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EXPLORING THE INFLUENCE OF CONVERGENT COMMUNITIES ON LEARNERS' ATTITUDES TOWARD DIVERGENT TRAITS

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Abstract
The cultural context of speech communities represents people's life experiences shaped by region, geography, ethnicity, language, and values; all these contribute to the construction of one's identity. Our study explores the complex reciprocity between the socio-cultural environment and the learners' identities. The cultural background of learners profoundly affects self-perception and identity construction. Simultaneously, identity construction has a reciprocal effect on interaction and involvement with cultural heritage. Hence, we investigate the impact of rural communities' cultural repertoire on the personal and professional prospects of learners. To reach this end, third-year pupils from the High School of Sidi Housni, Tiaret, Algeria were selected using a non-probabilistic sampling. We collected data through a survey and an observation, employing both quantitative and qualitative approaches. The findings reveal that the cultural background influences learners' perceptions of the world, besides their positive divergent attitudes towards gender roles. Furthermore, these valuable insights have important implications for cultivating a more inclusive and flexible learning setting. In a nutshell, divergent and convergent communities possess distinct qualities and resources that collectively foster a gradual transition toward embracing change.

Keywords: convergent, cultural background, divergent, gender roles

Introduction
By consensus, socio-cultural factors are large-scale forces within which many variables might intervene in the life-span of individuals; each individual is characterized by their cultural belongings, which in turn reflect their character, personality, and identity. These cultural assets, including customs, beliefs, values, and traditions, play a critical role in shaping an individual's language proficiency. Despite the importance of socio-cultural factors in language learning, there are still gaps and limitations in our understanding of how these factors impact learners. To address these gaps, this research work aims to investigate the effects of socio-cultural background on foreign language learners. Particularly, we seek to answer two main questions: first, how does the socio-cultural background of learners impact their learning experiences? And second, to what extent do rural communities influence individuals' personal life decisions beyond the classroom?

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In an attempt to respond to these research queries, we hypothesize that socio-cultural surroundings have a distinctive impact on learners' language learning processes. Moreover, we believe that progressive sociocultural backgrounds have a stronger influence on students than their openness to linguistic relativity. It is essential to acknowledge that an individual's mother tongue principles and cultural values inevitably influence their cognitive processes and acquisition of a second language, which can either impede or enhance their language learning output. Researchers like Harrison, (1990); Cerulo, (1997), Jenkins, (2008), Chang, (2016); Salimi and Zhaleh, (2021) have extensively explored the concept of social identity and its influence on individuals' learning experiences, particularly about convergent traits, cultural divergence and socio-cultural backgrounds.

Conceptualizing identity

In the realm of sociology, identity is a broad notion that refers to a person's self-perception, sense of belonging, and the attributes that define who they are. Personal experiences, cultural influences, social interactions, and individual characteristics all influence one's identity (Leary & Tangney, 2012). It is a living, evolving construct that plays a critical role in determining one's ideas, values, behaviors, and connections with others. Michael (2014) has maintained that when a sub-culture deviates from a society's norms, the chances of identity construction and preservation become pivotal; the door to a new culture is always open. Identity is associated with people's understandings of 'who they are' and what makes sense to them; these understandings are linked to certain attributes that are prioritized. Accordingly, there are two primary types of identity that individuals frequently develop to express themselves: self-identity and social identity (Itulua-Abumere, 2013; Jasso, 2002; Sugimura et al., 2022). First of all, self or personal identity refers to an identity that people develop through time and the way they establish relationships with the outside world. This type may involve some ascribed aspects of life that an individual has no control over, such as areas of growth, race, parents, illness, traumas, or life events. In a nutshell, self-identity reveals how individuals are different from each other (Abadi, 2021; Bamberg, De Fina, & Schiffrin, 2010; Cerulo, 1997).

Second of all, social identity is a created perception of a person's belongingness. Many social identities are accumulated in one person as s/he could simultaneously be a parent, engineer, Muslim, or a Christian and that is a consequence of choices made or experienced; though some of these identities could be permanent or temporary. Tajfel (1972), as cited in Abrams-Hogg, (1990) asserted that *"the individual's knowledge s/he belongs to certain social groups, together with some emotional and value significance to him of the group membership"* (p. 03) in the realm of social psychology, it is widely acknowledged that individuals possess a profound awareness of their affiliation with specific social groups. This awareness encompasses not only the factual understanding of one's group membership but also the emotional and personal significance attached to it. As elucidated by the aforementioned citation, the sense of belonging derived from social identity is prominently displayed by individuals. The construction of identity is realized from birth, the way a person is treated, and cared for by people in different spaces creates a certain thought that a person has about himself/herself and could affect all their experiences and

decisions in life, including their academic performance. In this regard, schools play a crucial role not only in nurturing the formation of learners' identities but also in shaping them into responsible citizens. This process is intricate and continuous, encompassing various factors and interactions within the educational environment (Jenkins, 2008).

Convergence and divergence

Convergence and divergence are two main parts of the theory of communication accommodation. This theory was first labeled by Howard Giles in 1971; it implies making slight adjustments to one's language to "accommodate" the speech based on the listener's preferences. This approach aims to enhance communication and foster better understanding between individuals (Giles & Ogay, 2007). Soliz, Thorson, and Rittenour (2009) have asserted that *"accommodation is applied for approval, inclusion, affiliation, or interpersonal goals"* (p. 821) and this denotes the different purposes of language accommodation depending on the speakers' intention; hence, it exhibits how individuals strive to adapt their speech patterns by either converging or diverging. It sheds light on the strategies people employ to accommodate others' communication styles. In this prospect, convergence is a process by which an individual intentionally adapts their language to be approximately similar to their speech partners. An individual's convergence could be expressed in a variety of ways in daily interaction, including language use, accent, interruptions, pitch, non-verbal interaction, and facial expressions (Lehmann, 2015; Sand, 2012). Such convergence would be simply illustrated via a job interview, an administrative letter, medical professionals' communication with patients, and so forth. An individual, in this regard, is going to use an accommodated style that is different from his/ her usual speech. Thus, Convergence is evident in how people perceive others while taking into account their social background. By contrast, divergence is a linguistic strategy wherein an individual intentionally emphasizes the linguistic distinctions between interlocutors. This strategy serves various purposes, including attempting to portray a higher social status or wealth, showcasing extensive knowledge on a particular topic to impress or impose authority, or even intentionally confusing the listener (Lehmann, 2015). Divergence can be viewed as a purposeful linguistic decision aimed at establishing and accentuating disparities between the speaker and the hearer. It can serve various purposes, such as emphasizing social status or asserting individuality. By intentionally creating differences between the speaker and the listener, cultural divergence can highlight power dynamics or express a desire for uniqueness. It can also be a strategic tool used to distance oneself from the interlocutor, signaling a lack of alignment or a deliberate attempt to create a sense of otherness (Khan, 2010).

The classroom as a milieu of linguistic exchange

The classroom is not only a place where academic content is delivered, but also an essential social space where meaningful interactions take place that contribute significantly towards shaping individuals' identities within society. Azzoug (2014) has stated that the classroom represents a formal context wherein a peculiar code is used between the teacher and the learner. In the Algerian context,

many varieties overlap including Algerian dialectal Arabic, Modern Standard Arabic (MSA), French, and English. Along with the usability of multiple varieties, both teachers and learners come from varying cultural and social backgrounds by which different identities come together as Azzoug (2014) pointed out "*the context of the classroom incites both teachers and learners to make their own educational and social backgrounds in use"* (p. 12). The dynamic setting of the classroom not only fosters an atmosphere of active participation but also empowers teachers and learners to tap into their diverse educational and social backgrounds. By harnessing their individual experiences, educators can tailor their teaching methods to cater to the diverse needs of their students. Simultaneously, students are encouraged to contribute their unique perspectives to enrich the overall learning atmosphere. This aforementioned not only promotes academic growth but also cultivates a deeper understanding and appreciation of different cultures and backgrounds. Therefore, by encouraging students to engage in meaningful discussions and debates, their understanding and retention of knowledge can be greatly optimized. This approach promotes critical thinking and allows for the exploration of diverse perspectives, leading to a more comprehensive understanding of the subject matter (Harrison, 1990). Foreign language teachers often adopt a specific linguistic style that has been carefully tailored to reflect their background as former language learners. Regarding the ideas and views of the teachers, the context of the classroom where multiple identities are met might be accommodated, which is why school represents a factory of human building mentalities alongside the family environmental scale (Hernes, 2003; Hernández et al. 2022)

Dynamics of student identity in classroom settings

Grivins, (n.d.) has stressed that the teachers' failure to decipher the learners' identities and their continuity in providing the pupils with negative feedback results in the pupils' classroom exclusion. He maintained that *"when talking about school-age youth, it is common to associate them with their school life. Although outside of school it is acceptable for a pupil to construct identities detached from school, school experiences and knowledge that have emerged in school most likely will accompany a pupil outside of school"* (p. 40). Students come to school with different identities; teachers expect these identities to vanish once they are inside the classroom. Yet, the identity of a learner at school is strengthened more than the socially constructed identity outside the school. It is worth mentioning that these identities have an impact on the pupil's learning process, be it positive or negative; though the school accepts the kind of identity that follows the school norms and instructions.

This aforementioned could not be generalized to all pupils because they have different cultural backgrounds and social experiences which make them construct identities that are distinct from the one that fits the school setting. Therefore, Grivins (n.d.) asserted that, for pupils to achieve adaptability at school, they *"have to reject self-conceptions they have evolved beyond school. This just means that some pupils have to pay a smaller price for being fitting pupils, and they most likely find it easier to fit school requirements."* (p. 40). The learners' identity is reflected through their background knowledge that is transferred into behaviors and reactions. Werthman (1963), as cited in Grivins (n.d.), has reported

that if a pupil believes that his/her teacher is violating authority regulations, s/he is likely to reject all the school policies. This suggests that when students perceive their school as lacking fairness, they may express their discontent through disruptive behavior. Moreover, this negative attitude is likely to transcend the boundaries of the schooling system.

Learners at school influence one another positively or negatively, they share different identities, as they correspond with that of their peers, thus they all reject or accept certain rules according to the way they were raised, accordingly, peer effect is conclusive (Desai, n.d.). In a classroom setting, the presence of female students can have an impact on the participation of male students. For instance, it has been noted that some male students may exhibit distinct participation behaviors such as motivation and collaboration when female peers are present. Moreover, the influence of low-achieving students on their higher-achieving counterparts is a multifaceted phenomenon that can affect study habits and peer relationships. When it comes to categorizing male students as androgynous based on their friendships, it is crucial to acknowledge that categorizations can vary greatly and should be approached with caution. A male student who primarily befriends individuals of the opposite gender may have a more diverse range of social relationships, which may not necessarily align with a rigid androgynous classification. Social dynamics in educational settings are intricate and can differ significantly from one case to another and here lies the effect of the others' identity on one's self-reflection (Sa'd & Seyyed, 2017)

Heterogeneous classrooms could be highlighted from a didactic perspective as a group of distinctive abilities, but from a sociolinguistic perspective, it is an accumulation of identities that are highly influential and reflective of pupils' self-development. In a nutshell, people's choices are influenced by the culture, values, and beliefs of a speech community, all of which have an impact on individual development of the sense of self (Chambers & Trudgill, 1980).

Method

To embark on this research endeavor, a survey was designed and subsequently distributed to a cohort of 90 third-year learners in Sidi Housni High School, Tiaret, Algeria. Their age ranges between 17 years to 19 years old, which enables us to consider them as mature enough to conceptualize culturally sensitive questions. And since they are in their last year, they are approaching the point of becoming bachelors, thus we could detect what kind of cultural mindset they have established, i.e. divergent or convergent. In addition to conducting a survey, we employed a participant observation through which we closely observed and documented the variables that directly relate to our research objectives.

Research instruments

A mixed-methods research design is used to achieve the purpose of this study; both quantitative and qualitative research techniques. The survey consists of simple and direct questions that were tested in the pilot phase and then clarified to allow students to respond based on their level of understanding. Both close-ended and open-ended questions were used, giving them the space to express themselves freely. Females make up the majority of participants; 68 % (N=61) of the whole sample is females, while males rate is 32% (N=29). Females outnumber

males in the classroom as their presence is remarkably predominant. Age, as a demographic variable, is not taken considerably because it does not serve the objectives of this research work.

Findings and Discussion

Findings

Question 1: What occupation are your parents in charge of?

Table 1. Parental occupation

Occupations	Number	Percentage %
Self-employed	14	15.55%
Handicraftsmen	6	6.66%
Taxi drivers	3	3.33%
Public service workers	12	13.33%
Education	5	5.55%
Jobless	31	34.44%
Retired	19	21.14%
Total	90	100%

Our sample provided several occupations that their parents are in charge of. 15,55% (N= 14) of fathers are self-employed, 6,66% are handicraftsmen, 3,33% represent taxi drivers, and 13,33% (N=12) of parents are public service workers. The educational sector represents 5,55% including teachers, headmasters, and counselors. 21,1 % of them are retired. Whereas, jobless fathers scored a high average with 34,44% (N=31). This would reflect the inequitable rate of joblessness among the sample due to fewer chances to find jobs in rural areas, especially in the public service. Families living in rural areas are in an inconvenient economic situation because the majority of fathers work for themselves (independent crafts). As parents have a significant influence on their children's school life, their absence of participation/ involvement that is claimed by the majority of the administrative staff is somehow reasonable, due to their absence of awareness, or their over-charged life which forwards their attention only towards life constraints.

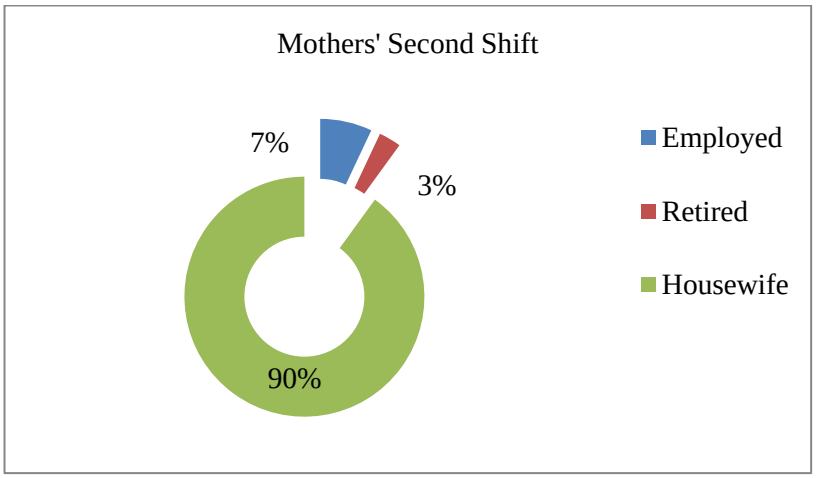


Figure 1. Mothers' occupations

The mothers' second shift in rural areas refers to the additional workload and responsibilities that mothers undertake beyond their formal employment or primary caregiving duties. In rural settings, where traditional gender roles and expectations often prevail, women may face additional household chores, agricultural or farming work, or community responsibilities, which they carry out alongside their existing domestic and childcare responsibilities. As mentioned in the figure above, the results reveal that 7% of mothers are employed, 3 % are retired, and 90% are housewives. Therefore, these results are not very surprising, especially in a rural area, where practically all women are housewives performing housework and looking after their children without having the right to work outside the home, even if they have a good academic level. Based on the feedback received from our sample, it is evident that the mothers are unable to pursue employment as their husbands strictly prohibit their participation in the workforce, regardless of their life circumstances. In most cases, women are free to either embrace or reject the idea of engaging in dual work. This latter is not generalized to all rural areas, but it represents only the selected sample.

Question 2: Gender socialization is a process by which genders are differentiated through social norms such as what color to wear, haircut, clothes, behavior, and so on. According to your background, what rules you were given as a girl/ boy?

Our participants' answers reflect a wide range of perspectives on gender roles and expectations within their cultural, religious, and societal contexts. The responses shed light on a diverse range of experiences and beliefs about gender roles and expectations. While some people adhere to culturally and societally influenced gender norms, others advocate for more inclusive and egalitarian perspectives. This discussion emphasizes the complex and ever-changing nature of gender roles, emphasizing the importance of recognizing and respecting individual differences and choices. The sample answers are discussed as follows:

Gendered expectations: Our participants described specific rules and expectations based on their gender. Girls were often expected to exhibit qualities such as nurturing, emotional, and passive behavior. They were encouraged to engage in activities associated with femininity, such as playing with dolls, cooking, and focusing on their appearance. On the other hand, boys were encouraged to display qualities like strength, assertiveness, and competitiveness, and engage in activities traditionally seen as masculine, such as sports or outdoor activities.

Clothing and appearance: our sample answers highlighted the significance of clothing and appearance in reinforcing gender norms. Girls were often expected to wear modest and covered clothing, such as the hijab, while boys were encouraged to wear more casual or masculine attire. There were also specific rules regarding hairstyles, with girls expected to have longer hair and boys discouraged from having certain haircuts or styles.

Cultural and religious influences: Many individuals mentioned the impact of culture and religion on gender roles. Some responses highlighted that certain behaviors, clothing choices, and societal expectations were rooted in cultural or

religious traditions. For example, in Muslim communities, expectations around modesty and gender segregation were often influenced by religious beliefs.

Unequal treatment: individuals expressed a sense of unequal treatment between genders. They described how girls were often subject to more restrictive rules and limitations compared to boys. This included limitations on activities, restrictions on interacting with the opposite sex, and societal judgments about reputation and behavior.

***Challenging gender stereotypes*:** While numerous answers reflected a commitment to upholding traditional gender roles, some individuals expressed a more progressive perspective, challenging conventional gender stereotypes and advocating for gender equality. These people stressed that gender is an innate characteristic and should not be restricted by societal norms or limited to specific clothing choices or behaviors. They emphasized the importance of freedom of expression, autonomy in making decisions and disobeying rigid gender norms.

Varied experiences: It is evident that the sample responses showcased a range of experiences and perspectives. Several individuals highlighted the presence of more relaxed or lenient rules within their families or cultural backgrounds. In such contexts, they enjoyed the freedom to make choices regarding their clothing, hairstyles, and activities, irrespective of their gender. Others mentioned stricter adherence to traditional gender norms and societal expectations.

Question 3: What are your thoughts on single-gender classrooms?

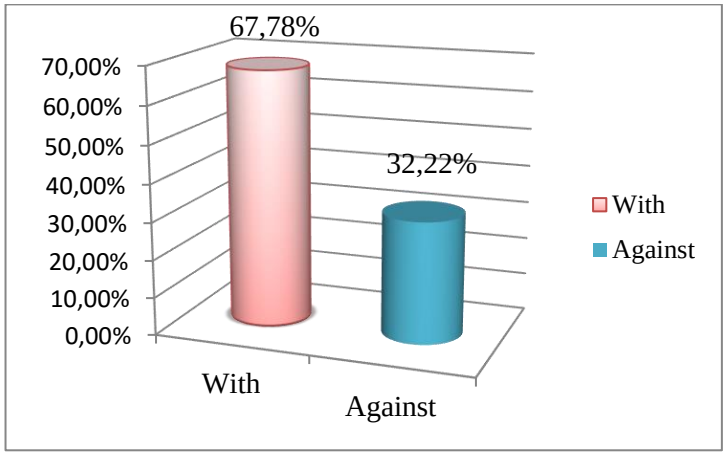


Figure 2. Pupils' attitude vis-a-vis single-gender classes

The purpose of this inquiry is to ascertain the students' perspectives on single-gender classrooms. Single-gender classrooms refer to situations where males and females are segregated within a particular school, with each gender being assigned to separate classrooms, and occasionally even separate schools. To gain a comprehensive understanding of our participants' attitudes toward this educational approach, it is crucial to explore their thoughts and opinions. By examining their perspectives, we can better evaluate the potential benefits and drawbacks associated with single-gender classrooms. It is important to recognize

that single-gender classrooms have generated a lot of discussion within the field of education. Proponents contend that classrooms created especially for each gender can provide a more individualized learning environment, allowing teachers to meet the various needs and learning preferences of students. On the other hand, critics express concerns about potential gender stereotypes and limited exposure to diverse perspectives. 68% of our sample argues that they approve of single-sex classroom decisions, claiming that they want gender separation for a variety of reasons including better concentration, being more comfortable, and increasing performance in class. Whereas, 32 % did not reveal appreciation regarding this latter affirming that they are against such policy as they see themselves as good performers when both genders interact and exchange ideas in class, hence they embrace heterogeneous classrooms where none of them is stigmatized.

Question 4: What is your perspective on women who opt to leave school and marry at a young age?

Table 2. Students' perspectives vis-à-vis teen marriage

Choices	Number	Percentage %
It's a personal choice	9	10%
An impulsive decision	18	20%
Studies are a priority	13	14,44%
Employment is a priority	29	32,23%
Marriage is a priority	9	10%
Total	90	100%

The aim behind the aforementioned inquiry is to see the extent to which there is culturally inter-generational influence on learners. As clarified in the table above, answers are polarized according to some suggested possibilities. A significant number of the participants have revealed their interest in employment with a rate of 32%. In the second position comes the choice of impulsivity if the choice to get married is made at a younger age with a percentage of 20%. Two options were given approximate selection revealing and prioritizing studies and uncovering that teen marriage is an irrational decision with 14% and 13 % of selection respectively. While 10% was given to the remaining choices of personal choice and marriage is a priority, the rate is low in comparison to other options. Generation z has several qualities, they could be negative or positive, yet they share a high sense of consciousness vis-à-vis the workforce, e-learning, and even employment, the shift towards a globalized world could pave the way for upcoming generations to break to cycle of past generations and opt for choices of freedom and comfort. In this vein, their vision is somehow different from their speech community's traditions where they were brought up.

Question 5: What are your thoughts on women who simultaneously serve as housewives and hold employment positions?

This open-ended question aims to detect the attitudes of our sample regarding females' second shift. 90 % of our informants expressed positive attitudes towards this aforementioned arguing that it is appreciated if women have

a double duty, though it is burdensome, but they collaborate and help in the household and assume responsibility too. The male participants approved this later in terms of finances and salary while females' appreciation reflected women's independence and worthiness. Such perception is positive, though we cannot generalize, but awareness is recognized among our informants. Some of the students argue that being a housewife is a job too that is why they disapproved of employed women, 20 % of disapproval is still noted. It is becoming increasingly common for women to have multiple responsibilities in their lives. Being a housewife and an employer in parallel women attempt to balance their household duties and running a business or being an employer simultaneously. From a societal standpoint, it is compulsory to recognize and value the contributions that women share in both roles. However, this double role could be challenging and demands a high level of commitment, and time management skills besides encouragement from family and colleagues. It is worth noting that the perception of women who are housewives and employers at the same time may differ depending on cultural, social, and economic contexts. In some speech communities, it could be viewed as empowering, while in others, it could be considered as a burden.

Discussion

We cannot disregard that a rural community affects pupils' way of thinking and restricts to a certain extent their potential; however, thanks to technological advancement and educational diversification, generational bonds of convergence are shifting towards flexibility and divergence. Divergent traits in a speech community could create a positive rapport between participants and the world surrounding them. Nevertheless, egocentrism and ethnocentrism are still causing problems and cultural misunderstandings among generations. An egocentric individual is not as harmful and judgmental as an ethnocentric individual, as the latter cultural trait has a significant and lasting impact on individuals. Teachers could have such a feature too and it is indirectly transmitted to their students. Therefore, the teachers' identity is peculiar to prepare a generation that could embrace cultural divergence, minimize ethnocentricity, and increase ethno-relative mindsets.

Cultural perception of females' employment

It is conventionally acknowledged that females' second shift received tremendous attention for years. Nowadays, women are interested in financial independence more than ever. This perception is global, though it is still enclosed in certain communities. Yet, in a patriarchal society, the issue at hand is still controversial. Some think that women should not work and assume responsibility for the household. Women nowadays represent nearly half of the economic force in Algeria, and the whole world, without mentioning the gender gap in favor of women that is in constant increase (Belaid, 2020). Currently, some people, especially in rigid communities, still think that females should stay home under the pretext that they are weak and cannot handle gendered responsibilities, this could be the case for their wives, but not for their children, since the majority of females ascend from rural areas and they are enrolled in different universities with

high rates, this latter may forward our attention to the effect of a globalized world on people's perception of divergent attributes.

Understanding the pros and cons of single-gender classes

Single-sex classes pertain to educational environments where students of one gender are segregated from students of the opposite gender. Supporters of single-sex classes believe that such settings can effectively cater to gender-specific learning requirements, minimize distractions and disturbances in the classroom, and ultimately enhance academic performance. Opponents of single-sex claim that they perpetuate gender stereotypes which may lead to increased gender segregation. Research has found positive effects on the academic achievement and motivation of learners included in these single-sex classes, while others have found no significant difference or even negative effects on both genders. It is important to note that single-class settings should not be regarded as a one-size-fits-all solution for every student. Each individual may possess different learning styles and preferences.

The creation of single-sex classes at schools was highlighted in this endeavor due to the gender gap that is emerging in all fields. This gap created a sort of sensitivity among our participants; some male pupils prefer single-sex classes, to have an inclusive learning environment where they can perform better under the pretext that heterogeneous classrooms may lead to disruption and exclusion. Further, females' increased number could hinder their male counterparts' interaction in class. Single-sex classes were successful in some countries like Iraq, Syria, Egypt, and even in Algeria many years ago, where students had better results and there was no gender stereotyping (Levon, 2014) by which learners were free to express themselves and shared their ideas without feeling exposed to the other gender. Therefore, To address another aspect from a gender perspective, we should contemplate re-evaluating gender awareness, bias, differentiation, and even dominance during our training sessions. This will help us bridge an existing gap and enhance our overall understanding and mindsets.

Conclusion

Our study aims to better understand how learners' sociocultural backgrounds shape and develop their identities. Our participants exhibit a remarkable propensity for adaptability and ethno-relativity despite their rural cultural mindsets. The special characteristics of Generation Z, shaped by the rapid progress in digital technology, have led them to express their ethno-relative qualities about various cultural perspectives. In essence, an adaptive community demonstrates responsiveness and resilience in the face of globalization, as it possesses the ability to evolve and adapt to changing circumstances. In a nutshell, our research has revealed a remarkable inclination among students to adopt a more open and unrestricted worldview. Their positive attitude towards embracing divergence and flexibility is truly commendable.

Recommendations

- ✓ The learners' needs are not limited to their skills and competencies, but they are associated with their inclusion as separate genders, hence gender awareness is important.

- ✓ Teachers should be updated with educational technologies; a modernized teaching method could help break monotony in the the classroom and achieve achievingtion of learners regardless of the cultural disparity.
- ✓ Providing a supportive educational environment at school for those whose financial status is average throughout the specific needed materials.
- ✓ Better communication among pupils and parents should be established
- ✓ Efforts should be made by students in order not to allow their parents' socio-economic status, educational background; income, and occupation to influence their educational progress.
- ✓ Raising awareness about autonomy and financial independence.
- ✓ Raising the topic of social mobility is compulsory to differentiate between ascribed qualities and acquired ones.
- ✓ Promoting equity and addressing social and economic inequalities.
- ✓ Teachers' identities are highly influential on learners, especially if they are considered role models in their classes.
- ✓ Teenage marriage does not cover the financial challenges that parents encounter in their lives. Moreover, achieving stability and personal growth necessitates a greater degree of flexibility toward women's second-shift responsibilities.
- ✓ Recognizing the flexibility in addressing gender-based roles and promoting personal development among females are crucial steps.
- ✓ Realizing the challenges of balancing work and family responsibilities, besides raising supportive policies and practices that enable women to achieve their full potential.

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