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RESEARCH PAPER

Executing Social Justice in a University Classroom: Teachers' Challenges

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ABSTRACT

The goal of this study was to investigate the difficulties college lecturers encounter while incorporating social justice into their curricula. It also looked at teachers' ideas on educating for social justice. The issue of implementing social justice in stereotyped classrooms requires analysis at both the micro and macro levels. What difficulties do university lecturers have when incorporating social justice into their curricula? Was the goal of this study? In this study, the viewpoints of 18 professors from Punjab's nine public universities were examined. Semi-structured interviews and a theme analysis procedure were employed in a qualitative method. Findings show that university lecturers face a variety of difficulties, including speaking out against institutional policies, lacking professionalism, and lack of social justice knowledge, stereotypical classroom, grade-oriented mind-set, and lack of uniformity in education. In the light of these findings, the study entails that university teachers need to be trained according to global demands and defined methodology embedded with their motivation to teach for social justice. The written curriculum must be linked with the social justice agenda. Teachers must play a part in improving the classroom environment for effective learning by putting social justice values into practice.

| **KEYWORDS** | Identification of Challenges, Implementing Social Justice, Teaching for Social Justice, University Classroom, University Teachers |

Introduction

Higher education has a role to play in both supporting and contributing to the attainment of social justice in society. Education is the only sector that enables youth to reinforcement, encourage, and modify to a just society (Welton, 2015). Universities, in peculiar, have a vital function in the context of social justice because they might be providing understanding to the students to face social justice challenges. Universities must assistance and bring to the social justice plan by ensuring that education programs are socially inclusive and trying to impart social justice values (Haq et al, 2020).

Teaching for social justice is a technique to promote social fairness and prepare students for real-world situations (Anderson, 2019). In other words, it is a method of teaching pupils how to speak up, and to have an inclination toward recognizing and eradicating all types of discrimination practices (Andrew, 2017). Social justice teaching entails incorporating democratic ideas through an independent approach that allows

teachers to exercise fairness, as well as offering a classroom where students can speak up and passionately participate in the learning process (Dover, 2017).

Teachers need to be aware of the differences amongst pupils in terms of race, class, sexual orientation, gender, and ability, as well as the requirement to teach using methods that are suitable for their various learning needs (Haq et al., 2020). It is crucial for teachers to pick teaching strategies that are appropriate for a variety of learners, from those who put in a lot of effort to study to those who are creative thinkers (Anderson, 2019). According to Cochran-Smith (2004), unequal treatment of these differences can result in student unrest, anxiety, and a lack of motivation, which can result in anxiety, animosity, and a lack of tolerance.

Youth gain transformation through education that eventually benefits society because they are the future adults who have the capacity to handle society's most pressing issues. Students that are often marginalized by demographic factors due to race, socioeconomic class, ability, language heritage, or gender identity, unfortunately, many frequently encounter argumentation and activity that ethnical de-capitalize, devaluate, and artifact aside constituent of their uniqueness (Evans et al., 2017).

In Pakistan, several research (Ali, 2017; Ahsan, 2019) have looked at social justice education. These studies are concerned with the policies, five-year plans, reforms, and social justice education-related programs. Numerous laws are intended, from the perspective of Islamic religion, to develop the character of the country. To create a more equitable society, a nation with Pakistan's economic disadvantages needs to enhance educational equity.

The purpose of this study was to draw attention to the difficulties associated with implementing social justice in academic settings. Education inequality is a well-researched problem. In today's classrooms, social justice education is a vital component that promotes a more equitable society. The concerns and challenges of teaching for social justice, are examined in this research.

Literature Review

Teaching in higher education entails teaching at colleges and universities from graduation to post-graduate levels (Haq et al, 2020). There is little question that university teaching requires more than just imparting knowledge; it also involves supporting students' aspirations. For the sake of society, students must use their goals to complete their coursework by making connections between new knowledge and prior knowledge as well as real-life applications (Ali, 2017). Instead of viewing cultural and intellectual identities as distinct entities, teachers should help students merge them in positive ways.

Challenges of Implementing Social Justice in University Classroom

In many ways, social justice educational activity is entirely conflicting to our society's traditional instructive methods (Welton et al., 2015). In a plan of action definite by a hierarchal composition, student voice and choice do not match well. Learners, educators, and the institution as a entire face numerous challenges when it comes to implementing social justice in the classrooms.

Challenges related to Institutions

Traditional educational institutions are also significant hurdles to the implementation of just practices. Attempts by teachers to bring democracy to previously

undemocratic locations may face challenges unless the entire institution is democratic (Dover, 2017). One such challenge is the "deep structures" of schools, which are generally held preconceptions about what schools are for and how they should operate. The traditional schools believe that knowledge exists outside and apart from human mediation and creation (Al-Zubi, 2018). Building institutional structures and practices that give time to investigate the concepts of negative and positive freedom can address the valid concern (Anderson, 2019).

Another institutional constraint is the conventional grading scheme. How grades could encourage kids to achieve merely for the sake of reaching a goal, such as a diploma, college admittance, scholarship, recognition, lack of punishment, etc., as opposed to developing personal meaning (Dover, 2017). The teacher-student relationship is complicated by this performance-based approach; as a result, pupils often act submissively in order to achieve high marks. In other words, students have learnt that to succeed in the classroom, they frequently leave their democratic rights at the door. The obsequiousness of the students shows itself in their unwillingness to meaningfully question or criticize the teacher. Unknowingly, grading has focused a lot of weak and dependent students (Gorski & Dalton, 2020).

Challenges related to Teachers

Students are not the only ones that resist change; teachers are as well. Few instructors have any prior experience with social justice education, thus attempting to integrate democratic approaches in their classrooms is a significant risk (Marilyn, 2020). Teachers may be afraid of the unknown, worrying that including students' voices and choices in course administration may lead to misunderstanding. Teachers have gotten accustomed to viewing most students as lazy and uninterested, people who must be pushed into doing "what's best for them," and as a result, they are concerned that students will effort to escape issues by taking the easy way out (Sleeter & Zavala, 2020).

There are numerous examples of social justice education being used in the classroom. Many of the research looked at how various issues are presented in various educational contexts (Evans et al., 2017). Whatever the classroom's demographics, the teachers and students both bring their own histories and socially, culturally and politically built experiences in the classroom, which form the dynamic forces.

Another element to consider while implementing social justice pedagogy is understanding multicultural group dynamics. Although validating the experiences and viewpoints of students is critical, it is also serious not to avoid certain debates if the classroom lacks student diversity (Anderson, 2019). This approach empowers all students to be engaged agents of social change by providing a forum for students to engage in dialogue about differences in their lived experiences.

Teachers must not be reluctant to engage in meaningful debates about social issues in diverse classrooms, given the potential for racial politics to emerge. It is difficult to discuss racism and privilege, but it is essential if we want to attain equity (Gorski & Dalton, 2020). There is less research that provides instructional resources for teaching about social justice in the classroom and even fewer studies that reveal real challenges and issues (Al-Zubi, 2018).

In a diversified classroom, teachers and students can engage in activities that permit them to discover the complex conducts in which diversity intersects with other identity markers (Ahsan, 2019). Students belong to numerous identity groups that strive

for power and advantage, such as being a member of an unprivileged group for one identity and an oppressed group for an alternative (Anderson, 2019). Teachers claim that understanding the nuances of racial identity is simpler in a diverse classroom. Educators must guarantee that all students are engaged in their learning and have a voice in a variety of contexts, because without this intentionality, socially reproducing power structures would automatically emerge (Welton, 2015).

Challenges related to Students

One of the most fundamental problems with social justice education is students who have spent most of their lives in traditional schools (Welton, 2015). Because allowing students to express themselves and make choices in the classroom goes against our society's educational norms. Most of the students are accustomed to being told what to do and passively perform in the classroom. They are seen as safe-deposit boxes awaiting information deposits, and they may regard themselves as such (Al-Zubi, 2018).

It might be difficult to locate concrete examples of social justice implications in university classrooms. It necessitates an analysis of systems of oppression and power, as well as a sustained focus on social change (Hui et al, 2021). Students get the knowledge to address social injustices by mastering the content and contextual information. By acquiring justice knowledge, students can begin to see how the topic is linked to larger societal challenges at the micro and macro levels (Ahsan, 2019).

An important challenge in the implementation of social justice learning environment is an ongoing personal reflection. This self-reflective process keeps students from becoming complacent. Teachers must constantly integrate and be aware of their respective positions while remaining open-minded and accepting that there are always more options to examine (Gorski & Dalton, 2020). Personal introspection also assists teachers in making influencing the complexities of students' characteristics within a bigger socio-political environment. Education for social justice as a practice of freedom is attainable only through self-reflection and a readiness to develop and change.

Students who go from traditional schooling to democratic classes or institutions may feel unsettled or even fearful of jeopardizing their only way of life (Bengtsson & Fynbo, 2018). They may become "Siberians," who move to the periphery of society, sitting silently and disconnected from democratic processes. They may be stumped when asked to contribute to content development (e.g., explain what they are generally interested in studying or a specific topic), as many have never studied their own interests (Hui et al., 2021).

Material and Methods

This inquiry made use of the interpretivism paradigm. A qualitative research methodology was used for this investigation. To understand concepts, qualitative research must collect and analyze non-numerical data. When new information and understanding become available, a researcher needs to be able to change their course of inquiry and explore new topics. The qualitative research approach fosters this kind of flexibility. Its main objective is to learn everything there is to know about a scenario (Bengtsson & Fynbo, 2018).
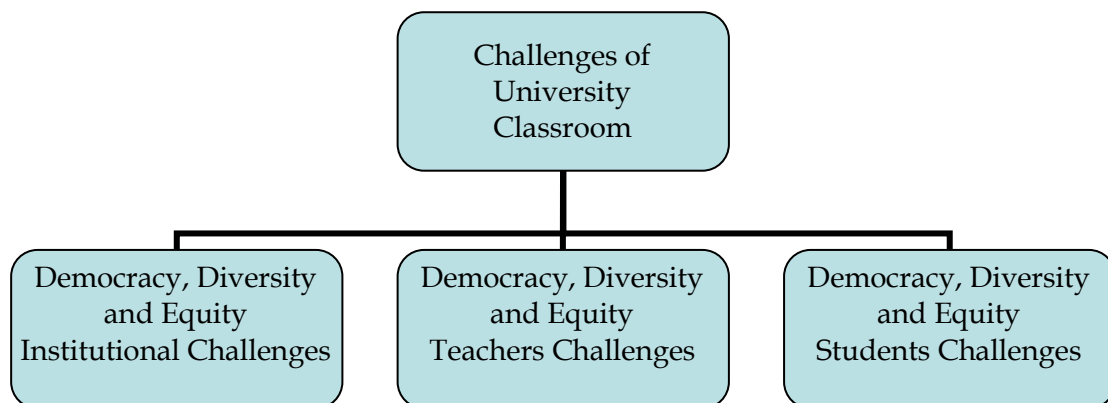
To gather information, a semi-structured interview protocol was adopted. University instructors who worked in Punjabi teacher preparation programs were the intended audience. 18 university professors were sampled using a purposeful sampling

strategy. The interviews were audio-taped and lasted between 15-20 minutes. The interviews were informal and open-ended and were done in a conversational style. The data was analysed using the theme analysis technique. The goal of the thematic analysis is to uncover themes in content, as well as significant or fascinating patterns, and then apply these themes to the research study. Thematic analysis is more than just a summary of the data (Castleberry & Nolen, 2018).

Results and Discussion

There were seven themes that emerged during data analysis based on teachers' considerations of the challenges of teaching for social justice in their classrooms. These themes were grouped into three categories: (1) Institution related challenges; (2) Teachers related challenges; and (3) Student related challenges. The thematic analysis technique was followed to analyze the data. All the interviews were initially transcribed. For analysis, the researcher used Braun and Clarke's steps for thematic analysis (2017).

The respondents were asked to share which challenges they face in practicing social justice. Their views regarding challenges were analyzed under three main domains set under social justice. Social justice in this study was characterized by democracy, diversity, and equity. The themes were derived under three main categories i.e., institutions, teachers, and students. These themes are discussed below:

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Challenges related to Institutions

The university education system is fronting tough challenges, for example, inadequate budget, poor infrastructure, rigid assessment criteria, and an absence of independence and academic freedom. Whereas rising societal expectations and an increase in demand for higher education are all issues. Most of the university teachers explained the challenges related to the institutions. They have attributed that social justice practices are hard to find. The participants' views related to institutions emerged in the below themes:

Raising voice against Institutional Policies

Eleven participants emphasized that there is a need to raise their voices against injustice. Some participants reported that restricted administration policies are a hurdle to employing a just agenda. The most significant statements were as follows:

P3 stated that "*there was a time I used to think of social justice something which is well presented in books but cannot be seen in terms of application, there is nothing like that. But I have learned with time that if you want justice from society you need to raise your voice and fight for it. Nobody will give you something in your hand without you asking and one more thing that you are*

fighting for yourself. So, my mindset is changed. I try to teach the same things as that to my student that ask for your rights nobody will give and nobody will gift you your basic rights, but fear of authority always keeps in mind unwillingly while advocating for raise voice".

Participant 9 said *"I think nothing is impossible for teachers. If they have sense of social justice, they can tackle every situation related to social justice at any time. One more thing I want to add is this please speak up against injustice because no one knows about your experience, you have to tell, I also advise my student that be aware of admin policy to take any step".*

Like other participants, p14 also highlighted that *"in my opinion, if you do not feel comfortable to ask for your right so it is fair with you to be unprivileged. The logic behind is embedded with your silence, break your silence but be careful of policies".*

P17 highlighted *"Relevant individuals are unaware of their duties and obligations. They have no idea what part they are supposed to play, what they are doing, how well they can fulfil their obligations, and what role they don't have to play. I mean to say that there must be competent or professionals in authority".*

Discriminatory Attendance Rules

Many teachers pass their comments on the attendance policy of the university. Some of them perceived it as a challenge. Most remarkable responses are distinguished as:

P7 specified *"I think the university attendance policy is a challenge for teachers, sometimes we asked to provide compensation to some students which is a sort of injustice to others. I feel this policy introduces more complexities. So, it must be changed for the good".*

P11 stated *"university classroom is such a place where most students are doing jobs as well. So, we must say professional students. They focused on their earning and take studies as "side business". As a result, they produce absenteeism but when exam time comes, they use references and get benefited. You know what I mean to say. I think this is not justice for those who attend their classes regularly. For me, it is a challenge".*

P20 aggressively said *"University follows a predetermined mechanism of attendance, even I witnessed many students take advantage of teachers in this regard. It is challenging that one teacher is following the rules and the other one is giving benefit to favourite ones".*

Lack of Uniformity in Education

During interviews with all 18 teachers, the researcher felt that they all expressed that there is a dire need for an equitable education system. Regarding many comments on our educational system, a few notables' comments are:

P4 stated *"as a social justice educator, I want my students to make a difference in the world. I believe that the school should be expanded. It must imply more than "I am a teacher of my topic." University must focus on educating students on how to make a positive difference in the world. Given the country's rapid social, cultural, and linguistic transformation, the only way to establish a more equal education system is to pursue social justice teaching and learning strategies with zeal".*

P15 said *"it is so difficult. I think in my opinion it is very difficult in higher education to handle the status-conscious class of students because they have their own way of thinking and values and mindset. They never agree to go with teachers' mindset. Our system always nourishes status quo".*

P3 commented, "*social justice revolves ar*ound our education system, if the equitable system does not sustain what as a tea*cher I can do for social j*u*stice*".

P5 said "*I think undemocratic organizational culture is the challenge to teach for social justice because teachers have to follow the authority rules. It is because of the system as there is no uniformity at this level*".

Challenges related to Teachers

The demographic divide between teachers and students is widening and is likely to widen further. Of course, the demographic divide is not the issue. The issue is that most teacher candidates entering teacher education programs have inadequate knowledge of the democratic environment, cultural differences, and inequalities. As a result, they have little ability for working with a varied group of students and frequently encounter many challenges:

Lack of Professionalism

Like individual differences in students' teachers do have different capabilities. Many teachers commented on this challenge:

P5 stated "*Teacher's excellence in performance requires training. Teaching is a most challenging profession especially when you are training future teachers. In our country there are rare opportunities for teachers to have training. Due to a lack of funds and qualified staff such as trainers and administrators, our institutes are either under-resourced or run poorly. In the existing training colleges around the country, there are no proper world class training standards*".

P9 stated "*for me the actual challenge is to address the technological competencies, I have experienced that student are more aware of technology being used in classrooms besides then teachers. The Covid 19 days remind me the difficulties we as a teachers face during online sessions. I think it is not justice with students. As a teacher educator I strongly recommend that technology competencies must be part of teachers training*".

P13 mentioned " *I observed many teachers force students to memorise their materials. They want to see the handwritten photocopy (laugh) in exams. It is non-professional. Our students are unconscious of the importance of libraries in educational settings they are more competent in using cell phones. As a result, students' reading habits are dwindling. Teachers mostly blame for this to students but being a teacher, it is our obligation as professionals to encourage students to read books*".

P3 said "*I think the most difficult tasks for a teacher is gaining a thorough understanding of their students. Considerate their various learning aptitudes and capacities is challenging. I observed, new teaching and learning approaches and strategies are not used by educators. Majority of them (teachers) are unaware of lesson planning*".

Lack of Interest and Motivation

A noteworthy challenge of social justice teaching is lake of interest and motivation in teachers. There are several reasons behind like fulfilment of course outline before semester, time constraints and many more. The weightiest comments were:

P3 revealed "*you wouldn't have any motivation to teach for social justice if you skipped social injustice, create a welcoming and inclusive environment for students in the classroom.*

We must build a culture that accepts all of them if we want to create an inclusive classroom where students care for one another".

The p5 specified *"the primary challenge, I believe, is the requirement for a mentality shift because students also are resistant to change. I mainly run into this problem when I am trying to raise student understanding on social justice, such as when I give them tasks about to write words on justice. Students argued that this was not related to our course outline".*

P18 stated *"I don't have enough time to discussed social justice issues, with the passage of time students learn such things. It is not mandatory to elaborate it in classroom. I have to finish my course outline in given period because exams are taken from it. Rest are the only leisure time topics".*

P11 said *"I personally feel there is absence of motivation in our teachers, and it is more disposed to education. This state may contribute to a sense of deprivation among the students. Moreover, students' logic, creativity, and critical thinking skills are not refined in this manner, because if a teacher is not motivated what can we expect from our students".*

Lack of Social Justice Knowledge

It was frequently noted during interviews that even many senior teachers are unaware of the term social justice and especially its application in classroom. After probing they understand it and reply.

Participant 7 who was a senior teacher stated, "truly *I never heard about teaching for social justice, and you are asking about how challenging is to address this in classroom"?*

P3 commented *"being a teacher it is our duty to bring justice in our classrooms, but to be honest social justice in classroom is new to me. I do believe that indirectly we are observing it but direct application of social justice knowledge is rare".*

P5 said that *"Understanding the concepts of equality and social justice may be considered a necessary skill for teachers. I believe that our society necessitates teachers collaborating with students to foster critical consciousness. Within social justice and the steps to be taken to promote social justice, teachers must engage in meaningful debates to take action to address any injustice. But most important is to understand it".*

P16 highlighted *"to be very honest I know the term social justice but in context of classroom I don't know how to translate it in real sense".*

P2 expressed *"If you want to apply social justice in education there must be a system wide policy which do not exist. We only use these terms but do not interpret to our classrooms. Teacher's training and awareness are important challenges to deal with such type of issues".*

Many other participants have same comments that they are not so familiar with the term teaching for social justice.

Challenges related to Students

The goals of social justice in education are equity and fair treatment with all students. Students by using this paradigm would have a better understanding of what is fair and just and will be more likely to select lifestyles that benefit their communities. Many challenges related with students attributed with social justice practices:

Grade Oriented Mind Set

Almost 11 participants discussed that students only involved in marks-oriented activities. It is due to our exams system which deals with high or low grades with awarded marks. The students pay attention to gain marks instead of actual learning which is mandatory for their social life. Most frequent replies are noted as:

P3 discussed *"The main goal of assessment is to assess students' performance. Our examination system is not only out-dated, but it also deficiencies the ability to properly assess student attainment. This grading system only assesses students' memory. It does not measure them in all elements of their learning. Unfortunately, our students are used to of this exercise".*

P1 stated *"many times I try to go out of box to involve students in other learning activities, but they pay attention only marks related actions. I think our education system nurturing our students to take part only in marks race".*

P7 argued that *"unfortunately our university students are also playing number games, their only asset is their achieved marks, because of these marks they get grads to found better jobs. So, their ambition is only achieving good marks. You get surprised that even my PhD students in course work do same exercise".*

P11 said *"I am not hesitant to confess that as a teacher our pedagogical beliefs are a pre-determined mind set which is also embedded with marks game. Because as a student we also did the same practice. I got remember that during studentship we also focused on such marks concerned assignments. So, the situation is not much change just different character with same practice".*

P16 held a belief that *"I had an experience of teaching in abroad, where social justice in classroom mater a lot the reason is diversified nature of classroom. But in Pakistan students looks forward only obtain marks other then any activity. Many times, by utilising my abroad experience I try to hold different activities but, students do ask "mam is k marks hain?" For this reason, I usually avoid doing novel things".*

Stereotypical Classroom

Many decades have been passed to argue about bring change in stereotype classroom, but the situation is nearly same with same arguments. Almost every participant highlighted that we are following the lecturing methodology. Although they mentioned different strategies or self-efforts to bring change in typical classroom. Some of these participant views recorded as

P3 stated *"We have the potential to show our children that the world is wider, more complex, and more beautiful than they realise, one small step at a time. There are genuine difficulties, but there are also people who choose to work together to overcome them. There is no better place to learn how to communicate across divides and collaborate to solve real-world challenges than in the classroom. Take tiny, deliberate measures in your classroom to promote social justice, bringing students and colleagues together to address this challenge".*

P12 said *"Students who have spent most of their time in a traditional setting face one of the greatest hurdles. Because allowing students to express themselves and make choices in the classroom goes against our society's educational norms. Students may first be resistant to social justice practises. Many are viewed as information deposit boxes waiting to be filled, and they may feel themselves as such".*

P16 commented *"our students are habitual of lecture method, or you can say traditional methods. They relate everything with exams point of view. For them scoring high marks in every subject is only criteria of success. They do not welcome the new topics or any change. Only few of them accept change".*

P7 highlighted *"I think breaking students mind from conventional thinking to open-mindedness is challenging. To break social taboos like gender stereotype, the right to access the knowledge, the social interactions. With grown up students you can only present your ideas because at this stage you cannot change their minds like young kids. So, I think the above stated social tabus are big challenge of higher education classroom".*

Discussion

The major goal of this study was to comprehend the social justice challenges faced by teachers in a university classroom. Pakistan is a developing country, and social justice is a relatively a blur concept there. The participants in this study were the 18 university teachers. To better understand the challenges of social justice in university classroom, 18 teachers were chosen at random from the University of Education campuses. Using the deliberate sample approach, these university teachers were chosen for individual interviews.

The debate has highlighted that social justice matters genuinely in education. According to many university teachers, they are under pressure due to workload, research, and syllabus fulfilment. They stated that some modifications in the current academic setting are essential for equal teaching approaches. However, they are limited by time in this aspect. Equity pedagogy is necessary to address students' educational requirements and to relieve teachers of non-academic responsibilities (Kubat, 2018).

The teachers' prejudices based on students' individual differences are seen as inescapable by impartiality. As a result, inequitable practices emerge. If teachers are to effectively handle students' different requirements, they must be impartial. The gender inequality issue arose from teachers' perspectives on giving female pupils preference over male students or vice versa, resulting in inequitable practices. Teachers at universities appear to be more aware of the inequality. During interviews the preference of female students over male students was noticed by the researcher.

After gaining information via interviews, the category lack of motivation was emerged. Teachers consider less motivated to be the most important factor in keeping pupils on task and achieving their goals. Students are more content and inclusive when they have a sense of being useful. Studies undertaken by Alkis, etic, De Castella, and Dover (2016), as well as Marilyn (2020), back up the findings. Social justice pedagogy entails providing students with learning experiences that are equally significant and beneficial to them. This study discovered a strong link between equity pedagogy and satisfying students' needs in order to foster an inclusive institutional culture.

To describe the logical breadth of social justice challenge in higher education in Pakistan, findings from various literature have proven that educational policy does not play a significant role in fostering social justice in Pakistani education. According to a study, educational policy played an adverse role in promoting educational equity from 1947 to 2000 (Siddiqui, 2019). As a result, social roles may believe in an unequal educational environment. Nevertheless, equality policies in higher education are defined in such a way that institutions can grasp them.

Conclusion

The study concluded that practicing social justice in university classroom is difficult tasks. The topic is not only an important aspect of research, but also a significant part of policy. One positive element of higher education is that various academics have characterized equity issues from a different perspective, which was useful in understanding this study. Furthermore, difficulties have been addressed using facts and information so that important outcomes might provide a direction for improvement.

Various research has looked at the topics of social justice and educational equity, which has shown that students, even if motivated, are deterred from participating in programmed since they do not have a right of access. Evidence suggests that educational disparities have widened. Because the majority of the institution is geared toward or benefits individuals who have already achieved success. Educating all students is a difficult task. However, it is suggested that providing a clear roadmap for learning, comprehending, and practicing how to become anti-bias educators will help oppressed and marginalized students to achieve educational fairness.

However, this study reveals a problem with social justice in higher education, indicating that equity ensures equality in the educational system. It can be defined as scientific research that can assist in policy reform so that research gaps can be filled in Pakistan, which is confronted with numerous issues. Finally, fostering fairness in higher education is a challenging, but necessary, undertaking.

The findings stated that university teachers as such do not implement social justice pedagogy directly. It is also extracted that many university teachers were unfamiliar with the term of social justice. Additionally, they have idea of its values like democracy, diversity, and equity indirectly but the direct concept of social justice in classroom was ambiguous to them. Social justice is seen as an abstract and complex topic. The main challenges were found based on exploration stated as; discrimination in society, need to raise voice, disparate competencies, fear of administration, time constraints, lack of social justice knowledge, stereotype classroom, development of cross-cultural awareness and need of more equitable education system.

To address the challenges of social justice, university teachers must have supported by an authoritative impulse from administration. The reality is that its successful implication requires both remarkable initiatives to succeed (Gorski & Dalton, 2020). Government is the highest authority and ability to develop policies that could facilitate transformation. Policymakers, administrators, and university teachers must work together to overcome these encounters.

In nutshell, social justice education must implement in a wide range, in both depth and breadth. Education for social justice is less focused in our universities. Governments and universities must plan and establish plans to handle the challenges mentioned above to successfully adopt social justice values. To ensure consistent social justice implementation across the universities, these challenges would be tackled at all levels.

Future Implications

In view of the aforesaid findings, the current study has the following implications:

- University teachers must be educated in accordance with global expectations and methodology, as well as their desire to teach for social justice.

- Social justice teaching must be part of professional courses like B.Ed. Future teachers will be more prepared to deal with a variety of issues.
- The administration must put all its efforts to manage an equitable classroom where a teacher can impart social justice values like democracy, diversity, and equity to students.
- The necessity to align a written curriculum with a social justice agenda is critical.
- University lecturers must adopt innovative techniques to implement social justice while keeping time constraints in teaching and evaluation in mind.
- Teachers must play a part in improving the learning environment in the classroom by putting social justice values into practice.

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