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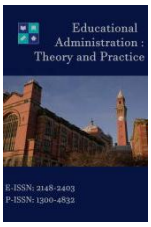

Construction and Application of Education Discourse Analysis for Functional Linguistic Influencing Gender Identity: From the Perspective Educational Cultural Values & Social Context

Lina Wu [1,2], *Wan Farah Wani Binti Wan Fakhruddin* [3*]

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Abstract

Educational culture is a community or society's values, conventions, and practices that guide educational systems and institutions. It includes schools, universities, informal learning contexts, pedagogical methodologies, curriculum design, and education attitudes. Gender identity based on male and female teachers and its impact at the empowerment of female teachers in education sector have garnered huge interest from researchers and students across numerous fields of examine. This particular study sought to delve into the connection between gender identity and female teacher empowerment in education sector, with a particular recognition on exploring the moderating function of Linguistic Discourse in education and the mediating role of educational cultural values and educational social context . A sample of 500 women spanning numerous areas and socioeconomic backgrounds inside the China become recruited, encompassing an age range of 18 to sixty five years. To acquire information, an online survey was employed, which integrated standardized measures of gender identity, cultural values, educational social context , and empowerment in education sector. Additionally, a comprehensive evaluation of participants' communication patterns and language usage in education sector was conducted to assess Educational linguistic discourse in education sector. Structured equation modeling was used to conduct statistical analysis. Results indicated that gender identity predicts female teacher empowerment in education sector significantly, and that educational cultural values and educational social context partially mediate this relationship. Women who held more progressive educational cultural values and perceived a more supportive social environment reported greater levels of empowerment. In addition, educational linguistic discourse in education moderated the relationship between gender identity and female teacher empowerment in a substantial way. The relationship between gender identity and empowerment was stronger among women who used more inclusive language and avoided gender stereotypes. These findings shed light on the complexity of female teacher empowerment in education and how gender identity,

	educational cultural values, educational social context, and language use shape women's experiences. The study emphasizes developing progressive educational cultural values and a supportive social environment in education sector to empower women and reduce gender inequities. The study emphasizes inclusive language and eliminating gender stereotypes to promote gender equality and women's empowerment. **Keywords:** Teacher Gender; Educational Linguistic Discourse; Educational Cultural Values; Female Teacher Empowerment; Educational Social Context; Functional Linguistic in Education; Educational Institutes

[1]*Professor, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Kuala Lumpur, Malaysia, 31446826@qq.com*

[2]*Professor, School of Humanities, Jiangxi Institute of Fashion Technology, Nanchang, China, 31446826@qq.com*

[3*]*Senior Lecturer, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Kuala Lumpur, Malaysia, wanfarah@utm.my*

Introduction

In the realm of education, it is widely acknowledged that gender identity significantly influences the experiences and empowerment of females within their communities (Edwards, Mkwanazi, Mitchell, Bland, & Rochat, 2020). The method of allowing girls to have extra control over their own lives, to get admission to resources and possibilities, and to participate in decision-making methods that have an effect on their lives is known as women empowerment (Snow, Doucette, & Francis, 2020). Previous research has investigated a variety of factors that make contributions to female teacher empowerment in education, such as training, income, and get admission to assets. However, there may be a dearth of research that investigates the effect that gender identity in education has on girl empowerment (Mamun & Hoque, 2022). There is a growing corpus of literature on empowering women in education, but there is little study on how gender identification affects education empowerment and the elements that mediate and moderate this impact. Simply put, there isn't enough research on how cultural values and social environment effect schooling and how language affects gender identity and female teacher empowerment. The study examines gender identity and female teacher empowerment in educational institutions. To explore how educational cultural values impact the connection between gender identity and female teacher empowerment. To explore how educational social context impacts the connection between gender identity and female teacher empowerment in the education field. To explore how the way language is used in education affects how gender identity relates to female teacher empowerment.

This study shows how educational cultural values and social circumstances affect female teacher empowerment in school. Educational cultural values and educational social context are equally important factors in female teacher empowerment in education. Thus, any policy or intervention to empower women in education sector should consider the target population's culture and educational social context of education. This study illuminates how Educational linguistic discourse shapes educational gender identity and female teacher empowerment. Language should be considered while promoting female teacher empowerment in education. This study has important implications for female empowerment policymakers, practitioners, educational institutes and researchers. The findings show that any policy or action to empower women should consider the target population's cultural values, social environment, and language used to characterize women and their positions in education.

Literature Review

Educational Gender Identity

Understanding and addressing male teacher and female teacher identity is greatly influenced by education. Male teacher and female teacher identity and its effects on society and education have been gaining attention recently. A widely accepted viewpoint in comprehending male teacher and female teacher identity is social constructionism, which emphasizes how social and cultural factors shape its development (Zou, Wei, Ding, & Xue, 2022). This view indicates that male teacher and female teacher is a construct produced by society through language, customs, and actions, not something you are born with or that stays the same. Education can help challenge established male teacher and female teacher stereotypes and create inclusive, diverse male teacher and female teacher identity-affirming environments. Inclusive language, curriculum, and teaching techniques can create safe environments for students to freely explore and express their male teacher and female teacher identity (Sylla & Gil, 2020). According to (Pohlmann, 2021), individuals belonging to this group frequently encounter various obstacles such as prejudice, bias, and inadequate healthcare services. Creating supportive and inclusive environments for transgender students heavily relies on education. It's possible for schools to create policies that deal with male teacher and female teacher identity, educate their staff on transgender matters, and promote an environment of tolerance and inclusivity. Moreover, incorporating transgender stories, perspectives, and past events into the syllabus can encourage comprehension and compassion among every student (Freibott, Stein, & Lipson, 2022).

Female Teachers Empowerment in Education

Education empowers girls and women by helping them achieve their potential, expand their opportunities, and challenge social norms. Educating women boosts the economy and communities. Educated women have healthier families and improve society. (Holmberg & Sandbrook, 2019). People have tried different methods to give girls more power in education. Creating a supportive environment that encourages gender equality in education requires important policy and legislative changes. Efforts aimed at establishing learning environments that are inclusive and cater to the unique requirements and difficulties encountered by girls have demonstrated encouraging outcomes. Efforts aimed at encouraging girls' education, enhancing retention rates, and providing scholarships and financial assistance have also been successful. It's important to have strong female teachers and leaders in educational institutions so that they can serve as positive examples and help combat gender biases in education. (Njuki, Eissler, Malapit, Meinzen-Dick, Bryan, & Quisumbing, 2022). According to (Awoa Awoa, Atangana Ondoa, & Ngoa Tabi, 2022), When females are empowered through education, it can have transformative effects on individuals, communities, and societies. Girls and ladies can make higher decisions about their lives, bodies, and futures after they have education, which additionally boosts their self-esteem and sense of control. In addition, while ladies are knowledgeable, they have a tendency to have higher fitness and properly-being effects due to the fact they could without problems gain healthcare and make healthier selections for themselves and their cherished ones. In addition, girls can reap monetary empowerment and economic independence via education, which permits them to join the workforce, earn money, and assist raise the economic system. Women who have received education are extra inclined to question and reduce gender-related violence and bias, main to the improvement of more identical and complete groups (Ozfidan & Toprak, 2019).

Educational Cultural Values

Educational institutions shape minds and ideals in holistic education. These schools provide information and cultural values that enrich students' lives and help them navigate the world. Educational cultural values foster diversity, inclusivity, critical thinking, and personal growth. (Huang, Leung, Eom, & Tam, 2022). Diversity is one of educational cultural ideals. In an increasingly globalizing world, educational institutions must cultivate an inclusive environment that respects and appreciates other cultures, languages, religions, and backgrounds. Students become more empathic, culturally competent, and capable of meaningful debate and collaboration by embracing variety (Alhosani, 2022). Education values intercultural communication. Encouraging pupils to converse with friends from other backgrounds helps them comprehend different perspectives, handle issues amicably, and build a global mentality. Educational institutions prepare students for the interconnected world and help them solve global problems by teaching multicultural communication skills (Gao & Dietze-Schirdewahn, 2018). Educational culture fosters critical thinking. Students learn to think independently and make educated judgments by questioning, analyzing, and evaluating information. Critical thinking empowers pupils to confront preconceptions, biases, and prejudices, promoting intellectual progress and diversity (Vos & Boonstra, 2022). Education builds morality and ethics. Integrity, honesty, compassion, and respect are valued in education. Educational institutions teach students the importance of their actions and social responsibility by including ethics into the curriculum. Ethical ideals help students make good decisions and improve their communities (Navarro-Martínez, Crespo, Hernández-Fernández, Ferro-Azcona, González-Díaz, & McLaughlin, 2020).

Educational Social Context

Educational social context influences students' attitudes, behaviors, and academic performance. Many research have examined how social context affects education and students' experiences and outcomes. Educational social context studies how school environment affects academic success. Yang, Lawrence and Grøver (2023) found that kids who view their school as supportive, encouraging, and favorable to learning are more likely to succeed academically. Such an environment promotes student enthusiasm, belonging, and active engagement, improving educational outcomes. Peer groupings and social networks also affect social context in education. Canet-Juric, et al. (2021) found that college students' social networks and peer interactions affect academic performance. Positive peer relationships, support, and collaboration can create a nurturing educational atmosphere that motivates, encourages, and provides learning

opportunities. Social and cultural factors can shape educational experiences and outcomes. Cultural standards, familial expectations, and socioeconomic variables affect pupils' educational chances. Campos-Moinier, Murday, and Brunel (2023) found that cultural and familial expectations can affect academic and personal interactions. Creating inclusive and equitable educational environments that meet students' different needs requires understanding and addressing these contextual issues. The educational social context includes families, communities, and society at large, not just school. Families and communities supporting education improves outcomes. Families' support, encouragement, and resources help students succeed academically (Olayide, Obisesan, Nitturkar, Adesida, Alegieunu, & Obisesan, 2021). Community-based initiatives and collaborations that improve education can also foster students' academic growth and development (Karasz, Khurshid, Maier, Raghavan, & Ryder, 2022).

Educational Linguistic Discourse

Educational discourse pertains to language use and interpretation. It includes teacher-student verbal and written communication and student interactions. Linguistic discourse in education explores how language affects learning, classroom dynamics, and educational outcomes (Wong, Bridges, Ma, Yiu, McGrath, & Zayts, 2020). Language in instruction is part of linguistic discourse in education. Language helps teachers teach and pupils understand. Effective instructional discourse uses clear language, proper terminology, and tactics to engage and comprehend students. This research examines instructional language patterns and methods that improve learning, such as questioning, examples, and scaffolding (Spencer & Pierce, 2022). Language also affects classroom involvement and engagement. Classroom discussions, debates, and collaborative exercises allow students to express their ideas, think critically, and improve their communication skills. Understanding how students use language to communicate helps educators establish inclusive and supportive learning environments that encourage active involvement and various perspectives (Goodman, Dent, Tuman, & Lee, 2022).

Educational language and power dynamics are another aspect of linguistic discourse. Language norms reflect power relations and affect classroom dynamics. Critical discourse analysis in education examines how language shapes social hierarchies, prejudices, and inequities. It discusses language prejudice, cultural diversity, and how dominant discourses affect marginalized groups in educational contexts (Berio, 2021). Educational discourse includes multilingualism and language diversity policies and practices. Language assistance, cultural identity, and academic accomplishment must be considered in diverse classes or bilingual education programs (Goodman et al., 2022).

Educational Gender Identity and Female Teacher Empowerment in Education

Male and female equality and societal growth require female education empowerment. While female educational prospects have improved, male and female identity's impact on their empowerment needs greater study (Klein, Roberts, Manganello, Mcadams, & Mckenzie, 2020). Male and female identity define how they interact with the environment. Male and female teacher affects educational empowerment (Lawson & Chowdhury, 2022). Male and female's teacher faces educational barriers. Bullying, harassment, and exclusion may impair self-esteem and educational chances. These teachers also struggle academically and socially due to unsupportive policies, inclusive curricula, and inadequate facilities (Lawson & Chowdhury, 2022). Empowering females requires inclusive and supportive learning settings. Male and female teacher need empowerment for school policies and guidance. This includes anti-discrimination policies, and accessible tools and support. Staff and educators should be trained on male and female diversity and inclusiveness. Peer support groups, therapy, and mentorship programs can empower these female teachers and help them succeed (Belda-Medina, 2022). Empowering women requires a gender-inclusive curriculum that acknowledges their experiences and contributions. Including varied viewpoints, histories, and narratives in educational materials helps students feel represented and acknowledged. Educators create an inclusive, respectful, and empowered learning environment by encouraging inclusive teaching practices and eradicating gender stereotypes in educational content (McDowell, Myong, Tevis, & Fung, 2022).

H1: Educational Gender identity has a significant and positive impact on female teacher empowerment in education.

Educational Cultural Values and Female Techer Empowerment in Education

Female teacher empowerment can be significantly influenced by educational cultural values. Educational Cultural norms and values have historically restricted women's access to possibilities for decision-making, work, and education in many societies. For instance, Ong'ayi, Dede Yildirim, and Roopnarine (2020) discovered that educational cultural norms in Nigeria restrict women's empowerment in a number of domains, such as politics, healthcare, and education. Yet, in some communities, educational cultural norms can also have a positive influence on how empowered women are in education sector. For instance, Masri and Jaaron (2017) study discovered that educational cultural values that place an emphasis on respecting women and their contributions to school might have a favorable effect on female teacher empowerment in education. Furthermore, a study by Collins (2020) indicated that gender equality-focused Confucian educational cultural norms can support the empowerment of women. Educational Cultural norms frequently support gender inequality in many patriarchal settings, which can present considerable obstacles for women seeking empowerment in schools. patriarchal norms and attitudes restrict women's access to education and work prospects, which has a detrimental effect on female teacher empowerment , according to a study by Goel and Nelson (2023). In a similar vein, Lecoutere, Van den Berg, and De Brauw (2023) revealed that patriarchal norms restrict women's ability to make decisions, which has an adverse effect on their empowerment in education sector.

H2: Educational Cultural values has a significant and positive impact on female teacher empowerment.

Educational social context and Empowerment of Female teacher in Education

Women's perceptions of their own abilities and the chances open to them are significantly shaped by the social milieu in education. Women are trained to believe that their primary function is in the schools in many civilizations (Ros-Sánchez, Abad-Corpa, López-Benavente, & Lidón-Cerezuela, 2022). Such socialization in schools hinders women's participation in decision-making processes and maintains gender inequality. Women who live in societies with more equal gender norms are more likely to believe they are capable of accomplishing their goals and taking part in decision-making in education sector (Puorideme & Rolandsen Agustín, 2023). Wang & Feng (2022) ought to keep looking into how social context in education affects women's empowerment and figure out efficient ways to advance it in various circumstances.

H3: Social context in education has a significant and positive impact on empowerment of female teachers in education.

Educational Cultural Values as a Mediator

Educational Cultural values serve as a bridge between gender identification and female teacher empowerment in education. Hébert, Thumlert, and Jenson (2022) contend that Educational Cultural values have an impact on how women are viewed and treated in educational institutes, which has an impact on their empowerment. Educational Cultural norms can either help or impede women's emancipation. For instance, Educational Cultural values can support women's empowerment in cultures where they are appreciated and respected in schools. On the other hand, educational cultural norms may prevent women from achieving equality in education sector where they are viewed as less valuable than men. Educational Cultural values were found to be important mediators between gender identification and the empowerment of women in a study by Stephenson, Fleer, Fragkiadaki, and Rai (2022). The study discovered that women's gender identities and levels of empowerment were strongly influenced by educational cultural norms such as respect for elders and the significance of family. The study also discovered that patriarchy and gender stereotyping were educational cultural norms that hampered women's empowerment.

H4: Educational cultural values mediates the relationship between educational gender identity and empowerment of female teachers in education.

Educational social context as a Mediator

Research has examined the relationship between social environment in schooling, gender identity, and female teacher empowerment . The social environment shapes gender identity and women's agency, as research has shown. (Rosa, 2021) found that social and cultural elements including family values and customs affected women's schooling.

H5: Educational social context mediates the relationship between educational gender identity and empowerment of female teachers.

Educational Linguistic Discourse as a Moderator

Psychological, social, and cultural factors influence male teacher in education (Cekaite & Björk-Willén, 2018). Female teacher empowerment, on the other hand, involves teaching people how to use their rights and take charge of their education (Deb, Nafi, & Valeri, in press). Cultural norms, societal expectations, and educational discourse all affect gender identification and student empowerment in school. Educational Linguistic Discourse, illuminates language in education (Yang et al., 2023). Language in education's social, cultural, and political contexts and its linguistic traits are studied in this discipline. Educational linguistic discourse can reveal how language creates and supports gender identities in pupils and discover ways to empower them in school. Educational linguistic discourse mediates gender identity and student empowerment in education, according to many studies. Goel & Nelson (2023) showed that several phrases used to characterize students, particularly females, can be gendered and biased. By researching the language features of educational discourse, we can fight these gender prejudices and create an environment that encourages all children, regardless of gender identity, to succeed in school.

H6: Educational Linguistic Discourse moderates the relationship between educational gender identity and empowerment of female teachers in education.

Thus, on the basis of above literature review, the author proposed the following conceptual framework which is shown in Figure 1.

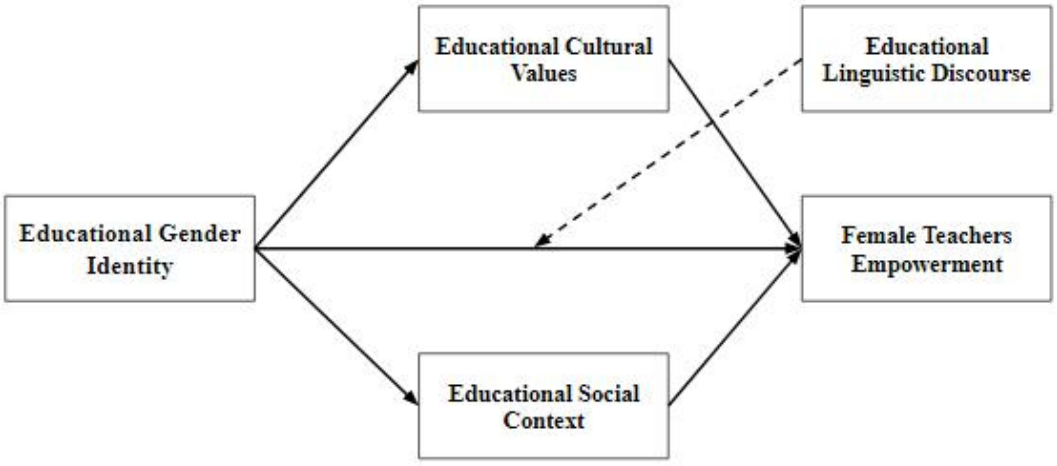

Figure 1. Conceptual framework

Methodology

The cross-sectional survey design proved suitable for this education sector study. This design lets us collect data on gender identity, cultural values, educational social context, educational linguistic discourse, and female teacher empowerment in education sector at once. A representative sample of adult females teachers from varied cultural and linguistic origins was studied. Participants were randomly picked from educational institutes in China. Participants had to be 18-year-old women who could read and write in English. A self-administered questionnaire was used gather data. This questionnaire covered educational gender identity, educational cultural values, educational social context , educational language discourse, and female teacher empowerment in education.

Measure

Educational Gender Identity

A 4 item scale was adopted from (Pop, Højgaard, Bruun, Bolstad, & Giami, 2022) to measure male and female teachers in Education.

Empowerment of Female Teachers in Education

Empowerment of female teachers in Education was measured by using 5 item scale adopted form Doss, Meinzen-Dick, Pereira, and Pradhan (2022).

Educational Social Context

Educational social context in Education was measured by using 3 item scale adopted form Lapolla, Bishop, and Gahtan (2023).

Educational Cultural Values

Educational Cultural Values was measured by using 3 item scale adopted form Tolvanen et al. 2020).

Educational Linguistic Discourse in Education

Educational linguistic discourse in Education was measured by using 4 item scale adopted form Li, Ma, and Xi (2021).

Model Assessment

PLS-SEM was utilized so that the inner and outer models could be determined. To be more specific, is an excellent choice for this line of inquiry due to the fact that it places few restrictions on the assumptions of multivariate normality, and it is suitable for both the development of exploratory models and theories. When compared to other software like Warp-PLS, the software contains the entire contents of all of the model assessment indices in its database (Nawaz & Guribie, in press). The measurement models were evaluated by using a two stage approach in the partial least square structural model (PLS-SEM) by making use of Smart-PLS 4 (Sandra Marcelline, Ye, Avotra, Hussain, Zonia, & Nawaz, 2022). PLS-SEM Algorithm was used to investigate the size and direction of the path coefficients, and PLS-SEM bootstrapping procedure in Smart PLS 3.2 was used to investigate the significance of the relationship significant value at $p < 0.01$ and $p < 0.05$ (Shah, Nawaz, Abid, Malik, Fakhar, & Elahi, 2021). The convergent validity and reliability are presented in Table 1, which contains the results. In a similar vein, the findings presented in Table 2 point to the discriminant validity of the measurements.

Discussion

The outer model is responsible for validating the reliability and validity (Hair, Sarsted, & Ringle, 2019). It was recommended that in order to evaluate the outer model, one look at the indicator loadings, composite reliability, average variance extracted, and rho A would be sufficient. This determines whether the values of convergent validity are accurate representations of the construct or whether they are not. According to the information presented in Table 1 and Figure 2.

Table 1. Construct reliability and validity

	Items	**Outer Loading**	**Cronbach's Alpha**	**CR**	**AVE**
Educational Cultural Values	CV1	0.852	0.83	0.898	0.747
	CV2	0.913			
	CV3	0.825			
	EW1	0.852	0.816	0.873	0.582
Empowerment of female teachers in Education	EW2	0.774			
	EW3	0.771			
	EW4	0.8			

	Items	Outer Loading	Cronbach's Alpha	CR	AVE
	EW5	0.594			
Educational Gender Identity	GI1	0.79	0.759	0.835	0.56
	GI2	0.683			
	GI3	0.733			
	GI4	0.781			
Educational Social Context	SC1	0.926	0.907	0.942	0.844
	SC2	0.93			
	SC3	0.9			
Educational Linguistic Discourse	SLD1	0.92	0.818	0.893	0.738
	SLD2	0.918			
	SLD3	0.725			

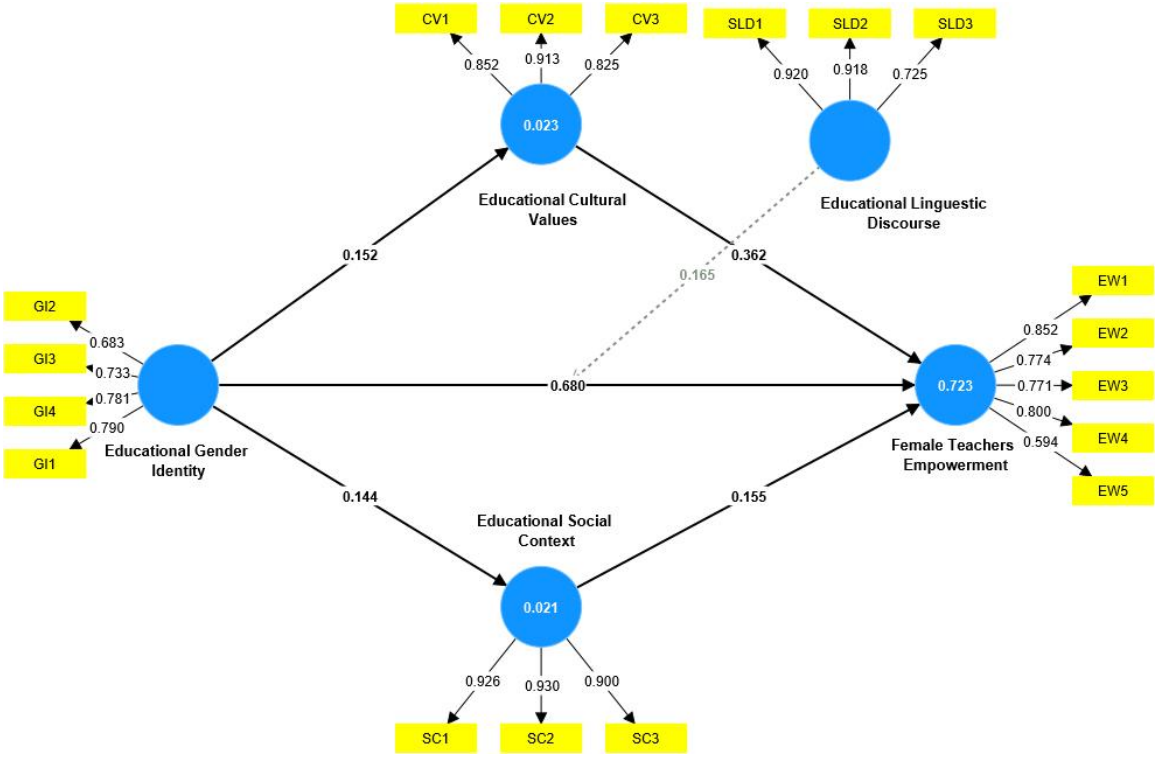

Figure 2. Measurement Model

All indicator loadings were greater than the threshold, with most at 0.6 and a few at 0.5 (Avotra, Ye, Wu, Zhang, & Nawaz., 2021). AVE values were better than 0.5, while Cronbach alpha, composite reliability, and AVE values were all greater than 0.7, indicating convergent validity. Discriminant validity was examined to show how the model's constructs varied from each other. For the purpose of determining the discriminant validity, the heterotrait-monotrait ratio (HTMT) method was applied. According to the findings of the study, the recommendation made by (Hair et al., 2019) was able to confirm the discriminant validity of the test. All of the data presented in Table 2 substantiate the fact that the cutoff points of 0.9 and 0.8 are met (Yang, Zhang, Lin, Ki-Hyung, Avotra, & Nawaz, 2021). The findings also revealed that there are no values that are greater than the threshold, while the upper limit confidence interval contained numbers that were all less than one. This result demonstrates that the goal of achieving discriminant validity has been met.

Table 2. Discriminant validity (HTMT)

	CV	**EW**	**GI**	**SC**	**SLD**
Educational Cultural Values					
Empowerment of female teachers in Education	0.717				
Male and female teachers in Education	0.154	0.761			
Educational Social Context	0.918	0.655	0.142		
Educational Linguistic Discourse	0.397	0.351	0.281	0.197	

Structural Model

When conducting an evaluation of a structural model, the focus is on the dependent links that connect the various constructs in the hypothetical model (Hair et al., 2019). The majority of what it does is demonstrate the interrelationships between the constructs and realize the proof that supports the theoretical model. In order to measure the inner models, the beta values, t-values that were determined through the use of bootstrapping procedures with 5000 resamples, the coefficient of determination (R square) was evaluated which are shown in Table 3. As can be seen in Table 3 & 4 and Figure 3, gender identity in education had a positive correlation with Empowerment of female teachers in education (p = 0.0001, t = 13.590). As a result, hypotheses H1 was confirmed. Similarly, results shows that educational social context and educational cultural values also has a significant and positive impact on Empowerment of female teachers in education (p = 0.006, t = 2.516) and (p = 0.0001, t = 6.302) respectively. Hence H2 and H3 were confirmed.

Table 3. R-square values and Q-Square values for the variables

	R2	**R-square adjusted**
Educational Cultural Values	0.023	0.021
Empowerment of female teachers in education	0.723	0.719
Educational Social Context	0.021	0.018

Table 4. Direct effects

Constructs	**Path coefficient**	**t-statistics**	**p-values**
Gender Identity in education -> Empowerment of female teachers in education	0.680	13.590	0.0001
Educational social context -> Empowerment of female teachers in education	0.155	2.516	0.006
Educational Cultural Values -> Empowerment of female teachers in education	0.362	6.302	0.0001

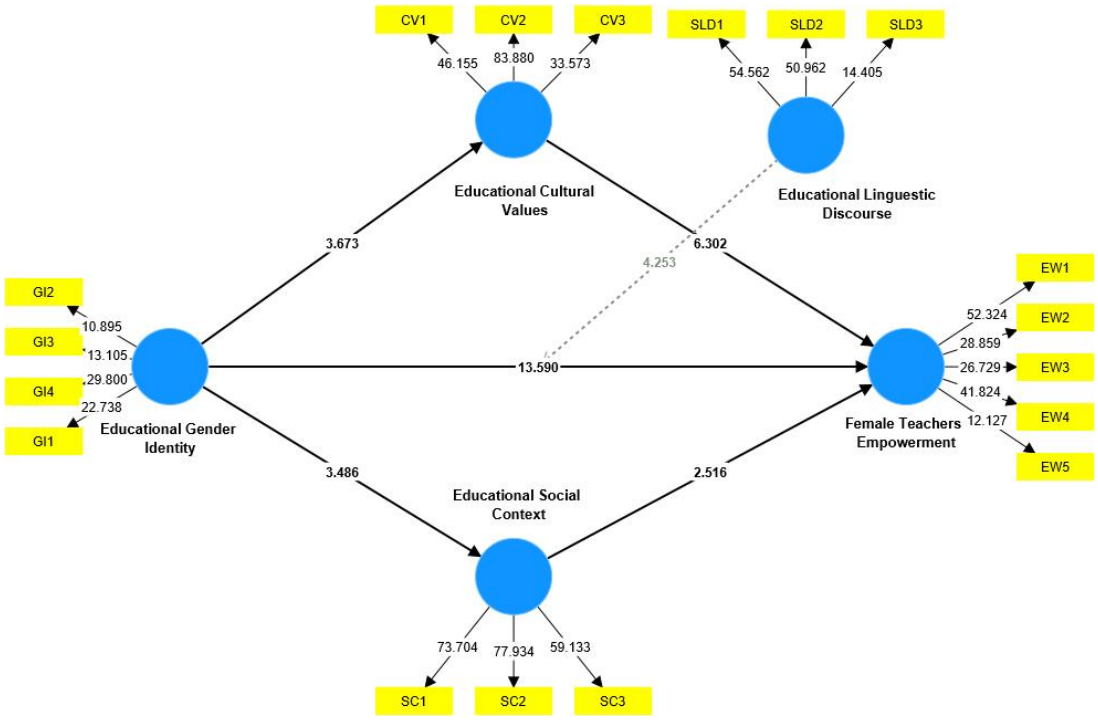

Figure 3. Structural model

Furthermore, the study delved into the significance of social context in education and educational cultural values as mediators in the relationship between gender identity and empowerment specifically for women in education. This investigation took into account the specific context of the research. Hypotheses H4 and H5 suggested that social context in education and educational cultural values would mediate the gender identity-empowerment relationship in education. Social environment in education and educational cultural values did mediate this connection (p = 0.025 and 0.0001, respectively). The research supports Hypotheses 4 and 5. Table 5 summarizes mediation findings. It details this research.

Table 5. Mediation analysis

Constructs	Path coefficient	t-statistics	p-values
GI -> SC -> EW	0.022	1.968	0.025
GI -> CV -> EW	0.055	3.311	0.0001

Moderation analysis

According to the sixth hypothesis, the relationship between women's gender identity and their level of empowerment in education is moderated by the use of systematic discourse in language in education. According to the results of the study, a significant degree of moderation is brought about by the presence of educational linguistic discourse in education in the connection that exists between gender identity and Empowerment of female teachers in education (t=4.253, p=0.0001). As a direct consequence of this, H6 is allowed. The moderating effect that educational linguistic discourse in education has on the relationship is illustrated in Figure 3 and Table 6, respectively.

Table 6. Moderation analysis

Constructs	Path coefficient	t-statistics	p-values
Educational linguistic discourse x Gender Identity -> Empowerment of female teachers	0.165	4.253	0.0001

Discussion

The first hypothesis of the study suggests that educational gender identity has a significant and positive impact on female teacher empowerment in education. When female teachers have a strong hold close in their own male and female teachers in education, they are extra inclined to claim their rights, confront discriminatory practices head-on, and defy societal gender norms that prevent their development in education. In contrast, men typically display fewer of these behaviors. These findings highlight the empowering influence of a strong male and female teachers and underscore the nuanced dynamics at play in shaping individuals' responses to societal expectations based on gender in education. Consequently, women with a strong male and female teachers often experience better outcomes in education, employment, income, and participation in in education life (Fondo & Gómez-Rey, 2021; Segatto & Dal Ben, 2019). Hence H1 is supported. Second hypothesis of the study stated that educational cultural values has a significant and positive impact on female teacher empowerment in education. Mtu, Burton, Mwingira, Ngondi, Seeley, and Lees (2019) found that educational cultural values empower women in education. Yalim and Critelli (2023) remark that in countries where women are expected to follow traditional gender roles and defer to male authority, their autonomy and decision-making powers in education may be limited, limiting their ability to exercise their legally protected rights. Thus, H2 in the study is supported.

The third hypothesis put forth in the study highlights the significant and positive impact of educational social context on female teacher empowerment in education. women often encounter marginalization and exclusion from decision-making processes in education, which restricts their full participation in in education sector, as observed by Hébert et al. (2022). Bhumika (2020); Doss et al. (2022) note that these social changes in education can promote gender equality and create a more inclusive and supportive atmosphere for women. Hence H3 is supported. The fourth hypothesis of the study posits that educational cultural values serve as significant mediators in the relationship between educational gender identity and female teacher empowerment in education Educational Cultural values encompass widely shared beliefs and practices within a society, shaping individuals' behaviors, attitudes, and perceptions. These values are deeply rooted in educational norms and traditions, ultimately influencing the experiences and opportunities available to members of the schools, as noted by Aukerman and Chambers Schuldt (2021). In educational institutes where gender roles are more fluid and egalitarian attitudes prevail, women tend to encounter greater opportunities to pursue their aspirations and attain increased autonomy, as highlighted by Steiner, Vescio, and Adams (2022). Educational institutes that prioritize gender equality and implement social policies supporting work-life balance often offer women improved access to support networks, higher employment rates, and increased representation in political spheres in education. Consequently, Educational cultural values play a vital role in mediating the connection between gender identity and female teacher empowerment in education. Hence H4 is supported.

The fifth hypothesis of the study suggests that educational social context significantly mediates the relationship between educational gender identity and female teacher empowerment in education. Women are typically discouraged from choosing particular careers based on their gender in various in educational institutes. Social expectations and biases might hinder women's professional advancement, contribute to gender-based pay inequities, and prolong workplace inequality in education (Awoa Awoa et al., 2022). Conversely, educational institutes that prioritize gender equality and provide better access to education and employment opportunities for women can facilitate higher levels of empowerment in education. Therefore, the fifth hypothesis (H5) is supported. The sixth hypothesis of the study states that educational linguistic discourse significantly moderates the relationship between educational gender identity and female teacher empowerment in education. Language can hinder empowerment for non-binary people, especially when they are marginalized in education (Mamun & Hoque, 2022; Neha, Reese, Schaughency, & Taumoepeau, 2020; Rivera, Ferroni, & Moreira, 2022). Empowerment can also be hindered by gendered language and preconceptions. Inclusive language that includes non-binary people broadens gender identities in education. By using gender-neutral language and promoting equality in discussions about empowerment, it is possible to create more opportunities for women to achieve empowerment in education. Therefore, the sixth hypothesis (H6) is supported.

Conclusion

Educational Cultural values and educational social context affect how gender identification affects women's empowerment (female teachers) in education. Educational Linguistic conversation moderates this conversation. This study shows how educational cultural norms and the educational social environment shape gender identity and empowerment of female teachers in education. The research shows that language determines gender identity and empowers women. The study also implies that an intentional and systematic gender equality-promoting educational linguistic discourse can empower women in education. Avoiding make and female stereotypes and utilizing inclusive language helps empower women in education. These findings highlight the need for a multifaceted approach to understand and develop female teacher empowerment in education. It's crucial to understand how language, history, and society beliefs shape gender identity and women's possibilities. We can advance women's equality and empowerment by tackling these linked factors.

Implication

The findings of this study hold important practical implications for professionals working in the fields of education, policymaking, and activism, all aiming to advance female teacher empowerment. Decision-makers can utilize these findings to develop policies that are sensitive to gender issues, considering the influence of educational cultural values and educational social context on female teacher empowerment. For instance, policies promoting female education can account for the impact of male and female teachers on access to education and educational achievements. Educators can integrate these findings into gender-sensitive curricula that address the influence on male and female teachers empowerment, emphasizing the role of cultural values and educational social context. Moreover, activists can leverage the study's results to design interventions that promote female teacher empowerment, taking into consideration male and female teachers, cultural values, educational social context, and Educational linguistic discourse. These interventions can be guided by the insights derived from the study. On a theoretical level, the study shows how gender identification affects female teacher empowerment. It illuminates how cultural values and educational social context mediate gender identity and female teacher empowerment. Additionally, the study underscores the moderating function of educational linguistic discourse in shaping this connection. These findings contribute to a more comprehensive and nuanced understanding of the multifaceted factors that influence female teacher empowerment.

Limitations and Future Recommendation

This study sheds light on male and female teacher identity and female teacher empowerment, yet it has limits. First, the study's concentration on one cultural environment may restrict its generalizability. Second, self-reported data introduces biases including social desirability and recollection bias, which may affect the findings. The study also ignores the effects of education, money, and resource accessibility on empowerment, focusing instead on gender identity. The work opens up future research despite its limitations. Future studies could replicate the study in different cultural situations to further understand how gender identity affects empowerment across societies. It is possible that combining surveys with interviews conducted in person will produce more nuanced insights into the lives and attitudes of women. To understand female teacher empowerment, future study may examine the complex relationship between gender identity, cultural values, social environment, social standing, education, income, and resources. Gender identification's interconnections with other social categories including race, ethnicity, and sexual orientation can shed light on oppression and women's agency.

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