

Motivation for education and work among young muslim women

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Schroeter Susanne (178) explains from a personal and woman's perspective that women like her need education and needs to be involved in policymaking process on decisions that include education, a voice that identify a woman's role in advocating for women's interests in education. Fatima Al-Fihri is another woman who contributed to education in the ancient periods, establishing the University of Al Karaouine in North Africa while Dafiya Khatun constructed theology schools in the Middle East (Women's Islamic Initiative in Spirituality and Equality 1). Roles of Nyai Abida in education are also evident in academic administration in Pesantren Seblak (Srimulyani 100) and women like Ahl-al-Aaqil played active roles as educators (Falola & Amponsah 83, 84). The active role in education continues and is evident in the positions of Muslim women in South Africa's academic institutions (Lovat 186). In addition, women seem to play a significant role in self-motivation into education. Even though environmental factors may affect ability of Muslim women to advance in education, the women mediate effects of these factors (Oplatka 341, 342). Respecting personal domain as a Muslim is another reported motivational factor to the women's education (Laar, Derks, & Ellemers 70, 71).

Existing literature suggests significant women's role in education and this transverse across history. A study is therefore necessary on the trend of the women's roles in education across history and by regions.