MANIPULATIVE INSTRUCTIONAL LANGUAGE USE IN EDUCATIONAL INSTITUTES: CRITICAL DISCOURSE ANALYTICAL STUDY ON WOMEN'S IDENTITY

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Abstract

This exploratory analysis aims to examine the tactics of manipulation employed by females in educational institutions. It rationally probes whether digressive enactments in educational institutions have a role in reorienting female learners' identities and to what extent they predispose their prospects. The subsequent research used a qualitative approach due to its specific nature to extract results. This research paper plans to use online interview sessions to collect data. Interview questions were sent to the university instructor for validity and authenticity. The researchers have incorporated Van Dijk's socio-cognitive and Fairclough's three-dimensional models in this investigational analysis. It provided reliable assembly and construction to elaborate on the gathered data for our research. The results are very comprehensible and show rampant manipulation in our educational institutions. Though women majority do not succumb to it, it affects their individual perspectives. It also aids the narrative of the women majority debarred from accomplishing their goals. The research suggests that the basics of educational institutes should be met with immediate reforms, for instance, the provision of gender-conscious counseling for the instructors and congruous measures for the prosperity of the students. The study recommends that educational institutions devise effective policies for the renewal of the academic establishment to embolden students, especially females. Thus, there is a dire need for more research on this topic to draw attention to this distressing affair.

1. Introduction:

Women are apt and a competent part of society; annihilating the impediments to their efficacy can covenant the progression of a country. The societal system deters from prevailing social norms and power structures, determining the opportunities available to all men and women. Closing the male and female population gap has been detrimental to development. Statistics provide credible proof of the equalization of gender roles in developed countries. The analysis of the current context of this scenario in Pakistan, a developing country, reveals that women's labour in the professional sector is deemed quite low compared to the male population. The interrogation of the issues concerning this narrative has continued over the years. Several studies also highlight how educational discourse can subtly embed gender dynamics. For instance, Khan et al. (2014) determined that language in Pakistani textbooks regularly advocates masculinity in decision making and public spheres, even imparting to ladies the subordinate roles, thereby reinforcing gendered identities and inequalities.

Occupational prospects are directly linked with opportunities supported by the competency and literacy level of the females in question(Mialkovska et .al.,2023). One major consideration is that the logical and learned exposure to a woman in Pakistani society is only from an educational institute. Therefore, the communicative patterns in such institutes are not only a source of knowledge but a self-reflection and refining of developed ideals. The narrative mentioned above highlights the degree of imperativeness of discourse used in educational institutions, especially its effect on women. It is suggested that the discourse patterns used by power figures whilst interacting with female students and the aid of manipulation have a huge role in the imbalance scrutinized within the professional sector (Othman, et,al.,2024). The upcoming study will begin to ascertain and determine the role of

discursive practices in the light of cognitive and societal aspects contributing to the current variance scenario.

The power figure anatomy pertaining to the dominating role in society has primarily been of men. Society has always regarded men's opinions in high consideration whilst commuting to direct decisions of human civilizations over time. Therefore, men's preference in societal roles has been administrative and governing. The society has traditionally placed a greater value on men's opinion in directing collective decisions, often men are often located in administrative and glory roles(Ortabağ, T., 2023). Recent evidence of Sweden suggests that when men and women experience equal day-to-day workplace decisions, women feel quite less powerful in organizational level decisions, showing how reduced women's influence is in broad institutional contexts (Plückelmann et al., 2023)**.** However, this thought process has faced a complete transformation in the past century. The population is now subjected to the examination of capability rather than the examination of the particularity of gender. The nations and developed countries who have adopted this motive have stimulated marvellous levels of expansion. Developing countries such as Pakistan have been continuously trying to assimilate this schematic for the maturation of the state but, unfortunately, are bound by societal shackles. Statistics denote Gender stereotypes and lack of Gender-sensitive teacher training, to name a few as the mainstream inducers of low female labour force participation. An indirect manipulation approach has led to an obnoxious disparity in the country (Nazar et,al., 2023)

Talking about women's stability from the perspective of Pakistan, despite increases in recent years, female labour force participation in Pakistan is at 20.16% (Pakistan World Bank Development indicators, 2021), well below the rates for countries with similar income levels. Even among women with a high level of education, labour force participation lags: only around 20.16% of women with a university degree in Pakistan are working. This interestingly reveals that out of 77.72% of men (The World Bank, 2020) working professionally, a good ratio of whom is not even educated at a higher level, but the educated women that are way more competent stand at a contribution level of only 20%. Many other statistics provide similar ratios, including This low female labour force participation represents a major loss of potential productivity. We access that discourse exchange in educational institutions has quite a part in the visible gap in the utility of upskilled females and bringing into play their adroitness for the republic's sake.

1.2 Scope and Significance

Discerning the contemporaneous exploitation and manipulation scenario in Pakistan concerning women in educational institutes has repercussions on their vocation. We will be cognizant of how the potentiality of interactivity and other manipulative strategies affects the resoluteness of women in employment positions. This research work will focus on the traditional gender roles and supremacy of masculine demeanor in discourse and manipulation in regards to women's position in educational institutes. Women have achieved equal access to educational opportunities and freedom through several means and measures. Still, an abutting inspection of the content and contexts of their discourse reveals complex struggles in controlling the operating environment. Women's control may be objected to by disingenuous behaviors that uphold the present state of affairs in which men control the social space. Nevertheless, women may appear to act divergent but with task-continuative behaviors that resist prevailing, restrictive norms by restructuring discourse to exercise their choices. With this research, we aim to play a salient role in challenging the passive reproduction of

repressive practices and strategies by analyzing and promoting the liberating discourse choices concerning women who resist the status quo in their environment.

The investigation analysis will spotlight the women in educational institutes that want to for reach jobs and all the manipulative tactics that force them to quit, leave, feel less or act submissive. It will also discuss how they are not allocated to prestigious positions in different sectors due to gender stereotypes. From the perspective of Pakistani society, the women population in the working sectors is less than that in progressive and developed countries. Hence this research will aid in inspecting the quandary mentioned above.

1.3 Aims and Objectives

This study aims to extract the reasoning for women labour loss and how it correlates to the discursive practices of Pakistani society. Language serves as a mediator for establishing ideals by all and every individual in a society. Therefore, it can be assumed that the communicative exchange within educational institutions plays a role in determining the inclination of youth to opt for a certain future. Women are the main concern of this study as we are to assess why their choices of career-focused lives are relatively low. The aim has been further classified into certain short goals, which would infer a conclusion to the cause behind this ordeal.

The four objectives of the subsequent research would be to regulate the study area. The objectives are multifaceted and will be bound to add dexterity to the concerned work of research. The propping up of these objectives under the same methodology will add to the socio-cognitive and sociocultural outlook of communication with reference to power and ideology. The current devised aims in question are the following:

• To explore women's socio-cognitive responses to learning experiences and how these influences lead to implementation of career-oriented goals**.**

• To explore how career counseling for women address their responsibilities and how it influences their personal and professional identity development.

• The third objective of this study is to examine the role of educational institutions in shaping female students' careers with attention to how institutional discourse influences their personal and professional perspectives.

• The fourth objective would deduce the role of cultural or ethical disparity in conversations that promote a particular mindset in social practices.

1.4 Research Questions

1. What is the socio-cognitive processing about learning matters and their practical implementation among the female majority?

2. What kind of influence has been experienced by the female learners and its role in shaping their identity?

3. What part has their educational institution played in determining their future career, and how has it facilitated them?

4. How do cultural and ethical disparities influence discourse that promotes specific mindsets within social practices?

1.5 Limitations and Delimitations of the Study:

Limitations

The basic limitation pertaining to our investigational analysis commences from our natural inclination as woman researchers in the direction of women empowerment, authorization, commendation overlooking the ineptitude and defalcations regarding women and their frame of mind and that somehow concoct an ambience of bias. Under the influence of a patent mindset, research work can be influenced by the effect of manipulation. The next limitation is the narrow size of the sample that is taken to cover this vast matter, we have our one university as a sample and its students for information collection; their number is 15 due to practical constraints making it less generalizable.

Delimitations

The foremost delimitation in our research work is that we have incorporated the statistics of the whole of Pakistan regarding the prior work done in the same domain. A further delimitation is that despite not having access to numerous information resources, we have still tried to involve and incorporate a representation of women from different cultural, social, religious and ethical backgrounds to gather diverse viewpoints and experiences. Another delimitation of this research work is that it will provide grounds and premises for further research concerning different departments comprising women where women are working tremendously and exorbitantly but still need to be designated at administrative positions such as CEOs and directors. It will also aid in eliminating sexist discourse practices in working corporations and institutes.

2. Literature Review:

Discourse is a very powerful integrant of society. It has always been of the manner to reform society as we view it today. Observations and previous research have recognized the critical element of discourse, upon which the power hierarchy of influence and the hegemonic class system has been based. The political sector, Mass media, and educational setup come under the terrain of critical discourse analysis. In Pakistan majority of the discourse analysis has been of the field of politics, that is, the interviews, speeches and talks amongst and by the political leaders of governing and opposing parties of the current times. The stigma of repetition in speeches by Prime Minister (Nawaz Sharif) was given in an article (M. Ahmad, Kazim Shah, 2020). Also, the manipulation of the masses and failing leadership in Pakistan were deduced by a comparative analysis of Pakistani political scenarios (Shahab Rehman, Shehzad Khan Durrani, Atteq-ur-Rehman, 2021). These articles entail the evident manipulation of the political world. Another factor is the media's involvement and the hold it provides for the political sector to enter the public and alter their opinion (Arshad Mehmood, Dr. Shamim Ali, Dr. M. Shabbir, Dr. Makhdoom Ali Syed, 2017). Social media has also been detrimental to procuring ideologies and beliefs of the public regarding political regimes (Kaniz Fatima, 2020).

Sultanova (2025) offers an essential contribution to the discourse on instructional language and identity by examining gender-sensitive techniques in culturally diverse classrooms. Her findings emphasize how directive language, although not significantly examined, can

marginalize female newcomers and suppress the expression of identification in instructional contexts.

This study explored gender differences in classroom communication between students and teachers, focusing on interruptions, politeness, and assertiveness. Data from 40 participants (20 male, 20 female) over fifteen conversation days revealed distinct gendered styles. Males interrupted more rudely, while females used supportive, polite, and complex language. The findings suggest the need for training programs to promote gender-aware communication in academic settings (Nazeer et, al.,2024).

Some advertisement platforms by media have been analyzed for the reason that they use slogans which instigate the audience predisposed to getting the marketed product, for instance, the fairness products regime (Zahid Ahmed, Jian Zhang, Khalid Ahmed, M. Farukh, M. Nauman Irshad, 2019) and nightly packages of the internet by youth (Ahmed Zahid, Su Ling, Ahmed Khalid, 2017). Where these researches have highlighted the aspect of manipulation and convincing power of those in dominating roles, more needs to be said about this aspect in the educational sector regarding the state of Pakistan.

2.1 Recent Studies:

The previous review has made it clear that, so far, no avid research has been done concerning the prospect of manipulative discourse in educational institutes. Despite that manipulation has been of the highlight in itself, even derogatory remarks such as that of euphuism directed by teachers towards learners cast a negative impact on the process of learning which had been provided in an article for the Russian state (Veronika Katermina, 2018). Building on vital discourse perspectives, Meletiadou (2025) demonstrates how inclusive language in coaching plays a crucial role in reshaping gendered identities within institutional frameworks. Gol and Chatterjee (2024) explain that the way language is used in school textbooks, especially when giving instructions, can affect how students see gender roles. It can either support old stereotypes or help challenge them. Recent researches have explored gendered based study and identification in education. Shafi et al. (2024) highlighted variations in getting to know strategies amongst Pakistani college students. Vautero and Silva (2022) examined how institutional discourse shapes occupational identity. Li and Singh (2023) located that instructor recognition affects women's self-efficacy in STEM. However, these studies do not analyze how institutional language impacts girls's identity formation inside local academic settings. Walker-Dalhouse (2024) explores how directive literacy practices frequently entrench racial and gender hierarchies by limiting the identification and expression amongst marginalized scholar populations. It interrogates how racialized and gendered discourses in lecture rooms contribute to the marginalization of minority college students. It hyperlinks directive instructional tone to systemic bias. No further research or well-known work has been done in this regard. It stresses that this aspect is open to attention, especially in a developing state such as Pakistan, where there is a huge discontinuity between the general populace and the exigency of the labour force.

2.2 Research Gaps:

The research agenda focuses on inspecting an issue's causative agents and rectifying it. The current issue is the complacent manipulation experienced by women and the role their learning environment plays in it. Very little work has been apparent in this regard which would evaluate the discourse patterns that partake in the construct of an individual identity that induces the decision made by individuals. These individuals, especially females, are said to be restricted from entering professional areas of life mainly due to prioritizing married and

family life along with cultural and social restraints in Pakistan. One of the core issues behind this concept is the ideological buildup that one option comes at the cost of the other. This initiates grooming individuals in institutions. The dialogue exchange between an influential figure and a learner heavily impacts the resolve they encounter in the future outlook of life. Therefore, the current research work is to ensure the assessment of cognitive, cultural and social aspects in profundity so that a profound riposte can be advocated.

2.3 Theoretical Framework:

CDA has a specific agenda in bringing about social change, or at least a supporting struggle against inequality (Van Dijk, 2001). The mental model based on a socio-cognitive approach immediately deducts the process of individual perspectives and understanding. This approach and model evaluate the dialogue specified to a certain person and their ideology, bridging the gap between society and discourse. However, when the model is overgeneralized, the credibility is lost as the abstractions made are termed stereotypes for the reproduction of inequitable discourse comes under observation. Despite that, identity constructs aid in the subsequent research work to exterminate the underlying problem; therefore, Van Dijk's socio-cognitive model has been taken into account.

2.4 Conceptual Framework:

Language use is the commonest form of social behaviour (Fairclough, 1989). Fairclough, in his works, has examined discourse, its practice and the location of practice, society itself. The three-dimensional model provided by Fairclough details the interaction of members and groups in society, where they communicate according to the situation by delivering their own concepts and the general beliefs of the group they represent. The sociocultural Approach adopted by Fairclough facilitates the comprehension of the shift in borders that have made discourse more impactful when it comes to influencing the public majority. The model illuminates that discourse is not devoid of society as it occurs when the interaction is of concern. Moreover, the ideological and power patterns within the text enumerate how power hierarchy manipulates the female populace, which is the main concern of the research work.

3. Research Methodology:

The research methodology figured and premeditated for the endeavor has elapsed across multitudinous stratagem and has been aggrandized to ameliorate apprehension. The research methodology used for this research work has been detailed below.

3.1 Analytical Framework:

The analytical framework adapted for this research comprises an amalgamation of Van Dijk's socio-cognitive and Fairclough's three-dimensional model for CDA. Both models were not purely used because the fusion provided an accurate structure and format for our research work. Van Dijk's model uses a socio-cognitive approach, and Fairclough's model uses a sociocultural approach. The concoction of both models enabled us to study three prospects contiguously: society, cognition and culture. Thus, the incorporation and fusion of both models in such a way that they can be perfectly used for research purposes. It will aid in clarifying and resolving the aims and objectives. Women have been kept as a Central aspect of the investigation concerning manipulation. The amalgamation of both models will help to minimize research gaps delineated in the literature review.

3.2 Research Tool:

Data was collected through online interview sessions, designed to gather data from respondents regarding two aspects: first, to be cognizant of their distinctive backgrounds and status and then comprehend the exploitation and conduct of the society with them.

3.3 Research Design:

In "Manipulative instructional language use in Educational Institutes: Critical Discourse Analytical Study on Women's Identity", the Qualitative Approach is used by researchers in the form of online interviews to collect data. This online session was conducted on a sample of 15 University students. Mostly, the age group of people who responded was 21-25. Semi-structured interviews were conducted with different females. There were thirteen structured questions in the interviews thematically connected with the objectives and research questions of the study. The questionnaire was designed to have items related to two aspects: personal distinctiveness and status in society and manipulation and conduct of society towards females. The interview questions were thematically connected with the objectives and research questions of the study. This research is expected to find that manipulation of females is deeply rooted in Pakistan's Educational Institutions, but it is so subtle that even the victim fails to recognize it. Manipulation and exploitation are mostly verbal, including artifices, contrivances, cover-ups, and dodges. The manipulation and stereotyping of females in educational Institutes have become very common. It negatively influences students' minds and causes many microscopic and capacious issues. So, females, especially students' inadequate knowledge, lack of awareness, and instilled ideologies, cause innumerable problems investigated in this research at the level of discourse analysis in communication practices and patterns.

4. Data Analysis

To proceed with the research on practical grounds, fifteen females were interviewed to analyze their discourse, who came from different social, religious and cultural backgrounds. All individuals involved are university students, out of which eleven were from the Province of Punjab, which comprises the majority of the population in Pakistan, and two were from the Province of Khyber Pakhtunkhwa. Two were from the Province of Sindh. This was done to represent various women of distinct circumstances. The first question to the women was made to familiarize them with their provincial and ethnic backgrounds to develop observations regarding the sociocultural aspect of their discourse.

Moreover, people of various communities practising different religions also reside within the state, where most are Muslims. In the interview, out of 15 students, 12 were Muslim, 2 were Sikh, and 1 was Christian. The next question established that at what time women become involved in relationships as this is suspected to be one of the major reasons individuals will not opt for a career. Out of 15, 2 individuals were married, and two were engaged. The rest of the 11 students were single. This collection of personal credentials was done to clarify the versatility of Pakistani Women present within the educational institutes and, astoundingly, are still experiencing the same rift when it comes to being a part of the professional field.

The initial part of the interview would ascertain the concerned students' cognitive processes. The starting question was to develop a basic understanding of the thought processing of female students regarding their preference for a career in future. Out of 15 students, 8 had plans to pursue a career ahead, two were uncertain, three had not thought about it yet but

were reflecting on making some progress in this regard, and two assured that they did not plan to set foot into any professional field. The two students who were unwilling to go for a careered life stated that as one was married and had a daughter, she intended to focus on her family life and raising her child, and the other who was engaged was to be wedded. She did not feel the necessity of her having a career in future. The examination of the willingness by the majority of interviewees turned out to be on optimistic grounds, which gave way to the perplexity of why such a percentage was not successful in achieving their goals. The eight students who had planned for a careered life ahead experienced fluctuations in their levels of motivation where six students expressed being highly motivated, and two were going along with an already made plan by the influence of peers or instructors. The remaining seven students expressed little motivation regarding implementing their academic field in the professional sector. A number of 4 of these students seemed agitated, frustrated and depressed whilst communicating about the lack of guidance and understanding they had regarding career goals in particular. This information would indicate why the ratio of female learners working professionally had such variance compared to the male learners. The next question inspected the students' initial goal while opting for higher education. Five of the 15 interviewees declared that their education prospect was to gain financial stability. One of the students also negated the misconception that women only receive an education to get married. She also detailed that upon previewing, it can be easily derived that careered women are an asset to the credible development of the state. Another six mentioned that gaining knowledge made it feasible to have more opportunities and possibilities in their respective lives in future, where they could utilize their skills much more effectively. One of these students, in particular, notified that they wanted to eradicate all kinds of societal and cultural influences they had been impacted with and subsequently to have a much broader view and think critically for their own resourcefulness. This also stressed the certitude that education and the instructor providing it play a role in shaping young nurturing minds. One student detailed the negative influence and peer pressure she experienced when it came to her enrolling in an academic course that was not of interest to her. The remaining three students detailed that the prospect of their education was mainly to get an education. This data collection revealed that individuals from supporting households and under the guidance of supportive instructors felt much more confident when choosing a career pathway. The societal and cultural influence indeed impacts each student for the better or worse when it comes to pointing out the manipulation pertaining to the society that is activated through discourse exchange between the students and their surrounding populace. Therefore, simply inferring that communicational exchange amongst learners and instructors can strengthen them in planning their upcoming prospects.

This brings us to our next focus; the extent of influence of an institution on a female learner. This portion examined the surroundings of a learner and the impact it had on their reasoning. It was asked whether the statement that communicational exchange between a learner and instructor could direct one towards the professional field holds credibility or not. Out of 15 people, nine agreed with the statement. One student expressed that when an instructor conveys unambiguous opinions, it assists students in grabbing a clear sense of many aspects and rightly instructs them to make a compelling decision. One more student would state that teachers are equivalent to parents and heavily influence the students' choices. It can be easily inferred that learners hold instructors in high regard and oblige to the guidance presented by them. 4 people disagreed as they thought that instructors might not have that much of a grip on the choices taken up by the students as they seemingly felt so. One student appeared uncertain whether the instructor had that kind of hold on the learner or not and, as a result, answered the query rather vaguely. One student had a unique take and was of the manner that

family is the factor which shapes the ideals of a learner whether they were to step forward for a career or not and that it had mostly nothing to do with the instructor. The next question was in connection to the previous one and investigated whether the instructors of the students in question had been directing them in the direction of getting a job and utilizing their respective degrees in the process. Out of the 15 interviews, eight students opposed the fact that their instructors had tried to persuade them to step up and explore professional fields in the future. Two students criticized the state's educational system, and 5 held the instructors responsible for their lack of concern. At the same time, one went on to say that instructors fixate on covering courses rather than anything else. Amongst these students, one enunciated that female learners need special attention from their institutions as this is the aptest exposure to enlightenment they can provide compared to male learners. Two of the interviewees responded with the alternative that there are instances where some instructors give guidelines about professional life. One of them emphasized that the instructors dictate that we are the better version of ourselves. Four interviewees agreed they had instructors who were a source of motivation for their upcoming professional life.

However, one interviewee said that the instructors had a remarkable influence on her that rather than choosing the professional field per her own reasoning, she had been coerced into choosing a field that her instructor preferred. She was unaware of this before it was pointed out to her, which makes us aware of the instructor's dominating power. While another said that she was motivated upon being provoked regarding her capabilities by some of her instructors, and fortunately for her, she took it as constructive criticism. She was able to make the best out of it. This brought us to whether the institution has tried to make efforts and provided the learners with career counselling. Of the 15 interviewees, 13 had not had any career counselling, and one student expressed desperation and anxiety that they were in dire need of counselling. However, they had yet to pass on any such opportunity. However, two students disagreed and were aware that they received rather an articulate career counselling. Unfortunately, these two students account for only 13 percent of learners who might be provided worthwhile career counselling by their institutions. This assessment would declare that the instructors must be trained to promote their courses practically. As it has been pointed out, instructors are the bridge connecting learners and professional life. It is alarming to scrutinize this magnitude of negligence within the educational sector by the instructors and system alike.

This whole speculation brings us to the investigation of manipulative streaks that protrude from the discourse exchange in educational institutions. Clarifying the basic notion of whether each student has experienced an impact on their respective ideologies by the influence of the instructor. Out of the 15 interviewees, nine agreed that instructors could morph ideologies. They had experienced so, where two students claimed to be very strong-willed and, despite having critical reasoning, still were baffled by the way their instructors had impacted them; out of these 2, one also indicated that the choice of course and books by an instructor is a rather greater source of manipulation of individuals. In addition, one of them emphasized that students who are not knowledgeable and keen enough to analyze various scenarios are the ones that any instructor highly and quickly influences. This aspect would come to regulate that students are learners and not at a very high level of acquired intellect compared to the teachers and therefore are an easy target of influence. Out of these 9, 1 student mentioned that the influence by the instructors is not necessarily positive or negative either. On the other hand, three students ensured that the instructors had influenced them to a certain extent, and 1 of them said that it was positive. While three disagreed about being influenced by the instructor, and 1 of them said that if it was, it was never for the positive reinforcement of the student. This was to ascertain the hold of instructors on their

students. The next query was based on the sensitive issue of gender stereotypes and gender-sensitive learning. The interviewees were questioned whether they had encountered instructors who would use any subtle sexist remarks regarding their efficacy that would put them off or affect them in any way. Out of 15 interviewees, ten came forth to agree that it was indeed no doubt that they had been facing such retorts. Where all had various perspectives on it; one detailed that these remarks were never direct but rather indirect, the other said that these were based on typical stereotypes of the society, and another said that though they experienced sexist remarks, they had always reacted to them positively, also one student declared that it was not that there were only some male instructors with such demeaning remarks rather female instructors who were partial towards their own gender. However, the student in question confirmed that despite that, they always had a majority of instructors who were balanced in their opinions, and the student opted to follow their teachings. One student stressed that teachers are motivators and role models. Unfortunately, when they disregard students, their mentality vehemently affects female learners. They do so not directly but show certain gestures and signals that make female students feel less about themselves and make them unconfident. One student said, "Sexism is in the psychology of our nation", and that the justification of sexist ideals was given by tying arguments with religion. One student also code-switched to emphasize that this kind of demotivation had strong roots in today's society, even in educational institutions. One student expressed their distress and disappointment that male instructors might come under the domains of patriarchy. However, female instructors with such remarks meant that their education was not liberating enough to make them step out of their closeted mindsets. This relay of information imposed that most female learners come across manipulation in the worst forms and are affected by it. Some choose not to let it impact them negatively; however, not all can do so. Out of the remaining four interviewees negated any such experience. Rather two declared that they had very supportive instructors who had positively influenced them. While one said that there had not been any remarks they considered worth mentioning. This ratio pointed out that some fortunate students had never encountered any manipulative instructor in this regard. Now came the main matter of concern: did students feel that their career was a second priority even within the educational institution; this would also discern the credibility of the role of education. Out of the 15 students, only 4 gave a coherent response that they indeed felt that career was treated as a second opportunity; one student notified that career was at times not even on the list of priorities, while another said that government must work to implement policies in educational institutes that would promote the stance of a balanced career and family life. Out of the other majority of interviewees,n which all had various takes on the slogan "career a second opportunity," one said that general society holds a career as a second priority. In contrast, educational society promotes a career as a first opportunity, and one student felt nothing particularly made her feel that a career is a second opportunity. In contrast, one said that career as a priority varies from institute to institute and that mainstream institutes promote career as the first opportunity. In contrast, other institutes failed to do so, while one said that the narrative that a career as a second opportunity was situational and mostly depended on circumstances. One student that was married gave their own point of view that career should be a second priority. While four students expressed their perspectives that women must be empowered and upraised in all life steps, one also said that career should be the first priority, but women must excel and ace all other aspects of life. This data collection reveals that women are highly aware of their current prospects and are willing to decide positively for themselves. Unfortunately, their institutions do not seem to play an effective part in doing so.

The interviewees were then cross-examined regarding the opportunities they had been facilitated within their educational environment. Of the 15 interviewees, 11 responded that their educational environment was needed to deliver them opportunities effectively. Where one married student had seemingly given up and was of the thought that since her family and educational institution alike had not been supportive in any way, they were thus focusing on their life as housewives now. At the same time, one dictated that since the learning style within educational institutions has been so typical, why would the institution explore creativity in general? While one sarcastically remarked that when there had been no career counselling, where would the way to opportunities come from? Another two students detailed that institutions try to be supportive but are not very successful in it; one of these students mentioned the generalization of women to be an impediment in the allotted encouragement by the institution. The other student added to the previous comment by saying that the sugar-coated manipulation prevalent in educational institutions would always be a hindrance in the way of the support provided by them. This apprehension would assimilate that most students need to be better supported by their educational institutions when it comes to equipment of opportunities. Out of the remaining interviewees, two students were confident that their institutions had benefited them with many opportunities. In contrast, one student had a different take on the query and commented that institutions had nothing to do with opportunities in general. It is illuminated that some people were fortunate to have been provided opportunities and availed of them. At the same time, it was also made clear that a slight amount of the population of students needs to be more mindful of the institutions in this regard. A concluding assessment was made by asking the students their views on female manipulation and educational institutions' role in this. Out of the 15 interviewees, 11 students were sure that institutions played a major role in influencing female learners. The various perspectives provided by these students offer insight into the role of an educational institution in our current society as well. One student expressed that it must be kept in mind that men, in comparison to women, have much exposure to various areas of society while women are mainly exposed to their homes and educational institutes; therefore, much awareness comes from these places, 5 of these students came up with the narrative that women must be empowered, and all gender discrimination must be eliminated. One student worded this instance intricately by saying that everyday discourse you face within your institution may break you or make you. One student emphasized introducing such policies in the educational system so that the institutes ensure the best interests of students. One student said that the institutionalization of female leadership could reduce the influence gap between women and men by legitimating structures of female leadership, which is indeed one of the ways that can be utilized to overcome the discrepancy present within the educational system. Two students affirmed that educational institutes had little to do with female manipulation as one stated that women who are not working is mainly due to the general society; therefore, institutes cannot be blamed, while the other said, "Every walk of your life you are going to be manipulated" consequently you need to have a very supportive background that would make you confident in your choices. The student went on to say that institutions play a partial role, whereas family plays a major role in influencing an individual. And indeed, it is evident that supportive family setups empower women to achieve their full capacity.

5. Conclusion

The florilegium attests to traces of manipulation subsumed within the discursive practices taking place in educational institutes. Women, in particular, are sensitive to derogatory remarks confining within the educational sector. The female percentage amidst the state is

ambitious in stature, and the majority tends to be career-oriented; however, they are not advocated with any substantial stimulation indispensable to play their respective role in the maturation of the state. Societal standards have always been discrediting when it came to the individual standing and independence of women. The educational institutions thought to uplift women have been negligent in their role. Instructors, as a result, have also been incapable of discerning certain inappropriate remarks vocalized by them. The level of impact within their discourse is massive compared to the other individuals in society. It is incumbent that instructors must be facilitated with gender-sensitive training. Female learners are well aware of the prospects educational advancement can have. They have enrolled in the educational sector but are disappointed with the lack of career-oriented learning provided. Career Counselling sessions for learners henceforth are an immediate and immense exigency of the institutions.

This setup comes under the ruling democracy, the state's government, which must implant policies that reform the educational system and make it more practical and applicable for the upcoming youth, especially the female majority of the state. These changes, if affirmed and manifested within the educational institutes, can permute the current statistics of the gap between the female learners educating themselves and their goal to be working women.

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