EXPLORING SELF-AUTHORSHIP AMONG NORTH AFRICAN WOMEN TEACHERS

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This qualitative study aimed at exploring the way North African Muslim female teachers make meaning of their teaching experience in relation to the socio-cultural and political factors, which in this context is through epistemological dimensions (how Muslim female teachers know), intrapersonal dimensions (how Muslim female teachers define their identity), and interpersonal (how Muslim female teachers define their relations with others). In-depth interviews were used to collect data. The findings revealed women in North Africa relied on omniscient Authority in their learning experiences, which have impacted the development of attitudes towards learning. The findings have also shown women did not stand at the Crossroads, but they have empowered themselves through education. Women have demonstrated they relied on their own judgements to evaluate the source and certainty of knowledge. However, their intrapersonal and interpersonal dimensions are highly shaped by the social norms in the region.