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Bedouin Female College Students and Preschool Teachers between Their Social Traditional Role and New Leadership Challenges

TEZĂ DE DOCTORAT

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Abstract

Bedouin society is conservative and controlled by traditional customs and norms that are not always compatible with new educational concepts, and sometimes are even contrary to them. In Bedouin society, female teachers represent the new educational approach on one hand and are being feed by traditional social perception on the other hand which puts in conflict. The conflict pushes her sometimes to preserve the status quo or to advocate for change in the environment's perceptions (Abu Asbeh, Karakra, A. & Arar, H. 2007). This can empower her personally and professionally, as she designs her professional identity to lead and face new challenges and match them to her community needs (Moghadam, 1993; Giddens, 1994; Gilat, 2010).

This study is based on a "case study" featuring 26 participants. They are enrolled in a college of education studying to become kindergarten and preschool teachers, in addition to 6 kindergarten teachers in the Bedouin sector and 34 college teachers. This research aims to examine and assess the ability of the students to lead a change in their community and match that leadership to the new educational concepts. For this purpose, this research will explore all the factors that affect the participants during their studies and examine their change process.

Analysis of the findings points to a constructive spiral change process that the female students undergo as they design their professional identity on one hand, and their social and future leadership professional role on the other hand, during the four years in college and later on during her field work. These findings were also stressed with the college staff's opinions about the students' change during their studies and their capability to lead a change. That lead us to several questions about the factors that affect the female Bedouin student's change and whether these factors motivate her to become a change agent, addressed is what fields she can promote and what she can't "touch" (Haider, 1994; Getz, 2005, Gilate, 2010).

According to the findings, some of them represent a great aversion to social traditional customs change and preserving the status quo. Participants emphasized the importance of the college program and pedagogic curricula in providing more personal

and social tools to promote their change process and strengthen their professional identity to stand up and deal with the environment halts.

Key words:

Bedouin women, Bedouin society, Early childhood education, Intrinsic and instrumental motives, Professional identity and Empowerment, Constructive change, College training program and curricula, Change agent, Traditional role, Social, personal tools and professional tools.

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Introduction to the research

Bedouin sector is a special part of the Muslim Arab society in Israel who has its traditions and customs. The Bedouin community is a very conservative and cohesive community where the male has exclusive control over many things and women usually take care inside the private sphere, house and children education while the big family can decide in many things including children education and future. Lately most of the young children attend preschool classes that are the transition place and even more before going to school.

Kindergarten, therefore, kindergarten is very important period in child's life in which he leaves the house, parents, siblings and sometimes grandparents to a newer environment based on new educational concepts. Family and society, who are not always willing to move on, must support this transition. Kindergarten Teacher as the main character comes into contact with the child after the family is an important source of support for the child and certainly for the parent's (Lind G. et al. 1985). By representing the new educational approach, on one hand, and being feed by traditional social perception which sometimes collide with concepts of the new educational concepts on the other hand, the kindergarten teacher finds herself in a particular dilemma: to preserve the status quo or to lead change according to the new perceptions which are important to the development and progress of the child (Abu Asbeh, Karakra, A . & Arar, H. 2007).

According to the "Postmodern approach" (see: Giddens, 1994), social and educational change can be achieved and promote by local people who have deep understanding with the local dialect and culture codes besides internalizing the modern approach of leading a change. Bedouin female preschool and kindergarten teacher can lead a change in her community, relaying on her connection and understanding the community's customs and its traditions to entrenching the new changes. Valentine Moghadam (1993) gives a special weight to the middleclass women in making a change in the community: 'It's my contention that middle-class women in the Middle East are consciously major agents of social change in the region, at the vanguard of the movement to modernity. Therefore, the Bedouin female Preschool or kindergarten teacher can carry out double complicated duties: one inside kindergarten walls, the other outside it. Besides

her duties in the kindergarten, Preschool teacher has to deal with the community as an influential part of the pupil environment and responsible for varied factors in his behavior change and growth. This vision has to be always involved deeply in the teacher duties and executed during the educational career.

So we believe that preschool teacher can play an important role in facilitating the significant transition that children face between their home and the school environment. Ongoing communication between families and teachers results a smoother transition for children, and is a key strategy in building bridges between home and school. Teachers also need to be culturally aware, and should encourage parents to become involved in school life and take an active part in their child's education (Lind, G. et al., 1985; Ministry of Education, Ontario, 2006).

This research based on Case Study research of Bedouin female students and graduated who study and studied in the Bedouin preschool program in in academic college of education- in Be'er Sheba[1]. This college offers a wide range professions related to educational institute and gives answers to the varied community needs. Arab Bedouin students form 50% of the college population while the other 50% are Jews students, which make the college atmosphere unique.

About 32 participants from various year grades and 34 college staff members including teachers and student's mentors participated in this research in order to observe and assess the correctness of the college programs to bring the Bedouin female student teachers to lead the child transition on one hand, and customize this transition to the new educational concepts on the other. To this end we explore the constructive change process of the target group during their studies and training in college. What factors enhance this process and if these factors motivated the student to become a change agent in her community. Does she think that she is capable to lead a change, where does she recoil and where her other role as a member of the Bedouin society stops her and prevents her from making a change. What does the Kg teacher in the field think after coming out to the labor market and should run her kindergarten? How much she is willing and able to make the change, what helps her and what prevents her from continuing (Getz, h., 2005)?

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[1] **Beersheba** is the largest city in the Negev desert in the southern part of Israel.

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Our study discusses an issue regarding the Bedouin female student during and after college. Bedouin is a special part of the Muslim Arab society in Israel who has its traditions and customs that affect the Bedouin female and her role as a kindergarten teacher.

This study will emphasizes number of points that characterized Bedouin female preschool students and explores the changes and processes that they pass during college and how these changes design their professional identity and their attitude regarding their professional and social life in the future, which can help in designing the future educational curricula towards improving and enhancing the empowerment process of the female student professional identity in the Bedouin society and similar weak conservative communities.

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