this light, the woman always had the submission, because the father was the keeper of all the family and his mother, a housewife, obedient to her husband and toward raising children. At this time, the children were the priority for future prosper family property. Referring to remote concepts, we have the women as unimportant to the story. *"Over time women remained in seconds flat when the subject was related to the history and achievements of mankind, trapped in their castles, palaces or simple dwellings, women had no time in the history written by men"* (FOLLADOR, 2009, p. 3).

According to theorists, the mid-twentieth century, noticed the predominance of women in teaching, not only in Brazil, but in all countries. According to Almeida (1998, p.23) "women have to enter the labor market, because the fact of the professional field in teaching was glimpsed by women because it would be a continuation of the vocation of what was done at home." Through the devaluation of the teaching profession, the female audience had the opportunity to enter the labor market. However, this entry into the teaching was essential in achieving economic independence of women, especially those of lower classes, who had no upward mobility through marriage, women prerogative of the elite, and that through the teaching arose the possibility of independence financial,

Compete point out that even with the devaluation of the teaching profession and assignments that competed at women as sensitivity, the reference caregiver, among other women's peculiarities, the teaching of inclusion for these was not immune from conflicts and questions, since it understood as a threat to men, in consequence, lose spaces and favoritism in the profession. Almeida (1998) states that the development of women in the teaching profession was due to the broad movement caused in education and in society, which were challenging the prejudices in a male half the work done by teachers of both sexes.

Entry into the teaching in basic education accounted for the exit the woman's field of invisibility and into the situation in the social, collective, although this insertion, a priori, come ingrained prejudices. Before admission to the teaching profession, women gradually were getting their space, they

entered the university, going to exercise other professions of social reputation. However, inequality and gender discrimination on the occupations and earnings are still recurring to the present day. In the context of the classroom, it is remarkable the difference between being a teacher and a teacher. This goes back to the idea that spread for centuries, namely, the concept of early childhood education teacher who ruled Brazil was based on the perception of women as "mother educator" Carvalho (2003), for being a woman, have obeyed the requirements for teaching. Tanuri (2000) highlighted two instances cooperating satisfactorily to this process the female audience in teaching, a priori to be the only profession that allowed women to harmonize domestic and teaching duties. The second stanza was the low pay that men migrated to areas of higher salary and professional recognition.

Still according to (Tanuri, 2000, p. 66)

"In recent years the monarchy would the woman participate in the Brazilian childhood education, to be given the extension of its role as a mother and educator activity already exercised at home, began to be defended by thinkers and politicians."

The teaching was regarded as a continuation of the home, since the teacher had attributes that refer to the home environment, among which stand out the act of teaching with affection, attention and showing affection, which is essential for teaching and learning as "affective dimension occupies a central place from the point of view of the construction of the person and of knowledge" (Dantas, 1992, p.85). Novaes (. 1992: 103) states: "The incorporation of women in the teaching function was justified as an extension of women's activities beyond the domestic boundaries." In this bias, the teacher's job was not valued as a profession, being an opportunity for women to work, but as a mother away from home. "Taking care of children, educate them continued to be the mother of task, therefore, nothing better than a woman, even single, to perform it" (Novaes, 1992, p.103).

To Araújo (2006, p.188-189), the woman even being protective of the home in which their social role is allocated to the education of children, care and the activities developed in the family environment, are able to maintain balance and harmony home. With all the limitations and struggles faced by women, they are not inclined, as recognized the opportunity to gain acceptance in society, financial rise and rise of self-esteem. In the mid-twentieth century, the female audience saw the possibility of carrying out an activity that gratificassem with all of the above functions as well as performing an activity that would allow care residence and thus not be criticized for leaving the home. With regard to this approach the teacher-woman, with the woman's home, allowed the culture of the students call the teacher "Auntie". Novaes (1992) points out that the term began to be adopted in the twentieth century, when children had difficulty to memorize the names of people, calling them aunts.

"In the case of the 'aunts' the relationship of children would be facilitated. From there the habit extended to teachers of preschool courses to teachers of schools of the old primary "(Novaes, 1992, p. 127). With the devaluation of the teaching, there is the "expropriation of knowledge." Novaes (1992, p. 92) allows the loss of independence, becoming "Thus, as the second mother their students to be treated thia" (NOVAES, 1992, p. 92). This terminology of "Aunt" attributed to the

teacher, leads to reflection of how the aunt paper has a disqualification in society. According to Machado (1981), cited Novaes (1992, p.126) gives the following proviso:

I often say that the role of aunt is better and easier than the mother. The aunt is the one who supports, is delighted that all the nephews do, gives gifts, leads to stroll and then returns to the mother who fit all the nasty charges: angry, sending bathing, brushing teeth, bedtime, etc. not infrequently aunt is the heroine of her nephews who think 'Why Mommy is not like her?'

Given this relevant placement call the aunt teacher, flows in educating sentimental confusion, since it expects to find in the classroom permissions accepted by kinship aunt, taking the illusory imagination that their actions will be accepted passively, not wanting to obey the rules imposed by the teacher in the classroom. Already Freire (1997) points out that this change in the teacher call on Aunt, ie this similarity with the familiar relative, was created between the 60 and 70 of the twentieth century, reinforcing the professional devaluation of the educator.

Freire (1997, p.9)) supports the claim that:

The teacher in aunt of his students in the same way as any aunt does not become a teacher of his nephews only because it is their aunt. Teaching is a profession that involves a certain task, right militancy, certain specificity in compliance while being aunt is living a family relationship. Being a teacher means assuming a profession while not aunt is by profession. It can be an uncle or aunt geographically or emotionally distant nephews, but it can not be authentically teacher even in working long distance, "away" from students. Freire (1997) renounces aunt qualifying for the teacher, as this designation is intended to hinder the struggle for consideration to the education profession. Nevertheless, the professional efforts of female class to assert its identity lose strength this treatment aunt, since it favors anonymity because the name is not highlighted and recognized by the label of "aunt". The teacher will thus be perceived as a good girl and a good girl and manipulatable teacher is a teacher alienated who loses his identity and dignity as a member of a professional class (Antunes, 2002).

METHODOLOGY

For realization of this study, a bibliographic research on the role of women in teaching in the elementary school network through magazines was held, articles, dissertations and theses, in order to verify the presence of women in teaching, on the remains of a historical building, social, economic and cultural. The research is descriptive qualitative, as it aims to describe characteristics of a given population or phenomenon or establish relationships between variables. In order to investigate the role of women in the teaching profession in primary education network, the article consisted of a field research carried out in a municipal school in the city of Quixeramobim, Ceará. The survey was conducted in the staff room, in which were marked the meetings in advance in accordance with the schedules of teachers available. The population studied were the six (6) active teachers in regular room of the institution, who responded to a script composed of open questions focused on their school practices as well as their view of women in teaching. From the reports currently

experienced by the teachers who make up the board employees active in the classroom of said school, the subjects were identified as: P1, P2, P3, P4, P5, P6. In the field research, the six participants signed a consent form for researchers maintain the confidentiality of their identities. Then the meetings in advance according to the time available for application of the interviews were scheduled, which all occurred in the staff room of the aforementioned school. The data collected and analyzed were recorded and transcribed to a spreadsheet with targeted questions for each specific goal. The interviewed teachers have degree in various fields of knowledge, such as Pedagogy, History and Literature. Compete point out that all teachers beyond graduation, have graduate and a master's doing. Athave interviewed aged 26-45 years and have diverse service time ranging from 3 to 20 years of regency room.

DISCUSSION AND ANALYSIS OF RESULTS

This field study aimed to investigate the role of women in teaching in basic education of elementary school at a school in Quixeramobim-CE. For the development of research, and its result was based on Bardin (2011), in its "content analysis". One of the stages of this analysis, which stopped this study form the basis in categories taking specific objectives, such as: the design on the historical values of the teaching of women's work; the barriers faced; Woman viewing in the elementary school network, as well as the difficulties faced in his time working in the teaching profession; the teachers' contribution to a school in the municipal school system in the city of Quixeramobim- CE. For P1, the teaching profession in primary education has always been geared toward women, such that they are associated as "aunt". P2 reports that since ancient times the woman has always led the formation, from its insertion in the pedagogy course. P3 and P4 claim that since the beginning the women suffered discrimination, but were always designated with the "gift" to care for and educate. P5 and P6 point out that in exercising its role in performance over time spaces in society were emerging, because they are careful and know how to wait to apply your skills. To Hypólito (1997), the women entering the constitution occurred in Brazil established a resemblance to the story of several countries considering the changes experienced in teaching and disparities aspects when they become exercised by women.

We can see the P2 lines, P4 and P5 the term "aunt" is due by the fact that women have many qualities, especially when it comes to the care and education to children, thus generating proximity of teacher relationship as "aunt". These also highlight the fact that women be associated with the fair sex, which is seen as a barrier to be overcome. For P1 to be called "aunt" it is wrong, because the school environment is not conducive to be mistaken as persons who are taking care psychologically, physically students, in which the time should be different from the family environment. The interviewee quoted portrays the need to demystify the teaching as women to criticize the term "aunt", as the same as a barrier imposed by society. For P3 and P6, however there is inequality in the labor market is important that regardless of gender used, it should be focused on the objectives used in teaching, counseling, teaching, educating for a better integration in society. With the foundation in Freire (1997) think, to write, read, have thought and language of reality shows have no emotional bond as a teacher is not "aunt". As the author says: teacher yes, "aunt" did not.

Table 1. Draw a historical briefing on women in education

WHAT IS YOUR CONCEPT OF CONSTRUCTION WORK HISTORY TEACHER WOMAN?	
RESPONDENT P1	I understand that teaching is a profession that has long been focused on the female universe. So these days are associated with "Aunt" where we must solve the psychological and social problems of our students
RESPONDENT P2	Historically the woman has always led this requirement for teacher training, especially in the course of degree in pedagogy, they show that in spite of not being valued, there are more women than men pedagogues
RESPONDENT P3	Since the beginning of humanity the woman always suffered spread as the discriminatory process, being seen as a figure of a person who should be assigned only to take care of household chores
RESPONDENT P4	The historic building started from the idea that the woman was who had "gift" natural to care for and educate
RESPONDENT P5	Over time the woman came conquering its space in society and exercising with great performance in their role The achievements have taken because we women be more protective, careful where emotion and subjectivity would be associated with the skills and knowledge
RESPONDENT P6	

Source: Created by the author (2018). Legend: (P) Professor.

Table 2. Check the difficulties faced in the elementary school system in its operating time in teaching

REPORT ON THE VISION OF WOMAN IN EDUCATION NETWORK MANDATORY, AND the barriers faced IN YOUR PRACTICE TIME IN TEACHING.	
RESPONDENT P1	I believe we have to demystify that teaching is a female profession and be called "Aunt" by students is a matter of gender, as women were associated with domestic and family world, this was extended to teaching, but point out that not like the only idea of the "woman" to be associated in this way because unify the professional education with the care of the student
RESPONDENT P2	I see women in the teaching profession as highly relevant, since it is much more patient and meticulous than men. I also consider that women face difficulties because beyond prejudice by society, this works both at home and abroad, thus constituting an overload. It also has the question of being called "Aunt", which does not think it's cool because aunt would be a word to impose respect, as if aunt was someone close to the student who replaces the mother, which does not happen. Maybe if it was used "teacher", it would be much more respected because respect is increasingly difficult in the classroom.
RESPONDENT P3	The women entering the teaching was a landmark for breaking down the barriers that served as a barrier to the woman ceased to be seen as people who would not be able to take on any job in the labor market. For a long time there was a certain society of resistance with regard to work, especially in relation to teaching, because activities related to teaching were seen as a mission, or even a social issue. I emphasize that the term "aunt" in teaching, always seen as a form of a bond of affection in the student / teacher ratio.
RESPONDENT P4	I consider the woman in teaching a very common insertion, since it was intended to teach. I emphasize that the female was always related to fragility, because the machismo, until now, has prevented the woman to develop something, as noted in the term "aunt" used by the issue of closeness and attachment that children have with us.
RESPONDENT P5	I see the woman played by exercising with great professionalism and ability, demanding respect for the students, although hold his own in the labor area, it is still a victim of discrimination before some in society, seeing them as weaker sex. Even the term "aunt" not being derogatory and even affectionate, I think many times students come to confuse the term forgetting our teacher figure.
RESPONDENT P6	We know that before the woman was seen in society as the owner of the home and gradually we were finding our way and of course being perceived as important in teaching. I see as a barrier wage issue that is still very undervalued. I am a teacher for 12 years and I am very happy in my profession and I have contributed a lot in the lives of my students. My students choose to "aunt" or by my name, the important thing is doing my professional role, teaching with competence at the same time, showing affection and commitment to my students.

Source: Created by the author (2018). Legend: (P) Professor.

Table 3. Identify the contribution of the teachers on the net primary school in school

AS TEACHER, WHAT IS YOUR CONTRIBUTION IN BASIC EDUCATION NETWORK IN THE CITY OF Quixeramobim-CE?	
RESPONDENT P1	I consider that my greatest contribution is in my experience, in the areas of knowledge, especially where my training helps to boost education in the city through my experiences in the classroom.
RESPONDENT P2	I try to be each a teaching dynamic, participative day, giving the best of themselves, for the pursuit of perfection will always have something to be improved. I see women every day takes up considerable space in the area of teaching and "our" city is no different, especially in early childhood education, which rarely see man exercising this so valued function, while women dominate this field, as well as your patience dedication and many have contributed to raising our basic education.
RESPONDENT P3	Throughout my professional career, not only in this teaching unit, but also in other institutions that I taught, I always tried to exercise my function with a lot of commitment, above all, responsibly, although knowing that it is an undervalued profession, never downloaded the head, always I try to study and increasingly improve my teaching practice in everyday school life. I realize that in the context of teachers of municipal public schools in the municipality of Quixeramobim, mostly made up of women who have tried to raise the level of learning in our schools and in society as a whole.
RESPONDENT P4	I hope to contribute so that student learning is achieved satisfactorily, teaching dynamic and playful way, thus contribute to education quality learning in the municipality.
RESPONDENT P5	I always try to raise the school along with children's learning and leading them to a knowledge of the world. With this I collaborated very efficiently and dedication, so much that the female figure predominates in municipal networks.
RESPONDENT P6	I am an active educator in the education of my students, I try to always motivas in pursuit of their dreams, their future knowledge and projects. And "our" Quixeramobim women have excelled in the teaching area, always taking care of order and care in the education sector, it has been strengthened on this society so perverse of "macho", becoming the protagonist of his own story.

Source: Created by the author (2018). Legend: (P) Professor.

It is noticed that each teacher seeks to collaborate with student learning in line student / school. For P1 and P2 for more women have faced barriers and the fact of being associated with female teaching private world or the familiar world, looking more and more that the school is persevering, to fight for the rights and education of students, where knowledge and life experiences as well is what causes more contribution to municipal schools. P3 reports other experiences also experienced in teaching and states that even if an undervalued profession never left demotivate, contributing to the students and the future of a better school, through its didactic teaching practices. They emphasize also that women every day fighting for their spaces in teaching, and however difficult they may be, the same are skipping important for building a better education in the municipality. P4 and P5 states that collaborates directly, since they seek to teach dynamically taking the child to the knowledge of the "world", thus it will be relevant to the school environment, since these practices are seen by society. P6 mentions that seeking to motivate the student to the scope of their projects, dreams and knowledge gives them a better future, since the student body should be the biggest beneficiary. Freire (2003) points out that there are different types of educators: critical, progressive and conservative, although they need to know to balance the relation theory / practice and create possibility for the student to build their own knowledge and above all recognize that the teaching is learning.

Conclusion

The objective of this research was investigate the role of women in teaching in basic education of elementary school by means of a municipal school in the city of Quixeramobim-CE, through field research, highlighting a historic cut on women in education, his vision as a woman in the primary school network concerning the barriers faced in his time working in the teaching profession and the contribution of the teachers in the primary school network. It was also analyzed through literature searches, articles on topics relacionadas the theme. It is noticed that the respondents show that women have always been inferiorizadas in human history, and is considered fragile and unable to exercise taxed typically male functions and the only profession they allowed was the teacher, by analogy to home. Given the above, the question that has been answered in this study, ie, the role of women in teaching in basic education of elementary school, there is urgent need to stress the importance of that for education not only in the fundamental education network for the city of Quixeramobim-EC, but as active in all educational context of Brazil.

It was concluded that teaching was one of the first professions accepted by society and the course of history women were earning their social spaces, since, for ages past the same stand out as having the knowledge, leveraging and contributing to a better education and not to be taxed as a weaker sex people, those seeking every day to show their values and principles, even with the prejudices faced on a daily basis. It should be noted that the findings of this research do not exhaust the study, may well be other questions, since the profession of teaching is constantly evolving, and there may be other reflections or additions to the analyzed study.

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