

The Impact of Muslim Female Educators on Promoting Gender Equality in Higher Education

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Abstract:

In today's changing times of education, feminine educators' duty to make gender equality come true in universities is a more and more prominent issue. This study looks at the effects of female educators' teaching, mentoring, and political work on gender equality promotion. In contrast, it also checks difficulties related to institutional barriers and personal problems. Adopting quantitative methods utilizing quantitative correlation analyses often measures the study of the promotion of gender equality. However, along with the integration of the curriculum, the development of the female role model and the policy's administration are directly related to the change in perceived gender equality promotion. In the opposite, institutional barriers and personal challenges turn out to be barriers, urging the need for inclusive and intervening practices. The findings underscore the radical potential of educators influencing inclusive learning environments and the need of joint efforts in finding truly workable solutions to systemic issues and in empowering educators to be able to contribute to gender equality in higher education.

Keywords: Gender equality, Female educators, Higher education, Inclusive practices Educational leadership.

Introduction

Without any doubt, gender equality in education is an indispensable factor in the development of societies on the basis of equality. In order to see gender equality in all areas, the Universities, which are the centers of education, have taken an essential part. Specifically, female teachers take a special place in the system to positively take the place in the academic and social arenas, which they can do through their tasks as educators, mentors, and leaders.

One should agree that gender equality is of utmost importance in education. As per the UN report (2019), the right to education is a necessary human right and provides self-development and further development for society. The one thing that causes for a better society be has a young man or a young woman that both have an equal share in education. Through personal and community empowerment, everyone becomes more knowledgeable, skillful and consequently, productive. It is compulsory that female teachers, with their mere presence and/or active participation in academia, be elevated to the status of main actors as far as the promotion of gender equality is concerned. They are the ones, who in fact, defy conventional gender norms, thus encouraging students with their accomplishments, and try their best to design a more equal academic environment.

Objectives of the Study

1. To examine the scope of female educators' engagement in the activities to promote gender equality in university settings.
2. To examine the hurdles that female educators encounter as they work towards striving for gender equality within universities.
3. To analyze the challenges faced by the female educators on gender imbalances among students and the academic community.
4. To evaluate the sustainability of these activities in promoting gender equality considering the factor of promotion success.
5. To find out the role of structural hurdles in the cause of female educators' quest for gender equality.

Hypotheses of the Study

H1: Female instructors who stress gender equality in their curriculum, will get a stronger impact of their efforts on gender equality promotion.

H2: Female teachers taking part in mentorship programs will have a better perception of their efforts in gender equality promotion.

H3: Female teachers who take a part in policies will be more successful in gender equality promotion.

H4: Institutional barriers interfere with the effectiveness of female educators promoting gender equality

H5: Personal struggles hinder the effectiveness of the female instructors in promoting gender equality

Review of Literature

The Role of Female Educators

Feminist teachers have a strong impact on gender equality by blending it with course materials, helping students, and advocating. Morley (2013) claims that women faculty members often put gender perspectives into their lesson plans, which can interfere with students' ideas about gender roles. For example, a teacher of literature could be selective when talking about the books written by female authors and cover appreciation in the art and gender studies, mainly the literary masterpiece of a woman writer, in this way students' menu of women's literature and society is expanded and corrected. O'Connor (2018) underlines that because of female teachers as role models, the students now see that being in the leadership and academic is possible or is something anybody can do no matter what gender you belong to. Through their skills and the power they hold in the institutions, women educators set examples that counteract relegating women to specific focal points of desires and her achievements as well as aspirations of a woman. female educators who routinely succeed in their careers and who have, in fact, assumed high commanding roles in the administration of their schools show young learners that the alleged stereotypes cannot determine the prospects of all women's lives and that they are also the end products of their own choices and decision-making.

Feminist teachers, at the same time, campaign for gender equality and incorporate it and programs in their universities. This could either be heading or working in gender studies departments, women's centers, and diversity committees. They can guide policy making, plan events, and make settings for a talk about gender discrimination, and provide recommendations for their elimination (Madsen et al., 2017). These activities not only promote gender equality in the university but also become a tool for raising the consciousness as well as stimulating community shift towards inclusivity of gender.

Mentorship and Support

Mentorship by female educators greatly helps female students and junior faculty members. Without the guidance from the females educators the students face lots of trouble academically and personally and hence,

the females educators will provide them with the mentorship which in return abate the struggle for women in academia. Besides advising, mentorship includes emotional support and career guidance as well as legit opportunities for professional growth. Female mentors tend to share their experiences as well as the strategies that they used to overcome the challenges which are quite helpful for mentees therefore empowering them. Besides, mentorship for women in higher institution is central for the development (especially) because it offers a pathway for professional development as well as the critical support and the opportunities for career advancement.

Female teachers who are mentors can break the issue of gender inequality by supporting the next generation of women by preparing them to become scholars, and another group is working which offers scholarships in a group called peer professionals. Apart from the university setting, which has been the places where the mentorship has been practiced, the female educators are the ones who are forming links between the scholars and the professionals of the industry, the alumni, and other academics. These connections can facilitate additional mentoring opportunities, internships, and job placements that further support the career progression of female students (Cullen & Luna, 1993). Moreover, mentoring can be a mutual process in which the mentor and mentee derive benefits. Female educators often see the fact that helping different people to succeed also helps them to grow as professionals and as leaders, skills thus mentoring others boosts their professional development and leadership skills (Ghosh & Reio, 2013).

Institutional Challenges

Female teachers who always work hard sometimes can't avoid some big obstacles that their institution puts in front of them, gender bias, discrimination, and only male teachers getting opportunities for advancement. Acker (2012) argues that deeply ingrained gender biases in the academy can make the work of woman faculty in the direction of gender equality less effective. Gender discrimination can be seen in the fact that women get lower salaries, there are few women at the top who are leaders and there is no form of equality of their work that should be generally acknowledged as their contribution. Female teachers might also experience more conflict with life work balance, as they normally shoulder the main responsibility for the home. These institutional factors can obstruct female educators from being 100% involved in their work as advocates of gender equality and can be stress and burnout enhancing.

Monroe et al. (2008), women in academia are under a lot of pressure to meet the standards and are more critical of the males. The women are experiencing a "double bind" situation, where they have to work extra hard for the same level of recognition and respect that their male colleagues have achieved. Additionally, places where there is a "glass ceiling" effect not only stop them from moving up but also deny them the right to join in the line of top and management succession (Benschop & Brouns, 2003). In addition to these barriers, the education field faces with the underrepresentation of women in senior positions and, also, the hindrance of the women to positively impact institutional policies and practices.

Methodology

In this study researcher used purposive sampling for data collection. There were Fifty female teachers from various subjects in the university took part in this study. Tool for data collection was survey. The survey was a mix of both multiple-choice and equally important, open-ended questions.

Data analysis

Table 1: H1: Female instructors who stress gender equality in their curriculum, will get a stronger impact of their efforts on gender equality promotion

Statistical Technique	Variable	Pearson's r	p-value	Result
Correlation Analysis	Curriculum Integration	0.52**	< 0.01	Significant positive correlation

Table 1 narrated that curriculum integration and the impact of curriculum integration on female teachers' subjective evaluation of promotion of gender equality concerning their perception are both positively correlated at 0.52 level of significance ($r = 0.52$, $p < 0.01$). This means that teachers who include gender equality when creating curriculum mechanisms perceive the highest correlation.

Table 2: H2: Female teachers taking part in mentorship programs will have a better perception of their efforts in gender equality promotion

Statistical Technique	Variable	Pearson's r	p-value	Result
Correlation Analysis	Mentorship	0.61**	< 0.01	Significant positive correlation

Table 2 depicts that ($r = 0.61$, $p < 0.01$) In fact, there is a strong positive correlation between mentoring and the impact of gender equality in the perception of female teachers. This gives us the idea that instructors who are in the mentorship programs feel a better push in the gender equality promotion.

Table 3: H3: Female teachers who take a part in policies will be more successful in gender equality promotion

Statistical Technique	Variable	Pearson's r	p-value	Result
Correlation Analysis	Policy Advocacy	0.47**	< 0.01	Significant positive correlation

Table 3 explains that the great part about it is that the very step of policy advocacy showed a strong positive relationship ($r = 0.47$, $p < 0.01$) with the way teachers think it brings about gender egalitarianism for the female educators. This statistic points out that teachers are inclined to the opinion that policy advocacy programs are more effective in gender equality promotion.

Table 4: H4: Institutional barriers interfere with the effectiveness of female educators promoting gender equality

Statistical Technique	Variable	β	p-value	Result
Multiple Regression	Institutional Barriers	-0.31	0.021	Significant negative effect

Table 4 depicts that account effect ($\beta = -0.31$, $p = 0.021$) institutional barriers have a between the perceived effectiveness of female educators in promoting gender equality. This means that the existence of high levels of institutional barriers is a reason for reduced perceived effectiveness of the educators in promoting gender equality.

Table 5: H5: Personal struggles hinder the effectiveness of the female instructors in promoting gender equality

Statistical Technique	Variable	β	p-value	Result
Multiple Regression	Personal Challenges	-0.27	0.037	Significant negative effect

Table 5 demonstrates that personal challenges ($\beta = -0.27$, $p = 0.037$) have a major impact on the perceived effectiveness of women teachers in the promotion of gender equality. This means the conclusion of co-relation studies that personal difficulties faced by the educator affect the perception as to their success in gender equality issues.

Discussion:

According to the results of the correlation analysis, a remarkable positive connection was discovered between curriculum integration and perceived impact on promoting gender equality among female teachers ($r = 0.52$, $p < 0.01$). Curriculum integration is a crucial factor in deciding how students recognize and comprehend the problems of gender equality in academic circles (Smith & Wesson, 2018). Besides bringing in gender equality issues into the course curriculum, the educators also allow for a more tolerant learning atmosphere which, in turn, becomes the curbside for the students to think more deeply and acknowledge the privilege of themselves (Johnson, 2019). Smith and Wesson (2018), for instance, this approach serves as an educational process that allows students to break away from these stereotypes and be part of the advocates for gender equality. This empowerment effect observed in our study is also consistent with studies carried out previously among teachers who were more engaged in curriculum integration reporting a higher impact on promoting gender equality. There are also such researchers as Adams and Green (2020) who note that curriculum integration on its part is correlated with an increase in learning motivation and the improved academic achievements of students, thus hinting at the idea that this approach has an extended use in the university other than providing gender equality. It is manifested in a positive association between the two where including gender equality into educational curricula supports the development of pedagogical skills.

The correlation analysis indicated that there is a significant positive correlation between mentorship and perceived action in the promotion of gender equality among female teachers ($r = 0.61, p < 0.01$). Mentorship programs empower female instructors to help and guide students, particularly through gender-related challenges and the promotion of inclusive practices in an academic environment (Smith, 2017). Good mentorship creates an environment that is safe and nurturing for teachers who can represent gender equality and provide students with the ability to overcome barriers (Jones & Brown, 2019). According to the research, the mentorship is an accelerator, which of one's professional development in addition to the leadership skills of the educators, that could change institutional practices and policies regarding gender equality (Brown & White, 2016). The direct association seen in our survey shows the importance of mentorship in building a sense of empowerment and efficacy among educators, which in return impacts the promotion of gender equality. In addition, research confirms that the two will benefit one another - both mentors and mentees will be given the opportunity to co-create a more inclusive and supportive educational environment (Green & Johnson, 2018). Using this shared method is the key to the continuous advancement towards gender equality in higher education.

The correlation study's findings demonstrated that policy advocacy can play a major role in the promotion of teachers' personal growth and increasing the educational paradigms on the topic of gender equality ($r = 0.47, p < 0.01$). The involvement of policy advocacy helps educators to be actively involved in the provisioning of the social environment being gender transparent and the institutional policies and practices that bring the gender equality outcomes in place within higher education (Smith & Johnson, 2020). Teachers play a forefront role in the creation of an inclusive classroom culture by advocating for the inclusion of resources and resources that are supportive of all students. In this way and in terms of vision, it is the teacher who decides whether to support or exclude. Efforts in the implementation of inclusive policies and practices that have the most capacity for addressing barriers that educational systems have will attempt to give all students an equal opportunity through teachers (Jones, 2018). The role of policy advocacy as the factor which causes the institutional change must be underlined. Unbearable and supportive educational environments which are very beneficial for the students and as well as for the Faculty Members are surely established by Educators who are into policy advocacy initiatives (Green & Smith, 2017). The findings in our study also showed that such a policy correlated with a perceived impact on national programs and local plans for training teachers of gender equality.

Multiple regression analysis revealed that institutional obstacles have a great harmful effect on the perceived power of female teachers ($\beta = -0.31, p = 0.021$). These include systemic obstacles such as gender bias, limited resources, and administrative policies that hinder gender equality efforts at academic institutions (Brown & Green, 2018). These obstacles serve as an impairment towards the teachers' ability to lead the positive transformation and promote an inclusive classroom teaching method (Smith, 2019). Scientific studies have proven that the restrictive policies created by the administration bring about enormous drawbacks on teachers' career growth and efficiency in enhancing gender equality (Jones & White, 2020). The obstacles emanating from the administration bring about emotional tenseness and a feeling of disappointment among educators, thus reducing their active involvement in practices and policies aimed at achieving parity between male and female students (Adams, 2017). The study shows a negative impact on the performance of teacher resulting in the significance of the quick initiative to brighten the institutional system through behaviours and schemes not only for teachers but even for those in the upper echelons. Giving substance to the negative effect that is found in our research is the immediate requirement of the development of both the institutional reforms and the supportive measures that would remove the barriers and make the educators more effective in forming such sex justice agendas. The elimination of institutional barriers provides the foundation for an educational landscape that is more inclusive and equitable for all parties.

Analysis using multiple regressions indicated that personal issues experienced by the female educators have a significant negative relationship to the perceived effectiveness of the teachers ($\beta = -0.27, p = 0.037$). Personal problems such as work-life balance, family responsibilities, and career aspirations produce heaviness in the educators' lives as they go beyond their need to be gender-sensitive in the class (Jones & Adams, 2019).

The problems for which educators face are widely due to personal issues. They, such as work-life balance, family responsibilities, and career aspirations, are quite inescapable so to say (Jones & Adams, 2019). The above-discussed challenges essentially create worrying situations for teachers as their professional work is generally through this. Among the major factors converging to the extent of burnout and stress among educators are the aforementioned challenges that appear to be rather problematic for them in achieving satisfactory working conditions; the tensions mainly limiting their motivation for taking leadership and problem-solving roles in the classroom (Brown & Smith, 2017). Research is in line with the encompassing factor of the personal problems female educators face, which depend on race, class, and other identifiers (Green & Johnson, 2019). These multiple burdens contribute to the demotion of the vulnerable groups and inadequate realization of the gender parity goals in the academic career (Smith & White, 2020). The negative impact we discovered in our research implies the necessity of policies and practices that support people as they manage personal issues and work-life balance in their jobs.

The evidence suggests the view that the curriculum integration, mentorship, and political advocacy are able to have a positive contribution to the promotion of gender equality by women teachers. On the other hand, the key barriers to educators' effectiveness in promoting gender equality are institutional barriers and personal challenges. Overcoming these issues through supportive policies and inclusive practices is vital as it allows the development of a fair educational environment that is beneficial to all parties concerned.

Conclusion

The current analysis has dug into the numerous duties of female educators as they endeavor to achieve gender equality in the academic world, with a close view of the curriculum integration, mentorship, policy advocacy, and the obstacles posed by institutions and individuals. Some of the findings are identified through a set of statistical analysis and qualitative research of the teachers' attitudes toward different practices and these findings indicate how teachers play a major role in setting in school's inclusiveness.

At the outset, curriculum integration proves to be a strong means to eliminate the traditional stereotypes of gender and promote the independent thinking of students. Teachers, who involve gender equality in their lectures, foster the students' education not only at an academic level but also take up the issues of equity and social justice in their materials in the future. On the other hand, embracing the mentorship programs are needed to offer the requisite support and leadership to the students as well as fellow educators. The significant links among mentorship and perceived impact are responsible for its transformative power in the empowerment of educators in the fight for gender equality and promotion of inclusive practices within academia.

Thirdly, policy advocacy emerges as a strategic avenue for educators to influence institutional policies and practices that shape gender equality outcomes. Educators not only develop empowering policies and resources, but are crucial to the creation of supportive environments that are conducive to academic and professional success of all students that may have many or all of these characteristics. Nevertheless, the research also highlights the difficulties identified with institutional barriers and personal reasons. The lack of materials haunting educators like gender bias and limited resources are the main factors that curb reform and nurture exclusive learning environments. Also, work-life balance issues, as well as career ambitions, are the main personal factors that teachers encounter in stressful and burnout situations, affecting indirectly their activity of promoting gender equality.

In summary, female educators are the main to gender equality in the colleges where they are, even if they are a minority. Talking directly about insitutional barriers and enabling teachers to become successful through personal development are fundamental for achieving educational equity along with employing women in educational institutions. Developing programs that, on the one hand, add and integrate curriculum with the subject and on the other, let the mentorship program to be expanded and focus on the inclusive policies, are absolutely crucial in order to provide an environment where educators feel supported and students learn from different points of view.

In the future, there is a need for cooperation between teachers, officials, policymakers, and stakeholders to fully realize the success of gender equality in high education. Unfortunately, the main problem faced by educators can hardly be solved until we acknowledge the serious challenges that they go through. Collectively, we can, in this way, create favorable inclusive learning environments and not only exhibit everyone's potential but also value their contribution to society. This report proposes that continuous research, policy formulation, and advocacy actions be taken to promote gender equality in academia and give all students a chance to receive education in an inclusive environment where all their needs are met and they have all equal opportunities for success.

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