

**GENDER PORTRAYAL IN ENGLISH
TEXTBOOKS AND TEACHER-LEARNER
PERCEPTIONS: AN ANALYTICAL STUDY AT
UNDERGRADUATE LEVEL IN KHYBER
PAKHTUNKHWA**

By

Tariq Mahmood



NATIONAL UNIVERSITY OF MODERN LANGUAGES

ISLAMABAD

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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Arts and Humanities for acceptance:

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ABSTRACT

Thesis Title: Gender Portrayal in English Textbooks and Teacher-Learner Perceptions: An Analytical Study at Undergraduate Level in Khyber Pakhtunkhwa.

The process of gendering for children starts at home as it is performed around them and gender norms are reinforced by the respective culture and society. Education can play a significant role in instilling equitable gender ideals in learners. But it has been found that textbooks often strengthen and perpetuate gender stereotypes. It is in this context that the current study is undertaken to first investigate gender portrayal in English textbooks at undergraduate level in Khyber Pakhtunkhwa and then to analyze the gender perceptions of the concerned teachers and learners. A mixed-method approach has been used in the present study to collect and analyze data. Questionnaires and focus-group discussions were used to collect data from learners and teachers. The results demonstrated that the textbooks portray male dominance in all the examined categories of sexism. As there are more male than female characters in general, male main, supporting and minor characters outnumber females as well. Females are assigned very limited 'low status' occupations in comparison to a variety of 'high status' occupations for males. While the male gender is often mentioned first and female mentioned second, generic-masculine expressions are not general but male-referenced. Similarly, females are stereotyped through the use of nouns and adjectives. The titles and contents of units in the textbooks are male-centered as well. The analysis of teachers and learners' perceptions further validated these results. The teachers believed that due to lack of gender-specific training, they hardly pay any attention to gender in the classroom setting. As the urban participants demonstrated relatively less traditional gender perceptions, the participants from rural background had more biased perceptions. The female participants, however portrayed increased awareness of discrimination against women. The study recommended the involvement of many stakeholders such as curriculum designers, teachers and parents to address the issue of biased gender portrayal.

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LIST OF ABBREVIATIONS

DEO	District Education Officer
EDO	Executive District Officer
EFA	Education for All
EFL	English as a Foreign Language
ESL	English as a Second Language
HSSC	Higher Secondary School Certificate
KP	Khyber Pakhtunkhwa
MDGs	Millennium Development Goals
NPA	National Plan for Action
SDGs	Sustainable Development Goals

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DEDICATION

Dedicated to my beloved and
inspiring father, Principal ® **Fazal Mahmood**
who has been a role model for me

CHAPTER 1

INTRODUCTION

Introduction

Gender inequality is a major global challenge. Efforts have been made to bring about gender equality both nationally and internationally. The UN has been very active in this regard which is reflected in the Jomtein Declaration in 1990 and the Dakar Framework for Action in 2000. One of the specific goals of these policies was to eliminate gender-based disparities from primary and secondary education by 2005 and achieve gender equality by 2015. Similar goals were set in the Millennium Development Goals (MDGs) 2002-2015. The latest international and global initiative is the development of the Sustainable Development Goals (SDGs) 2015-2030. Goals 4 and 5 of the SDGs aim at providing equitable and quality education to all and empowerment of all girls and women to achieve gender equality. As a part of international commitments, Pakistani government has also emphasized gender equality and has included it in the Pakistan Education Sector Reforms (2001-2005) and in the National Plan for Action (2001-2015). In the National Plan for Action (NPA), one of the strategies is specifically aimed at making the curriculum relevant to the needs of the learners and removing gender bias from the curricula and textbooks (Mirza, 2004). But despite this inclusion, studies (Hameed, 2012; Islam & Asadullah, 2018; Mirza, 1999, 2004; Shah, 2012) reveal that significant gender bias is still prevalent in the textbooks of the country. Most of the studies in Pakistan as cited above, have analysed gender portrayal in the textbooks of the Punjab textbook Board used in the Punjab Province. In addition, these studies have focused on gender portrayal in school textbooks. According to Sunderland (2000), only focusing on bias in textbooks is not sufficient, teachers' treatment of the text also needs to be focused. It is in this context that the present research is undertaken to examine the English textbooks taught at the undergraduate level in Khyber Pakhtunkhwa for the analysis of gender portrayal. Along with this, the researcher also analyses the gender perceptions of the concerned teachers and learners.

While researchers have focused attention on examination of gender in textbooks, teacher and learners' perceptions have rarely been investigated. The two sources available to the learners are textbooks and teachers. The learners often internalize what the textbooks impart and how teachers interpret these messages. According to Gosselin (2007), a teacher's philosophy and behavior plays an important role in the construction of social norms. Research also reveals that teachers often reproduce gender stereotypes in classroom settings instead of even barely challenging them (Page & Jha, 2009). So far as learners are concerned, they may bring traditional and stereotypical attitudes regarding gender to the educational institutes; it is the job of the teachers and textbooks to either further strengthen these gender perceptions or challenge them. It is due to these points that the current study goes a step further than merely textbook analysis. It does so by the inclusion of the perceptions of the concerned teachers and learners regarding gender. It is worth examining that as textbooks have been found to be discriminatory by researchers, how do teachers and learners view these books in terms of gender portrayal. Along with this, the teachers are also asked about their awareness of gender bias in textbooks and what do they do about it. In short, the issue of gender portrayal in textbooks has been discussed thoroughly from the perspective of learners and particularly teachers.

The importance of textbooks in the process of learning can hardly be overstated. Sabir (2008) asserts that textbooks are one of the first places-and one of most formal artifacts that demonstrate what educational "norms" are intended to be transmitted in the classroom. In childhood, at schools, young learners are first introduced to the world of letters, words, digits and numbers, pictures and stories to acquaint them with the world around them. Smith (1987) opines that text [books] is essential medium that shapes the ways in which children think about themselves and society. These play the role of a lens through which students view the external reality of their surroundings. They not only learn to read and write but also foster thoughts, ideas, concepts and beliefs provided through the learning material. This process continues in the mature years of the learners as well when they leave school and enter college. At this stage they easily accept and understand the ideas, beliefs and values learnt from the textbooks.

Apart from other historical, religious, ethical, informative and social material in the textbooks, gender is also a very vital element that learners are exposed to in the text. Textbooks are an integral aspect of the curriculum, and an important and influential mechanism through which

children are exposed to ideas about gender (Aikman & Rao, 2010). Ullah and Skelton contend that “textbooks have been identified as one important contributor to the formation of gender identities” (2012, p. 184). In fact, in majority of the stories, lessons and essays of the books, a perspective of life is presented to the readers through human figures and characters. These can either be male or female. Their appearance, ratio, activities and description influence the students. As Porreca explains;

When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women’s accomplishments, or that they themselves as human beings, are not important enough to be included. (Porreca, 1984, p. 706).

Turner-Bowker (1996) suggests that textbooks teach children what behavior is appropriate or inappropriate and that they serve as a source from where children acquire gender stereotypes. They often identify themselves with characters. In one study in Pakistan (Mirza, 2004), for example, a majority of female students participating in an interview said that they saw textbook images as models for themselves. Campbell (2010) also says that when students see the role models of their own gender in the textbooks, they develop self-esteem. This influence can be both conscious and unconscious. If the depiction of both the gender is fair and impartial, it will lead to the synthesis of gender balanced ideals. On the contrary, if the portrayal is biased, discriminatory and unfair, it will result in the crystallization of polarized images of the two genders in the minds of the learners in the long run.

Research on textbooks reveals that these do have biased images of the female gender. Dean (2007) asserts that textbooks present a gendered picture of the world. Both boys and girls are associated with separate and specific roles and behaviors in the society. Studies (Lee & Collins, 2006; Mineshma, 2008 Nagatomo, 2010; Nofal & Qawar, 2015; Porreca, 1984) have undertaken the task of uncovering the sexist practices prevalent in textbooks at different levels and from different perspectives. Majority of them have yielded findings that the female figure is under represented either in one manner or another. In Pakistan also a number of studies exist with reference to the representation of gender in textbooks (Hameed, 2012; Husain, 2009; Jafri, 1994; Mirza, 2004; Mirza & Rana, 1999; Shah, 2012). The results of these works are very much in line with the male dominated, patriarchal society of the country. These reveal that the female gender is

utterly under represented both in linguistic as well as non-linguistic contents of the books. But in the context of Pakistan and particularly Khyber Pakhtunkhwa, although some research has been conducted on textbooks, studies on teacher-learner perceptions of gender are minimal. According to this researcher, only focusing on textbooks does not convey a comprehensive picture of the teaching-learning process as teachers and learners are the other two important variables in this equation. In addition, although studies have unveiled gender bias in the textbooks of schools, so far, to this researcher's knowledge, hardly any work has been devoted to the analysis of gender at the undergraduate level. This study, then, aims at the investigation of the portrayal of gender in English textbooks of Khyber Pakhtunkhwa at the undergraduate level. This is accomplished drawing on a number of language and gender theories and frameworks. Further, in order to determine the gender perceptions of the concerned learners, data is collected from them in the form of questionnaires. To thoroughly discuss gender portrayal and further validate the data collection, opinions of the teachers are collected through focus-group discussions. This research, then, includes all the three elements in the teaching- learning process (i. e. the textbook, the teacher and the learner).

1.1 Statement of the Problem

Gender equality demands equal treatment of males and females in different spheres of life whether familial, social, educational, economic or political. It is crucial in the educational setting in particular as it is here that learners internalize the content and values provided, both consciously and unconsciously. It is in this regard that textbooks are often examined for gender portrayal at school level, in particular. But textbooks are not the only sources for gender-biased or balanced portrayal. Teachers, learners and the learning atmosphere also need to be focused. Based on these research gaps (analysis of school textbooks and little focus on teachers and learners), the current study attempts to first examine gender portrayal in the English textbooks at undergraduate level. Then, teachers and learners' perceptions are analyzed to determine their views about gender roles. Finally, the teachers' views are examined in detail for better understanding of the problem of gender inequality. So, the present work takes a more holistic approach (by including textbooks, teachers and learners) for analysis of gender portrayal.

1.2 Research Objectives

This research is a multi-faceted approach to the examination of gender portrayal in the English textbooks at the undergraduate level in the province of Khyber Pakhtunkhwa on the one hand, and analysis of teachers and learners' gender perceptions on the other. Specifically, the study aims at the following;

- a) To study gender portrayal in English textbooks at undergraduate level in Khyber Pakhtunkhwa.
- b) To explore the gender perceptions of college learners at undergraduate level in Khyber Pakhtunkhwa.
- c) To explore the gender perceptions of college teachers at undergraduate level in Khyber Pakhtunkhwa.

1.3 Research Questions

This study addresses the following questions;

1. How is gender portrayed in the English textbooks at undergraduate level in Khyber Pakhtunkhwa?
2. What are the gender perceptions of college learners and teachers at undergraduate level in Khyber Pakhtunkhwa?

1.4 Methodology

This research study involves the examination of gender portrayal at the undergraduate level in the province of Khyber Pakhtunkhwa, Pakistan. The term undergraduate is used for learners under fourteen years of education in the Pakistani context. For the purpose of this study, the term is used for the Intermediate-level (11th & 12th year) and Bachelor-level (13th & 14th year) learners. If the researcher is referring in general to any/all the four years of students, the term 'undergraduate' is used, if any particular level is meant, then either 'Intermediate' or 'Bachelor' is used. The English compulsory textbooks taught at the undergraduate level are analysed in order to determine how both the genders are portrayed in them. For this purpose, many of the aspects of gender analysis in textbooks are used. Unlike many other works in the field of gender analysis, the present work goes a step further as well. It does so by the inclusion of the perceptions of the

respective teachers and learners as well. A mixed method approach, thus seems more suitable for the collection and analysis of data for the present research.

Content analysis is used as a technique for the investigation of the portrayal of the male and female genders in the textbooks under review. The categories of gender analysis are based on Porreca (1984), Shah (2012) and Hasan (2015). These include the relative ratio of male and female characters in the textbooks, occupational and character roles assigned to males/females, generic masculine constructions, order of mention, nouns and adjectives and titles and contents of units in the textbooks. The textbooks are individually analysed for each of these variables first and then the data is presented individually as well as collectively for all the books. The results are presented in the form of tables as well as figures. For the collection of the perceptions of teachers and learners, a questionnaire based on Mirza (2004) and Vahdatinejad (2018) is used. Likert scale is used for the elicitation of responses from the participants.

The English textbooks at the undergraduate level in Khyber Pakhtunkhwa are taught in all the colleges throughout the province. For the purpose of data collection from teachers and learners, a sample of twenty colleges is selected. These include ten colleges from the area of Peshawar and ten from the area of Malakand. The rationale for the selection of the two distant areas is to make the data more representative. In addition, Peshawar, being the provincial capital, is home to teachers and learners from many different areas of the province. Malakand, on the other hand, is selected because the researcher belongs to one district in this area. Further, in comparison to Peshawar, Malakand is considered to be comparatively less developed in terms of education and other facilities. Both the male and female teachers and learners are included in the process of data collection. Thus, the variables of gender, male/female and area, rural and urban are taken into consideration. To discuss the issue of gender portrayal in detail and to further validate the findings from the questionnaires, focus-group discussions are also conducted with teachers.

1.5 Significance

International organizations particularly the United Nations is consistently making efforts to provide equitable opportunities of education, health and other necessities to members of both the genders. The latest step in this regard is the Sustainable Development Goals (SDGs) 2015-2030. In the total of 17 goals, goal 4 and 5 of the SDGs specifically aim at the provision of equitable

and quality education to all. The particular focus of goal 5 is to attain gender equality and empower all women and girls. The overall significance of the present study is based on these targets in terms of achieving the goal of equality and elimination of gender based discrimination from textbooks and classroom settings. The researcher, through the analysis of textbooks and teacher-learner perceptions, aims at highlighting the gender disparities and in the light of findings to point out problematic areas and recommend a viable course of action.

Introducing learners with a balanced view of life in their formative years is of paramount importance. Once internalized, the concepts and values regarding the basic layout of life and world make the building blocks of their life. In the Pakistani context, by and large, the two sources available to the learners are the teacher and the textbook. In the colleges of Pakistan and Khyber Pakhtunkhwa, due to lack of training in gender related matters, the teacher is ill-equipped with the knowledge to guide the learners with gender fair attitudes. Research shows that teachers interpret and adapt the curriculum based on their own beliefs, and may not be aware of the discriminatory messages they transmit through the textbooks and teaching techniques (Ginsburg & Kamat, 2009; Stromquist, Lee, & Brock-Utne, 1998). Further, the teacher is more concerned to cover the course in the allotted time and hence teaches the material available to him/her. Moreover, the teacher is also the product of the age-old patriarchal and male-dominated society and hence may implicitly condone material which may be gender discriminatory.

In this backdrop, the significance of this work is manifold. The first goal is the acknowledgement that gender bias and discriminatory material in the textbooks under study does exist. This is the important step because once the problem is highlighted only then it can be hoped that some action will be taken to address the issue. So, the importance of the work lies in generating awareness among the curriculum and textbook designers towards the issue. In his study, Mirza (2004) pointed out that textbook developers of Punjab Board were instructed in matters of gender related aspects prior to designing the material. This study also aims at articulating the problem so that it catches the attention of the concerned departments and serious thought is given to it. . Next, this study proposes to put forward suggestions and recommendation for teachers in the light of the findings which will be helpful in dealing with gender discriminatory texts and hence they may devise compensatory strategies to minimize the effect. It will also be beneficial for the readers to be cautious about their reading material and look out for gender biased depiction.

In addition, this work is not simply limited to textbook analysis but gathers and analyses the perceptions of the concerned teachers and learners as well. In most of the studies on gender analysis in Pakistan, teachers and learners' perceptions are not taken into account and thus the analysis is limited. In order to fill this gap, the researcher has used the tools of questionnaire and focus-group discussion to collect data from teachers and learners as well. Thus all the major stakeholders in the teaching-learning process have been taken on board to arrive at a more comprehensive understanding of the problem.

Lastly, so far, to this researcher's knowledge, no comprehensive study has been undertaken with reference to gender analysis of textbooks in Khyber Pakhtunkhwa. Such a work is badly needed because in comparison to the rest of the country, the province is more prone to gender biased approaches evident from insufficient participation of the female gender in education, employment and other important spheres of life. It is evident from the fact that according to a survey, the literacy rate of females in Khyber Pakhtunkhwa was 35.1%, whereas that of males was 72 % (Pakistan Labour Force Survey, 2010-2011). Similarly, only 13% of primary-school-aged girls were enrolled in schools (UNICEF, 2010). So, on the whole, this study contributes to the existent body of gender research in a different manner by analysing textbooks and including the other two important variables, the teachers and learners as well.

1.6 Delimitation

For the successful and convenient completion of this work, it has been delimited with reference to the area, level, subject and categories of analysis. As far as the area is concerned, the focus of the study is one province of Pakistan, namely Khyber Pakhtunkhwa. There are a number of reasons for this selection. First, the researcher belongs to this province and has studied and also taught at the colleges. Hence he has witnessed the discrimination based on gender both in textbooks as well as other aspects of life. Second, the province lags behind the rest of the country in matters of gender equality. The society is relatively more traditional towards gender (Mirza, 2004). Last, while some research has been conducted on textbooks of other provinces on the analysis of gender, Khyber Pakhtunkhwa remains to be comprehensively investigated.

With reference to the level concerned, this work aims at examining the textbooks at undergraduate level. That is the English textbooks of Intermediate and Bachelor level. There are

two kinds of institutes that offer Intermediate classes. First, there are the higher secondary schools which teach classes from 6th class to 12th class. The second type of institutes are degree colleges which hold classes for students from 11th grade to 14th grade. (11th and 12th grade- Intermediate and 13th and 14th grade- Bachelor). The textbooks of Intermediate are prepared and published by the textbook board of Khyber Pakhtunkhwa, whereas the books for Bachelor classes are prepared by the university. Although there are different public and private sector colleges and universities in the province, but the books for both Intermediate and Bachelor are the same for all. The examination papers based on the relevant books are prepared by the respective boards and universities. The reason for the selection of the undergraduate level is that although research on gender analysis of textbooks exists at primary and secondary level (Anwar, 1982; Zeenat Un Nisa, 1989; Jafry, 1994; Mirza, 1999, 2004; Hameed, 2012), there is a need for a comprehensive work at the undergraduate level.

So far as the selection of English is concerned, it is because of the association of the researcher with English teaching for the last fourteen years. As he has taught English both at the Intermediate and Bachelor level, the researcher is aware of the language and content of the textbooks. Hence it is this motivation to uncover the gender biased material which is impetus for undertaking this study. Further, the importance of English is a well-known fact in our society and being a compulsory subject, learners pay more attention to it in comparison to others.

Gender in textbooks has been analysed from different perspectives. Some researchers focus on quantitative content analysis whereas, others examine date more qualitatively. Some are interested in linguistic examination while others limit themselves to non-linguistic analysis. The present research covers more categories of gender analysis in textbooks than those covered in previous studies. These include visibility, order of mention, occupational roles, generic constructions and nouns and adjectives associated with men and women. Most important is the equal focus of the study on the analysis of the perceptions of the concerned teachers and learners. In previous studies such as Mirza (2004) and Hameed (2012), although opinions of some stake holders were investigated but their main focus was on analysis of textbooks. The present study, in order to fill the research gaps, includes perceptions of teachers as well as learners by collecting data from them in the form of questionnaires and focus-group discussions.

1.7 Organization of the Study

This research is organized in seven chapters. The first chapter is an introduction to the whole study, aiming at introducing the topic and dealing with preliminaries such as statement of the problem, objectives, research questions, significance of the study and delimitation. It is followed by a review of the related literature in the second chapter. The chapter starts with a discussion of the importance of gender inclusion in textbooks. In order to develop a theoretical framework for the study, the prominent language and gender theories are discussed in the next section. It is followed by outlining international commitments aiming at the elimination of gender disparities. In the next part, salient features of Pakistani education policies with reference to removal of gender bias are discussed. In order to study research works in the field of gender analysis of textbooks, a review of related literature is presented next, in the international, national and local contexts. This is followed by a rationale and description of the present work. The third chapter is devoted to a detailed description of the research methods employed for data collection and analysis. In this chapter, the researcher describes the appropriate research designs (quantitative and qualitative) used, population, sample and participants and the tools (questionnaires, focus-group discussions) employed for gathering and analysis of data. The chapter also presents details of demographic variables, ethical considerations and pilot study. In the fourth chapter, the English textbooks at undergraduate level are analysed for gender portrayal in accordance with the research questions of the study. This is followed by the presentation of the data collected from learners and teachers through questionnaires and focus-group discussions in chapter five. The results are given in the form of tables and figures. The findings of the textbooks' analysis and teacher-learner perceptions (based on common themes) are thoroughly discussed in the sixth chapter. The seventh and last chapter of the study recapitulates the whole study, offers conclusions and recommendations.

CHAPTER 2

LITERATURE REVIEW

Chapter Overview

This chapter is devoted to a discussion of theoretical understanding of the concept of gender as well as a review of the related literature on gender bias in textbooks. The chapter starts with a discussion of the importance of textbooks in education and in the context of the present study, the significance of the inclusion of equitable gender portrayal in textbooks. In order to develop a working theoretical framework for the current study and to explain the concept of gender, the dominant theories of gender are briefly outlined in the next section. The subsequent section deals with providing the necessary background in terms of international efforts regarding gender equality. For this purpose, the global and international initiatives and policies pertaining to gender equality in education and empowerment of girls and women are briefly outlined. In order to analyse how far are international commitments on gender observed and followed in educational setting, a review of gender portrayal in textbooks at different levels in different contexts is presented next. First, a review of literature is conducted in the context of the developed countries, followed by analysis of researches conducted on gender examination of textbooks in the developing countries. As the study is in the Pakistani context, the policies and reforms undertaken by the government from time to time with reference to elimination of gender discrimination are discussed next. Here, the most salient features of such programs and frameworks are presented. Undertaking a new study in a given field of inquiry warrants situating the study in available body of research in order to identify the gaps and problems. This is done by the description of research studies on gender analysis of textbooks in the Pakistani context in the following part of the chapter. Since the study is conducted with reference to the textbooks of Khyber Pakhtunkhwa, the next section deals with reviewing studies performed on the textbooks of the province. As this research also examines the perceptions of the concerned teachers and learners regarding gender, the next section of this chapter deals with a review of research on gender perceptions. In the final section of this chapter, the researcher provides rationale for the need of the present study on the basis of identified gaps and in which aspects this work is different from the previous ones.

2.1 Textbooks and Gender

Education plays a pivotal role in the development of a society and nation. The two sources available to the learner in Pakistani context are the teacher and the textbook. The teacher also teaches and interprets the content provided in the textbook. Hence the learners learn, understand and internalize whatever they are exposed to in the learning environment through texts. This leads to their construction of the world view and synthesis of ideas regarding the major aspects of life surrounding them. The unfair and discriminatory image of the female gender in the textbook also influence young learners` minds and this may result in the formation of the belief that women are either inferior or unequal to men. Porreca (1984) believes that invisibility of women in texts and illustrations reinforce the idea that women and their accomplishments are not worth mentioning. Owing to the increased awareness created by the movement of feminism regarding women rights and gender fair treatment, measures are taken and reforms introduced in the developed world to minimize discrimination based on gender. Pakistan, although beginning to recognize the importance of the issue, still lags behind. The province of Khyber Pakhtunkhwa, is by comparison, still further behind the rest of the country. According to Jamal, the society of Khyber Pakhtunkhwa is “severely patriarchal”, where women are considered subordinate to men and homes are the only suitable place for them (2014, p. 27). The present research, then, is an endeavor to analyse the undergraduate level English textbooks for the portrayal of both the genders. Along with this, the perceptions of the concerned teachers and learners are also gathered and analysed to understand the problem of gender in a larger perspective.

2.2 Theoretical Underpinnings

Studies in language and gender can be dated back to the 1970,s when owing to the movement of feminism, there started an awareness regarding the rights of women. With continued and persistent efforts, feminism in its different forms and shapes has succeeded to a great extent in achieving its goals at least in converging attention to the issues of women. The volume of research conducted in language and gender studies is ample proof of it. Formally originating in 1970, gender research has evolved considerably, improving in quality and quantity. The dominant theoretical premises of language and gender include the deficit approach, the dominance approach, the difference approach and the social constructionist approach.

It was Robin Lakoff's seminal work in 1975 that initiated the debate that there is a difference in the language used by men and women. Entitled as '*Language and Women's Place*', it asserted that women's language is trivial, weak and insignificant as compared to that of men. Based on her own observations, Lakoff's work suggested that there is something wrong inherently with the language of women. Their speech is characterized by empty adjectives, hedges, question tags and many other features which make it a weaker version of the 'norm' which according to her was that of men's language. Lakoff's work was criticized for the lack of empirical evidence and its basis in personal observations and reflections. Although controversial, *Language and Woman's Place* started the debate regarding women's position in society and in particular, their language.

The deficit approach was followed by what is now known as the 'dominance' school of thought. The chief proponents of the theory were Dale Spender (1985), West and Zimmerman (1987) and Maltz and Broker (1982). According to this theory, the reason for the weaker version of women's language is male dominated and patriarchal structure of the world. Women are left disadvantaged in almost all fields of life because of the division of the world into men and women to serve men's interests. In one study by West and Zimmerman (1987) it was found that in mixed sex talk, 90 percent interruptions were made by men. This was attributed to the dominance that men are enjoying in other spheres of life as well. Spender's *Man Made Language* (1980) further strengthened this approach by stating that men control language by making dictionaries and defining structures of language. According to Spender (1993), language is made by men to serve their own interests. As a result of this, women are silenced, alienated and oppressed because they do not have access to the linguistic resources that determine reality (Sanauddin, 2015). One, very obvious strength of the dominance theory is that it concedes that male dominance is produced, reproduced and perpetuated through linguistic practices. That language in itself is not only gendered but a place for 'doing gender' (West & Zimmerman, 1987). This approach is still valid and in vogue as it is based on empirical research and also explained the reason for the triviality of women's language as asserted by the deficit theory. However, it places too much emphasis on the gender of the participants in determining their power position in the use of language and downplays other important factors like race, ethnicity, age, education and so on.

The advocates of the 'difference' approach contend that it is neither the 'lack' or deficiency nor the 'dominance' that is responsible for characterizing the language of women, but that men

and women speak differently because they are the product of two different sub cultures. Proponents of this theory like Tannen (1990) opine that it is because of the different socialization and acculturation of the two sexes which lead to their different patterns of speech. Right from childhood the boys and girls are brought up and ‘gendered’ differently on styles and behaviors appropriate to their respective sex only. Thus boys are told to be tough and brave and girls are directed to be lady-like. According to Tannen;

Women and men have different experiences....boys and girls grow up in different worlds...and as adults they travel in different world, reinforcing patterns established in childhood. These cultural differences include different expectations about the role of talk in relationships and how it fulfils that role. (1987, p. 125).

It is because of this process that boys and girls grow up to be different in their likes and dislikes, behaviors, approaches and the use of language. Maltz and Broker (1982) assert that on account of different acculturation, women’s talk is characterised by interaction and they engage the other during conversation. Men’s speech, on the other hand, tends to be based on arguments, verbal posturing and storytelling. It was in such contexts that women began to assert that they had a “different voice, a different physiology and a different experience of love, work and the family from men” (Humm, 1989, p. 51). Although criticized on some grounds, the difference theory is still very much relevant today. It somewhat encompasses elements of dominance in it in the manner that this difference is created by dominance. Otherwise what is the need of socialising the two genders differently? The roots are still to be found in patriarchy and male dominance.

The three approaches discussed above view gender as something fixed, essential and static. Language and gender research has moved a step further from it and theorists like Butler (1990) and West and Zimmerman (1987) contend that gender is ‘performative’ and that people ‘do gender’ rather than ‘being’ a particular gender. This “constructionist approach argues that gender is better seen as a system of culturally constructed relations of power, produced and reproduced in interaction between and among men and women” (Sanuddin, 2015). Thus, instead of looking at men and women as belonging to a given, static category, this approach views them as ‘doing gender’ during social and linguistic interactions.

The dominance approach seems more relevant in informing the present research in a number of ways. As discussed in the introduction, the society of Khyber Pakhtunkhwa is

comparatively more conservative and male dominated. Owing to religion, culture, language and the code of Pakhtunwali, male is considered as the norm and trend setter in almost all the spheres of life. So this will be interesting to see how far such practices are translated into the textbooks under review. Whether women's voice and presence is given its due share or they suffer from poor representation. Further, dominance warrants depiction of men and particularly women in stereotypical roles, designed by the patriarchal division of labour to serve men's needs and purposes. This is a very important point and needs to be discovered because women are normally confined to the walls of their home and allowed a very limited range of roles other than being house wives. Next, one of the variables to be investigated in this research is the use of generic construction in nouns and pronouns. Porreca (1984) believes that it is very much "rooted in the grammar of English language itself" (1982, p.708). When nouns like 'man', 'mankind', are used to refer to human beings in general (both men and women), but research shows that people hardly think of the female when they use or hear such generic expressions. In addition, the linguistic context can help reveal whether the construction is generic or male referenced. Thus, this aspect of the dominance approach is also very relevant to the present research. The second part of this research can also be informed by the dominance theory as it deals with the perceptions of the teachers and learners. Being brought up in and a product of the society where male dominance is the norm, it remains to be seen as to what are the perceptions of the respective teachers and students regarding women's place, inclusion, participation and roles in society.

With specific reference to the analysis of gender in textbooks, this researcher has used an integrated model based on Porreca (1984), Shah (2012) and Hasan (2015). Porreca (1984), is one of the prominent researches in the field of gender in foreign context. Entitled as "*Sexism in current ESL Textbooks*", Porreca's work is illuminating to the present work in that the categories against which sexism is measured are still very much relevant today and can be systematically analysed and investigated. Further, these are the most salient of the aspects of gender bias in textbooks. After conducting a review of related literature, Porreca found that these categories have been methodically analysed. Citing some of the works such as Graham (1975), Cole (1977), Hartman and Judd (1978), Hoomes (1978) and Hellinger (1980), Porreca came to the conclusion that the procedure she employed was adequate as it offered a "systematic, quantitative analysis of sexism in ESL material" (1978, p. 712). These categories include the number of male/female occurrences

both in text and illustrations, firstness, occupational roles, the frequency of nouns referring to males and females, masculine generic expressions and adjectives used to describe male and female.

For a qualitative analysis of titles and contents of units in the textbooks, the framework used by Shah (2012) is employed. He analysed Pakistani school textbooks from the perspective of gender bias. Along with other variables covered by Porreca (1984), he also focused on titles and contents of units in the textbooks. The categories of analysis used by Hasan (2015) which are not covered by Porreca and Shah are also included in the current study. These include further categorization of character and occupation roles. A detailed description of these works is given in the following sections of this chapter.

2.3 Global Initiatives on Gender in Education

It was in Jomtien, Thailand in 1990 that the World Conference on Education for All (EFA) was held. In this conference, delegates from as many as 155 countries participated in order to discuss the prominent aspects of education. The World Education Forum met again after a period of ten years in which the number of participating countries was 188 this time. The forum, in its conclusion, adopted the Dakar Framework for Action in 2000. The chief goals of the forum are as follows;

- a) To have more focus on the expansion and improvement of children in terms of care and early education, particularly for those children who are disadvantaged and vulnerable.
- b) To ensure that free, complete, compulsory and good quality education is made accessible to all children by 2015. Particular emphasis was laid on girls and children who are in difficult situations.
- c) To make sure that the learning needs of all adults and young people are catered to. This should be done with reference to particular learning skills and programs on citizenship.
- d) To ensure that by 2015, a 50% improvement in literacy of adults particularly, women is achieved. Further, to make sure that all adults are provided equal access to basic as well as continuing education.
- e) To ensure that gender disparities are eliminated from primary and secondary education by 2005, and while specifically focusing on girls' equitable access to education and consequently, their achievement, ensure that by 2015, gender equality is achieved.

- f) To ensure improvement of all important aspects of quality education so that specific, recognizable outcomes in literacy, numeracy and essential skills of life are achieved.

Here, it is evident from the second last goal above that in the EFA framework, elimination of gender disparities from the educational context has been specifically mentioned. So much so that, governments had to ensure that by 2005, primary and secondary education is free from gender bias and by 2015, gender equality has been achieved. But studies on textbooks and other educational settings in many national and international contexts reveal that the progress is slow and minimal.

In 2000, at the Millennium Summit of the United Nations, the Millennium Development Goals (MDG's) were established for the year 2015. In the set of eight goals, number 2 and 3 were specifically related to education. These are summarized as follows;

- 1) Achievement of universal primary education.
 - a. The specific target (3) of the above goal asks the governments that they should ensure it by 2015 that all children whether boys or girls complete primary education.
- 2) Promotion of gender equality and empowerment of women
 - a. Target 4 of the above goal stresses the governments that they should eliminate gender-based disparities from primary and secondary education by 2005, and by 2015, from all the educational levels.

It can be seen that the goals and specific targets of EFA and MDGs are the same but in neither case, gender parity has been achieved so far as the representation of the female gender in the textbooks is concerned. This is particularly true in the context of the developing countries.

To replace the MDGs, the United Nations developed Sustainable Development Goals (SDGs) 2015-2030. The SDGs are a set of 17 goals and 169 targets. The goals are inter-related but each has its own specific targets. Goal 4 and 5 of the SDGs are particularly focused on quality education and achievement of gender equality;

- a. Goal 4 asks the member countries to ensure that an education which is based on quality and equality is provided to all. At the same time, it also aims at ensuring the provision of life-long learning opportunities.

- b. Goal 5 focuses on the achievement of gender equality and empowerment of all girls and women.

Along with the inclusion of the goals of inclusive and equitable education and gender equality, another notable feature of the SDGs framework is that it binds the member nations to develop a local and regional system to involve local institutions as well as actors in the process of realizing the goals.

As the focus of the present research is to analyse gender representation in the textbooks as well as through the perceptions of the teachers and learners, it can be said that even after the implementation of the SDGs framework, studies like Blumberg (2015), Islam and Asadullah (2018) and Mahmood and Kausar (2018) reveal that significant gender-bias is still present in the textbooks, particularly of Pakistan. A detailed description of such studies is given in sections 2.6 and 2.7 below.

2.4 Research on Gender Portrayal in Textbooks in Developed Countries

As the movement for equal rights of women mainly emerged in the west, accordingly textbooks became the focus of attention regarding gender portrayal in 1970,s and 1980,s. A host of researchers examined English textbooks at different educational level and in the settings of different developed countries. These include Porreca (1984), Lee and Collins (2006), Stockdale (2006), Mineshima (2008). Nagatomo (2010) and others.

Starting with the most developed country America, Porreca (1984) is the often cited work so far as investigation of gender in textbook is concerned. She selected 15 ESL textbooks from a range of 27 different ESL centers in an attempt to make a systematic, quantitative analysis of the different aspects of sexism. In the content analysis of the material, she focused on the number of male/female occurrences, both textual and in illustrations. The order, in which male or female were mentioned first, was counted. Next, occupational roles were counted both in terms of the number of occasions mentioned for male/female as well as the total number of occupations for both genders. Then, the frequency of nouns referring to male and female were tabulated. Masculine generic expressions were also noted. Finally, in order to analyse the stereotypical portrayal of men and women, adjectives employed for male and female were recorded with their frequencies.

Results revealed that women were mentioned only half as often as men despite the fact that women comprise a little more than men in United States. As regards occupational role, women suffered from far less visibility than men. Both in text and illustrations, men outnumbered women in the ratio of 5:1. Further, women were portrayed in traditional stereotypical roles (waitress, nurse, doctor etc.). Finally, adjectives used for women were limited to emotions, beauty and marriage, whereas, those for men focused on renown, intellect and education. According to Porreca, her study appeared five years after Hartman and Judd's (1978) study and as it was assumed that the issue of gender bias was no longer relevant, her study proved the assumption wrong. She concludes that such biased depiction of gender in ESL textbooks has serious consequences for learners as they trust what the books contain and can hardly challenge them. Her research is among the pioneering ones in gender analysis of textbooks as she laid down the necessary framework of analysis and investigated as many aspects of sexism as possible.

The next important country in the developed world is England. Although other minor works were conducted regarding gender portrayal in textbooks, one noteworthy and significant study is that of Stockdale (2006). Conducted two decades later than Porreca, this study needed discussion in this review as it broadened the framework of Porreca by including more categories of analysis. She conducted her study regarding an EFL textbook named "Impact Values" in England to examine representation of gender. Along with visibility, that is the relative ratio of appearance of male and female characters in texts and images, the researcher also focused on firstness, nouns used for both genders, gender focus of themes and discourse. In the newly introduced category of theme focus, the gender of the main character was investigated to determine the centeredness of the theme area (i.e., mixed, male-centered or female-centered). In discourse, the amount and quality of talk assigned to respective characters were calculated. These two categories were newly introduced, not covered in Porreca (1984).

Stockdale's (2006) work was more systematic particularly with reference to visibility. Here, the researcher gave a detailed description of the types of characters included. She measured the number and ratio of all the characters but also categorized them as main, non-active characters that are being named and unnamed non-active characters. This is a new dimension added because it may happen that the total number of characters is the same but one gender has been presented as more active and prominent at the cost of the other. Findings of this work confirms such imbalance.

Whereas the total number of men appearing in the text is 66 (55%), women appear 10 % less frequently as the total number of their appearance is 55 (45%). Further, in terms of the categories outlined, women appear more often as named characters but remain non-active. This is the perspective of visibility which has been hardly explored by other studies. Seemingly, the female number is greater (59%) against men at (41%), but the figures may be misleading unless closely analysed. This aspect, in character count, needs to be further explored. Similarly bias against the female gender is also found in photographic representation.

Women are left disadvantaged in the focus of textbook themes as well. They are the focus of 8 units whereas men feature prominent in 12. In addition to this, the focus related themes are also worth examining. The female centered themes are related to values in the family, people and fashion and appearance. Men, on the other hand, are the centers of themes focusing on workplace and other important social issues. Even if it is granted that the difference in number is not much, still the focus is traditional and stereotypical. A 10 % difference against female gender was found in firstness also, but the researcher thought it to be of not much significance due to the limited number of dialogues. In paired nouns/pronouns, however, the difference was high; masculine nouns/pronouns appearing first at 72% against the feminine ones at 28%. The researcher ascribes this to the internalized unconscious pairing of the authors which can be impartially presented with a conscious effort. This however, is ample proof of the age-old male first norm and is hard to be overcome. The repeated pattern of the pair “men and women” or “he/she” certainly points to the first place importance of the male gender and even if unconscious, create and perpetuate sexist depiction.

Another aspect of measuring sexism was discourse role (i.e., amount and type of talk by male and female characters). Just as in visibility, male contributed 10 % more than female to the discourse. Further, they outnumbered their female counterparts with reference to contribution in workplace and society. In type of talk, the pattern was that men initiated the dialogues more often and women responded more often than them. In follow-up patterns, women featured more prominently which may indicate their increased assertiveness in comparison to their role in previous textbooks. On the other hand, it may equally point to men’s tendency of lack of response. Stockdale conclude that future material writers must make a conscious effort to represent both the genders impartially. She rightfully points out that an equal 50/50 representation is hard to achieve

as it may be done at the cost of sacrificing creativity, still a fair depiction of male/female characters and discourse roles may reduce discrimination. In the meantime, as the same books are used, the researcher suggests that the teachers should discuss unfair representation of both the genders with the learners.

Although different in many aspects in terms of detailing other areas of investigation, this study also does not come up with a clear strategy of how to deal with gender bias. How, for example, is it possible to impartially represent both men and women? Further, no clear formula is provided to teachers to combat and discuss sexism in texts with learners. Nevertheless, it does recommend making the teacher conscious to look out for and discuss gender bias with the learners; an important point which is one of the central points to be discussed in the current work.

Lee and Collins (2006), while investigating gender portrayal in secondary English textbooks of Hong Kong, employed a different procedure. The focus of their study was a comparison of old and recent English textbooks to determine whether portrayal of both the genders is the same or a change has taken place over a decade. They selected ten old books used in the 1980s and 1990s and ten recent ones which were still being used. Apart from this, this work also incorporated a few more categories of analysis, notably semantic roles. They found out that so far as visibility is concerned, the ratio of the female characters has increased representing the recent shift in society where women outnumber men. Although outwardly there seems an even balance but a closer inspection reveals that in particular sections not only is there disparity in the number but also in the nature of activities allocated to members of both the genders. In one unit on crimes, for example, there are 104 male references in comparison to 38 females. In addition, whereas men are featured in the active roles of robbers and police officers, women are shown as playing supportive roles (calling for help etc.). On the contrary, in another unit on friendship, female characters far outnumber their male counterparts. This, in the researchers' opinion, confirm that the traditional and stereotypical depiction of both the genders is still very much in vogue even in the new textbooks.

One noteworthy distinction of this work is the inclusion of the examination of semantic roles based on "the systemic-functional concept of transitivity" (2006, p. 13). The analysis of the features of 'participant' and 'process' at the clause level of the language exposed subtle gender stereotyping in this aspect as well. Not only is there a clear difference in correspondence of the

male/female actor roles but disparity is also observed in the material processes related to men as being engaged in more physical and energetic activities like sports, climbing and driving. Women, by contrast are shown busy in household chores like washing and cleaning and taking care of the family. In terms of possession also, the male gender is portrayed as wishing to be in possession of computers and cars, females tend to have domestic cooking utensils like mixer and microwave oven. One aspect of sexism where improvement and awareness was found in Lee & Collins' study was in the use of generic constructions, both generic nouns and pronouns. Although a few instances were found where nouns like 'man' and pronouns like 'he/him' were used in the generic sense, overall such words were avoided. In constructions, 'man' was often replaced with the gender neutral 'person', and sequences like 'he/she, her/him, s/he and they were used instead of the more generic 'he'.

With reference to the order of mention, the researchers contend that in both the old and new books the 'second place' of the female gender is reiterated. They point out that this may be due to the increased practice of using paired pronouns (he/she, him/her, s/he etc.), but at the same time, they recommend how to avoid such order. This can be done by shuffling the order around; for example, the repeated sequence of 'man and woman', and 'husband and wife', can be occasionally inverted into 'woman and man', and ('wife and husband' etc.). The last point in their analysis is regarding the pictorial representation of both the genders. Here also, they find disparity both in the number as well as nature of the activities in which men and women are described. Not only are there more male pictures but they are also drawn in more active, outdoor occupations. The women folk, on the contrary, are often sketched busy indoors. Like many of the other studies, this work also concludes with a recommendation for editors to include gender fair language and content and textbooks.

Although Porreca's (1984) and Stockdale's (2006) researches revealed significant presence of sexism in textbooks of America and England respectively; and Lee and Collins' (2008) study yielded comparatively less biased results, Mineshima (2008) and Nagatomo's (2010) studies surprisingly point out a more egalitarian portrayal of both the genders in Japanese textbooks. Mineshima examined an EFL high school textbook in Japan in 2008. He employed a mixed qualitative as well as quantitative approach for gender analysis with the main focus on linguistic sexism. The results of this study highlighted that a tentative balance was found in the total number

of male and female characters in the textbook. Out of the total 62 characters, female appeared 29 times whereas male featured in 33 with difference of 4 only. Although a small difference was found in the number of characters in individual lessons but overall, a balance was maintained in the textbook. The researcher, then counted the number of utterances produced by male or female characters, contending that “the more chances to speak, the more visible the character is” (2008, p. 125). Although variations were found in individual lessons, allowing one gender to speak more times than the other, on the whole there was a difference of only two utterances. Collectively, the females spoke 245 times, that is just 2 times less than their male counterparts (247), concluding that the textbook guarantees almost equal opportunities to both the genders.

Although the pioneers of EFL textbook analysis, Hartman and Judd (1978) and Porreca (1984) discovered that with reference to firstness, “ladies and gentlemen” is the only instance in which the female are mentioned first in paired nouns and pronouns, Mineshima’s study demonstrates a fine balance in his analysis even in this regard. Here, the number of female appearance before male is slightly higher, that is (M:F=43:47). This slight advantage in favour of female conveys the idea of equal treatment of both the genders in the textbook. So far as occupations are concerned although the same number of occupations are allotted to both the genders, men are drawn in comparatively more high status and best paid jobs. In the domain of family roles, seemingly the number of chores for both the genders are the same, but a closer look reveals that women perform some tasks like cooking and washing the dishes more often than men. In addition, they do chores which their male counterparts don’t do, like doing the laundry. Although it seems like the female in the text are slightly over burdened, it still is a worthwhile achievement that men are sharing with them household chores, which fall purely in the jurisdiction of women in many South Asian countries like Pakistan. In one aspect of sexism, namely pictorial representation of professions, bias was observed in favour of men. Men were portrayed four times more frequently than women. On the whole, though, the representation of both the genders has been dealt with on egalitarian basis, which is in contrast to most of the preceding and following studies. .

In a similar vein, Nagatomo (2010) analysed gender portrayal in one of her own book entitled *Conversation Topics for Japanese University Students*, published in 1994. Her findings were similar to the previous study. She concluded that there was no such gender imbalance in the

book as manifested in previous studies. Conversely, it was discovered that female characters enjoyed more visibility and were more active than males. A number of gender stereotypes were found but they were mainly related to the topics. This may be ascribed to the existence and continuation of equitable and egalitarian gender norms not only in the teaching material of Japan but also its society.

Biemmi (2015), unlike the Japanese context, concluded that the textbooks are gender biased. As the work particularly focused on the use of adjectives for the genders, it was found out that words related to physical appearance and emotionality like ‘sweet’, ‘good’ and ‘weepy’ were used for women, thus presenting them in a more stereotypical light. The male gender on the other hand, was described as possessing qualities of being ‘cultured’ and ‘wise’, thus showing them to be superior to women in terms of thinking and manners. Such depiction is yet another way of marginalizing women and elevation the status of men.

2.5 Research on Gender Portrayal in Textbooks in Developing Countries

In the previous section, research studies related to gender analysis of textbooks were discussed in some of the developed countries which revealed presence of discrimination against women except Japan. This section aims at surveying the literature related to gender analysis in the developing countries such as (Iran, Africa, Jordan, Indonesia, Malaysia and Bangladesh etc.).

Azisah (2012) employed a comprehensive approach to analyze the issue of gender in his doctoral dissertation. He examined the policy as well as implementation of gender mainstreaming in a number of primary schools in Indonesia. In this work, Azisah (2012) not only investigated the gender ideology, policy and commitment of the responsible people such as policy makers, teachers and principals but also focused on the examination of gender roles in the school textbooks. In addition, students’ perceptions of these gender roles were also analyzed.

It was found that implementation of gender mainstreaming was not uniform in the government administration itself, as it was greater in the upper level in comparison to the lower level. According to this work, the commitment of the government regarding gender mainstreaming was visible in textbooks but its influence varied according to the level, school, place of publication and textbook used. As regards stereotypical gender roles and ideologies, it was revealed that all the examined schools shared similar patterns. As the government school of the village was more

progressive, the private schools in the city and town seemed less progressive. The students of all the schools exhibited similar perceptions regarding gender roles. However, it is important to point out, the students of the government school had less stereotypical perceptions as compared to others. Azisah (2012) found that the obstacles in the path of gender mainstreaming were more of a cultural nature. These included patriarchy and attitudes of policy makers and teachers. Along with this, there was a lack of opportunities for teachers to participate in gender-related trainings and workshops. On the whole, the study by Azisah (2012) is illuminating as it employs a holistic approach to understand the issue of gender mainstreaming in the Indonesian society.

Amini and Birjandi (2012) and Ebadi and Shahbazian (2015) examined gender portrayal in Iranian textbooks. Amini and Birjandi (2012), after their analysis of the English textbooks, concluded that sexism is still prevalent in the EFL textbooks of Iran. Despite the fact that females almost outnumber males in Iranian society and have become quite active participants in recent years, they are still less visible in texts and illustrations. Their findings revealed that as regards firstness, women's turn came after men. In occupation, women were assigned traditional roles like teaching and in control of house hold affairs. In activities, too, women were stereotyped and shown as performing errands like cleaning, making tea etc. Further, they were portrayed as careless and over-emotional, crying after TV films. On the contrary, men were depicted as busy in a variety of activities from playing football to swimming to buying. Their work highlighted the presence of significant bias against the female gender in textbook material in almost all the discussed aspects.

Three years later, Ebadi and Shahbazian (2015) conducted another study in the Iranian context but with a difference in focus. They employed content analysis of two EFL textbooks taught in Iranian secondary schools for the examination of gender bias. Unlike many other works in this field of enquiry, the focus of this research was on pictorial representation of both the genders in sports, household chores and occupations. Findings confirmed bias towards women in the sphere of occupation. First, the number of occupations for female was lower than that of male and second, women were frequently shown in traditional jobs of teaching and housekeeping. Although in one book, a nontraditional job of driving is introduced for women but the 'she' is described as a slow driver in comparison to 'he', who is a careful driver. The pictures of the second book reveal women performing duties of engineer, pharmacist and doctor, but here also more variety is provided to men in occupations.

In terms of sports and physical activities, whereas men are drawn in a host of activities involving health and energy, women, on the other hand have not been shown in any outdoor endeavor. They have been depicted as busy in domestic chores like dish washing, shopping and cooking in one book. This traditional portrayal changes in the second book “*Basic 2*” where females participate in sports and physical excursion but again the diversity of men’s sports is greater in comparison to women. So far as household responsibilities are concerned, in one book “*Right Path to English*”, women are portrayed wholly responsible for performing all the domestic chores. Males are not shown even in a single house hold activity. Although the men folk appear doing some cooking in the second book, but the greater burden is still shouldered by the female.

Ebadi and Shahbazian (2015) conclude that “*Right Path to English*” which is a compulsory book for secondary schools, exhibits more sexist and traditional gender norms which are not realistic representations of women in particular in Iran. ‘*Basic 2*’, on the contrary, is described as comparatively more balanced in gender fair depiction by employing females in activities performed by women in modern Iranian society. The researchers advocate for a change in the contents of the school EFL textbooks to bring them in conformity with what is actually happening in reality and to avoid sexist portrayal against women. Here also, it is found that although changes are apparent in the society in terms of women participation but the textbooks are not depicting this change and exhibiting the male dominant ideal.

In another such study in the context of Iran, Jannati (2015) investigated gender portrayal in English textbooks used in Iranian Language Institute (ILI). The study was conducted at the pre-intermediate level. The researcher focused on the analysis of adjectives used for both the genders as well as images to determine the participation of male and female characters in activities. A combination of content and semiotic analysis was used for this purpose. Results revealed that with reference to the use of adjectives, a greater number of these were used for males in comparison to females. Hence, these included words with negative connotations as well. As is often the case in such analysis, it was found by the researcher that most of the adjectives employed for the description of females were related to physical appearance and charm of personality such as ‘beautiful’ and ‘shy’. As far as characters are concerned, the study revealed that there were considerably more male characters in the examined textbooks in comparison to female. The examination of images also confirm the same male-dominant narrative. As women are portrayed

as house-wives often busy in the kitchen, men are illustrated in outdoor activities. Women in the textbooks are mostly shown as bad drivers, superstitious and wasting time on makeups. Contrary to this, the male gender is shown in activities demanding strength, confidence and management.

In conclusion of this study, Jannati (2015) emphasizes the role of textbook developers and teacher trainers to counter gender-bias. Regarding content developer, the researcher points out that every aspect of textbooks (text/image) needs to be analysed in order to ensure gender balance. Similarly, teacher trainers are required to guide the teachers how to deal with a gender-biased content. As it is not possible to completely remove bias from textbooks, trained teachers can counter discriminatory content conveyed through texts and hence their influence can be minimized.

To investigate gender portrayal, Schleicher and Hobson (n.d) analysed the textbooks of four African languages at secondary level. These languages included Swahili, Yoruba, Hausa and Zulu. They selected two chapters from each textbook, ranging in publication from 1904 to 1998. The criteria for their study were: frequency of males and females in the text, male and female reference order, frequency of male and female appearance in pictures, number of male centered versus female centered reading selections and occupational roles associated with men and women. Their results show that gender bias is present at all these levels. Women are utterly under represented, hence excluded. It was revealed that many of the textbooks failed to include women in the reading material-reading passages, grammar exercise, dialogues and pictorial texts.

Tahan (2015) conducted a study in UAE (United Arab Emirates) for the purpose of examining gender portrayal in EFL textbooks. His analyzed textbooks were taught from grade one to eight in the private schools in the country. In the study, a randomly selected unit from the books was examined. As many as eight gender-related concepts were investigated. These included visibility, illustrations, generic masculine expressions, occupational roles, activities, character qualities, topic domination and grammatical function. The study was based on content as well as critical discourse analysis. Data was collected both quantitatively as well as qualitatively. It was found that out of the eight examined categories, male outnumbered female in seven. Tahan (2015) concluded that EFL textbooks contain stereotypical and biased material and content. It was also concluded on the basis of findings that the EFL textbook series was not properly evaluated with

reference to gender imbalance before its adaptation and publication. This study further confirms that textbooks convey gender-biased depiction through its content.

Zakka and Zanzali (2015) point out even more sexist portrayal of gender in their examination of two Nigerian mathematics textbooks used in primary school grade 5 and 6. The researchers employed content analysis approach to unravel sexism in the material. They found out that gender bias was prevalent in almost all the modules of the books. In primary 5, a total of 143 (68%) male characters appear. On the other hand, the number of female characters is 68 (24.82). This is a clear contrast and vivid example of discrimination against women. The analysis of grade 6 primary textbook exhibit even more sexist version as the ratio of female characters plummets further (17 % against 62%). This decrease, according to the researcher, may be due to the fact that as students become more mature, they may be less susceptible to the negative impact of gender imbalance. The justification seems hard to be supported by research though. In conclusion, this study recommends organization of workshops and seminars for teachers, writers and publishers to create awareness among them regarding gender imbalance.

Hasan (2015) investigated gender portrayal in English textbooks used in Jordan. The researcher not only focused on textbook analysis but also examined beliefs of teachers regarding gender roles. In the first part of the study, three English textbooks (*Action Pack* for Grades 6, 7, and 8) were examined. Hasan's analysis of textbooks included textual, visual and linguistic examination of gender bias. In textual analysis, the focus was on ratio of female/male characters, character roles and occupations. Character roles were further divided into "main, supporting and minor" characters as subcategories. Occupations were also analyzed in 5 subcategories. These included "male-monopolized", "male-dominant", "female-monopolized", "female-dominant" and "gender-shared". Furthermore, these occupations were categorized as "high status", "low status" and "unspecified status". Along with this the settings and activities were also examined. In linguistic analysis, generic expressions, structure of dialogues and adjectives were included. With reference to pictorial analysis, the ratio, activity, setting and clothing related to male/female characters were examined.

Results revealed that all the three textbooks portrayed a strong bias against females as majority of texts and pictures were male dominated. The male characters were depicted in dominant, active roles and the females were shown as subservient and passive. In the second part

of the study, data was collected from teachers through questionnaires. Findings of the teachers' responses demonstrated that in comparison to male teachers, female teachers had more awareness and egalitarian beliefs regarding male/female gender roles. In conclusion, Hasan (2015) suggests the need for more studies regarding the role of education in shaping gender identities.

Nurani (2017) analysed a textbook entitled *Bahasa Inggris SMK* published by the Education Ministry of Indonesia. The book is considered developed as it was based on 2013 curriculum. The researcher based the study on a number of models including Porreca (1984). Content analysis of the book revealed that there was gender imbalance in the contents of the examined textbook. Males outnumbered females at the ratio of 189 against 109. Similar imbalance was recorded in illustrations as for 35 females, there were 85 males. Nurani (2017) recommended that teachers should use material from some other sources along with the textbook in order to attain the goal of gender equality. In addition, it was also suggested that textbook publishers need to pay more attention so that both the genders are equally represented.

Vilalta (2018) investigated gender portrayal in a famous series of EFL textbooks in Catalonia, named *English File*. The researcher examined two different editions of the same series to determine whether there has been a reduction in gender bias in subsequent editions or not. The first edition of the book was published in 1996 and the third one in 2012. The gender framework employed by Porreca (1984) was used for the analysis of gender portrayal in the study. Although it was hypothesized that there will be a reduction in linguistic bias against the female gender, it was not the case. Content analysis of the texts and images of the book revealed that despite attempts at achieving gender equality, the new edition still conveys bias. Vilalta (2018) found that as the male gender is more dominant in the texts and images, characters are drawn in stereotypical roles. In addition, women are not portrayed in a variety of occupational roles. The study found that the third edition, after the passage of sixteen years, there has been an increase in the visibility of women by 4.8 %. However, a closer examination of individual books, a moderate imbalance (43%/57%) was found in female/male visibility respectively. Vilalta (2018) concluded that gender bias is still prevalent in English textbooks. The researcher suggests that publishers should pay attention to maintain gender equality in the textbooks not only quantitatively but qualitatively as well.

A more recent and comprehensive, cross country study is conducted by Islam and Asadullah (2018) for the analysis of gender in secondary school English textbooks. These included Pakistani, Bangladeshi, Indonesian and Malaysian textbooks. This comprehensive analysis is based on two broader frameworks, namely, exclusion and quality of representation. The former refers to the absence or the lack of presence of a particular gender while the latter is discriminatory and biased portrayal of one gender over another. Out of this broader framework, 21 categories were selected for analysis focusing on words, sentences, order of mention and stories and images. The overall result of the study was that female representation is lower (40.4 %) than the male. Variation, however, was found in the visibility of both the genders across the countries. Whereas a balanced representation was found in Indonesian (44.1) and Malaysian (44.4) textbooks, high female exclusion was found in Pakistani (24.4) and Bangladeshi (37.3) textbooks.

As regards quality of representation, the researchers examined sexism in the four categories of terms of address, domestic and professional roles and personality attributes. It was revealed that female were found in domestic roles as often as four times as compared to their male counterparts. A particular mention is made of Pakistani textbooks in terms of no male character being shown in a domestic role. In the category of professional roles, it is revealed that female professions are less prestigious and traditional. The most common profession for women was that of a 'teacher'. Discrimination was found in personality attributes as well. In this regard, women were often shown as (kind, depressed, messy, affectionate etc.). On the other hand, men were found to be (sensible, visionary, legendary, disciplined etc.).

The researchers conclude by saying that out of the examined countries, Pakistani textbooks exhibit more traditional and sexist practices as these show "the highest percentage of gender stereotypes (regarding exclusion)". As regards implications of the work, the researcher suggests that further initiatives are required to attain gender parity. In the particular context of Pakistan, it is reiterated that despite repeated focus on making textbooks gender inclusive, the goal has not been attained. This is attributed to the possible belief of the content developers and designers that gender portrayal needs to be in accordance with the status quo. The researcher, unlike others recommend a different course of action by bringing about a change in the mindset of the policy makers, which, at present, is a big challenge. Additionally, a participatory approach is sought for including, teachers, reviewers and authors for the consultation of the issue. This work then, may

be the first of its kind not only to examine textbooks across many different countries, but to account for the relative depiction of gender bias in respective settings and also recommend a course of action to overcome it.

Julianti et al (2019) conducted a study on gender analysis in textbooks for grade VII and VIII. The books entitled *When English Rings a Bell*, are recommended by the Education Ministry for use in schools. The reviewed textbooks are available online for the independent use of teachers and students. The researchers based their study on the framework of Porreca (1984). Content analysis of the textbooks revealed that male characters are dominantly portrayed in illustrations than female characters. In gender firstness, both the genders are depicted in balanced proportions. There were more nouns used for females in comparison to males. Regarding occupations, the researchers found that men and women are drawn in stereotypical roles. It was also revealed that no generic masculine constructions are used in the textbooks. Analysis of adjectives confirm that as men are portrayed physically strong, women are shown as emotionally expressive. In conclusion, Julianti et al (2019) emphasize that parents and educators need to be cautious about gender bias in textbooks.

2.6 Gender Inclusion in Pakistani Education Policies

In order to conform to global and international initiatives and resolves regarding elimination of gender-bias, Pakistani governments have also included these goals in their policies and action plans from time to time. But despite this inclusion and financial investment, studies reveal that regarding education, particularly school textbooks, equity aims are not realized so far (Ullah & Skelton, 2013). Blumberg, while analyzing the textbooks of four countries in the aftermath of EFA (Education for All) goals, reveals that “Pakistan has the largest gender gap of the case studies” (2015, p. 13). Such findings confirm that although so far as policies and inclusion are concerned, the country might have included gender as an important factor to be considered but the textbooks still convey discriminatory portrayal.

In one of the initial education policies of the country, The National Commission on Education in 1959, the government formulated a comprehensive set of directions in order to provide equitable educational opportunities in terms of quality and access for both the genders. Some of the recommendations of the commission are as follows;

- a) So far as facilities in primary education are concerned, in future girls should be provided the same facilities in terms of quality as well as quantity which are provided to boys.
- b) In order to focus on quality, women should be largely entrusted the task of teaching early primary education.
- c) The curriculum should be designed in such a way so as to make the girls ready for their future roles. In addition, the colleges and universities should provide diverse courses to girls so as to prepare them for their rightful place in society.

According to Mirza, this commission provided a comprehensive framework for the achievement of gender equality in education but “the subsequent policies could not build upon this vision” (2004, p. 23).

The next education policy was The Education Policy 1972-1980. According to Mirza (2004), this policy not only had a limited focus in so far as it aimed at access to primary education only, but at the same time, it set different target years for boys and girls to achieve universal primary education. At the same time, the policy depicted a lack of attention to girls in terms of their educational needs. It does so by specifically mentioning only boys that after completing secondary or higher secondary school education, they (boys) should be ready for shouldering responsibilities and be part of the socio-economic development. But the policy fails to mention the needs of girls at any level either primary, secondary or tertiary. The education policy of 1978 also aimed at achieving universal primary education. It also set different target years for the enrollment of all five years old boys and girls in schools.

In line with the goals of EFA framework, the Pakistani government has also expressed its concern and has incorporated the goal of elimination of gender from educational contexts in its Education Sector Reforms 2001-2005. In addition, Pakistani government also included the goal of removal of gender-bias from education in its National Plan of Action 2001-2015. In accordance with these policies, the Ministry of Education explicitly referred to the making of efforts to eliminate bias from textbooks and curriculum (Ministry of Education, 2003b). For this purpose, the Curriculum Wing of the Ministry of Education started reviewing the existing curricula in a comprehensive manner. In the first stage of this review, the scheme of studies were analysed and reviewed (Blumberg, 2015; Ullah & Skelton, 2013). In the second phase in 2007, as the course curricula have been revised, the new curricula of as many as 23 subjects were approved and

distributed to all relevant areas and provincial textbook boards. The concerned textbook boards, in accordance with the revised scheme of studies and guidelines from Ministry of Education, compiled textbooks. Next, these textbooks were again reviewed by the National Textbook Review Committee. After approval by the Curriculum Wing, these books were printed and distributed to all the schools in each province. The Ministry of Education said that more balanced depiction of both the genders in textbooks was instrumental in tackling the issue of gender discrimination in the Pakistani education system Blumberg (2015). In the Draft National Education Policy 2017 also, the goal of gender equality has been set. It specifically states that government should achieve gender equality, parity and empowerment of girls and women in the shortest possible time.

But despite these government policies and claims, research on textbooks in the country in the past decade or so reveals that significant gender-based discrimination is still prevalent in the textbooks at different levels. Studies such as Mirza (2004), Hameed (2012), Ullah and Skelton (2013), Blumberg (2015), Islam and Asadullah (2018) and Mahmood and Kausar (2018) have unveiled biased portrayal of both the genders at different educational levels in the textbooks. The questions then, remains to be asked that why it is so that the government has focused on the issue and reforms have been taken and still the textbooks portray gendered images. Blumberg (2015), while citing Ullah and Ali (2012) point out that the very people who are responsible for the preparation and compilation of textbooks are on the whole, not very keen about elimination of gender bias. What is more striking, it was found that the women also were not “notably more devoted to the elimination of gender bias in education” (Blumberg, 2015, p. 16). This seems to be a plausible explanation for the repeated and consistent portrayal of gender bias in Pakistani textbooks. This also suggests that merely measures by the government are not enough, but an inclusive and holistic approach is required to deal with the problem of inequality in the teaching and learning atmosphere. This is what the researcher has tried to do in the current research endeavor by including the perceptions of teachers and learners along with textbooks analysis.

2.7 Research on Gender Portrayal in Pakistani Textbooks

In Pakistan, Anwar (1982) is one of the earlier studies in textbooks. He conducted his analysis of 105 popular and supplementary books of various grades. He found that out of the different types of books, supplementary books were dominated by male characters to a great extent.

Further, majority of the female characters were drawn in traditional, stereotypical roles like child rearing and caring and domestic helper. Anwar further illustrated that male youth are provided a wide variety of choices to practice their potentialities to the fullest whereas discrimination is exhibited against female by limiting and undermining their creative and intellectual talents.

In a similar manner, Zeenat Un Nisa (1989) investigated the portrayal of gender in school textbooks. Her findings revealed that out of the total number of characters, only 16.78 were female. Such decreased amount of proportion undermines and downplays the importance of women and their status in society. The work further contended that men and particularly women are depicted in stereotypical roles (i.e. men solely responsible for bread winning and women for home making). Next, whereas women were drawn in the roles of nurturing and the occupations of nursing and teaching, men, on the other hand, were shown in vocations requiring the use of intellect, imagination, organizational and problem solving skills. Nisa finally concludes that the contents of the books were serving the patriarchal interests and playing a conservative role.

Such findings were further confirmed in the examination of Urdu primary level textbooks by Shafi (n. d). In his study of the books prescribed by all the four provincial textbook boards. It was found that the male image has been given the center stage and the female figure often side lined. Men were pre dominantly portrayed in charge of the outdoor business and women left to indoor activities like cooking and decorating homes, thus stereotyped. Further, women and girls were not depicted in their essential roles as women but assigned subordinate familial roles like mothers and sisters. Boys were shown in the conventional light of being active, curious and knowledge seekers whereas girls were even further confined to be fit only to play with dolls. Very much in line with the theoretical under pinning proposed by Spender and others in the 'dominance' approach, girls were shown as subordinate beings, who are incapable of making decisions on their own and depend on their male counterparts. Shafi's work, then, is a strong comment upon the biased distribution of gender in textbooks.

Shafi's research was limited to Urdu textbooks and also at the primary level only. Jafri (1994) included two other sets of textbooks, (i.e. English and Pakistan studies). Her analysis was at the middle level. She concluded that women were under represented in the books. This work further confirmed the findings of the previous researches in that women were shown busy in house hold chores and often drawn as mothers, wives, daughters and sisters. On the other hand, men were

engaged in a variety of occupations like doctor, engineer, potter, postman etc. With particular reference to Pakistan studies, Jafri concluded that in depiction of prominent historical figures, women were ignored altogether. Such findings explain that discriminatory depiction of the female gender is not limited to the textbooks of one subject only. These studies reveal that gender bias exists at varying levels in different subject textbooks.

Mirza (1999) broadened gender analysis framework in Pakistan by conducting a study of the primary level books prescribed by the Punjab Textbook Board. His work was more detailed in the sense that it examined the inclusion of male and female authors in preparation of textbooks on the one hand, and tried to find sexism in many other categories on the other. His findings suggested that only 18.6 % female authors were included in the preparation of textbooks. Of the total characters, only 26% were female. In pictures also, women's appearance was one fourth of the total. In professional activities, women's share was found to be 12.7%. Like the above mentioned studies, here also, men were shown in power oriented activities like driving, sailing, flying and fighting wars. Thus, Mirza's work broadened the scope of existing research in so far as it included many variables not covered in the previous studies.

Five years later, in 2004, Mirza conducted another such study for the portrayal of gender imbalance in textbooks of Pakistan from grade one to ten. The difference from the previous study was that first, it included books from all the textbook boards of the country. Second, this work also gathered the opinions of different stakeholders like chairmen of boards, secretaries of textbook boards, DEOs and EDOs, teachers and students. Thus the work was more comprehensive and detailed. Findings confirmed the presence of gender bias in the textbooks of different grades. It was revealed that in the process of textbook production, only 26.1% female authors were involved. The representation of female was 20.9% in texts and 25.7% in pictures. A larger share (76.1%) was granted to females in domestic activities whereas in non-domestic affairs their participation was only 24%. With reference to famous personalities, only 7.7% were devoted to women.

The opinions of the chairmen and directors revealed that they agreed with the depiction of gender in the textbooks. They further believed that the present portrayal was in accordance with the social environment and needed to be so. Majority of the students found textbook images of men and women as role models for them. As a result, most of the girls wanted to be doctors or teachers. A great majority of DEOs and EDOs (81.8%) believed that women are portrayed in

stereotypical roles and that their depiction in progressive roles are minimal. Finally the data from focus groups revealed that more or less the people were aware of gender disparities and wanted fair representation except for the people of Khyber Pakhtunkhwa, who “were quite conservative in their outlook and expressed that the changes made in the textbooks are sufficient. They further suggested that equality does not warrant similarity of roles” (Mirza, 2004, p. 15). Mirza’s current work, then, is more illuminating as it not only systematically analyses the textbooks but also gathers and interprets the opinions of different personnel and students and teachers involved

Hussain (2009), in this researcher’s view, is the first of its kind analyzing gender portrayal at HSSC level English textbooks produced by the federal board of Pakistan. He examined the four books taught at HSSC level comprising of essays, short stories, poems, dramas and a novel. Employing FAWE framework of analysis, the researcher made use of a number of aspects of sexism. His analysis revealed that in book-1, in five out of fifteen lessons, the female gender is either made invisible or sidelined. So much so that their qualities even do not come to the front. In the other lessons, women’s portrayal is often discriminatory and biased. Book-2 is also not very much behind in presenting a gender apartheid picture. The researcher points out that men have been given the first place as the content revolves around them and women, once again, marginalized. The male characters are often times drawn in the roles of heroes, a vocation not allotted to the female gender. Women, on the other hand, are exclusively shown in charge of the household affairs. Part 2 of the book, in particular, focuses on the life histories and achievement of male characters as heroes and not a single female character has been given heroic qualities.

Book-3 deals with plays and poems. Hussain’s analysis of the book shows that here also gender depiction is partial in favour of men, in the plays section, male characters feature seven times as against men who appear nineteen times. Apart from women being greatly outnumbered, their portrayal is still stereotypical and shown as dependent on men. This is clear from the delineation of the three main female characters in subordinate roles. The female gender suffers even more in the poems’ section. Female references are only three in the whole of twenty poems. Out of these three, only one character is described in just a few lines. Overall, this book also confirms to the traditional and stereotypical representation of women.

The last book in this series, book-4 is a novel. Hussain opines that the portrayal of the main female characters is different from the other three books as it is not traditional and stereotypical.

But still, when it comes to equal representation of both the genders, this book is also biased. There are only nine female characters against 167 males, which is a high degree of under representation in case of women. The overall analysis of Hussain confirms gender discriminatory representation as the total percentage of female characters in all the four books is 14% in comparison to male characters constituting 85 %. In other words, in terms of ratio, there are six male characters to one female character, i.e. 6:1. The researcher terms this as a clear instance of gender inequality and bias in the English language textbooks at HSSC level.

A PhD dissertation in this line of thought is that of Hameed (2012). She conducted a comparative study of the English textbooks of two different publishing companies, namely Punjab textbook board and Oxford university press. The educational level she selected for analysis was elementary level. In order to find out how gender is depicted in the textbooks and how the portrayal differs in both the publishing companies, the work is divided into two parts. Part one deals with the analysis of gender of the concerned books in various categories. Part two focuses upon the opinions of the respective readers regarding gender. Further, the study is sub- divided into linguistic and non-linguistic analysis. In linguistic analysis, gender bias is examined in the categories of generic constructions, order of appearance in paired nouns/pronouns, adjectives used for each sexual category and females/males in semantic roles. The non-linguistic analysis focused on sex visibility in titles of units, pictorial representation of female and male characters, portrayal of female and male characters in texts and characters in social and domestic roles. In the second part of the study, she recorded the beliefs and conceptions of the respective students with reference to gender.

The finding of the study revealed that gender biased attitudes were present in the textbooks of both the publishing companies. "Overall, in all the inspected categories of the texts, pictures and language, gender biased attitudes were prominent in both sets of textbooks with minor difference (Hameed, 2012, p. 243)." However, by comparison the oxford textbooks had improved depictions of gender both in terms of ratio as well as presentation. With reference to the opinions of students, results indicated that they had 'partially fixed' ideas regarding attributes, activities and occupations of both genders. Here, again, it was discovered that the gender images of the readers of Oxford Modern English were a little improved from those of the Punjab textbook board. Along

with Mirza (2004), Hameed (2012) is the only other work in the Pakistani context that goes beyond textbook analysis and takes into consideration the opinions of the respective learners as well.

Jabeen, Chaudhary and Omar (2014) conducted a content analysis of the English and Urdu language textbooks of the Punjab province. Their study focused on primary level (grade 1 to 5). In particular, the content of the stories were probed including all the words, phrases, images, paragraphs and characters related to gender and gender stereotypes. Further, the investigation included both the latent as well as the manifest representation. In the former category, the symbolism in the text data was examined, whereas in the latter, the physically present elements were looked into. The researchers, then specifically focused on the categories of male/female activities and roles, the professional roles assigned to men and women, the male/female personalities and their attributes, number of male/female authors, images and characters,

Their findings revealed that in the activities and roles women were often drawn in indoor occupations and also in the roles of mothers or sisters. Men, on the contrary, were depicted often indulging in outdoor activities. In addition, girls were shown in more supportive roles, helping their mothers in domestic chores and playing with dolls, thus busy in tasks requiring comparatively less intelligence and enterprise. In occupational roles, men were predominantly assigned a larger share in the top, middle as well as lower hierarchy. These included kings and leaders, principals and managers and also farmers. A significantly lower ratio (26%) out of the total professions was allotted to women. In this, too, the most popular professions were being teachers and doctors.

With reference to personalities, a majority of male personalities were presented as role models exhibiting noteworthy and typical masculine qualities. The study discovered a strong gender apartheid picture as out of 89 total personalities, only 12 figured female. The researcher pointed out that as students get inspiration from textbooks' personalities and role models, the books under review diminished such chances for girls by the dominant portrayal of male personalities. In pictures and images too, the female were often outnumbered. In the domain of sports, women were almost completely neglected and a few times presented as playing with dolls or a ball and that too, indoors. In conclusion, citing another important work Husain and Afsar (2010), the researchers recommend a change in gender discriminatory language and content in the textbooks.

A relevant research study in the context of the present work is Shah (2012). Unlike most of the previous works, she employed a more inclusive technique of not only examining the

textbooks but also collected data from teachers and experts. Her population was the English language textbooks published by the Punjab textbook board. In addition to this, she administered questionnaires to the teachers from four cities as well as conducted interviews with curriculum experts and educationists. Her analysis was limited to the Secondary School level. The content analysis of her reviewed books revealed that the textbooks are biased against women in the analysed categories. She found out that in the textbook for 9th class, out of the total of 22 lessons, only 2 focus upon women issues and problems. Similarly, in the second book which is for the 10th class, only one lesson out of 21 is devoted to women. Referring to two poems in the same book, the researcher contends that women are excluded from the responsibility of making a nation and that characteristics of high and noble moral character can be found in men only. The next category of analysis was order of mention. It was found by the researcher that in most of the instances, men were mentioned first and before men. Regarding roles played by women, Shah (2012) revealed that apart from familial traditional roles like mothers and sisters, no real occupational roles are assigned to women. In the use of masculine generic expressions also, she found that these constructions are used very frequently which signify gender bias.

The collected data from the teachers through questionnaires suggested that gender bias is not present in the textbooks. The teachers participating in the study expressed their agreement to most of the questions in which it is stated that the textbooks are not discriminatory against women and that these avoid use of biased content and language and that the textbooks promote inclusion of the female gender. This was in clear contrast to the findings of the content analysis in all the categories. The researcher explains this by saying that as teachers are the product of the same patriarchal, male dominant society. They have paid little attention to the subtleties of sexism at work in the textbooks. In addition, they are also unaware and unconscious of the discriminatory picture the textbooks present. According to the researcher, the interviews with curriculum experts, however confirmed the findings of the textbooks analysis and opined that textbooks are biased. They suggested that it should be given a careful consideration at the time of textbook compilation so that both the genders are equitably represented. Shah (2012) concludes that English textbooks taught at the Secondary School level in Pakistan are not gender inclusive. She suggests that inclusion of women and the female gender is essential as it would make the learners conscious of the place, worth and contribution of women

Shah's (2012) work is more inclusive in terms of involving teachers and other education experts along with the textbooks. But the limitations of the work are that it focused on the textbooks of one province only. Secondly, she did not include the perspective of the learners. Finally, data was not collected from a representatively large number of participants and hence, as she herself says the results are not generalizable.

The next study in the context of Pakistani textbooks is that of Blumberg (2015). He conducted his study with reference to the goals set for the Education for All framework. He aimed at analyzing what progress has been made in terms of the elimination of gender-bias from textbooks since the adoption of the EFA in 2000. Blumberg (2015) included the countries of Chile, Georgia, Pakistan and Thailand as case studies in his analysis. Here, the researcher has included Blumberg's analysis related to Pakistan only.

To start with, the researcher pointed out that out of the four countries, Pakistan has the largest gender gap. Citing Mirza (2004), Ullah and Skelton (2013) and Jabeen and Ilyas (2012), the researcher concludes that gender discrimination is still existing in the textbooks. The researcher contends that despite the resolves of the government in terms of gender inclusion in the policies, due to the traditional nature of the beliefs of the responsible people in curriculum designing and textbook preparation, these policies have not been translated into action. Reviewing literature in the Pakistani context, the researcher holds that education experts of the country seem to be supporting the gendered depiction of the curriculum and textbooks. Blumberg (2015) suggests, based on the findings of reviewed studies that curriculum designing involves many groups with their own interests and hence it is often difficult to include and support content promoting gender equality. The researcher also points out gender reforms are often not successful as they lack public support. In conclusion, the researcher says that in the context of eliminating gender-bias, "prospects of change look doubtful" (2015, p. 17).

The last study in the context of Pakistan so far as the analysis of textbooks is concerned is that of Ullah, Haque and Ali (2016). They analysed 24 school textbooks of the core curriculum (English, Urdu and social studies) from class 1 to 8. What is significant in their work is the focus of their analysis in the aftermath of curriculum reforms in 2007 and Education policy 2009. As the new textbooks have been approved in the light and guidance of these reforms by the Ministry of Education (elimination of gender bias), the researchers wanted to examine whether the new

textbooks are free of bias or gender discrimination is still present in them. For this purpose, they employed a combination of content and discourse analysis frameworks. Their findings revealed that gender bias is still embedded in the texts, images and illustrations of the textbooks.

The first category that they investigated was the activities of boys and girls. The researchers reported that as boys are shown watching television both alone as well as with family, girls are depicted as watching TV only with their family. According to them, it conveys the idea that girls need supervision whereas boys can be left on their own. Along with this, boys were portrayed not only in a variety of activities but also often in those requiring strength like planting trees and dealing with heavy instruments. On the other hand, girls were shown busy in supportive roles and feminine activities such as caring for family members and other, serving food disposal of garbage. Ullah, Haque and Ali (2016) point out that such messages in the educational content serve as signals to the children to understand and internalize gender identities and expectations. The next category of their analysis was dialogue initiation and turn taking in dialogues and conversations. They found that here also, males outnumbered females in the initiation and controlling of the conversation. In addition to this, even if dialogues are started by females, they are cut short by the males and the conversation are then taken by them. Citing one example form a textbook, the researchers point out that in one lesson, the dialogue is initiated by the father and takes as many as 12 turns, followed by the son having 11 turns. The females in this conversation, daughter has 6 turns and the mother who is serving takes no turn at all. The researchers interpret this as exercise of power and authority. As men have most of the authority in the society they speak more and control the conversation. On the other hand, as women are powerless or less powerful, they have no or little opportunities to assert themselves and speak. Further, according to the researchers, this also inculcates in the minds of the readers whose voice is more important and who has got power and agency.

The next aspect of gender bias in their study was regarding the central male and female characters in the textbooks. They found discrimination against women here as well as in 46 lessons either boys or men were the central characters and in 26 girls and women held the center stage. The researchers draw attention to the fact that bias here is not only limited to numbers but that in their respectively centered lesson, the portrayal of males and female is stereotypical as well. As on one page a girl is described in all the traditional roles of being tidy, submissive, helpful and

disciplined, on the next page, a boys is displayed as having great ideas like working for the unification and progress of society. The researchers then examined the textbooks with reference to excursions and trips in so far as how many opportunities are provided to each gender. They point out that textbooks seem to suggest that excursions and outing are fit and suitable for boys only. They highlight the point that boys and girls may have similar opportunities if the visit historical and beautiful places with their teachers but as boys are allowed to visit these places with their friends, girls are not allowed to do so. Further, their trips are often a day long only. The researchers opine that because of the gendered nature of this practice, girls are deprived of the learning experiences of outing. They cite a particular example where a daughter informs her father that her friend has gone to a famous city to visit her relatives. The father tells her that she should go and study and if she is able to obtain 80% marks in her tests, he will take her to that city. By including this instance, the researchers want to pinpoint that visits of girls with family are also often made conditional. The final category in their analysis was related to activities in free time. It is revealed that as girls are shown sitting and reading books. Boys are portrayed as playing games and sunbathing. From this the researchers conclude that the gendered beliefs are so much ingrained in our culture that they have taken the status of absolute and correct knowledge which is presented to the students in the textbooks.

In conclusion of their work, Ullah, Haque and Ali (2016) highlight that despite the commitment of the government and endeavors of the respective curriculum and textbook designing committees regarding elimination of gender, all the examined textbooks portray gender biased representation in content as well as illustrations. They hold that the respective depiction of boys and girls in the textbooks influence children as they are conditioned to accept these gender stereotypes. The researchers recommend that gender sensitive people should be employed in the selection and approval committees of the textbooks. They also suggest that the curriculum wing of the Ministry of Education as well as textbook boards and other publishing agencies should make efforts to prepare gender fair textbooks to combat gender bias in education.

2.8 Research on Gender Portrayal in Textbooks of Khyber Pakhtunkhwa

Although some studies (as discussed in the previous section) have been conducted on gender analysis of textbooks compiled by the Federal Textbook Board and the Punjab Textbook Board which publish books for the federal areas and the Punjab province respectively. Very few,

small scale studies are undertaken regarding the English textbooks in the context of Khyber Pakhtunkhwa. These are discussed in the following pages.

Ullah and Skelton (2013) in their “Gender Representation in the Public Sector Schools Textbooks of Pakistan” examined textbooks at many school levels in the province of Khyber Pakhtunkhwa. Their specific focus was on the textbooks of English, Urdu and Social Studies. Using purposive sampling, they selected twenty four textbooks from 1st to 8th class. The researchers employed the method of qualitative content analysis for the examination of gender representation. In the first phase of their work, they examined texts and pictures for the investigation of words which are cultural specific words like names, nouns, pronouns, pictorial images, characters and stereotypes associated with occupations. They analysed the illustrations only in the second stage of the study for the identification of the dominantly constructed gender patterns.

The findings of their study revealed that males were dominant in the textbooks and women were underrepresented in many analysed categories. There were more names and nouns for males than for females. Similarly, there were more male pronouns in comparison to the female. In illustrations also, it was found that the share of male characters was considerably greater than females. Regarding personalities, as the percentage of the male characters was 73%, they were also often the dominant characters. In addition to this, so far as the authors, reviewers and editors were concerned, the males outnumbered the female in this category as well. As regards the portrayal of both the male and female genders in traditional and stereotypical occupational roles, Ullah and Skelton (2013) found that as women are often shown busy in domestic activities like cooking, cleaning and child rearing, men, on the other hand, were employed in the public domain outside home. So far as occupational roles are concerned, women were often portrayed as “teachers and doctors”. In addition, men are depicted in authoritative and power-oriented occupations like police officers and army men.

The researchers provide interesting justifications for the appropriateness of the profession of teaching for women. According to them, teaching often involves the time between breakfast and lunch, which allows women to be available at home afterwards and take up their caring responsibilities at home. In addition, as is the case in the society of Khyber Pakhtunkhwa, they

teach girls in completely segregated environment, so they can work in accordance with the demands of purdah.

What is more relevant to the context of the present study is the portrayal of men in dominant and patriarchal family structures. As the society of Khyber Pakhtunkhwa is comparatively more traditional and based on patriarchy, the textbooks convey similar images. For example, Ullah and Skelton (2013) revealed that men hold the center stage whether it is taking decisions, giving gifts, giving money to children, taking children for shopping or excursions or leading processions and delivering speeches. In addition, the researchers also point out that women have no independent status, rather they are known and referred to through their male relations like “mother of Mr. so and so”, wife of and sister of Mr. Similarly, it is also pointed out that whole families are described only through the male head of the family. So much so that the historic figure of Fatima Jinnah is also described only as a sister and nurse of the Quid e Azam without any reference to her individual political career.

In terms of sports, the study of Ullah and Skelton (2013) portray boys in a wide range of games, about 85 times, whereas girls are depicted 17 times in a limited set of games. The only mentioned sports for girls are swinging, skipping and playing with dolls. They contend that as skipping requires less space and can be done within the house, that is why girls are often shown in this sport. In line with this, the researchers also point out that throughout the analysed books there are references to men as physically strong and girls and women as attractive and beautiful. In conclusion, Ullah and Skelton (2013) suggest that textbooks writers need to pay attention and include content which is more egalitarian instead of providing the age-old traditional and essentialist perspective of male dominance and female subordination.

Hamid and Iqbal (2013) examined the Urdu curriculum of schools in the province of Khyber Pakhtunkhwa. Their analysis confirmed the existence of bias against the female gender in almost all the categories discussed. As regards authors and compilers of textbooks, men outnumbered women by the ratio of 57 against 43. A great majority of prose/poetry writers were found to be male and out of the total of 41 poets, only one was a poetess. As the male personalities dominated (79%), the female characters were only 29 %. In pictorial representation too, the female share was only 39 %. These figures illustrate the male dominant approach being employed in the

textbooks of Khyber Pakhtunkhwa. The researchers recommend review and change of the current curriculum so that the female gender is fairly represented.

Khan et al. (2014) investigated gender portrayal in the English, Urdu and Pashto textbooks of grade 1 to 10 taught in Khyber Pakhtunkhwa. Their findings revealed that in the reviewed books the emphasis is on masculinity and male domination in almost all aspects of life ranging from decision making to division of labour and domestic and public spheres of life. This predominant discrimination, according to the researchers, lead to the subjugation of women. One example from the English textbook is sufficient to demonstrate this attitude. In one of the poems, “A Nation’s Strength”, only a ‘man’ is considered important for the progress and well-being of a nation.

In a recent attempt, Mahmood and Kausar (2018) analysed the English textbooks taught at secondary school level in Khyber Pakhtunkhwa. Their findings were not only similar to the above studies but rather more serious and alarming regarding under representation of the female gender. Their content analysis in the categories of visibility, order of mention, occupational roles and generic expressions confirmed the male first and male as norm ideal still prevailing even in the modern day world. Women suffered from poor visibility at the ratio of 25 against 75 in one book and almost invisibility at 12 against 88 in the other. Men are mentioned first in paired nouns like man/woman and pronouns like he/she. The generic expressions are all not generic but male-referenced. Regarding occupation, as the male gender is drawn in a host of different professions, women are often presented stereotypically as stay-at-home wives confined to the walls of their homes. The researchers suggest a gender inclusive approach to be employed by the content developers to make the textbooks gender neutral. Unlike the previously mentioned two studies, the work specifically focuses attention on examination of English textbooks only and that too, at a higher level.

2.9 Research on Teacher-Learner Perceptions Regarding Gender

Almost all the above studies in the contexts of developed and developing countries and the settings of Pakistan and Khyber Pakhtunkhwa are mainly concerned with examination of gender in the textbooks only. In a couple of studies (Mirza, 2004; Hameed, 2012) some attention has been paid to include the other stake holders like content developers, teachers and students. But so far, in this researcher’s knowledge, hardly any study is mainly are largely devoted to the analysis of

the perceptions of the concerned teachers and learners, particularly in the Pakistani context. A few studies in the foreign context, however, have individually focused on either teachers' or learners' perceptions. These are Utomo and MacDonald (2012), Lo (2015), Agarwal and Shukla (2017) and Vahdatinejad (2018).

As has been discussed at the start of this chapter, despite the efforts of the government in terms of policies aiming at the elimination of gender, studies have pointed out the existence of gender-bias in the textbooks. In order to delve deep into the matter and understand the causes responsible for this lack of translation of policies into conducive actions, Ullah and Ali (2012) conducted their study by collecting data from educationists through interviews. They interviewed a total of 28 educationists including 17 males and 11 females. These included curriculum experts, textbook authors, education officers, subject specialists and head teachers teaching in different public and private sector schools. The researcher employed the tool of unstructured interviews for the process of data collection. Their findings reveal some very significant examples of gender-biased notions on the part of the educationists themselves.

Regarding the under representation of women, it was found by Ullah and Ali (2012) that not only men but women experts also expressed their agreement to the current biased portrayal of gender in the curriculum and textbooks. According to them, lesser number of females in the texts is not a proof of discrimination against them. It is because of the limited roles they play in the society. When it is required to mention them, they are mentioned. The researchers pointed out that some respondents thought that gender imbalance in the textbooks was an "unnecessary and pointless discussion" (2012, p. 225). These respondents further added that there were other serious and important issues that needed discussion rather than gender discrimination. Quoting one principal of a boy's school, the researcher pointed out that according to him the West has progressed a lot and we are still wasting our time in such useless activities. At the same time, some of the curriculum designing experts also pointed out that curriculum designing was not the job of one person. As there are many parties and groups with their own interests, it is difficult to incorporate material they (curriculum experts) would like to include. They also alluded to social threats preventing them from the inclusion of certain content related to women in the textbooks. The researchers also related the example given by one subject specialist that once they included

the picture of a girl on bicycle and they were informed by the Ministry of Education that it was not in accordance with the cultural norms and was removed.

The next point in their analysis was division of labour based on gender. According to them, most of the respondents believed that the roles of men as earners and women as home makers was natural and unavoidable. Some of the respondents justified this with recourse to the traditional perceptions of men having strong bodies equipping them for the work in the public domain. On the other hand, women's biology was more suitable for the private domain. Some respondents even demonstrated very rigid traditional opinions in so far as they alluded to the notion that women have been created as inferior to men in terms of their biology and physiology. So, it is natural for men to earn and women to take care of the family and home. The researchers quoted one female subject specialist as saying that participation of women in many public occupations was a serious cause of many moral evils in the society and that they should pursue careers in the fields of education and health only. Regarding the participation of men and particularly husbands in domestic activities, the respondents agreed that such practices might be acceptable in the West but not in their culture because it belittled the status of their men.

Similar stereotypical perceptions of the education experts were reported by Ullah and Ali (2012) regarding suitable occupations for girls. Most of the respondents were of the view that girls should opt for subjects like medicine, home economics and social sciences as these would help them in their faculties of care and home making. Some experts did point out that students, irrespective of their sex and gender can pursue all kinds of careers but cultural restrictions limit their choices to do so. That is why girls are advised to enter careers which are in line with the demands of acceptability. On these grounds, many of the respondents were of the opinion that "teaching" is the best available as well as suitable occupation for girls as there are not only more vacations in it but also that is for a comparatively short period of time, between breakfast and lunch, so that women can come back and resume their home making responsibilities. In a similar manner, the researchers analysed the opinions of the experts regarding the possibility of women becoming good political leaders. As majority of the respondents expressed their disagreement on the basis of religion as well as women's incapability, some agreed that if they are allowed they can be good political leaders. As some said that Islam prohibits women to enter politics, other opined

that women cannot keep secrets by nature and as leadership involves responsibility, women are not suited for the job.

The last point that the researchers discussed based on the responses of the participants was with reference to sports suitable for both the genders. It was contended by the respondents that boys can play games requiring physical strength but girls should avoid these as their physiology does not permit them to do so. Some said that they can remain healthy even without running. Some even expressed more traditional perceptions by saying that such sports are not suitable for girls as they can damage their virginity which is not something acceptable in their culture. The researchers, however point that taking care of one's modesty is not limited to girls only but equally applicable to boys as well.

On the whole, Ullah and Ali (2012) conclude that the beliefs of the educationists support gender discrimination in the textbooks. According to them, it is evident that based on the biological differences between men and women, male dominance and subordination of the females is naturalized as well as legitimized (2012, p. 239). The researchers suggest training for the educationist to bring about a comprehensive awareness regarding gender in their beliefs. Their work is very significant as it illustrates how even the experts involved in the process of curriculum designing are supporting gender stereotypes instead of challenging and removing them. To explore the matter further, the current study has also included the perceptions of the teachers as well as learners to determine what do they think of the issue of gender representation. Further, the present research focuses on a higher educational level.

Utomo and MacDonald (2012) analysed the perceptions of year 6 and year 12 learners in four provinces of Indonesia. They collected data from the learners through questionnaires, first asking them about their own perceptions and then about responsibilities and tasks performed at home. Regarding who did what at home, the traditional and stereotypical ideal of male bread winner was observed in both the groups. Mothers, on the other hand, were often described as busy in domestic chores like cooking and washing. As regards perceptions, variations were found among the groups. Among the sixth graders those learners who attended a non-religious school and were brought up in an egalitarian environment, exhibited more positive gender norms. Some other variables were found among the 12th graders as conducive to positive outlook. Among these were education in an urban school and being a non-Muslim. The researchers proposed promotion

of egalitarian norms and ideals among children at homes and in the syllabi of religious schools in particular.

A very relevant study to the present work is that of Jamal (2014). Although it is not strictly in the context of learners and teachers but as it is related to the perceptions of men regarding the role of women and the education of girls, it is very much in consonance with the theme of the present research. In addition, Jamal's study is based in Khyber Pakhtunkhwa, particularly Pashtun population. In his study, the researcher collected data from twenty five respondents first through telephonic interviews and then face to face discussions. The participants in his study were Pashtun men from different backgrounds including fathers of girls, politicians, religious leaders, government officials, members of NGO's, tribal elders, officials from ministry of education and scholars in the field. In his analysis, the researcher found out that Pashtun society is rooted in a severe form of patriarchy, strongly believing in gender division among women and men. The most important finding of the study is that the status, role and image of a woman is constructed in accordance with the Pashtunwali (Pashtun code of conduct) and religious teaching and interpretation. In cases where Pashtun cultural norms and religious teachings clash, Pashtun would try to observe the values of their culture more in comparison to religion. In agreement with these influences, women are considered subordinate to men and their place is in the homes rather than outside. Despite this, the researcher contends, that in the past decade are so, this trend is changing somewhat, particularly in the urban and plain areas of the province as more girls are attending schools and some women doing jobs.

In conclusion, Jamal calls for an inclusive and systematic approach to counter gender discrimination. According to him, the analysis of men's perceptions is the starting point in this sensitive and cumbersome process of struggling for women rights in a patriarchal society. But it is more vital as their interest and motivation can be instrumental in other related areas like domestic violence, family planning and human rights as well.

Another study which is related to the analysis of teachers' perceptions is Lo (2015). Conducted in Toronto, Canada, Lo's work focuses on data collection from three teachers through semi structured interviews. The central question in the interview was as to how gender stereotypes are performed in the classroom setting and how they are challenged. Common themes in the interviews revealed that the teacher believed in the existence of a higher degree of commitment on

the part of the teacher to counter gender bias. Additionally, they also considered the generation of discourse related to gender equity not only in the classroom but also its inclusion in course curricula as well. In the light of the findings, Lo suggests pre-service training as essential for teachers in the process of not only creating consciousness among them regarding gender equality but also to be cautious about their own gender bias. Further, the researcher also calls for an association of like-minded teachers and the setting up of a common data base where teachers can share their lesson plans and other stuff regarding gender equity.

Agarwal and Shukla (2017) conducted a study in Delhi, India which is related to the current work in so far as it specifically focused on the attitudes of in-service teachers towards gender roles and gender discrimination. They selected 312 male and female secondary school teachers from both public and private schools. Data was collected using the tools of attitude scale and interviews. In the first phase of data collection, the attitude scale based on Likert scale was administered to the participants. In the second stage, the researchers conducted interviews with the respondents which furnished them with in-depth understanding of the issue. Results revealed that most of the teachers participating in the study have not studied gender as a subject in their pre-service program of education. As majority of the male teachers taught natural sciences, majority of female teachers used to teach social sciences. Although most of them have not studied about gender issues, they wanted to receive gender related training so that they are able to understand interests of male and female students in a better manner. Most of them, however, were not in favor of a mandatory gender related course on account of lack of time.

Through the analysis of interviews, Agarwal and Shukla (2017) found that the teachers made use of different strategies in order to discipline boys and girls. According to them, as girls were disciplined at the emotional level, boys had to be disciplined at the physical level. In other words, the teachers preferred a personal talk with girls instead of rebuking them in the class. Boys, on the other hand, were often made to stand out of the class for discipline. Similarly, the teachers used to assign different tasks to male and female students. Boys were normally employed in activities requiring physical strength such as sports, moving desks and tables. Contrary to this, the activities assigned to girls were more of creative and artistic nature such as decorating, dancing and singing. These differential attitudes, according to the researchers, are not only creating bias but also perpetuating it through classroom practice. In addition to this, majority of the teachers

were also of the opinion that women should pay more attention to working hours than income as they have to devote time to home and children. This stereotypical thinking further strengthens the belief that essentially a man's job is earning and woman's job is doing household chores. Agarwal and Shukla (2017), in conclusion, suggest that there is a need of change in the education system in general and teacher education in particular. The teacher needs to be made conscious of the importance of gender inclusive norms so that she/he deals with the student in an impartial manner.

The last, most recent and most relevant study in the present context is Vahdatinejad (2018). Entitled as "A Teachers' Survey on Portrayal of Sexism in the Images of Iranian EFL School Textbooks", Vahdatinejad's study analysed the perceptions of the junior high school and high school EFL teachers regarding gender representation in the images of school textbooks. The researcher used the tool of survey questionnaire for data collection from the teachers. Vahdatinejad (2018) selected a sample of 40 teachers, 20 male and 20 female. Half of them were teaching at junior high school and half at high school level. His questionnaire was in two parts. The first part aimed at collecting personal information, while the second part dealt with questions based on the teachers' perceptions of gender representation in the textbooks. In this part, there were 15 questions divided into three groups. The first group of five questions were about the awareness of the teachers regarding the presence of sexism in the textbooks. In the second set of questions, the teachers were asked whether gender bias in the images of the books have any influence on the life and future of the learners. The last group of questions were about the desire of the participants regarding equal representation of both genders in the textbooks and the usefulness of such research.. For the assessment of the responses of the participants, Vahdatinejad (2018) used Likert scale.

Vahdatinejad (2018) found that in response to the first set of questions, all of the participants were aware of the difference in the portrayal of males and females in the images of the textbooks. The participants pointed out that not only there were more males than females in the images of the lessons but in exercises as well. They also noticed that there were less active females and that in the images, they were less focused as well. In response to the second set of questions, the researcher found that most of the teachers believe that more males in the images of the textbooks can have an influence on the opinions of the learners. Such a pattern can affect learners' thoughts about the equal abilities of male and female genders. The participants were of

the view that majority of males in the images can not only influence the personality of the learners towards the abilities of both the genders but it can also have a bearing on their social lives and future decisions. Similarly, most of them were of the opinion that dominance of males in the images of textbooks can influence students' perspective on life that male are more important and useful and as such can have an impact on their confidence as well. At the same time, the participants also thought that portrayal of more males in certain jobs can influence the learners in selecting their future jobs.

In response to the last set of questions, Vahdatinejad (2018) found that the participants expressed the wish to have equal numbers of males and females in the images of lessons as well as exercises. They also opined that not only is this kind of research helpful but they would also like to know the reasons behind such portrayal.

In conclusion, Vahdatinejad (2018) suggests that as there are almost equal number of male and female learners in Iranian schools, their representation in the textbooks should also be the same. According to him, as education and textbooks play their roles in constructing the thoughts of the future generation, the policy makers are required to give it a serious thought and take measures to remove bias from textbook material. The researcher also points out that textbooks writers need to portray a society in the textbooks that is based on equitable representation and opportunities for both genders. The study also refers to the issues of politics, religion and culture involved in making the society bias free.

So far, in the studies reviewed in this chapter, Vahdatinejad (2018) is the most relevant regarding the examination of the perceptions of the EFL teachers. Although performed at the school level, this research not only comments upon the biased gender portrayal of the textbooks but discusses the impact of such portrayal on the minds of the learners as well. At the end, the researcher points out the limitation of his work that it only included teachers and not learners as well. This is the gap that is identified and addressed in the current work by including the perceptions of the learners along with teachers.

2.10 Current Research

The current work is carrying the same spirit of inquiry further, but with a marked difference in a number of ways. First, it includes more categories of analysis, both linguistic and non-

linguistic, not covered in Anwar (1982), ZeenatUnNisa (1989) Jafri (1994) and Mirza (2004). Based on Hasan (2015), the study uses a distinct approach to analysis of character roles (main, supporting, minor) and occupations (high status, low status). In addition, previous studies centered round non-linguistic gender analysis only (i.e. ratio of male/female characters, occupational roles and gender portrayal in pictures). Along with non-linguistic analysis, the present work equally focuses on the linguistic categories of 'firstness' (the order in which male and female nouns or pronouns are mentioned first in a pair, e.g. he/she); generic constructions, whether general or male-specific; and analysis of nouns and adjectives used for men and women, both with reference to their nature as well as frequency.

Second, almost all the above mentioned studies have examined gender portrayal at different school levels, (e.g. Anwar, 1982; Zeenat Un Nisa, 1989) at primary level, Jafry (1994) at middle level, Mirza (1999, 2004) at different school grades and Hameed (2012) at elementary level. This research, however, goes a step further and makes an effort to examine how gender is portrayed at the college level, specifically, the undergraduate level. Third, within the country, there are five provinces with their own languages, cultures and life styles. It may be because of this that there is no uniform syllabus and textbooks to be followed throughout the country as there are four separate textbook boards composing books for their respective provinces. Hence, the books for each board are different from the other. As the textbooks of the other provinces, particularly, Punjab (as mentioned above) have been amply analysed for gender, it remains to be examined in detail how gender has been portrayed in its different aspects in the textbooks of Khyber Pakhtunkhwa.

Fourth, and most important is the equal focus of the study on the analysis of the gender perceptions of the concerned teachers and students, thus taking all the three important variables (i.e. textbook, teacher and learner), on board. According to Sunderland (2000), focusing on textbooks alone does not solve the problem of bias but the use and treatment of the text by teachers and learners need to be integrated into the analysis as well. The previous researchers mentioned above, have focused attention on the analysis of textbooks only and the teachers and students have often been left ignored. Mirza (2004) did include some personnel involved in textbook production but there again, the main focus was on textbooks. Hameed (2012) is the only study in which opinions of the students have been gathered along with the textbook analysis. But in her research

the focus is more on comparison of two different publishing companies than on the general gender analysis. Further, the work is limited to elementary level and Punjab province only.

In the present endeavor, building on the research gaps in the previous studies, an effort has been made to include as many variables and aspects as possible. This analysis, then, may be the first of its kind (in the context of Khyber Pakhtunkhwa, at least) to include gender perceptions of teachers and learners along with textbook analysis in order to arrive at a more comprehensive picture; if not a complete one. This is accomplished in the form of collecting data from students in the form of questionnaires to determine whether they agree with the current presentation of both the genders in the books. In order to further confirm and validate the analysis, focus-group discussions are also conducted with teachers.

Chapter Summary

This chapter presented the necessary theoretical background to the study. Starting with the importance of gender equality and national/international commitments to achieve the goal, the chapter then discussed the prominent language and gender theories. This was followed by the review of relevant literature on gender analysis of textbooks in the international, national and local contexts. As the study also focuses on examination of teacher-learners' perception, studies on this theme were reviewed in the next section. In the last part of this chapter, the researcher explained the rationale for the present work based on the gaps in the existent literature.

The next chapter presents the research methods employed by the researcher in the collection, analysis and interpretation of the data.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter Overview

In this chapter, the methods, tools and techniques of data collection are presented. It starts with the description of the population of the study. Next, the sample selected for the study is discussed in detail as it involved textbooks, a large number of students and teachers. As the successful completion of a research largely depends upon clear methodological frameworks, the next section deals with a delineation of the relevant data collection methods. In this connection, first, the quantitative mode of data collection is discussed followed by the qualitative one. Content analysis as a method of textbook analysis is discussed in the next section. It is followed by a description of the categories and variables against which gender bias is measured in the textbooks. The next section deals with the second tool of data collection that is questionnaire. The questions included in the questionnaire for learners are briefly explained on the basis of common and related themes as well as the scale for the responses of the participants. This is followed by the qualitative modes of gathering data. Qualitative content analysis is briefly explained in the next section followed by focus-group discussion. Next, the demographic variables involved in the process of data collection are described and explained. As conducting any study requires carrying out a pilot study to examine the feasibility and other related aspects of the project, the results of the pilot study are briefly discussed in the next section. The last section of this chapter deals with ethical considerations taken into account during the process of data collection as well completion of the whole work.

The present work involved analysis of gender portrayal in the textbooks as well as the perceptions of the respective teachers and learners at the undergraduate level. For this purpose first, the method of content analysis was employed to examine different aspects of gender portrayal in the textbooks. Secondly, for the collection of gender perceptions of the learners, data was collected in the form of questionnaires. Thirdly, focus group discussions were conducted with groups of teachers to gather qualitative data. Accordingly, a mixed method research design proved more suitable for the collection and interpretation of data. In other words, quantitative mode of research design was used for content analysis of the textbooks in different aspects of gender

portrayal. Similarly, the perceptions of the teachers and learners were also gathered using questionnaires and were analysed quantitatively. On the other hand, in the analysis of focus-group discussions, qualitative method was used. The material, population, tools and procedures are explained in the following sections.

3.1 Sampling

3.1.1 Participants of the Study

As it was practically impossible to include all the teachers and learners in the process, the researcher chose a sample of twenty colleges, ten each from Malakand and Peshawar for the collection and analysis of data. It was done through convenience sampling. As the perceptions of the teachers and learners may vary owing to their demographic background, gender and other variables, two different and remotely situated areas were selected. The area of Malakand is chosen because the researcher hails from one district (Dir Lower) of this division and hence is familiar with the language, culture and educational atmosphere of the area. Additionally, the area is comparatively less developed in terms of education (especially female) and participation of women in different fields of life. On the other hand, Peshawar being the provincial capital is by comparison, the most developed area within the province not only in terms of education but also other socio-economic indicators. Furthermore, female education is considerably more prominent here. In addition, Peshawar attracts teachers and learners from all over the province having different social and linguistic backgrounds. These are the reasons why two distant and remote areas were chosen to record the gender perceptions of the respective population. The aim was to get and present a more representative picture of the state of affairs regarding gender perceptions.

Both the male and female learners and teachers participated in the study. Further, as the research was at the undergraduate level, both the Intermediate and Bachelor level learners were included. Data was collected from the teachers and learners in the months of August, September and October, 2018. This period was purposefully chosen by the researcher as the new session in Khyber Pakhtunkhwa starts from August and hence majority of the learners and teachers are available. As data collection involved as many as twenty colleges situated in two different and distant areas, the process was time consuming. Hence, it was not possible to visit colleges on regular daily basis. Accordingly, on a particular day, on a visit to a specified college, the available number of learners and teachers were taken into account. This number may not correspond to the

actual number because all the learners and teachers are not necessarily available on a given day. So, whatever numbers of participants (in the selected colleges in Malakand and Peshawar) were available, questionnaires were administered to them.

In total, 861 learners returned the questionnaire after completion. Out of these 625 were male learners while the remaining 236 were female. Further, among male learners, 347 were from rural background (Malakand) and 278 from urban area (Peshawar). On the other hand, as the number of urban female learners was 155, that of urban was 81. In order to balance the number of male/female participants in the rural/urban groups, equal number of male/female learners were included in each group. For this purpose, the available number of female respondents was retained and the surplus number of male participants were not included. The following table shows the details in terms of area (urban/rural) and gender (male/female);

Table 3.1

Distribution of Learners Participating in the Study by Filling Questionnaires

Area	Female	Male
Rural	80	80
Urban	155	155
Total	235	235
Grand Total	470	

In order to discuss gender portrayal in detail, teachers' perceptions were also gathered and analysed through focus-group discussions. Two focus-groups were conducted in the respective rural and urban areas. In the urban group, five male and five female teachers participated. In the rural area, two focus-group discussions were arranged. Five male teachers participated in one group and five female teachers were included in the female group (for details please see section 3.5.2 below).

3.1.2 Textbooks for Analysis

This study was conducted at the Undergraduate level in the province of Khyber Pakhtunkhwa. The compulsory English textbooks of 11th to 14th year taught in the colleges were analysed for gender portrayal. The rationale for the selection of the analysed textbooks is that as

discussed above (section 2.7), most of the studies on textbook analysis (Mirza, 2004; Hameed, 2012; Shah, 2012, Islam & Asadullah, 2018; Mahmood & Kausar, 2018) are performed at the school level. So, based on this gap, the researcher focused on textbooks at the undergraduate level. These textbooks are selected, composed and published by Khyber Pakhtunkhwa Textbook Board in accordance with the instructions of the Ministry of Education as shown below;

Developed according to the National Curriculum 2006 and approved by Directorate of Curriculum and Teacher Education (DCTE) Abbottabad vide NOC letter No. 1553, April 7, 2012. (ENGLISH Class-XI, p. 2)

The textbooks are authored by the chairman, English department, University of Peshawar. There is a board of five reviewers who are either professors in the local colleges or members of the textbook board. The review process is supervised by the director, DCTE. The textbooks are edited by a member of the textbook board. So, the contents in the textbooks are authored, selected, reviewed, edited and printed locally by professors and members associated with the textbook board.

In the preface to the textbooks, the editor explains that the “reading material contained in this volume” will provide education and pleasure to the students (ENGLISH Class-XI, p. 6). The editor also provides justification for the selection of content in the textbooks. According to him, if literary pieces are “chosen well”, they provide instruction along with pleasure and learners “easily identify with the characters they like” (ENGLISH Class-XI, p. 6). Similarly, in the introduction to *East & West* (Textbook for Bachelor part 2), it is stated that the book includes material with a special orientation for students of the Frontier (Khyber Pakhtunkhwa). It is clear from these statements that only such content is included in the textbooks which is considered suitable for the learners. According to Ullah and Ali (2012), curriculum designers and experts do not include certain content related to women due to social pressure. Once, while the picture of a girl on a bicycle was to be included in a textbook but was removed by the Ministry of Education on the basis that it was not appropriate.

Apart from the fact that the textbooks are selected and edited locally, they contain units by both foreign and local authors. In the reviewed literature in this study, in foreign and local contexts, the books are examined for gender portrayal irrespective of local/foreign authorship. Additionally, in the case of English textbooks, it is a fact that most of the contents are by foreign writers in the

EFL or ESL context. In the context of Pakistan too, most of the studies conducted on textbook analysis are applied to textbook which are locally developed but are authored by English writers. Hussain (2009), for example analysed textbooks which are written purely by English writers such as James Hilton (Goodbye Mr. Chips). Hameed (2012) focused on textbooks developed by Oxford Publishing Company. Shah (2012) applied poems by English writers (Character of a Happy Life) and (A Nation's Strength) to the Pakistani context and concluded that in the textbooks, only men are shown as having good character and a nation's strength is also dependent on men. So, the focus of gender analysis is on contents of textbooks as they are irrespective of local/foreign authorship.

The books at the Intermediate level (11th and 12th year) are taught in all the public as well as private sector colleges throughout the province. These are studied by all the learners irrespective of their chosen disciplines (science or arts groups) as they are compulsory for all. The following are the names of the textbooks taught at the Intermediate level;

1. ENGLISH Class-XI
2. Intermediate English For Class-XII

The books contain essays, short stories and poems followed by exercises testing the learners in comprehension and language (grammar, vocabulary etc.). Along with this, one drama is included in Book 1, whereas Book 2 contains two dramas in brief, abridged forms. In this analysis, only the lessons are included and exercises are excluded.

The next set of books is taught at the Bachelor level (13th and 14th year). These are also published by Khyber Pakhtunkhwa Textbook Board and taught in all colleges. The English textbooks at this level, however, are only learnt by Arts students and not taught to Science students. The following are the books taught;

1. The Pearl
2. East and West

The Pearl is short novel which is taught to 13th year students. It is the story of a poor fisherman named Kino and his wife Juana who hope for a better life after finding a great pearl, but end up in adversity, losing their only child and eventually getting rid of the pearl. There are no exercises included in this book and learners are tested only in comprehension based questions in the paper. East and West, taught to 14th year learners is a collection of different essays. These

essays are based on history, adventure, science and social issues. Here also, the units do not contain any exercises.

3.2 Quantitative Data Collection Tools

For the collection and analysis of data, mainly two tools were used by the researcher. First, the tool of content analysis was employed for the analysis of gender in the textbooks. Both qualitative and quantitative modes of content analysis were used. Quantitative analysis involves measuring and counting certain recurring words, expressions or patterns in a text. Based on repeated manifest occurrences of words, phrases and structures, inferences are drawn about particular variables (for details, see section 3.3.1 below). The four books included in the study were thoroughly examined by the researcher for each individual category of gender portrayal. The categories of analysis in the quantitative content analysis included count and relative ratios of male and female characters, male/female main, supporting and minor characters, frequency of generic masculine constructions and nouns and adjectives used for both the genders (Nouns and adjectives along with order of mention and masculine generic expressions have been analyzed qualitatively as well, section 3.6.1 below). The second tool of data collection was questionnaire. The questionnaire used by the researcher was based on the studies of Mirza (2004), Utomo and MacDonald (2012) and Vahdatinejad (2018). Most of the items in the questionnaires were close ended asking the respondents to express their responses in terms of agreement, disagreement or being neutral (section 3.6.1 and 3.6.2 below).

3.2.1 Quantitative Content Analysis of Textbooks

Content analysis is the most often employed technique by the researchers in the analysis of textbooks. It involves examining the contents of the books for the analysis of particular aspects. It is often used quantitatively, to count and measure certain recurring words, expression and patterns, According to Kerlinger (1986), content analysis involves the study and analysis of communication systematically, objectively and quantitatively in order to measure certain variables. It is examining a given message either written or oral for certain recurring patterns either of words, phrases, numeric or other values. Krippendorff (1980) defines content analysis as a tool for drawing valid and replicable inferences from data to their context. Weber (1985) also refers to it as a process of making valid inferences from text. In all these definitions, the focus is on quantifying and making inferences, which are used in the present study. Certain gender-related

words (explained below) or counted numerically and then their relative ratio is calculated to determine which gender (male/female) has been mentioned often.

In the present analysis, all the four English textbooks taught at the undergraduate level in Khyber Pakhtunkhwa were analysed. The content analysis of the textbooks for 11th and 12th grades involved a thorough reading of all the chapters excluding exercises. As the textbooks for 13th and 14th grades did not include any exercises, the whole books were examined. In order to ensure that results are consistent, the researcher conducted the analysis twice, so that if some words and patterns have been missed, they are included in the second analysis. The categories of quantitative analysis included number and ratio of male and female characters in the textbooks. All the male and female characters were counted in each individual book and then their collective ratio in all the books was also determined. In a similar manner, the occurrence of generic masculine constructions was also counted for individual as well as all the books collectively. The last category was counting the use of nouns and adjectives for the male and female genders in the textbooks. The data is presented in tabular forms to show frequency and relation, followed by description.

3. 3 Categories of Analysis in Textbooks

English textbooks have been analysed from different perspectives for gender portrayal. This has been discussed in detail in chapter 2 (Literature Review) above. These categories of analysis include both non- linguistic and linguistic examination. Researchers have unveiled sexism in the aspects of pictures, titles, visibility, occupations, stereotypical roles, order of mention, generic constructions, nouns, adjectives and semantic roles etc. In the current work an integrated model is used based on the works of Porreca (1984), Shah (2012), and Hasan (2015). The rationale for using an integrated model was to include as many variables of gender analysis as possible. Porreca (1984) is one of the pioneering work and most of the following and recent research studies (Nagatomo, 2010; Tahan, 2015; Nurani, 2017; Vilalta, 2018; Julianti, 2019) are more or less based on it. Further, Porreca focused on ESL textbooks, a fact which is more relevant to the current work in that it also involves textbooks of English as foreign/second language. Lastly, her categories of analysis are more systematic and hence offer a clear manifestation of gender discrimination in textbooks.

Shah (2012), while using many of the categories of gender analysis used by Porreca (1984), also employed a qualitative approach by examining character roles as well as contents of textbooks.

His qualitative method is used in the present study. Hasan (2015) has broadened gender-analysis framework with reference to character roles and occupations not covered in Porreca (1984) and Shah (2012). He divides characters into subcategories such as “main, supporting and minor”. Occupations are also categorized into “male/female dominant/monopolizing and gender shared”. This new approach is also applied to analysis of characters and occupations. Sunderland suggests that textbooks are not the only sources of bias and that bias may be found somewhere other than “in the text” (2000, p. 152). By this she means that along with texts, learners and the learning atmosphere also need to be focused. This is why the current study equally focuses on gender perceptions of learners and teachers.

3.3.1 Number and Ratio of Male/Female Characters in the Textbooks

This is often referred to as visibility and means counting the number of each male and female character in the text and finding out their relative percentage. This is the most important and often discussed aspect of bias in textbooks. A repeated, frequent and more visible occurrence of the characters of one gender (often male) and relative exclusion or invisibility of the other (often female) conveys the impression of the importance and prominence of one character over the other. As Porreca puts it;

When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women’s accomplishments, or that they themselves as human beings, are not important enough to be included. (1984, p. 706)

It has often been found that women suffer from poor visibility as compared to men. Porreca finds that women are mentioned only half as often as men. Coles (1977) and Hoomes (1978) also found that men outnumbered women by a ratio of 3:1 and 3.5:1 respectively. Employing the same method, Mirza (2004) also reveals significant bias against women in the textbooks in terms of under representation.

In this analysis the occurrence and mention of a male/female character is counted once only, no matter how many times it is repeated in a lesson. In other words, once a character is mentioned either by a proper name (e.g. Kino), familial relation (e.g. wife) or occupation (e.g. farmer); it is counted as one irrespective of its repeated occurrence in a lesson. In this manner, the

total number of all the male and female characters are counted in individual lessons as well as all the lessons in the book to measure the collective ratio.

3.3.1 (a) Number of Male/Female Main, Supporting and Minor Characters

As male and female characters are often analysed with reference to their ratio and frequency, Hasan (2015) has added another dimension to character analysis. He categorizes male and female characters into “main, supporting and minor” ones. According to him, a ‘main’ character is the central character of a chapter around whom the story revolves. A ‘supporting’ character is a secondary one, less central and important than the ‘main’ character. On the other hand, a ‘minor’ character is a character who is the least important and is rarely mentioned and depicted. Hasan (2015) found that often the ‘main’ characters were male and female were shown as either ‘supporting’ or ‘minor’ in his analysed textbooks.

3.3.2 Occupational Roles Assigned to Female/Male Genders

The next variable in this analysis is the occupations in which both the male and female characters are drawn. This is another way of determining the respective role both the genders play in household affairs and that performed outside home. It is noteworthy to determine whether textbooks portray men “in a wide variety of occupations and women only in a limited range” (Porreca, 1984, p.706). The common, traditional role associated with the female gender is that of a housewife, in charge of the domestic sphere and that of a male as the bread-winner, working outside to provide for the family. In this category the range of domestic and professional occupations assigned to men and women is measured. For example, whether men are provided a great variety of occupations and women only limited to stereotypical portrayal. In most of the studies (Porreca, 1984; Mirza, 2004; Hameed, 2012; Mahmood & Kausar, 2018), this aspect of gender bias is examined and it is found that both the genders are portrayed in stereotypical occupational roles.

3.3.2 (a) Male/Female Monopolized/Dominated or Gendered Shared Occupations

Porreca (1984) analysed male/female occupations with reference to frequency and nature. In other words, she examined the occupations (teacher, engineer) assigned to male and female characters and counted their relative ratio. Hasan (2015) broadened the analysis by further categorizing occupations into “male monopolized, male dominated, female monopolized, female

dominated and gender shared”. This categorization means that if an occupation is assigned purely either to men or women, it is accordingly labelled as male or female monopolized. If an occupation is mostly assigned to women or men, it is categorized as female or male dominated. Gender shared occupations are those which are shared by males and females in equal numbers. In the present analysis, all the occupations assigned to men and women are analysed to determine whether these are monopolized and dominated by one gender or shared by both.

3.3.2 (b) High and Low Status Occupations

This is another aspect of occupations employed by Hasan (2015). As Porreca (1984) analysed occupations in terms of frequency and nature, Hasan (2015) also examined the relative status of these occupations. He divided occupations into “high status” (pilot, engineer, explorer, judge, merchant) and “low status” (teacher, nurse, flight attendant, fashion designer). In his study it was found that as men were shown in high status occupations, women were assigned low status jobs. In this study all the occupations are analysed to determine which status occupations (high/low) are used for males and females.

3.3.3 Generic Masculine Expressions

It is often assumed that when the words ‘man’, ‘child’ etcetera are used, they refer to both the genders. However, researchers disapprove of the use of such words on two grounds. First, the word ‘man’ either used individually or in a compound word and its repeated occurrence point to a male dominant perspective as the word specifically relates to the male gender. Secondly, the context immediately following the word often clarifies the usage, whether it is used for both the genders or only for one. For example, “The mother loves her child. She always looks after *him*.” The pronoun ‘him’ in the second sentence clearly signals that the generic ‘child’ is used for a male child and not for both male and female. Porreca (1984) believes that this problem has its roots in the grammar of English language itself. She also contends that people including textbook writers and readers seldom think of females when reading or hearing such constructions. She found a number of these expressions which were male-referenced only. Mahmood and Kausar (2018) reveal that almost all such expressions were used for men only as clarified by the following context. The analysis of this aspect in this work involves not only counting the occurrence of the generic masculine constructions but also determining whether they are male-referenced or female-referenced.

3.3.4 Order of Mention

The next variable of gender analysis in this work is the order in which male and female are mentioned first in pairs of nouns and pronouns. Gender researchers believe that the first mention of the noun or pronoun referring to either gender in a pair, denotes its respective importance. For example, the pairs “man and woman”, “boys and girls”, “he and she” in which the word referring to the male gender precedes its female counterpart, convey a gender biased perspective. The repeated occurrence of such pattern in a text points to the dominance of one gender over the other. According to Porreca (1984), the repeated mention of females in the last position, points to the second-place status of women and hence is an example of bias against them. She also suggests that such instances of discrimination can be easily avoided by changing the order of the paired nouns/pronouns. In the analysis of this category, all the first mentions of both the genders are counted to measure their respective ratio.

3.3.5 Nouns and Adjectives Used for Both Genders

Nouns and adjectives used for both the male and female gender were also analysed. Gender researchers believe that the frequency and nature of specific words and attributes associated with a particular gender may, accordingly convey a partial or fair picture of that gender. In the domain of nouns, words like man/woman, husband/wife, son/daughter, brother/sister etc. are counted to determine what kind of nouns are used for which gender and in which frequency. Porreca (1984) believes that the nouns for males such as ‘man’ are used more frequently than its female counterpart ‘woman’, which shows the importance of men. Similarly, equitable distribution of attributes for both the genders convey the idea of gender impartiality in textbooks. On the other hand, if traditional and stereotypical adjectives like “strong, bold, intelligent” are used for the male gender and “caring, delicate, obedient” are applied to the female gender, the portrayal is biased and discriminatory. Porreca (1984) is of the view that adjectives used for men often pertain to strength and intelligence and those for women are about physical charm. In this manner, the nouns and adjectives employed for both the genders are investigated both in terms of nature as well as frequency.

3.3.6 Titles and Contents of Units in Textbooks

Most of the studies on gender analysis of textbooks (Porreca, 1984; Mirza, 2004, Hasan, 2015) follow a quantitative approach to measuring gender portrayal. Shah (2012) employs a different, qualitative (along with quantitative) examination of the titles and contents of units in the textbooks to determine whether these are about male or female importance, qualities and issues. The titles are examined to determine whether they mention male or female nouns and pronouns (man/woman, his/her). In his analysis, it was found that women are not included “in the notion of being a nation” and that “high character and values are present only in men” (2012, p. 122). Based on his analysis, a qualitative content analysis is used in the present work to study how males and females are portrayed in the contents of the textbooks. For this purpose, all the units are thoroughly studied and their contents are qualitatively described.

3.4 Questionnaires

3.4.1 Questionnaire for Learners

As mentioned earlier, although a considerable amount of research work has been conducted on textbook analysis regarding gender portrayal (Mirza & Rana, 1999; Mirza, 2004; Hussain, 2009; Hameed, 2012; Ullah, Haque and Ali, 2016; Mahmood & Kausar, 2018), very few researchers have devoted their efforts to the collection and analysis of the perceptions and opinions of the concerned teachers and learners. Hence it was difficult to find a model and framework to gather data regarding perceptions. As mentioned in the second chapter, the researcher found three studies where the opinions of the learners (and teachers, in one study) were taken into consideration. These are Mirza (2004), Hameed (2012) and Vahdatinejad (2018). Mirza in his analysis not only unveiled gender bias in school textbooks but also included learners’ views and opinions. He used the tools of questionnaires as well as interviews along with content analysis of textbooks. Some of the items he included in his procedure such as the opinions of the students regarding textbooks have been incorporated in the questionnaire in the current study.

Hameed (2012) also analysed students’ perceptions along with the examination of textbooks. She collected the relevant data from learners through different check-lists like adjectives and semantic roles check-lists to determine the male and female students’ attitudes towards a particular gender. Although individual words were used in these check-lists,

nevertheless, these furnished the current researcher with relevant gender related concepts to be included in the questionnaires. Vahdatinejad (2018) examined the perceptions of the junior high and high school teachers regarding gender representation in EFL textbooks. He used questionnaires to elicit information from teachers related to different aspects of sexism in the images of English textbooks in the Iranian context. Some statements Vahdatinejad (2018) used in the questionnaire regarding textbooks have been used by the researcher in the current study with some modifications.

The questionnaire used in the present study was adapted partly from Mirza (2004) and Vahdatinejad (2018) and partly designed in such a way as not only to comprehend the participants' understanding of the way gender is used in the English textbooks but also to measure their own views regarding the current status of both the male/female genders in their respective society. Many of the questions were based on the categories of gender bias already covered in textbook analysis. Specifically, these included aspects of male/female visibility, stereotypical portrayal of the female gender in occupational/professional roles and dominance of one gender over the other conveyed through the language of the textbooks. The learners' opinions in these questions were sought with reference to their English textbooks. A question may be posed here as to what was the need of asking questions related to textbooks in similar categories already answered by the researcher in textbook analysis? The answer to this query lies in the validation of the results from textbook analysis on the one hand, and to measuring the degree of understanding and awareness among the respective learners on the other. The other items were related to the general perceptions of the learners regarding gender roles of male and females. The aim was to see whether their perceptions are in line with gender portrayal of the textbooks or different.

The questionnaire was structured on the Likert scale asking the respondents to choose from options 1-5 according to the following scale;

1= Strongly Agree

2= Agree

3= Neither Agree Nor Disagree

4= Strongly Disagree

5=Disagree

There were a total of 20 statements in the questionnaire. The first 19 statements were close-ended asking the respondents to choose any option from 1-5. The last question was open-ended in which the respondents were asked to write answer to it in accordance to their understanding. This question was regarding the status of men and women in their society. (See appendix A for student's questionnaire).

3.4.2 Demographic Variables

In the questionnaire for learners, the demographic variables of age, class (Intermediate/Bachelor), gender, and college (area-Malakand or Peshawar) were taken into account. Gender was the most important variable in this context to see whether the perceptions of the male and female teachers and learners regarding gender portrayal are similar or different. As demonstrated through gender research, it is often the female gender which is mostly under represented or suffer from poor visibility, it remains to be seen how the respective male/female teachers/learners view this discrimination. College, hence area was another vital variable in this context. As discussed earlier, the two distant and different areas were selected for the purpose of determining whether the respective respondents of the areas demonstrate similar or different attitudes. As has been discussed, Malakand being a relatively backward area and Peshawar being comparatively more advanced, it is possible that the teachers/learners may view gender portrayal in textbooks and society as different in some aspects.

3.5 Qualitative Analysis

As this research was a blend of the quantitative and qualitative research designs, data was collected and analyzed using both modes. As discussed above (section 3.3.1), content analysis was used both qualitatively as well as quantitatively. Some of the categories of gender analysis such as male/female character count, number of nouns and adjectives for each gender were measured quantitatively. But as counts/numbers sometimes may not be sufficient to convey the idea of gender bias, qualitative content analysis was also used to understand the nature of certain variables such as generic masculine expressions, occupations roles and kinds of nouns and adjectives used for both genders. In order to understand the perceptions of teachers and learners in a better way, not only numerically (already covered through questionnaires) but also qualitatively, focus-group discussions were also conducted with teachers for detailed comprehension (see below).

3.5.1 Qualitative Content Analysis

If quantitative content analysis is about identifying recurrent patterns of words, phrases, structures and themes in a numerical and quantifiable manner, qualitative content analysis often goes beyond merely counting words but focuses on the understanding of social reality in a subjective yet scientific manner. In other words, it is the method of subjective interpretation of content through the process of coding and thereafter, identification of dominant patterns (Hsieh & Shannon, 2005). This method of analysis mainly relies on the description, explanation and interpretation of material whether written, oral or graphic by the researcher in accordance with rules and step by step models without necessary quantifications. According to Patton, it is a process of data reduction and making sense of a volume of qualitative data to identify core meaning and consistencies in it (2002, p. 453).

In some of the categories of textbook analysis, qualitative content analysis was used to determine the nature of gender portrayal. These included the nature of occupational roles assigned to men and women, masculine generic expressions, order of mention as well as the nature of nouns and adjectives used for both the male and female genders. Although some of these aspects of gender bias were examined quantitatively as well, the researcher thought it appropriate to analyse them qualitatively also to determine the nature of words and expressions used for the genders because as suggested by Weber (1990) both the qualitative and quantitative modes are used in the best content-analytic studies. Porreca (1984) points out that numbers and frequencies sometimes do not convey the exact idea about a concept. Qualitative analysis seemed very helpful in determining the nature of generic masculine expressions as well as adjectives in particular.

3.5.2 Focus-Group Discussions

As discussed in the previous sections, the textbooks and perceptions of teachers and learners were first analyzed quantitatively. But when some items in the questionnaire did not yield clear, conclusive results and to further probe deeper in the issue of gender bias in textbooks and society, the researcher thought it appropriate to conduct focus-group discussions with respective teachers for qualitative analysis. Those teachers were contacted and selected who gave their consent for inclusion and were easily available. Thus, three focus group discussions were conducted in the two areas of Malakand and Peshawar. In the Peshawar focus group 10 teachers participated in the discussion. There were 5 male and 5 female respondents to give equal representation and opportunity to members of both the genders. In the area of Malaknad because

of cultural constraints, it was not possible to conduct a joint session of male and female teachers. Hence, a group of 5 male teachers was moderated by the researcher and another group of 5 female teachers was accordingly conducted by a female colleague of the researcher. Details of the participants of the focus-group discussions are given below;

Table 3.2

Focus-Groups and Participants

Focus Group	Participants		Total
	Male	Female	
Peshawar	5	5	10
Malakand (Male)	5	-	05
Malakand (Female)	-	5	05

As regards the questions to be asked from the participants, these were prepared by the researcher in advance. A total of 5 questions were formulated by the researchers to elicit answers from the subjects. Question one was regarding gender portrayal in English textbooks at undergraduate level. The second question asked the participants to openly discuss the reasons responsible for bias against women in their respective society. Question three was regarding the strategies teachers used to deal with gender bias in textbooks. The next question asked the participants to suggest how English textbooks could be made gender neutral with reference to the roles of teachers and curriculum. Question five was a continuation of the previous one but in a general sense. It asked the teachers to suggest measures for removing bias from society. (See appendix B for focus-group discussion questions).

3.6 Validity and Reliability

For the dependability and consistency of the questionnaire, validity and reliability tests were conducted. Validity means measuring what is intended to be measured by a test or instrument (Field, 2005; Hasan, 2015). For this purpose, the face, content and construct validity of the questionnaire was established. Face validity is how a test appears to be relevant in terms of “feasibility, readability, consistency and clarity of language use” (Taherdoost, 2016, p. 29). In order to determine this, a pilot study (section 3.7 below) was conducted. The participants were asked to report issues they encountered in terms of understanding and language used in the

questionnaires. As discussed below, some of the respondents wrote answers in Urdu in response to the last open-ended question, which was noted by the researcher and later translated into English. Apart from it, no other issue was reported.

Next, content validity of the questionnaire was determined. It refers to the examination of the items of a questionnaire in terms of their representation of the theoretical construct to be investigated. Content validation is performed by experts having expertise with the construct of the questionnaire (Taherdoost, 2016; Architha & Aithal, 2020). For this purpose two experts in the field of language and gender were requested to check the questionnaire for content validity. They were asked to analyze the questionnaire items and suggest changes/improvement in the content. The experts approved the overall structure and content of the questionnaire and suggested that certain items which are related should be placed together based on common themes. It was accordingly incorporated in the questionnaire.

Construct validity refers to the degree to which an instrument measures the theoretical construct it is supposed to measure. Pearson Correlation Coefficient (r) was calculated using SPSS to measure correlation between the items of the questionnaire. Value of (r) above 0.35 is considered very beneficial (strongly valid), 0.21-0.35, likely to be useful and 0.1 and above is considered small construct validation (Oktavia, et al, 2018; Architha & Aithal, 2020). Out of 19 items in the questionnaire, 3 (no. 5, 15 and 17) had the value of (r) above 0.6. There were 5 items (no. 2, 9, 11, 13 and 19) having the value of (r) above 0.5. Value of (r) for 8 items (no. 3, 6, 7, 8, 10, 12, 14 and 18) was 0.35 or above. Only 2 items (no. 4 and 16) had small value (above 0.1). There was only one item (no. 1) in the whole questionnaire where the (r) was below 0.1. The overall Pearson correlation coefficient is presented as follows;

Pearson Correlation	.595
Sig	.006
N	20

(Sig is the significance level and N is the total number of cases)

Reliability is the measurement of stability and consistency of an instrument. If the items in an instrument measure the same construct and “hang together”, it is said to have internal consistency and reliability (Robinson, 2009). The most commonly used method for reliability is

calculating the Cronbach's Alpha coefficient. In order to measure the internal consistency of the questionnaire, Cronbach's Alpha was calculated using SPSS. A value of 0.70 Alpha is considered an adequate measure of reliability. Values above 0.70 show higher internal consistency (Robinson, 2009; Architha & Aithal, 2020). The Cronbach's Alpha for the questionnaire items was found to be .783 as shown below.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.776	19

So, based on the findings, the questionnaire was found to be internally consistent, hence reliable. In addition, as multiple sources of data analysis (content analysis, questionnaires, focus-group discussions) are used, results are validated through triangulation as well.

3.7 Pilot Study

In order to check the feasibility, practicability, relevance and ethical considerations (regarding items and language) of the data collection process through questionnaire, a pilot study was conducted by the researcher in one of the chosen colleges in Malakand. A total of twenty undergraduate students participated in the study. They were asked to report any discrepancy or ambiguity in any of the items of the questionnaire. Further, the respondents were asked to report any offensive use of language or items in the questionnaire. They did not have any issues regarding understanding the items in the questionnaire. In addition, the subjects did not report any concern in terms of the ethical aspects of the questions in the questionnaire. The respondents replied to all the close ended questions.

It was further observed that the Bachelor level students understood the questions and language of the questionnaire better than the Intermediate students. Additionally, with reference to the last open-ended question, it was found that many of the learners could not write an answer in English. The researcher then, advised the learners to write their answer in Urdu. This observation was further added to the instructions to learners in the actual data collection process, that they could write answer to that question in Urdu if they found it difficult to do so in English. Only a few of the learners wrote their answer in Urdu, which was accordingly translated by the researcher in English.

3.8 Ethical Considerations

In order to maintain objectivity, anonymity and other research norms, ethical considerations were taken into account by the researcher as outlined in Brayman and Bell (2007) and Sales and Folkman (2000). In the process of data collection from learners and teachers through questionnaires as well as in focus group discussions, the following research ethics were observed.

- a) As data collection involved a considerable number of teachers and learners and as many as twenty colleges, the researcher personally visited each college and first obtained permission from the respective principal/head/in-charge of the college, appraising her/him of the purpose/objective of the work. Upon approval, the researcher then sought the consent of the participants. As pointed above, owing to the large number of learners included in the study, it was practically impossible to secure consent of all the learners individually; the researcher with the help of a teacher sought the oral consent of the participants before administering the questionnaire. In a similar manner, consent of the respective teachers was also obtained.
- b) The next important consideration was with reference to the voluntary participation of the participants. Along with taking their approval to participate they were given an open choice to be a part of the study willingly. The learners and teachers during the process of completing the questionnaire, and the teachers during focus group discussions were assured that they could willingly withdraw if they so felt even in the middle of the process. This was thought to be important by the researcher for the natural and easy process of data collection without any coercion and compulsion.
- c) Another very crucial and relevant consideration was that of privacy and anonymity. It was discussed with the respective teachers and learners that that the information gathered through questionnaires or discussions will be strictly kept confidential and used only for academic and research purposes. Further, the participants were assured that their identities will not be revealed at any stage during or after the completion of the research work.
- d) Finally, an effort was made to avoid using discriminatory and offensive language in the questions of questionnaires and focus group discussions. This was validated and ascertained through the pilot study discussed above. Last but not the least, neutrality and objectivity was maintained in analysis and discussion of data in line with the ethical considerations.

Chapter Summary

This chapter shed light on the important aspects and variables, methods and materials, population and participants of the present research. The chapter started with the description of the material in terms of English textbooks to be analysed followed by the relevant population of teachers and learners. Accordingly, the categories of gender bias in the textbooks were then outlined and explained. Next, the tools of questionnaire and focus group discussion for teachers and learners were elaborated. Related with it was the concept of demographic information of the participants, which was discussed next. It was followed by a delineation of the important ethical considerations which were taken into account by the researcher. Finally, the results of the pilot study were discussed by the researcher in terms of feasibility, practicability and ethics to furnish the researcher with necessary outcomes (if any) that could be accordingly incorporated in the actual process of data collection.

The next chapter presents the analysis of the English textbooks taught at undergraduate level in Khyber Pakhtunkhwa in the categories of gender analysis as discussed above in this chapter.

CHAPTER 4

ANALYSIS OF TEXTBOOKS

Chapter Overview

This chapter deals with the analysis of gender portrayal in the English textbooks taught at the undergraduate level in the province of Khyber Pakhtunkhwa. The chapter starts with a brief outline of the categories against which gender bias is to be measured. After that, results of the first category of gender analysis, ratio of male and female characters are presented. This is done both through description as well as tables. First the results of individual books are given, followed by overall analysis in all the four books. Next, the occupational and character roles for both the genders are descriptively outlined. The next section deals with the presentation of the data for the variable of generic masculine expressions. This is followed by the analysis of the order of mention. In the next two sections, gender portrayal is examined in the categories of nouns and adjectives. Finally, the titles and contents of units in textbooks are analysed for gender portrayal. In all these categories of analysis, results are presented descriptively as well as in the forms of table to show relation and correspondence.

4.1 Categories of Textbook Analysis

In this section, the analysis of the textbooks is presented in accordance with the categories of analysis. It could have been accomplished in a number of ways. One way of doing this was, for example, to describe each book individually with reference to all the variables and then compare their results. A more convincing mode, according to the researcher, was to analyse all the books at the same time according to the variables/research questions. It also provided an immediate context of comparison and analysis to determine the relative fair or partial portrayal of both the genders in the books. This is accomplished in the following manner;

4.1.1 Number and Ratio of Male/Female Characters in the Textbooks

This is the most researched aspect of gender bias in textbooks. It means counting the number of both male and female characters that appear in the lessons/units of the textbook and measuring their relative ratio. As discussed in the chapter on methodology, the researcher included

all characters mentioned in the contents of the books. Each character is counted as one no matter how many times it is reported in the book.

4.1.1 (a) Number of Male/Female Main, Supporting and Minor Characters

In addition to overall male and female character count, the characters are analysed to determine their relative importance and prominence. A main character is one which is central in a unit or narrative. A supporting character is less central and important than the main one. A minor character is one which is rarely mentioned.

4.1.2 Occupational Roles Assigned to Males/Females

This refers to the analysis of occupations/roles/professions that men and women are drawn in the textbooks. Whether both the genders are shown in a variety of occupations or one gender is allowed to indulge in professions of their choice and the other is allotted a limited, stereotypical role to play.

4.1.2 (a) Male/Female Monopolized, Dominated or Gender Shared Occupations

The occupations are further divided into subcategories. Male/female monopolized are those which belong purely to either males or females. Male/female dominated are those which are shared by both but dominated by one gender. Gender shared occupations are equally shared by both males and females.

4.1.2 (b) High and Low Status Occupations

Occupations are analysed to see the respective status of male and female jobs. High status occupations are those of a doctor, engineer, pilot and explorer etcetera. Low status jobs, on the other hand refer to teacher, nurse and attendant etc.

4.1.3 Generic Expressions and Order of Mention

Generic expressions are words ('man', 'student', 'baby' etc.) which though used generically often refer to the male gender. The frequency of their use is measured as its frequent use conveys a male dominant impression. In addition, the contexts in which these expressions occur, are also analysed to further clarify whether the generic expression in question is general or male-specific. Order of mention is also termed as 'firstness'. It means the first mention of any gender in pairs of nouns or pronouns like man/woman, girl/boy, he/she.

4.1.4 Nouns and Adjectives Used for Males/Females

The use and frequency of nouns like ‘man’, ‘woman’, ‘husband’, ‘wife’ is measured and counted to determine which nouns are used more for which gender. Adjectives used to convey a particular image of any one gender are also gathered and analysed to determine whether the portrayal is traditional or equitable.

4.1.5 Titles and Contents of Units in Textbooks

Based on Shah (2012), the titles of the units in all the analysed textbooks are examined to study whether they are male-centered or female-centered. Specifically, the nouns (man/woman) or pronouns (his/her) used for males and females in the titles are investigated. In addition, the contents of units in the textbooks are examined to determine their focus (i.e. male-focused or female-focused).

4.2 Number of Male/Female Characters in the Textbooks

The first category of analysis was with reference to the ratio of male and female characters. The following table presents the number and relative percentage of the male and female characters in the four books under review. The results are provided visually in the form of a graphic figure (below) as well.

Table 4.1

Ratio of Male/Female Characters in the Textbooks

Intermediate Book I				
Both Genders	Female		Male	
	Number Appearing	Percentage	Number Appearing	Percentage
63	16	25.4%	47	74.6%
Intermediate Book 2				
Both Genders	Female		Male	
	Number Appearing	Percentage	Number Appearing	Percentage

71	10	14.08%	61	85.9%
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Bachelor Book 1

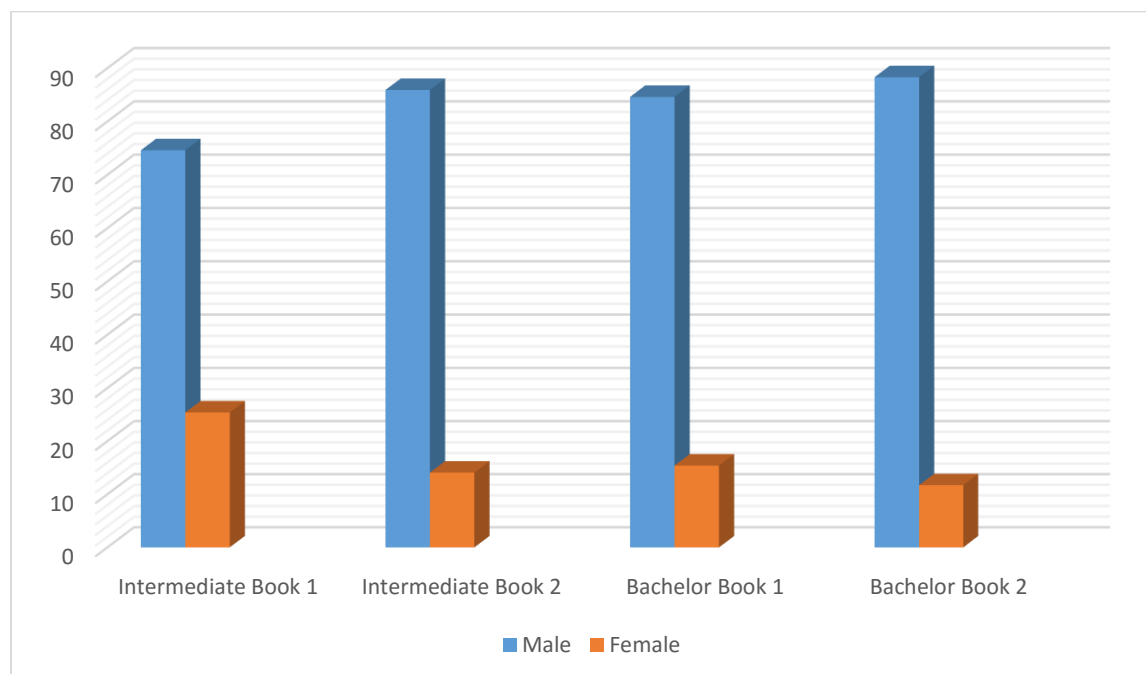
Both Genders	Female		Male	
	Number Appearing	Percentage	Number Appearing	Percentage
13	02	15.4%	11	84.6%

Bachelor Book 2

Both Genders	Female		Male	
	Number Appearing	Percentage	Number Appearing	Percentage
94	11	11.7%	83	88.3%
Total=241	39	16.2%	202	83.81%

Figure 4.1

Ratio of Male/Female Characters in the Textbooks



The numbers in the table and the chart clearly illustrate that the male gender has been allocated a fairly larger share in the English textbooks at the undergraduate level. The female gender, on the other hand, is so thinly drawn that its appearance is negligible, even almost invisible. The overall percentage of the male characters in the books is nearly 84 %, whereas that of female is 16 %. This represents a poor portrayal of females in the content of the books.

Individually, the fourth book in this analysis, *East and West*, is by far the most sexist and biased in so far as it mentions women only 11 times. The men are emphatically more visible and more prominent as the ratio of their appearance is 88 %. In addition, the separate analysis of the book revealed that in many units of the book, there are no female characters at all. Hence, the narrative is purely and pre dominantly male oriented. Here it is also noteworthy that due to the absence of female, the masculine nouns and particularly, pronouns like he/his are repeatedly mentioned with hardly any reference to the feminine counterparts.

The next book where the appearance of men is proportionately higher is the *Intermediate Book II*. Here the females suffer from poor visibility at the ratio of almost 14 % against 86 %. This difference from the previous book is that women's appearance improve by 3 %, whereas men's ratio plummets by 2 %. But this difference is not appreciable as the whole picture is still dominantly in favour of men and against women.

'*The Pearl*' is third in this analysis as there are 84.6 % male appearances in this book in comparison to that of female (15.4%). The relative ratio of the respective genders accordingly decrease and increase by about two percent but what is more important here is that there are only two female characters against 11 males. Further, the males are often holding the center stage and women are marginalised. In addition, one out of the two women is only mentioned a few times and given a minor lamenting role once, the other, although one of the main characters, is mentioned but often after her husband.

The last book in this analysis by virtue of a comparatively improved portrayal of women is the *Intermediate Book I*. Here, the female visibility reaches, at least, to a quarter (25%) of the whole. But the male depiction is still much greater at three quarters (75%). In other words, the male/female ratio can be numerically described as (M: F, 3:1). It means that males are mentioned three times more often than females. And this is also a representation of mere mention of

characters. Their importance, activities and focus has not been taken into account. In the mere count of appearance, females suffer from poor visibility.

Another aspect of this analysis, as table 4.1 reveals, is the progressive increase in the visibility of the male characters and the invisibility of their female counterparts with the advancement in the grade/class. In other words, females' ratio of appearance is the highest (25%) in the first book (Intermediate Book I, for GRADE XI). Consequently, males' percentage of representation is the lowest (75%) in the analysed books. There is a sudden drop of 11% in females' portrayal in Book II (14%) which is for grade XII. Accordingly, an almost 11% improvement is found in the ratio of males as their percentage in Book II is 86%. So with advancement in grade and class, as males become more visible, females become invisible. The same progression is observed in the two books of the Bachelor level. The ratio of the female characters plummets from 15.4 % in the textbook for 13th grade, to 11.7% in that of 14th grade. On the contrary, males' visibility improves from 84.6 % in one book to 88.3% in the other. On the whole, the progression from grade 11 to grade 14 is characterised by an approximate increase of 13% in males' visibility and at the same time, an equal increase in the invisibility of females (in other words, decrease in the *visibility* of females).

The relative percentage of male and female characters appearing in the textbooks is not only the most easily perceivable but also the most researched aspect of sexism. Although majority of the studies (Porreca, 1984; Lee & Collins, 2006; Mirza, 2004; Mahmood & Kausar, 2018) reviewed in the second chapter pertain to gender analysis at school levels in different national, local and international contexts, their results are very much similar if not identical to the findings of the current study. Apart from Mineshma's (2008) study in the Japanese context, where there was a slight difference between the male/female characters as the ratio was (M:F, 33:29), most of the other works confirm the presence of a greater number of male characters and a proportionately lesser number of female. If in Porreca (1984), the male/female ratio was 5:1, in Stockdale (2006), it was 55:45, in Zakka and Zanzali (2015) 68:24 in one book and 62:17 in the other. Islam and Asadullah (2018) while conducting a cross-country analysis of textbooks reveal that whereas the overall percentage of women was 40%, in Pakistani textbooks it was 24.4%. The ratio of male/female characters in Secondary School English textbooks in Khyber Pakhtunkhwa in a recent work of Mahmood and Kausar (2018) is 75:25 and 88:12 in the two analysed books.

The current overall percentage of male/female characters in the reviewed books is 84:16 which is similar to the findings of other researchers in the context of Khyber Pakhtunkhwa and Pakistan on the one hand and different in terms of over representation of males and under representation of females from researches conducted in other developing countries, on the other. With specific reference to the local context of the study, it is observed that the biased portrayal of the female gender regarding poor visibility is not limited to school level only but is continued and perpetuated at the higher (undergraduate) level as well. This continuation of gender discriminatory portrayal is not only consistent but rather increases with advancement in educational level (from 11th grade to 14th grade).

4.2 (a) Number of Male/Female Main, Supporting and Minor Characters

The nature and relative importance of characters are analysed here. The following table presents the number of main, supporting and minor male/female characters in the textbooks.

Table 4.2

Main, Supporting and Minor Male/Female Characters in ENGLISH Class XI

ENGLISH Class XI						
Character Role	Male		Female		Total	(%)
	Number	(%)	Number	(%)		
Main Characters	22	(70.9%)	9	(29.03%)	31	(49.2%)
Supporting Characters	6	(75%)	2	(25%)	8	(12.6%)
Minor Characters	17	(70.8%)	7	(29.1%)	24	(38%)
All Character Roles	45	(71.4%)	18	(28.5%)	63	(100%)

The above table shows that in Intermediate Book 1 (ENGLISH Class XI), there are 70.9% male main characters. The ratio of female main characters as 29%. As the ratio of male supporting characters is 75% that of female is 25%. In the category of minor characters too, male characters outnumber female by the ratio of 70% against 29%. It is evident from these numbers that the percentage of male characters (main, supporting, minor) is considerably higher than female.

Table 4.3*Main, Supporting and Minor Male/Female Characters in Intermediate English For Class XII*

Intermediate English For Class XII						
Character Role	Male		Female		Total	(%)
	Number	(%)	Number	(%)		
Main Characters	16	(80%)	4	(20%)	20	(51.2%)
Supporting Characters	3	(100%)	0	(0%)	3	(7.6%)
Minor Characters	11	(68.7%)	5	(31.2%)	16	(41%)
All Character Roles	30	(76.9%)	9	(23%)	39	(100%)

In *Intermediate English For Class XII*, the number of male main characters is even higher (80%) than female (20%). Supporting female characters appear 0 times (0%) against an overwhelming absolute majority (100%) of the male characters. Minor male characters also occur in greater number (68%) in comparison to female (31%).

Table 4.4*Main, Supporting and Minor Male/Female Characters in Bachelor Book 1*

Bachelor Book 1						
Character Role	Male		Female		Total	(%)
	Number	(%)	Number	(%)		
Main Characters	2	(66.6%)	1	(33.3%)	3	(27.2%)
Supporting Characters	1	(50%)	1	(50%)	2	(18.1%)
Minor Characters	6	(100%)	0	(0%)	6	(54.5%)
All Character Roles	9	(81.8%)	2	(18.1%)	11	(100%)

In Bachelor Book 1, as the percentage of main male character is 66%, that of female is 33%. Male and female supporting characters appear in equal numbers. In contrast to it, minor male characters outnumber female by the ratio of 100% to 0%.

Table 4.5*Main, Supporting and Minor Male/Female Characters in Bachelor Book 2*

Character Role	Bachelor Book 2				Total	(%)
	Male		Female			
	Number	(%)	Number	(%)		
Main Characters	15	(93.7%)	1	(6.2%)	16	(39%)
Supporting Characters	0	(0%)	0	(0%)	0	(0%)
Minor Characters	22	(88%)	3	(12%)	25	(60.9%)
All Character Roles	37	(90.2%)	4	(9.7%)	41	(100%)

Bachelor Book 2 appears to be the most gender biased in character portrayal as the number of male characters is the highest in comparison to the other textbooks. Male main characters outnumber female at the ratio of 93.7% to 6.2%. The number of male and female supporting characters is 0%. Minor male characters also appear in significantly greater number (88%) against female (12%).

4.3 Occupational Roles Assigned to Males/Females

This section deals with occupational roles that are allotted to the male and female characters. The relative number and ratio of males and females appearing in the texts were discussed in the previous section where it was found that the best instance (at least, among the books) of male/female representation was 3:1. No matter how far is the male gender over represented and the female gender under represented, it remain to be seen as in which capacity and occupations are the two genders portrayed. The dominance and deficit approaches of gender theory outline traditional gender roles for males and females. In other words, male are considered wholly solely responsible for bread winning and his sphere of activity is largely outside the house. Females, on the other hand are believed to be home makers, in charge of household and domestic affairs and taking care of the children. Their activities are mostly confined to the four wall of the house. Although this trend is changing now, particularly in America, Europe and the developed world, even in much of the urban areas of the developing countries. This needs to be investigated

whether the textbooks under review present the traditional picture of males and females or the one which is more balanced and fair.

The following table demonstrates the occupational roles of the male and female characters in the textbooks.

Table 4.6
Occupational Roles for Males and Females in English Class XI

Unit name	Male characters	Female characters
1.1 His First Flight	-	-
1.2 First Year at Harrow	Headmaster,	
1.3 September, the First Day of School	Prophet	-
2.1 It's Country for Me	Farmer,	Mother,
2.2 Our Environment	-	-
2.3 Tears of Nature	-	-
3.1 The Blanket	Dad, Granddad,	The woman,
3.2 The Way it was and is.	Boy, Father,	Daughter, wife,
3.3 The Most Beautiful Flower	Boy, old man,	Woman
4.1 The Scholarship Jacket	Farm labourer, principal, grandpa, teacher,	Coach, teacher, , grandmother,
4.2 A long Walk Home	Father, son,	
4.3 Be the Best of Whatever You are.	-	-
5.1 Fly Away	Director, entomologist, assistant director, fly-man,	-
5.2 The Man Who was a Hospital	Medical man, chemist,	
5.3 When I am an Old Lady	-	-
6.1 Finding a Job	Boss,	-
6.2 A Stressful Job	-	-
7.1 Visiting the Dentist	Dr. Qureshi (dentist)	Receptionist
7.2 At the Dental Reception	Dr. Qureshi,	-
7.3 Dental Check-up	Dr Qureshi,	-
7.4 Dental Hygiene	-	-
8. Damon and Pythias	king, soldier, robber,	Mother, sister

An analysis of the above table makes it clear that females are often drawn in the traditional domestic roles of mothers, grandmothers, wives, sisters and daughters. No other occupational and

professional roles are assigned to females except ‘coach’, ‘teacher’ and ‘receptionist’. Often, the female characters are described and addressed by their familial/relational roles with reference to the male rather than their own individual one which can reveal the identity of a woman independent of a male. This may be the reason why there are more mentions of the words like mother, sister, daughter and grandmother.

As was the case in over representation of male characters in the previous section, same is the nature of the occupations in which the men are portrayed in the book. While females are confined to the walls of the house and the strict domestic roles, males are shown not only in a wide variety of professions but also often independent and professional. Further, they are not included in any way as partaking in the household activities. From the most important familial roles of fathers and grandfathers, males have been depicted as employed in the departments of education, health, science, administration and army etc. Hence, they are headmasters, doctors, and scientists like entomologist, directors, kings and soldiers, farmers and bosses. In addition, the male characters also indulge in all sorts of good and bad activities. On the other hand, the portrayal of females is not only traditional but also limited. This reveals that in professional and occupational roles too, females are partially portrayed. The following table presents male/female occupations in Intermediate Book 2;

Table 4.7

Occupational Roles for Males and Females in Intermediate English for Class XII

Name of Unit	Male characters	Female characters
1.1 The Farewell Sermon	Prophet,	-
1.2 Jinnah’s Vision of Pakistan	Quaid,	-
1.3 The Blades of Grass	-	-
2.1 I Have a Dream	American,	-
2.2 Glory and Hope	Deputy president, president,	-
2.3 I Dream a World.	-	-
3.1 Lessons from the Battle of Uhud	Soldiers	-
3.2 Lingkuan Gorge	Chief, boy, papa,	Baby girl, mama,
3.3 If	-	-
4.1 Determination	Engineer, budding engineer,	Wife
4.2 The Man Who Planted Trees	Shepherd, son, infantry-man,	Wife,
4.3 It couldn’t be Done.	-	-

5.1 Technology and Society of the Future	Inventor , father, uncle,	-
5.2 Gender Inequality is Detrimental to Society	-	-
5.3 The Schoolboy	-	-
6.1 Archeological Treasures of Pakistan	King , officer, marshal,	Girl
6.2 The Renaissance	Artist, playwright, scientist, explorer,	-
6.3 Once Upon a Time	Father, son,	-
7.1 The Merchant of Venice	Jew, Businessman, messenger, duke,	Wife, maid servant,
7.2 King Lear	King, Duke, Jester, messenger, beggar, Earl	Wife, daughter, sister,

It is clear from the table above that the only ‘role’ for the female gender is that of a ‘maid servant’ in so far as it can be called a profession or occupation in the sense that the servant may be drawing some salary in reward of her services. Apart from that there are only domestic roles in which ‘wife’ dominates, which too, is no less than traditional. The other being ‘mama’, ‘daughter’, ‘girl’ and ‘baby girl’.

Males on the other hand, enjoy the same amount of liberty and variety in jobs as they had in the contents of Book I. These range from the ordinary ‘beggar and jester’, to ‘dukes’, ‘earls’ and ‘kings’. Along these there are other, thought to be fit only for males, such as ‘engineer’, ‘scientist’, ‘inventor’, ‘explorer’, ‘infantry-man’ and ‘businessman’ (which are obvious for their suffixes). The domestic familial roles are also not lacking as fathers, uncles, sons are also mentioned.

Table 4.8

Occupational Roles for Males and Females in Bachelor Book I

The Pearl	Male characters	Female characters
	Fisherman, son, Brother, Doctor, Servant, Priest, pearl buyer, trackers,	Wife,

In the book for 13th grade, *The Pearl*, the depiction of both the genders seems even more traditional and stereotypical. In the whole novella, there are only two female characters, but they

have the typical role of the ‘wife’ inside the four walls of the house. Juana is often seen as feeding and cleaning the baby, preparing food like cakes and doing other household chores. Males’ roles are also in accordance with the norms of their gender. Hence, there is a doctor, servant, priest, fisherman and a number of trackers; occupations which are purely masculine and performed only by males as such. Not only is this book more biased against females in count as there are only two female characters, but also in nature as there is only one, strictly domestic role, that of a wife. The table below presents occupational roles for males and females in Bachelor Book 2;

Table 4.9

Occupational Roles for Males and Females in Bachelor Book 2

Lesson No./Name	Male characters	Female characters
1. The Peshawar	Hakim, old man, the imam, proprietor, cobbler, vendor, curator, official, chief minister, chancellor,	-
2. The Indus in the fetters	Herdsman,	-
3. A tell like Jericho	-	-
4. Two wheels over nine glaciers	Old man,	Begum sahib
5. The Pipal Pani Tiger	A party of men, the zamindar, a villager, son,	Old woman
6. The Idea of Pakistan	Westerner,	-
7. The Holy Prophet	Prophet	-
8. Quaid e Azam	Physician.	Sister,
9. Flight into Karachi	Governor general, viceroy, the naval ADC, the air ADC, aide, businessman,	Sister,
10. The death of a great man	Doctor,	-
11. A cold wind at Kitty Hawk	Clergyman, lecturer, inventor, professor, engineer, customer, pilot,	-
12. Anything a Horse can do.	Student, professor, captain, airman, director, designer, major,	Sister
13. The first an in space	Cosmonaut, tractor driver,	Old woman, granddaughter,
14. Direct Energy from the Sun	-	-
15. Pavlov	Scientist, teacher, priest,	Wife

16. Iqbal's Message	-	-
17. The Pakhtuns	Chief	-
18. How Many People	-	-
19. Education for Tomorrow	-	-
20. Style and Purpose	-	-

The results of 'East and West' which is for grade 14th, are not much different from the previous three books. The female gender here, is not assigned any professional/occupational role as most of the characters are in the domestic roles of wife, sister, granddaughter and begum sahib. Not only are these characters few in number, they are also in a very limited range. So far as males are concerned, the variety and range of occupation provided to them is greater and wider in comparison to the previous three books. These range from the simple 'hakim and vendor' to the high paid 'scientist and cosmonaut', to the high status and high ranked 'naval and air ADC.s' and from the moderately paid 'lecturer and professor' to 'Viceroy and Governor General'. There is an equal number of males belonging to modest professions like, 'cobbler, customer, airman, imam, and zamindar'. While the female gender is restricted to the stereotypical portrayal of domestic roles, males are drawn in as many professions as possible.

In this category of gender bias also the portrayal of both the genders, particularly the female, is more traditional and stereotypical. Such a pattern is visible in most of the textbooks reviewed by different researchers in different national and international setting. For example if women were shown in the occupations of waitress, nurse and doctor thirty four years ago in Porreca's (1984) study, they play supportive roles like calling for help in the work of Lee and Collins (2006): they are shown as busy in teaching, cleaning and making tea by Amini and Bijrandi (2012). In the context of Pakistan, Islam and Asadullah (2018) noted that as 'teacher' is the most frequent role assigned to women, no male character is shown as busy in domestic activities. Such findings are further confirmed by Mahmood and Kausar (2018) in their analysis of English textbooks of Khyber Pakhtunkhwa.

4.3 (a) Male/Female Monopolized, Dominated and Gender Shared Occupations

In this category of textbook analysis, occupations assigned to males and females are examined. Those occupations which are allotted to either male or female only, are termed as "male

or female monopolized”. If an occupation is dominated by one gender (more male or female sharing it), it is “male or female dominated”. On the other hand, if an occupation is shared by male and females in equal number, it is known as “gender shared”. The following tables shows the results;

Table 4.10

Male/Female Monopolized, Dominated and Gender Shared Occupations

Monopolized		Dominated		Gender Shared
Female	Male	Female	Male	
Coach	Headmaster	Nil	Nil	Nil
Teacher	Principal			
Receptionist	Boss			
Maid-servant	Director			
	President			
	Engineer			
	Doctor			
	Minister			
	Scientist			
	Captain			
	ADC			
	Lecturer			
	Governor			
	Businessman			
	Soldier			

It is clear from table (4.10) above that occupations are either male-monopolized or female-monopolized. There are no occupations which are either dominated by one gender or shared by both in equal numbers. In addition, as shown in tables (4.6-4.9) above, there is a varied list of occupations for males but a limited one for females.

4.3(b) High and Low Status Occupations

The previous section presented occupations monopolized or dominated by male or female genders. This section deals with the status (high or low) of these occupations. According to Hasan (2015), as high status jobs include ‘doctor’, ‘engineer’, ‘pilot’, ‘judge’, ‘explorer’, low status jobs are those of ‘teacher’, ‘nurse’, ‘attendant’ etcetera. Table 4.10 above shows that men are dominantly portrayed in high status occupations such as “governor, president, director, pilot,

scientist, boss, minister” etcetera. On the other hand, females are portrayed in low status jobs such as “teacher, coach, receptionist and maid-servant.

4.4 Generic Expressions and Order of Mention

4.4.1 Generic Masculine Expressions

This section focuses on generic expressions and order of mention. Although it is believed that when masculine generic expressions are used, they refer to both the genders. But it is hardly the case. Previous research has amply demonstrated that readers hardly conceptualise women when they read or hear masculine constructions. The immediate, following context is also instrumental and helpful in deciding whether an expression is used in the general sense or used only for the male gender. Whatever the case may be, the use of the masculine generic constructions in themselves, is a way of catering to sexist practices in texts. Language and gender theorists and researchers have repeatedly emphasized the use of gender-neutral structures to avoid such linguistic discrimination against the female gender. These include replacing ‘man’ with ‘person’ and encouraging the use of general pronouns like ‘they’ and ‘s/he’ instead of ‘he or she’.

The examination of the textbooks of the study revealed that not only generic masculine expressions are often used but the context determined that these signified the male gender as well. The frequency of the use of these constructions in the four books is outlined in the following table.

Table 4.11

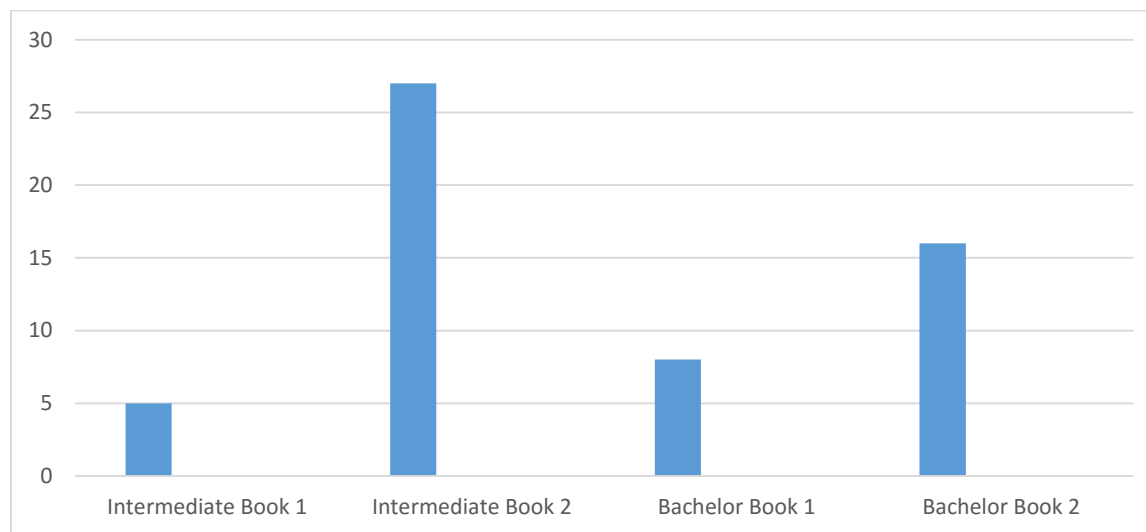
Number of Generic Masculine Expressions Used in the Books

Item	Book I	Book II	The Pearl	East and West	Total
Number of Generic Expressions	05	27	08	16	56

The following is a graphic representation of generic masculine expressions used in the four books;

Figure 4.2

Number of Generic Masculine Expressions Used in the Books



Although the use of masculine generic expressions is considered to be an instance of linguistic sexism and needed to be avoided but as is clear from the table, such constructions are employed in the books under review. A total of 56 expressions are used in the four books. It can also be observed that the frequency of the words is higher in the second book of each pair. It is the highest in Book II of the Intermediate course and also twice the number (16) in the East and West as compared to *The Pearl*. It could have been ideally desired that with the advancement in grade from 11th to 14th, the rate of employment of such words should have plummeted, but it seems to be the other way round. A gradual increase may point to the consistent and persistent practice of linguistic discrimination of one gender at the cost of another.

The previous paragraphs were about the use and frequency of the generic masculine constructions. The next point is regarding the nature of such use. These words are used but as is sometimes claimed that their use is general, applying to both the genders; but it is not the case here. As contended by Porreca (1984), the context following a masculine generic expression often clarifies the confusion that whether it is used for the male gender only or is inclusive of both. The following example illustrates this;

Man cannot fight against nature. **He** is too weak to go against her.

Here the expression ‘man’ is used as generic masculine expression. It is through the examination of the immediately following sentence that reveals ‘man’ is used for ‘males’ only.

The pronoun ‘he’ in the next sentence points out that the expression is not used in the general sense but rather is male-referenced. Some of the examples from the analysed books are as under;

1. A **man** should never leave **his** post. (Intermediate Book II, p. 97)
2. **Man** is not at the mercy of **his** environment. (Intermediate Book II, p. 169)
3. **Man** has changed **his** environment. (Intermediate Book II, p. 172)
4. And which is more, you will be a **man**, my **son**. (Intermediate Book II, p. 109)
5. Every **man** in this world functions to the best of **his** ability. (The Pearl, p. 21)
6. He knew that the gods take their revenge upon a **man** if **he** be successful through his own efforts. (The Pearl, p. 15)
7. The **Pathan** makes **his** own knives. (East and West, p. 6)
8. By September the hostel was up and one hundred and fifty **students** were under its roof, each in **his** own room”. (East and West, p. 12)
9. An **Arab** to whom qehwa means coffee, would be surprised at the taste of the Peshawari product but **he** would recognize in its making..... (East and West, p. 4)
10. The Indian **Muslim** has long ceased to explore the depths of **his** inner life..... (East and West, p. 155)
11. My **child** and I hold hands on the way to school, and when I leave **him**.... (Book I, p. 33)
12. The **principal** called me into **his** office. (Book I, p. 87)

These are only some of the examples. It can be unquestionably argued that the generic expression ‘man’ has been completely and overwhelmingly devoted to refer to the male gender only as is evident from the following pronoun ‘he’. But ‘man’ is not the only expression employed here. A host of other constructions are there which are purely used in the masculine sense. These include “principal, student, child, Muslim, and Arab”. This makes some of these examples interesting and worth discussion and consideration. One, for example, is with reference to the construction of the hostel, where upon completion each student will have “his own room”. Here, the female gender is excluded from ‘students’ as if implying that girls/women cannot be students or either that they cannot stay in the hostel. This is a crystal clear example of gender bias.

That is not all. There are few other as well. A father is taking his *child* to school but he ends up leaving his *son* at the door. It can also either signify that child wholly solely stands for

‘son’ or either that only a male child can be sent to school. If neither, then, it is presenting a gender-based discriminatory picture. Another example, which could easily have been avoided, is mentioning the ‘*Pathan*’, “who makes *his* own knives”. If the plural pronoun ‘their’ had been used here instead of ‘his’, it could easily have mitigated the effect without altering the intended meaning in any manner. Similarly, an Arab, a Muslim and a principal, all are used as referring to males only. In their study, Mahmood and Kausar (2018) confirm that at Secondary School level also not only generic constructions are used frequently but almost all of them refer to males. As discussed earlier, in many of these general cases and statements, the employment of a plural pronoun could have nullified the gender partial presentation. Even, the use of pairs like he/she, his/her and s/he can provide the necessary gender neutralising effect, but such strategies are not taken into consideration and hence the textbooks, in this aspect also, are exhibiting sexist and biased portrayal.

4.4.2 Order of Mention

The first mentioned person or any other thing in any context, is naturally assumed to have more importance in comparison to those described in the second, subsequent or last place. In language and gender research, the respective position of the nouns and pronouns referring to the male and female gender has been investigated to provide another category of analysis. It means that if a pair of nouns like man/woman, or pronouns like he/she occurs in a sentence, the one that is mentioned first is accepted as more important than the other. It does add to discrimination of one gender against the other, if one gender is repeatedly and pre dominantly mentioned in the first place and the other one is assigned the subsequent or last position. This is termed as firstness.

Previously, rooted in the traditions of dominance and deficit theories, the use of English was based on the male as norm principle. Accordingly, as the man was the trend setter in almost all walks of life, the same was incorporated in the English language as well. This is why, in paired nouns and pronouns in sentences, the word referring to male always preceded the one denoting the female. Except, of course, “ladies and gentlemen”, which is the only expression in the language where ladies are mentioned first. This section deals with the order of mention; the examination, in other words, of the manner in which both the genders are mentioned and hence of their relative importance.

In Book I for the Intermediate classes, there are numerous examples where the nouns referring to the males have been mentioned first. In one unit, there are as many as seven instances in which the male is mentioned first but not a single one mentioning the female first. The following are some of the illustrations;

13. His **two brothers and his sisters** had already flown away the day before. (Intermediate Book I, p. 12)
14. Even when each of his **brothers and his little sister**... (Intermediate Book I, p. 12)
15. His **father and mother** flew around calling to him. (Intermediate Book I, p. 12)
16. With his **brothers and sister**.... (Intermediate Book I, p. 12)
17. His **brothers and sister** had been (Intermediate Book I, p. 13)

As is evident, the nouns for the male (brother, father) are repeatedly preceding their female counterparts (sister, mother). Further, what is more important to note here, is the repetition of the same order and pattern on the same page. Repeated expressions of the similar structures of male firstness in close proximity and visibility, certainly contribute to make the text more male oriented. In addition, it may also force the learners into believing that the males (fathers and brothers) are more important than the females and hence consistently mentioned first.

The next book in this series, Intermediate Book II also maintains the male-first practice. There are many instances where masculine nouns are given the first place, hence preference;

18. All mankind is from **Adam and Eve**. (Intermediate Book II, p. 4)
19. Little **black boys and black girls**.... (Intermediate Book II, p. 43)
20. White **boys and white girls**. (Intermediate Book II, p. 43)
21. We dedicate this day to all the **heroes and heroines** in this country. (Intermediate Book II, p. 58)
22. Along the roads, you meet hearty **men and women, boys and girls** who understand laughter. (Intermediate Book II, p. 150)

These examples also contribute to strengthening the male-first order. As mentioned earlier, such practice is not only gender polarizing in itself, but also consciously and unconsciously inculcate in the minds of the learners that women are inferior to men and that's why they are repeatedly assigned the second position in order of mention. As textbooks' content plays a pivotal

role in shaping the ideas of the learners, such linguistic choices are bound to influence their thought patterns.

This aspect of sexism is more prominent in the textbook for the 13th grade, *The Pearl*. As it is basically the story of a husband and wife named Kino and Juana, it is observed that the husband is often mentioned first, followed by the wife. Sometimes when mention is made of the son Coyotito, he is even given priority over Juana, the mother. The following instances illustrates this;

23. **Kino's** eyes opened, and he looked first at the lightening square which was the door and then he looked at the hanging box where **Coyotito** slept. And last he turned his head to **Juana, his wife,** (The Pearl, p. 1)
24. **Kino and Juana** froze in their positions. (The Pearl, p. 3)
25. **Kino and Juana** came slowly down to the beach and to Kino's canoe. (The Pearl, p. 8)
26. Now **Kino and Juana** slid the canoe down the beach to the water, (The Pearl, p. 8)
27. Before **Kino and Juana** and the other fishers had come to Kino's brush house. (The Pearl, p. 11)
28. But **Kino and Juana** did not know these things. (The Pearl, p. 12)
29. **Kino** squatted in his house with **Juana** beside him. (The Pearl, p. 8)
30. **Kino** ahead and **Juana** behind. (The Pearl, p. 47)

These are only some of the so many examples which follow the same order. The male-first order of mention is not limited to the description of Kino and Juana only. Even if there is a general discussion, the male often precedes the female, as in the following illustrations;

31. If every single **man and woman**, child and baby acts and conducts itself in a known manner. (The Pearl, p. 21)
32. And father made it clear that every **man and woman** is like a soldier sent by god. . (The Pearl, p. 23)
33. Although she might be puzzled by these differences between **man and woman**, (The Pearl, p. 31)

The book for the 14th grade, *East and West*, although a collection of essays, also has instances of firstness in favour of men;

34. **A group of men** drank tea and took their turn at the chilum, **a group of women** sat chattering as they sorted spices. (East and West, p. 4)

It is obvious from the above discussion that in the textbooks of the study, the male gender is repeatedly and consistently assigned the first position in order of mention. As pointed out, often this practice is so overwhelmingly dominant that the texts provide a recurrent, evident and recognizable delineation of a male narrative.

There are only a few sentences in the four books where the order has been reversed and the female mentioned first. It was discussed in the beginning of this section that in English language, "ladies and gentlemen" is the only observable instance of female firstness. It is mentioned as such in one book but in the following manner;

35. Mr. President, ladies and gentlemen. (Intermediate Book II, p. 21)

As can be seen, although ladies are mentioned first in the pair but before that, 'Mr. President' is used which in this context, refers to a member of the male gender. It means, in other words, that in the only female-first-mention also the true essence is lost by the initial inclusion of 'Mr. President'. The second example of female-first-mention is also in a similar context. In the sentence, first, the male is assigned the first position twice, then the female is offered the first place;

36. Little **black boys and black girls, white boys and white girls**, walk together as **sisters and brothers.** (Intermediate Book II, p. 43)

The last example in this regard is in the otherwise dominantly male-first narrative of The Pearl. As discussed above, the husband, Kino often precedes the wife, Juana, it is only a few times in dozens of mentions that Juana is mentioned first. That too, in contexts where her duty as wife necessitated first mention.

Such first mentions of females may be increased in number in the textbooks to provide an equitable perspective to the learners. Researchers of language and gender suggest that by shuffling and inverting the order of nouns and pronouns for male and female, discrimination against a given gender can be easily avoided.

4.5 Nouns and Adjectives Used for the Male and Female Gender

4.5.1 Nouns

The next category was the analysis of nouns and adjectives used for both the male and female gender. Based on Porreca (1984), the frequency and nature of all the nouns used for males and females were examined and investigated. The most commonly occurring nouns for male like “man, husband, father, grandfather, brother, son” and for the female like “woman, wife, mother, grandmother, sister and daughter were counted and analysed. The following tables present the relative numbers of these nouns;

Table 4.12

Nouns Used for Male and Female Gender in the Textbooks

Book Name	Nouns For Male		Nouns for Female	
	Nouns	Number	Nouns	Number
Intermediate Book I	Man	37	Woman	-
	Husband	-	Wife	04
	Father	50	Mother	14
	Grandfather	27	Grandmother	06
	Brother	16	Sister	11
	Son	02	Daughter	01
Intermediate Book II	Man	45	Woman	34
	Husband	28	Wife	22
	Father	36	Mother	05
	Grandfather	-	Grandmother	-
	Brother	04	Sister	31
	Son	03	Daughter	42
The Pearl	Man	84	Woman	07
	Husband	03	Wife	10
	Father	06	Mother	02
	Grandfather	04	Grandmother	-
	Brother	13	Sister	-
	Son	10	Daughter	-
East and West	Man	57	Woman	05
	Husband	-	Wife	01
	Father	04	Mother	01
	Grandfather	-	Grandmother	--
	Brother	01	Sister	06
	Son	05	Daughter	01

The table below presents the total number of nouns used for males and females in all the textbooks.

Table 4.13

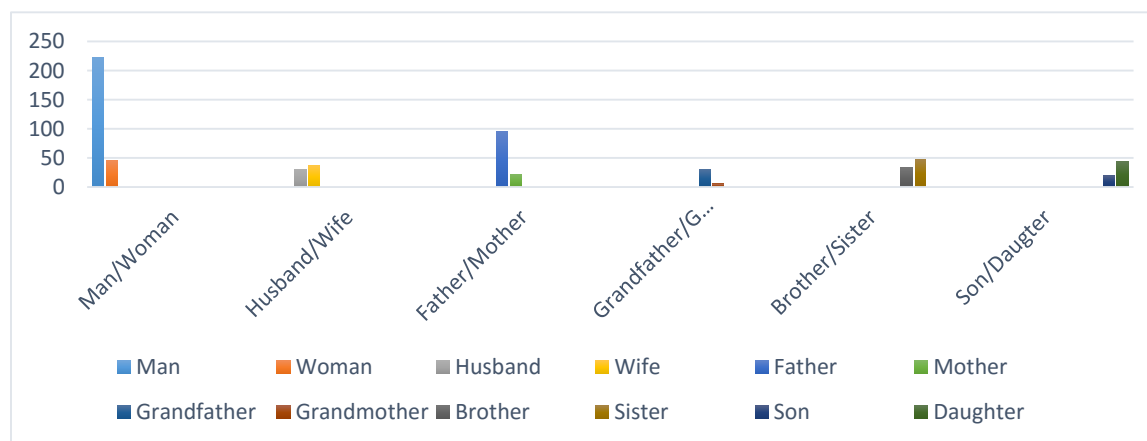
The Total Number of Nouns for Males and Females in the Textbooks

Man	223	Woman	46
Husband	31	Wife	37
Father	96	Mother	22
Grandfather	31	Grandmother	06
Brother	34	Sister	48
Son	20	Daughter	44

These numbers are visually illustrated in the following figure;

Figure 4.3

The Total Number of Nouns for Males and Females in the Textbooks



In this category of analysis, first, the total number of individual nouns used for both the genders is discussed followed by a discussion of some variations in separate books. The most commonly used masculine noun was found to be ‘man’ appearing as many as 223 times. Its feminine counterpart, ‘woman’ featured on 46 occasions. Reference needs to be made to the first section of this chapter where male and female characters were counted. It was observed that the ratio of male to female characters was 3:1. In other words, there were as many as 3 male characters to 1 female characters. The occurrence of masculine/feminine nouns here represent an even greater difference. The noun for the male gender ‘man’ is about 5 times greater in number than ‘woman’,

the noun for the female gender. This difference emphatically reinforces the dominant position of the male gender and the second place status of the females.

Similarly, there are about as many as four and half times more mentions of the noun 'father' than 'mother' in all the books; and about five times more mention of the word 'grandfather' than 'grandmother'. This is a further illustration of the notion that in a family there is more need of the male head of the family as opposed to their female counterparts. What is noteworthy here, is the consistent maintenance of the difference at about five times. Next, the noun 'wife' is mentioned 37 times and 'husband' is mentioned 31 times. The greater number of mention of 'wife' can be explained by recourse to the discussion of the nature of roles assigned to women in the second section of this chapter. It was found out that 'wife' was the only pre dominantly occurring role for the female gender. In other words, the most commonly occurring family relation for a woman and the most acceptable one is that of a wife.

The two noun categories in which the female gender is mentioned in greater number are sister/brother and daughter/son. The total count in the above table may suggest a deviation from the general, traditional and dominant pattern in the other noun categories. For this particular deviation, reference needs to be made to the noun count for individual books. It can be observed that this difference is created by the greater number of mention of the noun 'sister' and 'daughter' in Intermediated Book II. In that one book only, 'sister' is mentioned as many as 31 times and 'daughter' 42 times. It means that in the other three books daughters are mentioned just 2 times as the total number is 44 and sisters 17 times as the total is 48. If the ratio of these feminine nouns had been somewhat uniform, there would have been more mentions of 'son' and 'brother' in comparison to 'daughter' and 'sister'.

The question, however still remains. Why are there more sisters and daughters in one book than the others? The close examination of the Intermediate Book II reveals that the majority of these nouns are mentioned in one unit of the book only, namely Unit 7.2 "King Lear". This is an abridged form of the drama by Shakespeare. In this short, abridged and prose narrative, the story of King Lear and his three daughters is related. As the narrative is mostly about the daughters, hence there are more mentions of the noun daughter and consequently, of sister too. This is the reason why there are comparatively more occurrences of these feminine nouns in this book than the others.

In the category of nouns, then, there is clear manifestation of bias against the female gender in terms of the relatively less mention of the feminine nouns like ‘woman’, ‘mother’ and ‘grandmother’. Accordingly the masculine nouns like ‘man’, ‘father’ and ‘grandfather’ appear as often as about 5 times more than the female ones. The noun, ‘wife’ understandably occurs often as this is the only acceptable ‘role’ for the female gender in the examined books. There are proportionately less ‘sisters’ and ‘daughters’ in the textbooks except for Intermediate Book II, where the greater number of these nouns is explained by their occurrences in one particular unit related specifically to sisters and daughters.

4.5.2 Adjectives Used for the Male and Female Gender

Another category of linguistic sexism in this analysis was the adjectives employed in the textbooks for males and females. All the adjectives used in conjunction with the masculine and feminine nouns were gathered and analysed. Every occurrence of the word was counted as one. As all the books didn’t have a uniform number of adjectives, one had a considerable number, another only a few; the analysis is not presented separately but all the adjectives for men and women are mentioned in the same table along with their number as under;

Table 4.14

Adjectives Used for Male and Female Characters Used in the Textbooks

Adjectives for Male		Adjectives for Female	
	Number		Number
Delightful	01	Fine	01
Old	21	Pretty	02
Young	02	Old	01
Kind	03	Patient	02
Tall	01	Fragile	01
Dignified	01	Obedient	02
Methodical	01	Respectful	01
Serious minded	01	Cheerful	01
Disciplined	01	Strong	01
Shrewd	01	Fair	02
Stronger	02	Gentle	01
Hospitable	01	Generous	01
Courteous	01	Sweet	03
Kind hearted	01	Tender	01
Stout	01	Honourable	01
brave	01	Dear	02

fierce	01	Dutiful	01
bad	01	Virtuous	01
faithful	04	Innocent	02
wicked	01	Young	01
good	05	loving	01
skillful	01		
honest	01		
pleasant	01		
high and mighty	01		
passionate	01		
dear	04		
generous	01		
wise	02		
upright	01		
cruel	01		
merciless	01		
learned	02		
sweet	01		
noble	01		
sharp	01		
creative	01		
crazy	01		

The table demonstrates that so far as frequency is concerned, only one adjective for the male gender, namely old has been repeated as many as 21 times. Along with that, wise and learned have also been used a couple of times in a manner that men, even if old, exhibit the qualities of learning and wisdom. Next are the qualities of being good used 5 times and that of faithfulness 4 times. This signify the goodness of the male gender on the one hand and its faithfulness, on the other. ‘Dear’ and ‘strong’ are then mentioned most, one in the context of a newly-wed wife addressing her husband, and the second with reference to the general strength of the male gender.

What is important to the discussion and needs to be emphasized is the variety of adjectives used for the male gender, ranging from physical appearance to mental intelligence and from the qualities of the head to those of the heart. Regarding appearance and strength, male has been described as ‘tall’, ‘strong’, ‘stout’, ‘fierce’, ‘passionate’ and ‘brave’. Males are then mentioned to be mentally ‘sharp’, ‘creative’, ‘shrewd’, ‘methodical’ and ‘learned’. Next, plenty of qualities of the heart are allotted to males including ‘good’, ‘courteous’, ‘kind’, ‘generous’, ‘upright’, ‘skillful’, ‘hospitable’, ‘noble’, ‘honest’ and ‘delightful’, to name a few. Some of the negative qualities found among the male gender are also included in the list like ‘cruel’, ‘bad’ and

‘merciless’. These qualities amply illustrate that on the one hand, males are described in accordance with the dominant, stereotypical portrayal of their gender and on the other hand, they are shown in a varied light as well.

Females, on the contrary, are depicted in adjectives mostly limited to their physical appearance and quality of submission and virtue. The often used words are “sweet, fair, pretty, dear, delicate, gentle, fragile, loving and fine”, almost all relating to beauty and delicacy, which is the traditional, most sought out quality of a female. Then, the qualities of “patience, obedience, virtue, innocence, respect, duty and honour” are assigned to women, the second most required attribute in them. In addition, the range of the attributes describing the female gender is very limited. Unlike males, they are not allocated any qualities of intelligence like being ‘sharp’ and ‘shrewd’ nor are they thought fit to be ‘disciplined’, ‘methodical’ or even ‘skillful’. In this aspect of sexism too, then, it is to be said that the females’ portrayal is discriminatory as compared to males.

The findings of this study in the category of adjectives are similar in nature to some of the studies on textbooks where adjectives have been analysed. Islam and Asadullah (2018), for example found that adjectives related to emotions and heart like “kind, depressed, messy, affectionate etc.” are used for women and those pertaining to reason and head such as sensible, “visionary, legendary and disciplined” are solely devoted to be suitable for men. Likewise, Biemmi’s (2015) work confirmed a similar pattern as it found adjectives like ‘sweet’, ‘good’ and ‘weepy’ used to describe women and men are considered as ‘cultured’ and ‘wise’. Reference needs to be made of Porreca (1984) as well where she categorised the attributes employed in the textbooks for women as based on emotions, beauty and marriage, and those for men as pertaining to renown, intellect and education.

As similar attributes are associated with both the genders in the present study, there is the addition of a few more that need to be discussed. These are the qualities of being ‘patient’, ‘dutiful’ and ‘obedient’ deemed as essential for women. This addition to the list of adjectives can be explained by the context of the current study. In the society of the country in general and the province in particular, these are the attributes which are considered as most important for women. The attributes of duty, patience and obedience and additionally, according to Mann (2005) those of passivity, submissiveness and avoidance of shame, more than anything else are the hallmarks

of the character and personality of a woman in any capacity of wife/sister/daughter in the society of the province in particular. This may be the reason why along with the use of other adjectives of appearance and emotions portraying women in a traditional light, these are also included in the textbooks under review. The rationale is to convey to the learners and readers the ideas of patience and obedience of the women as essential attributes for them.

4.6 Titles and Contents of Units in Textbooks

4.6(a) Titles

The last category of analysis in textbooks was about portrayal of males and females through the titles and contents of units in the textbooks. The titles of units in all the textbooks were examined to determine whether they are male-centered or female-centered. For this purpose, the nouns and pronouns such as “male/female, man/woman, he/she and his/her” were studied. In addition, any other word (title, occupation, name etc.) denoting males and females were also included in the analysis. Results are presented in the table below;

Table 4.15

Male/Female-Centered Titles of Units in the Textbooks

Book	Male-Centered Titles		Female-Centered Titles	
	Name	Total Number	Name	Total Number
Intermediate Book 1	His First Flight The Man who was a Hospital Damon and Pythias	3	When I am an Old Lady	1
Intermediate Book 2	Jinnah’s Vision of Pakistan The Man who Planted Trees The school Boy King Lear The Merchant of Venice	5	Nil	0
The Pearl	Nil	0	Nil	0
East & West	The Holy Prophet Quaid e Azam The Death of a Great Man The First Man in Space Pavlov Iqbal’s Mesaage	6		0

It is evident from the table above that in the reviewed four books, there is only one title (of a unit) which is female-centered. Apart from that, no other title refers to the females. On the other hand, Intermediate Book 1 has three, Book 2 five and Bachelor Book 2 has as many as six titles which are male-centered. Bachelor book 1 (The Pearl) which is a novelette, does not have any units in it, so it does not have any female/male centered titles.

4.6(b) Contents of Units in the Textbooks

4.6(b1) English Class XI

Most of the units in the textbook are male-specific whether they are related to challenges, acquiring values, changing attitudes or true friendship. In the first unit, all the three lessons are male-specific. Unit 1.1 is about a male sea gull and his first attempt at flying. 1.2 deals with the learning experience of a boy (male student) at school. Even the poem (1.3 *First Day Of School*) is about a father taking his (male) child to school. So, in the unit related to first challenges and attempts in life, females are excluded. In other units too, the lessons are male-oriented. A boy is portrayed as fond of farming and indulging in chores that are “hard, heavy and sometimes dirty” (English Class XI, p. 42). In another unit (3.1), a young boy holds the center-stage as he reminds his father that he will also send him to old home as his grandfather is sent away. In yet another unit (4.2), a father is teaching his son a lesson about never to tell a lie. In other units, men are portrayed as doctors and engineers with no female sharing the professions. The only drama (unit 8) is about true friendship between two men. Here again, females are not included.

In the whole textbook, only one unit (4.1) is female-centered. It is about the achievement of a girl student who is able to win a scholarship jacket at school. In another poem (5.3), an old mother is thinking about all the mischievous and dirty things her children performed when they were kids and how would the children react to such things if she would do them. Here, the focus is more on the pains taken by the mother in bringing the children up. A woman is also drawn in a negative way when she objects to the giving of a “double blanket” by his intended husband to his old father; “No matter what you say, he doesn’t need a double blanket” (English Class XI, p. 68). In addition, women are stereotyped with reference to their beauty. The woman is first described as “It’s a fine girl your father is going to marry” and then as “Dad and the pretty girl with a hard, bright face like a doll” (English Class XI, pp. 67-68).

4.6(b2) Intermediate English For Class XII

In this textbook, almost all the units are male-specific with no female focus. There are numerous units and lessons on prominent historic figures as role models. These include the Holy Prophet (Unit 1.1), Quaid e Azam (Unit 1.2), Martin Luther King (Unit 2.1) and Nelson Mandela (Unit 2.2). The textbook, however, does not have a single lesson about a female role model. The first three units entitled “Vision and Mission”, “Hope and Aspirations” and “Duty and Responsibility” are purely male-oriented. In unit 4 which is entitled as “Courage and Determination”, the stories of two men are narrated. One is an engineer who built a famous bridge and the other a man who planted trees. Here again, females are excluded.

The poems included in the textbooks are also either about males or addressed to them. The poem “IF” (Unit 3.3) discusses all the good qualities such as keeping one’s head, avoiding ambitions, being courageous and realistic. But at the end of the poem, it is revealed that the poem is actually addressed to a son;

Yours is the earth and everything that’s in it,
And ----which is more---you’ll be a man, my son!

(Intermediate English for Class XII, p. 109)

Another poem, “It Couldn’t be Done” (Unit 4.3) is about difficulties encountered while doing something new. The person in the poem is capable of accomplishing the task despite people repeatedly reminding that it could not be done. The ‘person’ in the poem is addressed as ‘he’ throughout, which shows that it is about a male;

Somebody said that it couldn’t be done,
But, **he** with a chuckle replied
That “may be it couldn’t but **he** would be one
Who wouldn’t say so till **he**’d tried. (Intermediate English for Class XII, p. 159)

“The School Boy” (Unit 5.3) is about how a boy loves to rise in summer mornings but going to school drives his joy away. As the title is about a school going boy, the whole poem is read from that perspective. The poem in unit 6.3 (Once Upon a Time) deals with changing attitudes of the people. But the speaker is addressing it to his son throughout;

Once upon a time, **son,**

They used to laugh with their hearts

And laugh with their eyes. (Intermediate English for Class XII, p. 263)

There is one article in the textbook which deals with the issue of gender inequality in society. Entitled as “*Gender Inequality is Detrimental to Society*”, it focusses on discrimination against women in education, health, employment and inheritance. Regarding education, it is argued that females suffer as there are less opportunities for them in terms of schools in comparison to males. In matters of health too, women are differentially treated due to lack of medical facilities as well as attitude of male family members. Women also suffer from mal-nutrition as their health is not considered important and they are often served after men. Women are dependent on men financially as well as they do not have enough employment opportunities. Women are not given their due share in the property left by their parents. The article sums up the discriminatory attitude used against women in Pakistani society.

4.6(b3) Bachelor Book 1

The Pearl (Bachelor Book 1) is a novella about a fisherman named Kino, his wife Juana and his son Koyotito. Kino’s child has been stung by a scorpion and needs treatment but the doctor refuses due to Kino’s poverty. Later, he finds a great pearl which is considered to be very valuable and might change Kino’s fortunes. But with it starts a vicious cycle of attacks and misfortunes as many people try to steal the pearl. He is on the run as he is deceived by the pearl buyers, his hut is burnt and he kills a man in self-defense. As he is followed by trackers, Kino fights with them, eventually losing his son. At the end, the husband and wife come back to their village with the dead body of their son and throw the pearl back into the sea.

Throughout the novella, Kino has been portrayed as physically strong, agile and active and Juana as patient, submissive and domestic. While Kino is ready to take risks and sell the pearl, Juana often asks him to throw it away so that the family is safe from its evil;

Kino, this pearl is evil. Let’s destroy it before it destroys us. Let’s crush it between two stones, let’s throw it back to the sea where it belongs. Kino, it is evil, it is evil.

No, he said. I will fight this thing. No one shall take our good fortune from us. “Believe me”, he said. “I am a man”.....”We will not be cheated. I am a man. Hush”, he said fiercely. “I am a man”. And she was silent, for his voice was command.

(The Pearl, p 57)

Once, when Juana silently tries to throw the pearl into the sea, Kino catches her and mercilessly beats her but she does not resist and is not angry at him;

He had said, "I am a man", and that meant several things to Juana. It meant that he was half insane and half god. It meant that Kino would drive his strength against a mountain and plunge his strength against the sea. And Juana had need of a man. She couldn't live without a man. (The Pearl, p. 60)

So the portrayal of male and female characters here is traditional and stereotypical. In addition as men are drawn in a variety of occupations such as fisherman, doctor, priest, pearl buyer and doctor, women are only depicted as housewives.

4.6(b4) Bachelor Book 2

Most of the units in East & West (Bachelor Book 2) deal with male prominent figures and role models. These include the Holy Prophet (PBUH), Quid e Azam, Allama Iqbal, Sahibzada Abdul Qayyum Khan, the Orville and Wilbur brothers, Igor Sikorsky, Yuri Gagarin, and Pavlov. In the context of Pakistan, there are as many as three lessons about Quaid e Azam, one about Allama Iqbal and one about Sahibzada Abdul Qayyum. There is no mention of a female role model in the Islamic or Pakistani context. Generally too, male prominent figures in history are discussed. In unit 10, the story of the Wright brothers and their attempts at flying is narrated. Unit 11 is about Yuri Gagarin, the first man who went in space. Pavlov's achievements in the field of digestion are discussed in unit 13. Here also, women's achievement and accomplishments are neither mentioned nor discussed. There is one unit (3) "*Two Wheels Over Nine Glaciers*", in which a woman is shown as climbing mountain tops.

Chapter Summary

This chapter presented the analysis of textbooks from the perspective of male/female gender portrayal. It was found by the researcher that in all the examined categories, the analyzed textbooks convey bias against females. There are not only more male characters in the books but they are also depicted in a variety of occupations as compared to women. The generic masculine expressions are not only used but they are referring to males only and not general. In order of mention, the male gender is often mentioned first. It is only a few times that females are given the

first position. It is also found that nouns for males like ‘man, father, grandfather’ are mentioned more as compared to nouns used for females like ‘woman, mother, grandmother’. The adjectives for males present them in a varied light focusing on physical strength as well as intelligence and skill. On the other hand, females are portrayed through adjectives referring to physical appearance, charm and patience. The titles and contents of units in the textbooks are also found to be male-centered. The following chapter deals with the analysis of the gender perceptions of the concerned teachers and learners.

CHAPTER 5

ANALYSIS OF TEACHER-LEARNER PERCEPTIONS

Chapter Overview

This chapter presents the data collected from learners and teachers through questionnaires and focus-group discussions. At the start of the chapter, for the sake of immediate reference, the sample of the study has been briefly re-described along with the demographic variables to facilitate analysis and interpretation. This is followed by the presentation and description of results for each individual statement as set in the questionnaire. The results are given in the form of tables and figures for each statement. As there was an open-ended question in the questionnaire, common themes emerging from the answers of the participants are discussed in the next section. The last section of the chapter focuses on the results of the focus-group discussion conducted with the teachers.

5.1 Introduction

This chapter deals with the analysis of the collected data from teachers and learners through questionnaires and focus group discussions. Before starting the analysis, it is worthwhile to briefly outline the demographic variables discussed in the previous chapter so that they provide immediate reference for analysis. The first important variable was the gender of the participants. As data was collected from both male and female learners, it was vital to examine whether their respective perceptions are similar or different. Owing to the significance of this variable, results are presented numerically in tabular and visual (graphic) forms for both the genders. The next demographic variable was the area to which the participants belonged. It has been found through previous research that opinions of participants differ owing to their brought up and education in rural/urban areas. Accordingly, the results are presented in terms of this variable as well. Age and class (educational level) were also included in the demographic information table, but as no significant variation was found in the perceptions of learners, these are not included in the analysis of results.

As outlined in the last chapter, out of a larger body of collected (returned) questionnaires, data from 470 participants was analysed for equal number of males and females. In the total of 310 participants in the urban group, the number of male as well as female was 155. In the rural group, out of 160 participants, 80 were male and 80 female.

5.2 Analysis of Learners' Questionnaire (Close-Ended Statements)

There were 19 close-ended statements in the learners' questionnaire. The statements were based on many categories of gender portrayal. As some of the statements were related to one aspect of gender portrayal, they were grouped together by the researcher as comprising one theme. The first theme was related to gender portrayal in English textbooks. The second one was about general perceptions about males and females. In the third theme, statements were related to the participation of men in household activities. Theme four focused on the importance of education for male and female gender. Theme five was about women and wives needing permission from husbands in all matters. The relative importance given to male and female children is dealt with in theme six. Theme seven focused on male/female employment. The last theme was about male/female status in society.

In the following pages the results of the students' data for all the 19 close-ended statements in the questionnaire are presented. These are discussed under group themes as outlined above. If any variations are found for a given items in terms of the demographic variables, these are explained side by side. Numbers and percentages calculated through SPSS, are given in tables as well as figures.

5.2.1 Theme One (Perceptions about Gender Portrayal in English Textbooks)

5.2.1.1 *There are more male characters/personalities in your English textbooks.*

The first statement was based on the category of visibility of male/female characters in the respective textbooks. The following is a tabular illustration of the learners' response for this item. It is visually represented in figure 5.1 below as well.

Table 5.1
Learners' Response to Characters in English Textbooks

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	34	42.5%	26	32.5%
	Agree	34	42.5%	44	55.0%
	Neutral	7	8.8%	2	2.5%
	Disagree	2	2.5%	3	3.8%
	Strongly Disagree	3	3.8%	5	6.3%
Total		80	100.0%	80	100.0%

Urban	Strongly Agree	61	39.4%	60	38.7%
	Agree	80	51.6%	80	51.6%
	Neutral	8	5.2%	12	7.7%
	Disagree	5	3.2%	3	1.9%
	Strongly Disagree	1	0.6%	0	0.0%
Total		155	100.0%	155	100.0%

Figure 5.1(a)

Learners' Response to Characters in English Textbooks (Rural)

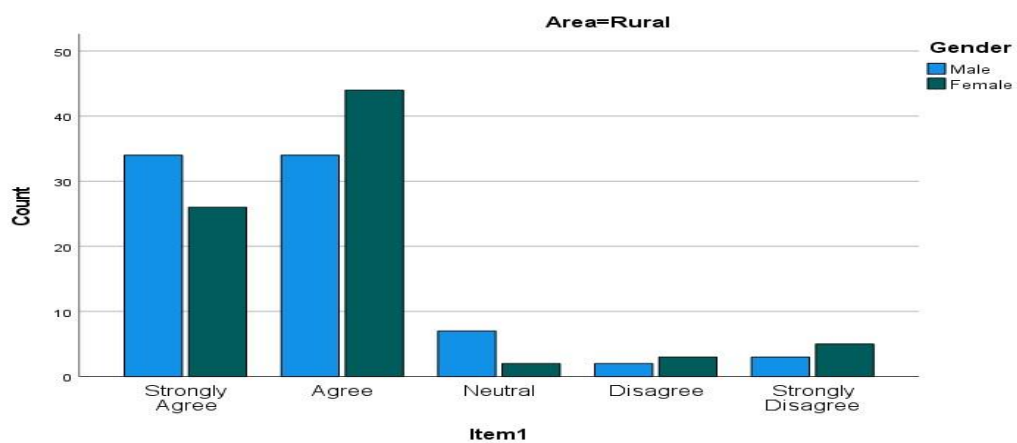
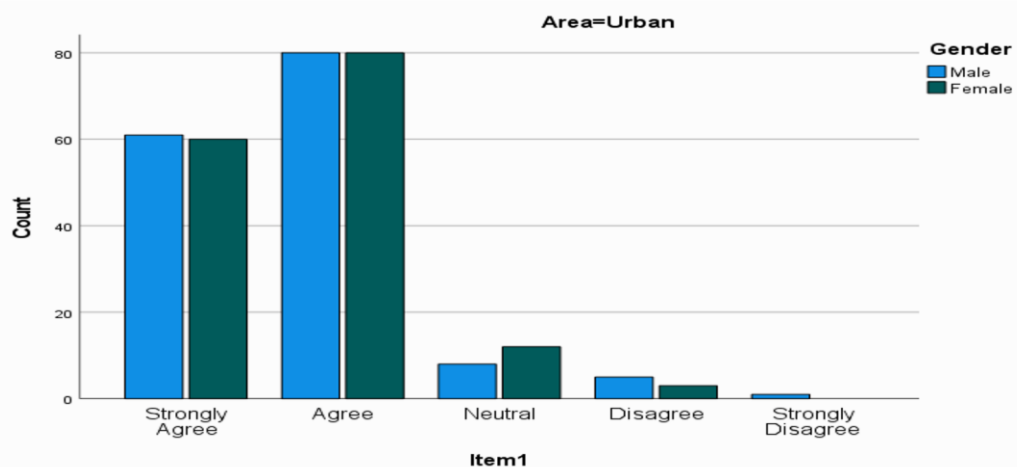


Figure 5.1(b)

Learners' Response to Characters in English Textbooks (Urban)



It can be observed from the analysis above that most of the participants in both the rural and urban groups either agreed or strongly agreed in response to this statement. In the rural group,

as there was some variation among male/female respondents in terms of agreeing and strongly agreeing, the responses of the urban male/female participants were almost identical.

5.2.1.2 Female are often shown in traditional roles like house wives.

This statement was about the portrayal of women in traditional roles such as housewives in the textbooks. Majority of the learners in both the rural and urban groups expressed agreement in response the statement;

Table 5. 2

Learners' Response to Women's Portrayal as House wives

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	23	28.7%	15	18.8%
	Agree	29	36.3%	47	58.8%
	Neutral	16	20.0%	0	0.0%
	Disagree	7	8.8%	16	20.0%
	Strongly Disagree	5	6.3%	2	2.5%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	32	20.6%	35	22.6%
	Agree	72	46.5%	75	48.4%
	Neutral	14	9.0%	27	17.4%
	Disagree	34	21.9%	13	8.4%
	Strongly Disagree	3	1.9%	5	3.2%
Total		155	100.0%	155	100.0%

Figure 5.2(a)

Learners' Response to Women's Portrayal as housewives (Rural)

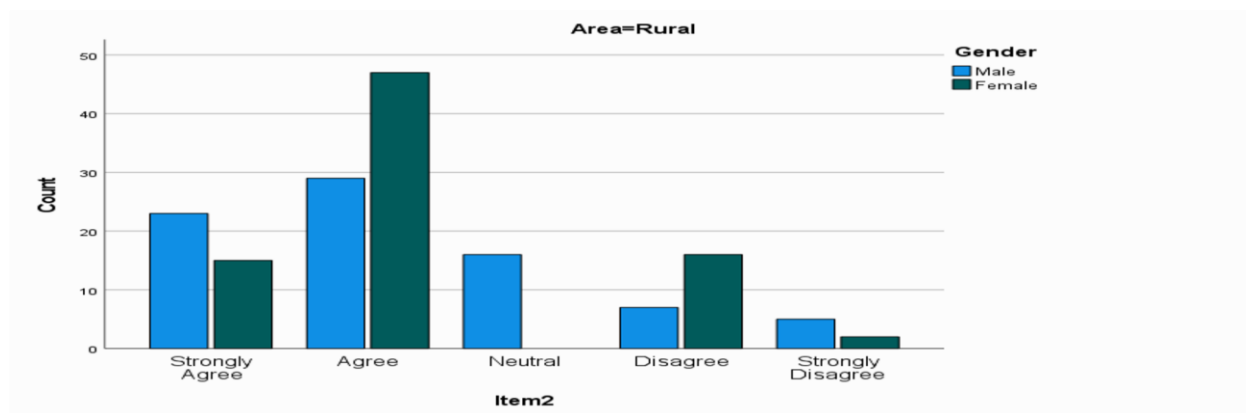
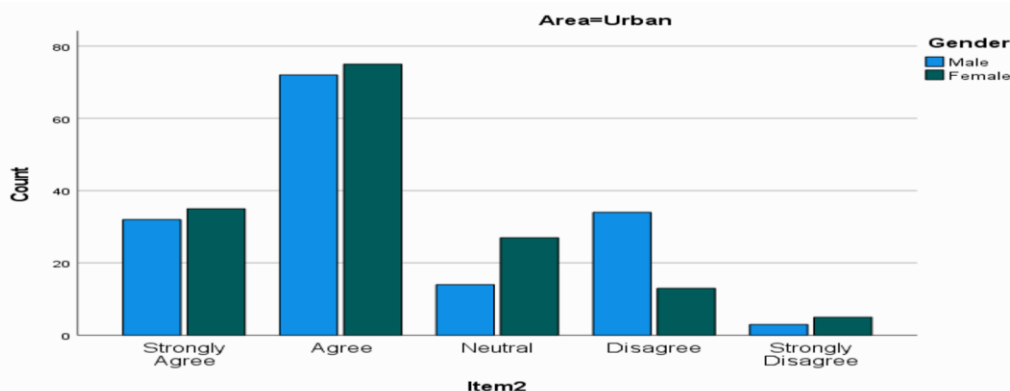


Figure 5.2(b)

Learners' Response to Women's Portrayal as housewives (Urban)



In the urban group, the male and female respondents agreed in almost equal numbers (48%). On the other hand, in the rural group, as 58% of female learners agreed, the ratio of agreement of male learners was 36%.

5.2.1.3 Men are shown as more active, efficient and intelligent.

The next statement in this group was regarding the portrayal of men in the textbooks as more active, intelligent and efficient. Most of the urban as well as rural respondents showed agreement in response to this statement;

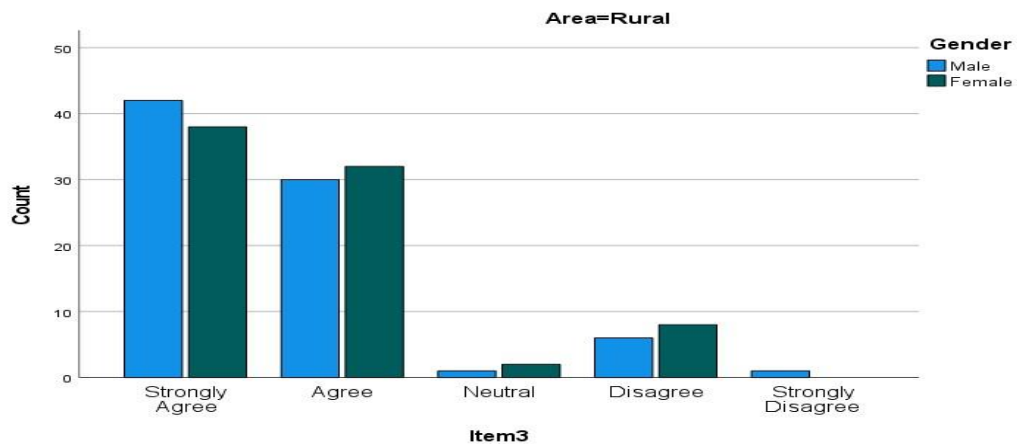
Table 5.3

Learners' Response to Men's Portrayal as More Active, Efficient and Intelligent in Textbooks

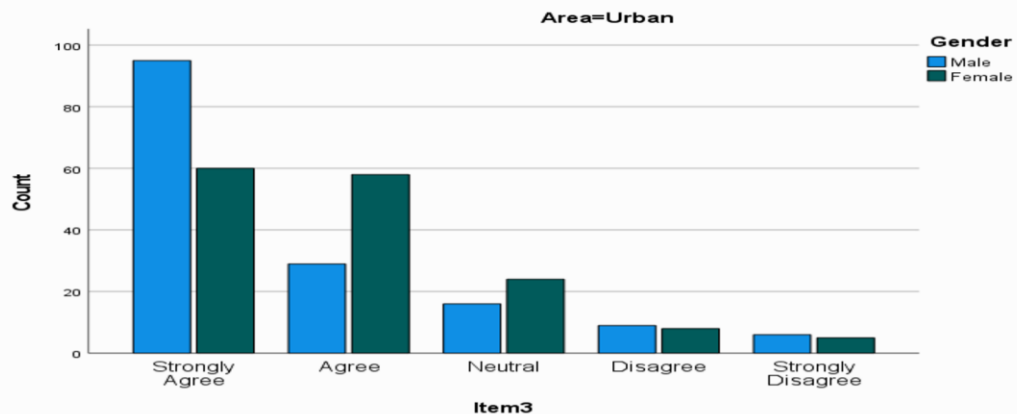
Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	42	52.5%	38	47.5%
	Agree	30	37.5%	32	40.0%
	Neutral	1	1.3%	2	2.5%
	Disagree	6	7.5%	8	10.0%
	Strongly Disagree	1	1.3%	0	0.0%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	95	61.3%	60	38.7%
	Agree	29	18.7%	58	37.4%
	Neutral	16	10.3%	24	15.5%
	Disagree	9	5.8%	8	5.2%
	Strongly Disagree	6	3.9%	5	3.2%
	Total	155	100.0%	155	100.0%

Figure 5.3(a)

Learners' Response to Men's Portrayal as More Active, Efficient and Intelligent in Textbooks (Rural)

**Figure 5.3(b)**

Learners' Response to Men's Portrayal as More Active, Efficient and Intelligent in Textbooks (Urban)



Male respondents in both rural and urban groups expressed strong agreement in comparison to females. As the ratio of rural males strong agreement was 52%, that of female was 47%. Similarly, as 61% urban males strongly agreed, the ratio of females was 38%.

5.2.2 Theme Two (General Perceptions about Males/Females)

5.2.2.1 Men can do all kinds of jobs.

The first statement in this group was related to the ability of men to perform all kind of jobs. Majority of the male and female respondents in the rural group expressed agreement in response to the statement. In the urban group, in comparison to male respondents, the females agreed in greater numbers;

Table 5.4
Learners' Response to Man's Ability to do All Jobs

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	34	42.5%	8	10.0%
	Agree	28	35.0%	42	52.5%
	Neutral	7	8.8%	3	3.8%
	Disagree	8	10.0%	27	33.8%
	Strongly Disagree	3	3.8%	0	0.0%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	32	20.6%	44	28.4%
	Agree	36	23.2%	50	32.3%
	Neutral	9	5.8%	10	6.5%
	Disagree	72	46.5%	35	22.6%
	Strongly Disagree	6	3.9%	16	10.3%
Total		155	100.0%	155	100.0%

As is evident from the table above, as 33% females from the rural group disagreed in response to the statement, only 10% males expressed disagreement. In the urban group however, the male respondents disagreed in greater number (46%) than females (22%). The results are presented in the following figures;

Figure 5.4(a)

Learners' Response to Man's Ability to do All Jobs (Rural)

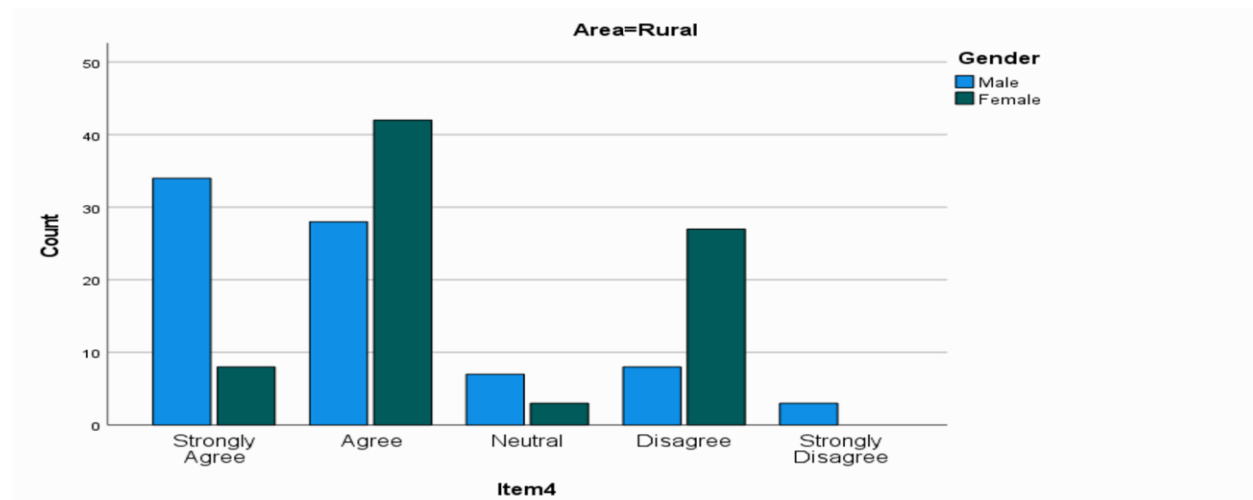
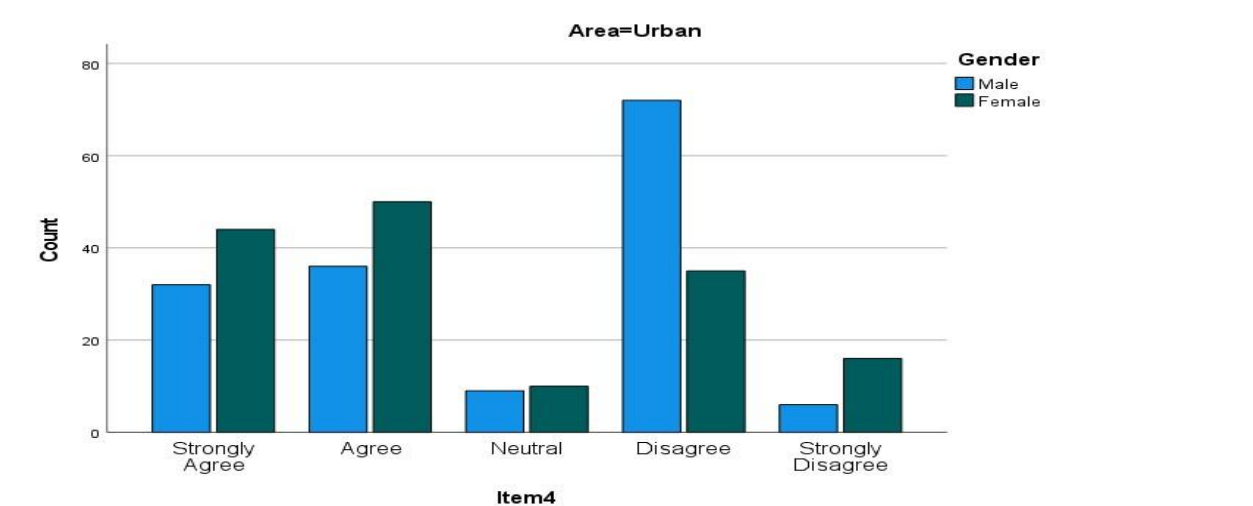


Figure 5.4(b)

Learners' Response to Man's Ability to do All Jobs (Urban)



5.2.2.2 A man should be the head of the family.

The next statement in this group was regarding men as heads of families. Most (75%) of the male rural respondents strongly agreed in response to it. Only 35% females expressed agreement. Most of the male and female respondents in the urban group also either agreed or strongly agreed that a man should be the head of the family;

Table 5.5
Learners' Response to Male as Head of the Family

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	60	75.0%	18	22.5%
	Agree	16	20.0%	28	35.0%
	Neutral	3	3.8%	0	0.0%
	Disagree	1	1.3%	32	40.0%
	Strongly Disagree	0	0.0%	2	2.5%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	91	58.7%	69	44.5%
	Agree	30	19.4%	57	36.8%
	Neutral	3	1.9%	15	9.7%
	Disagree	28	18.1%	10	6.5%
	Strongly Disagree	3	1.9%	4	2.6%
	Total	155	100.0%	155	100.0%

It is important to note in this analysis that the female rural respondents expressed considerable (40%) disagreement as well. Following figures show these results;

Figure 5.5(a)

Learners' Response to Male as Head of the Family (Rural)

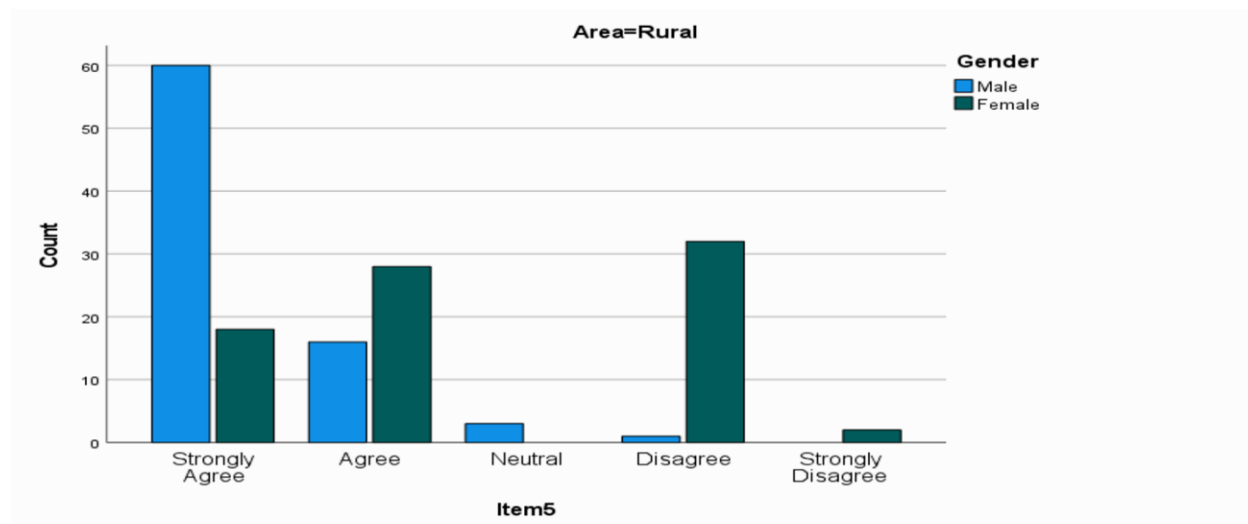
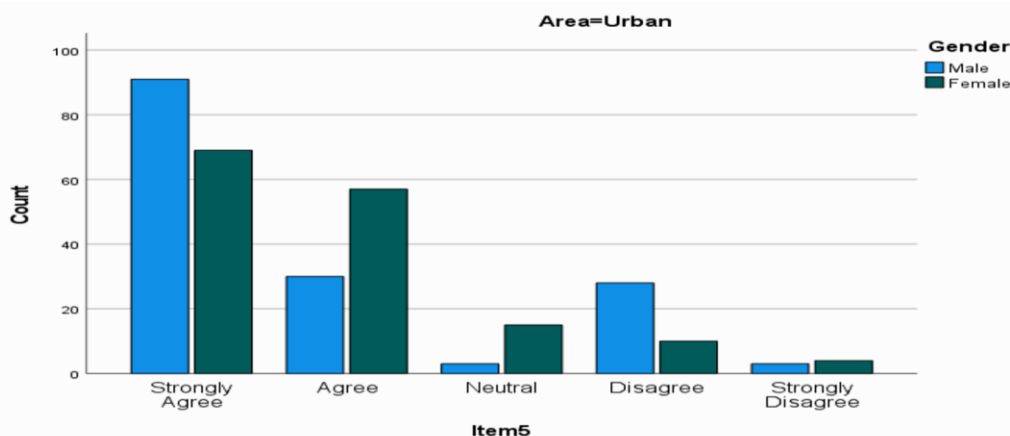


Figure 5.5(b)

Learners' Response to Male as Head of the Family (Urban)



5.2.2.3 *A father's job is to earn money and a mother's job is to look after the family.*

This statement was based on the traditional division of labour between men and women. Specifically, it aimed at eliciting response from respondents regarding the idea that a father should earn and a mother should take care of the family. The following table shows the results;

Table 5. 6

Learners' Response to Father as Bread-Winner and Mother as Home-Maker

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	44	55.0%	16	20.0%
	Agree	25	31.3%	34	42.5%
	Neutral	6	7.5%	4	5.0%
	Disagree	4	5.0%	21	26.3%
	Strongly Disagree	1	1.3%	5	6.3%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	72	46.5%	37	23.9%
	Agree	58	37.4%	32	20.6%
	Neutral	4	2.6%	36	23.2%
	Disagree	16	10.3%	41	26.5%
	Strongly Disagree	5	3.2%	9	5.8%
	Total	155	100.0%	155	100.0%

In the rural group, as most of the male respondents either agreed or strongly agreed in response to this statement, only majority of the females expressed their agreement. Similarly, in the urban group too, males agreed to the statement in greater number than females. The females in

both the groups disagreed in equal number (26%) as well. The analysis is shown in the following figures as well;

Figure 5.6(a)

Learners' Response to Father as Bread-Winner and Mother as Home-Maker (Rural)

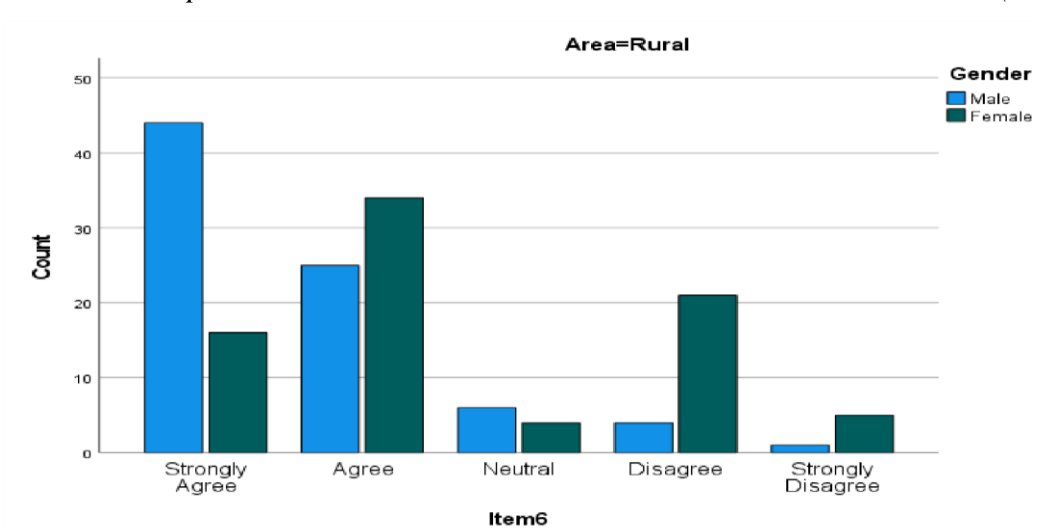
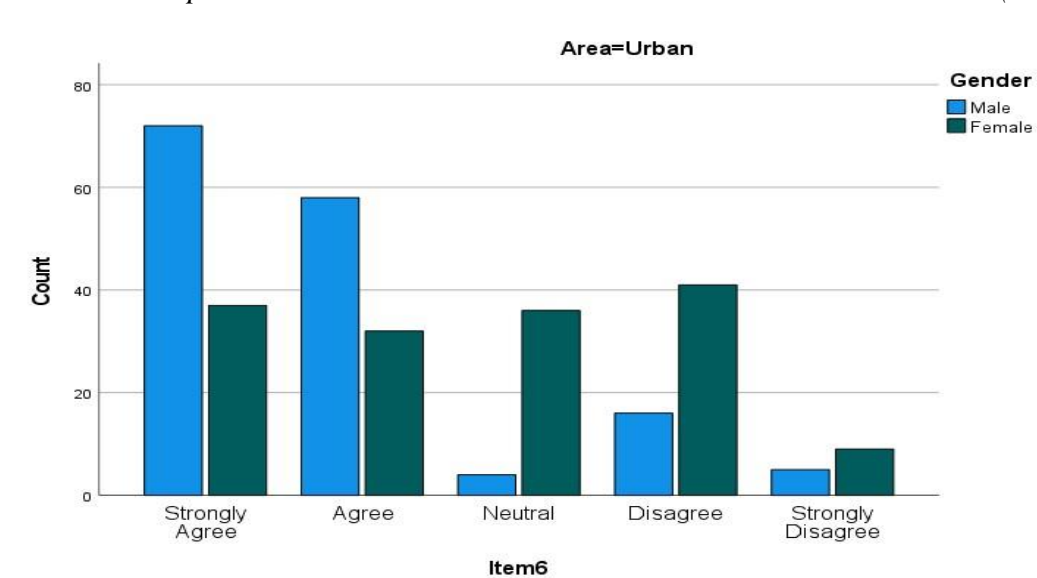


Figure 5.6(b)

Learners' Response to Father as Bread-Winner and Mother as Home-Maker (Urban)



5.2.3 Theme Three (Perceptions about Participation of Men in Household Work)

5.2.3.1 Men also participate in doing housework in your society.

Statements in this groups were related to the participation and help offered by men in doing household work. In response to this statement, as 58% male rural respondents agreed, only 27%

females expressed agreement. Similarly, 51% male urban and 50% female urban respondents also agreed. In addition, as 36% female rural respondents disagreed, 25% urban females also disagreed as shown in the following table and figures;

Table 5.7

Learners' Response to Men's Participation in Doing House-work

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	11	13.8%	17	21.3%
	Agree	47	58.8%	22	27.5%
	Neutral	10	12.5%	6	7.5%
	Disagree	11	13.8%	29	36.3%
	Strongly Disagree	1	1.3%	6	7.5%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	42	27.1%	10	6.5%
	Agree	80	51.6%	78	50.3%
	Neutral	12	7.7%	22	14.2%
	Disagree	14	9.0%	40	25.8%
	Strongly Disagree	7	4.5%	5	3.2%
Total		155	100.0%	155	100.0%

Figure 5.7(a)

Learners' Response to Men's Participation in Doing House-work (Rural)

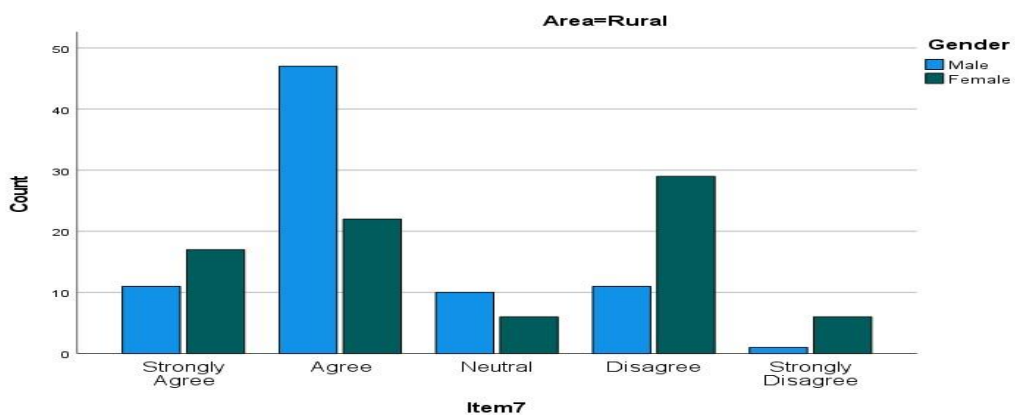
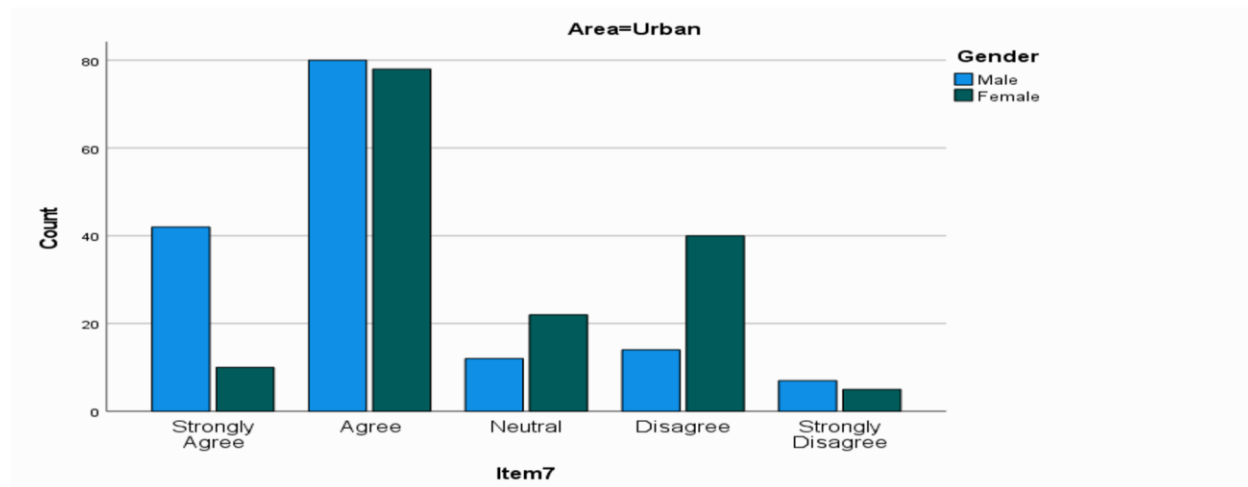


Figure 5.7(b)

Learners' Response to Men's Participation in Doing House-work (Urban)



5.2.3.2 Male family members help in cooking food at homes.

The next related statement in this group was regarding the help offered by males in cooking food at home. Results are presented in the table below;

Table 5.8

Learners' Response to Male's Help in Cooking Food at Homes

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	9	11.3%	9	11.3%
	Agree	29	36.3%	36	45.0%
	Neutral	19	23.8%	2	2.5%
	Disagree	18	22.5%	7	8.8%
	Strongly Disagree	5	6.3%	26	32.5%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	15	9.7%	24	15.5%
	Agree	44	28.4%	69	44.5%
	Neutral	14	9.0%	20	12.9%
	Disagree	67	43.2%	30	19.4%
	Strongly Disagree	15	9.7%	12	7.7%
Total		155	100.0%	155	100.0%

In response to this statement, as 36% male rural respondents agreed, female rural participants showed higher agreement (45%). 32% females expressed disagreement as well. In the

urban group, as females agreed in greater number (44%), males disagreed in almost equal number (43%). This analysis is illustrated in the following figures;

Figure 5.8(a)

Learners' Response to Male's Help in Cooking Food at Homes (Rural)

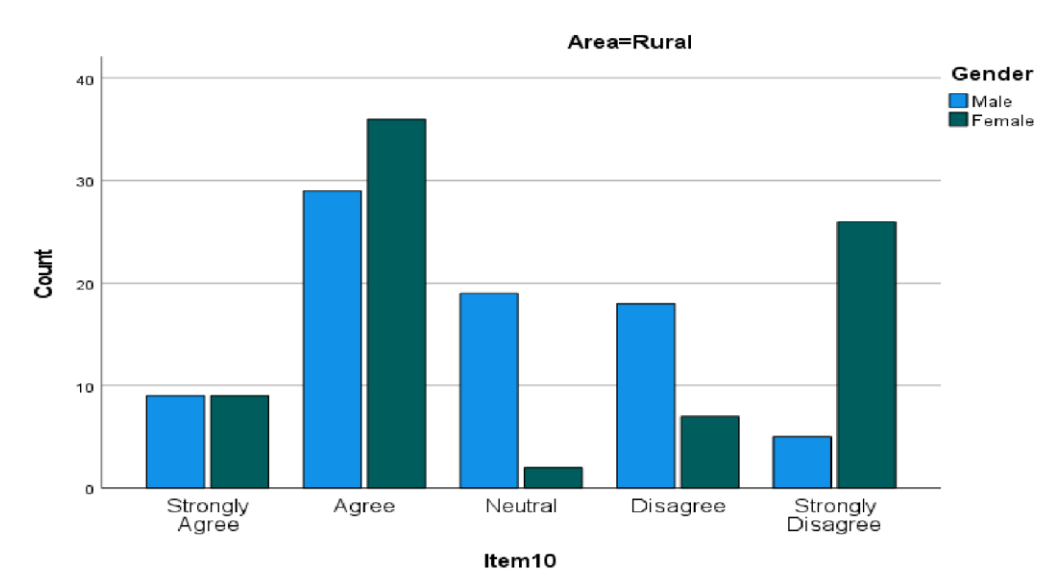
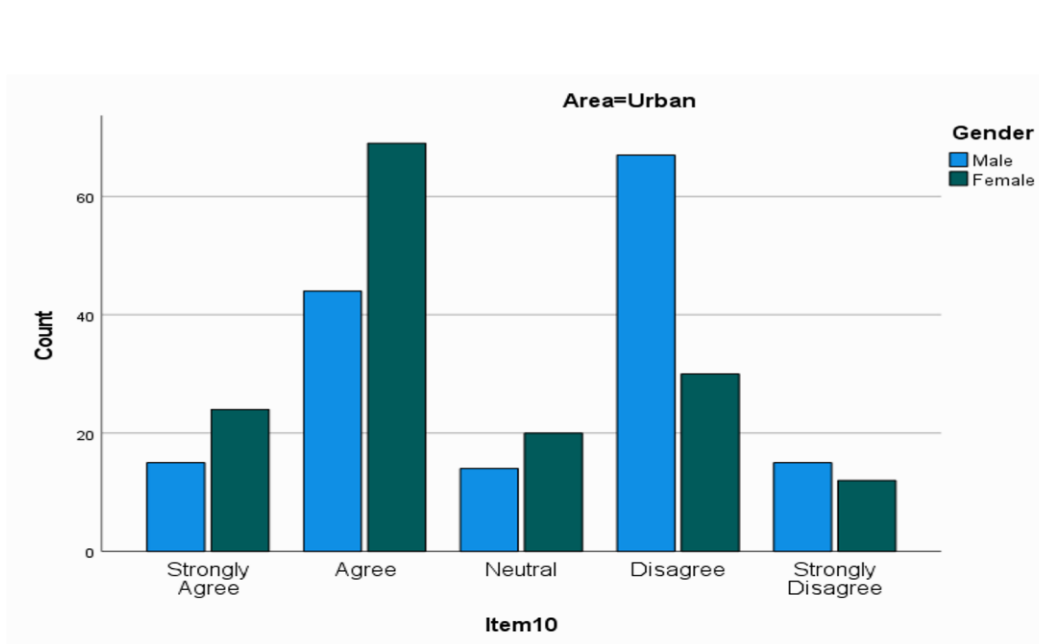


Figure 5.8(b)

Learners' Response to Male's Help in Cooking Food at Homes (Urban)



5.2.4 Theme Four (Perceptions about Male/Female Education)

5.2.4.1 *In difficult financial situations, boys are prioritized over girls for further education.*

This theme focused on the importance of male and female education. The first statement was about preference given to boy's education over girls in difficult financial education. Table 5.9 below presents results for this item in the questionnaire;

Table 5.9
Learners' Response to Priority Given to Boys over Girls for Further Education

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	20	25.0%	12	15.0%
	Agree	41	51.2%	34	42.5%
	Neutral	10	12.5%	9	11.3%
	Disagree	5	6.3%	21	26.3%
	Strongly Disagree	4	5.0%	4	5.0%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	28	18.1%	33	21.3%
	Agree	60	38.7%	43	27.7%
	Neutral	21	13.5%	20	12.9%
	Disagree	42	27.1%	26	16.8%
	Strongly Disagree	4	2.6%	33	21.3%
Total		155	100.0%	155	100.0%

As is clear from the table above, rural male respondents expressed higher agreement (51%) than females (42%). The participants in the urban group showed mixed responses. As 38% males in the group agreed, the ratio of agreement of females was 27%. This analysis is presented in figures as under;

Figure 5.9(a)
Learners' Response to Priority Given to Boys over Girls for Further Education (Rural)

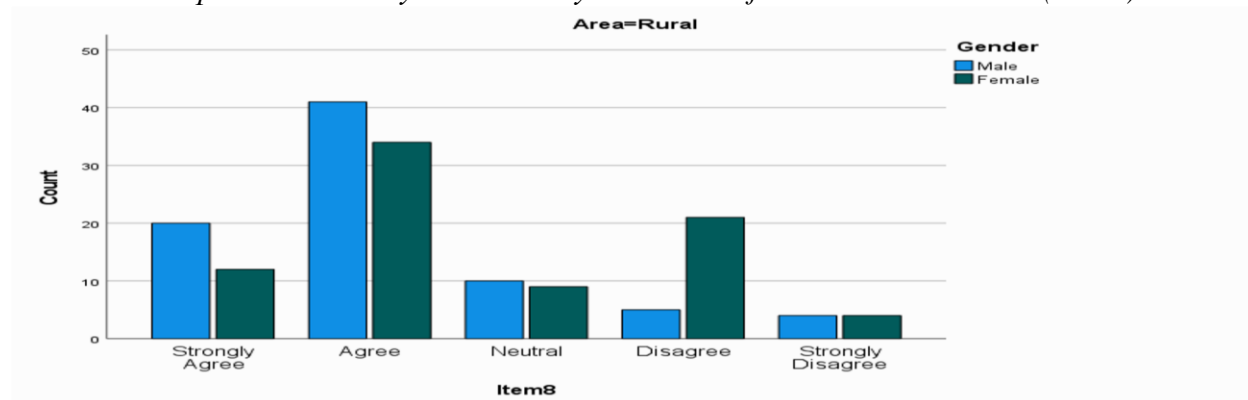
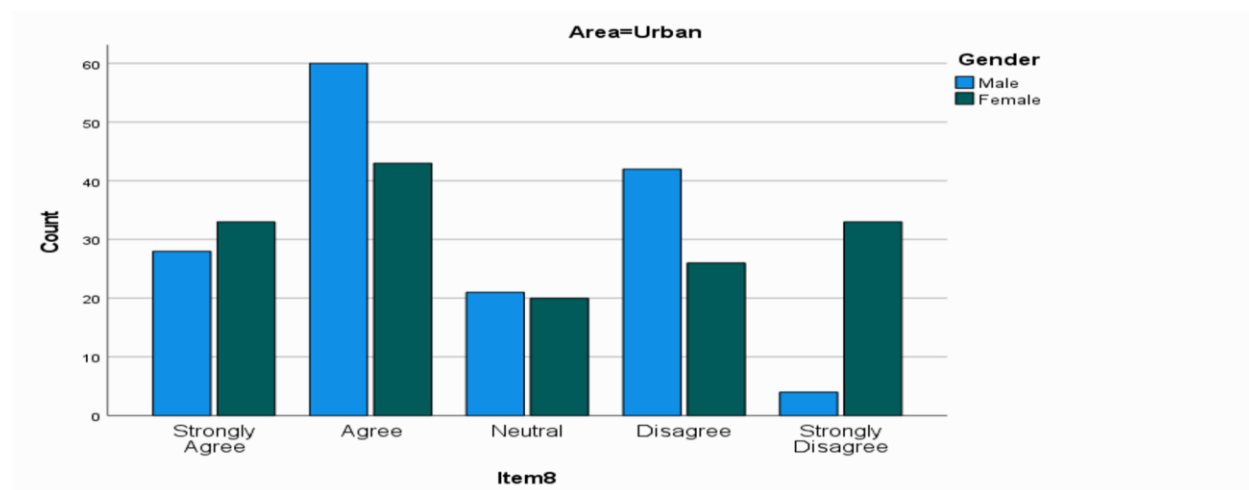


Figure 5.9(b)

Learners' Response to Priority Given to Boys over Girls for Further Education (Urban)



5.2.4.2 Girls don't need to complete their education.

The next statement in this group theme was about girl's education. In response to the statement that girls do not need to complete education, the following results were obtained;

Table 5. 10

Learners' Response to the Statement that Girls Don't Need to Complete Education

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	3	3.8%	0	0.0%
	Agree	11	13.8%	0	0.0%
	Neutral	6	7.5%	6	7.5%
	Disagree	32	40.0%	51	63.7%
	Strongly Disagree	28	35.0%	23	28.7%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	9	5.8%	7	4.5%
	Agree	5	3.2%	3	1.9%
	Neutral	10	6.5%	8	5.2%
	Disagree	53	34.2%	35	22.6%
	Strongly Disagree	78	50.3%	102	65.8%
	Total	155	100.0%	155	100.0%

As is evident from the table above, the female rural respondents disagreed in greater number (63%) than males (40%). In the urban group too, as 65% females expressed disagreement, the ratio of male disagreement was 50%. These results are shown in figures as under;

Figure 5.10(a)

Learners' Response to the Statement that Girls Don't Need to Complete Education (Rural)

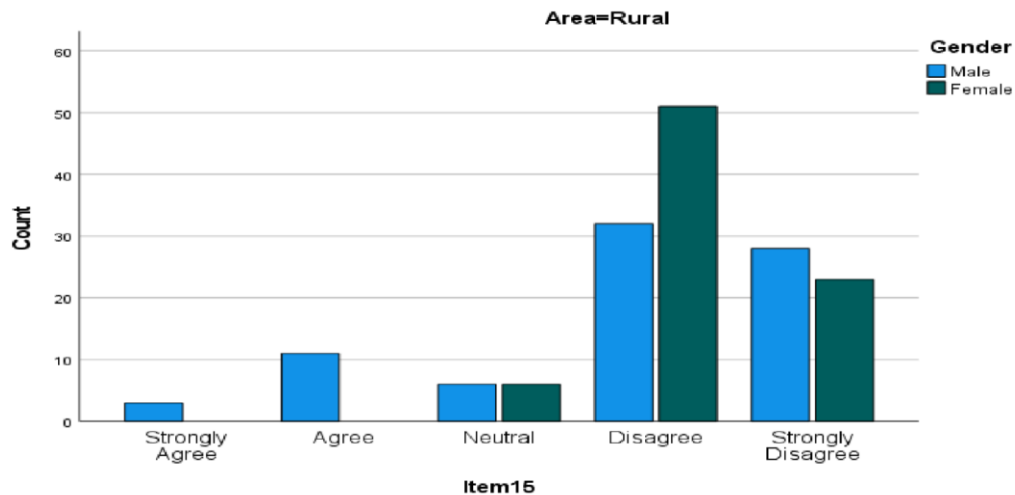
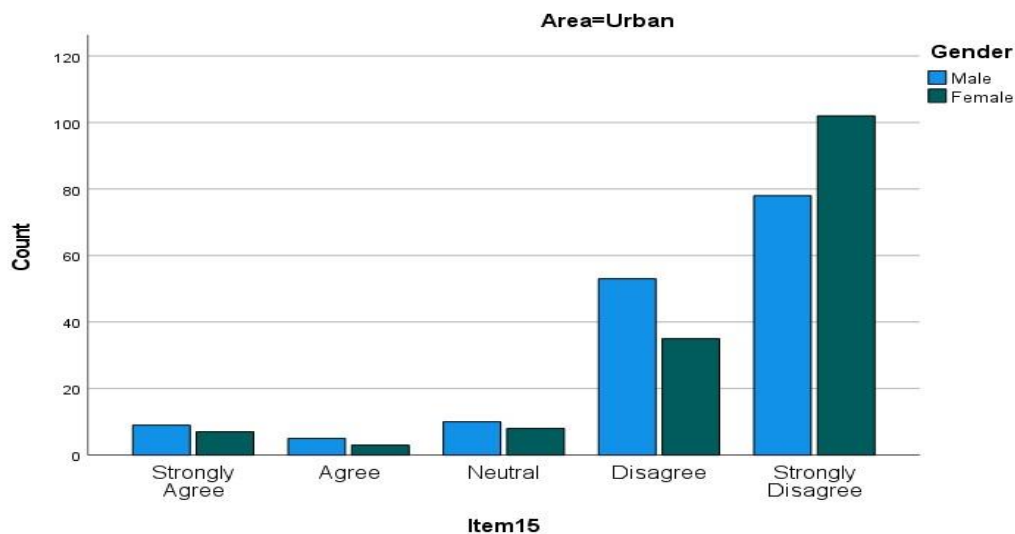


Figure 5.10(b)

Learners' Response to the Statement that Girls Don't Need to Complete Education (Urban)



5.2.5 Theme Five (Perceptions about Female Need of Permission)

5.2.5.1 A house wife always needs permission from husband if she wants to go out.

This statement was related to a wife's need for permission from husband if she is going outside home. The table below presents responses of the participants;

Table 5.11

Learners' Response to the Statement that a Wife Always Needs Permission from Husband

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	62	77.5%	15	18.8%
	Agree	17	21.3%	25	31.3%
	Neutral	0	0.0%	2	2.5%
	Disagree	0	0.0%	25	31.3%
	Strongly Disagree	1	1.3%	13	16.3%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	114	73.5%	62	40.0%
	Agree	30	19.4%	64	41.3%
	Neutral	5	3.2%	10	6.5%
	Disagree	4	2.6%	14	9.0%
	Strongly Disagree	2	1.3%	5	3.2%
Total		155	100.0%	155	100.0%

The above table shows that in the rural group as 77% of male respondents strongly agreed in response to the statement, only 31% females expressed agreement. In addition, 31% females disagreed as well. Similarly, as 73% male urban participants showed strong agreement, the ratio of female strong agreement was 40%. The following is a graphic illustration of results;

Figure 5.11(a)

Learners' Response to the Statement that a Wife Always Needs Permission from Husband (Rural)

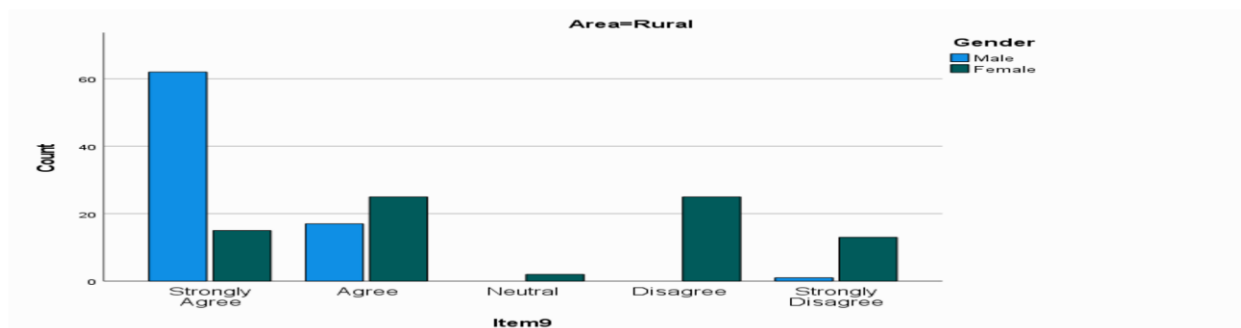
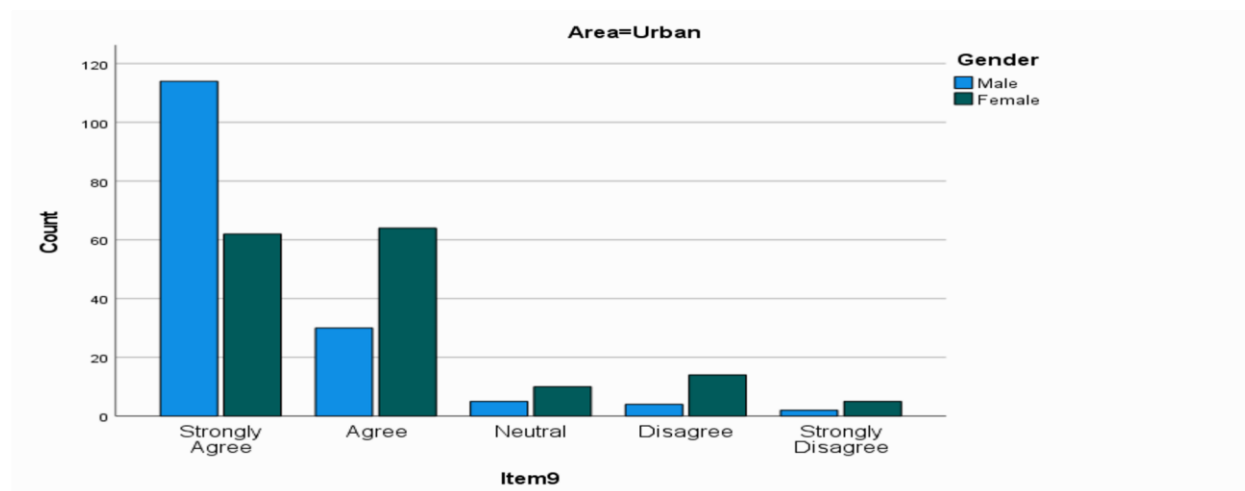


Figure 5.11(b)

Learners' Response to the Statement that a Wife Always Needs Permission from Husband (Urban)



5.2.5.2 Girls' consent is not asked at the time of engagement and marriage.

The next related statement in this group theme was related to girl's consent at the time of engagement and marriage. Specifically, the statement was that girl's consent is not taken at the occasions of the engagement and marriage. Responses of participants are as under;

Table 5. 12

Learners' Response to Girls' Consent not asked at the Time of Engagement/Marriage

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	28	35.4%	57	71.3%
	Agree	20	25.3%	15	18.8%
	Neutral	7	8.9%	0	0.0%
	Disagree	9	11.4%	6	7.5%
	Strongly Disagree	15	19.0%	2	2.5%
Total		79	100.0%	80	100.0%
Urban	Strongly Agree	16	10.4%	24	15.5%
	Agree	37	24.0%	16	10.3%
	Neutral	19	12.3%	37	23.9%
	Disagree	40	26.0%	43	27.7%
	Strongly Disagree	42	27.3%	35	22.6%
Total		154	100.0%	155	100.0%

The table shows that in response to the statement, female rural participants strongly agreed in greater number (71%) than males (35%). Respondents from the urban group expressed mixed responses. The male and females participants disagreed in almost equal numbers (26%).

Figure 5.12(a)

Learners' Response to Girls' Consent not asked at the Time of Engagement/Marriage (Rural)

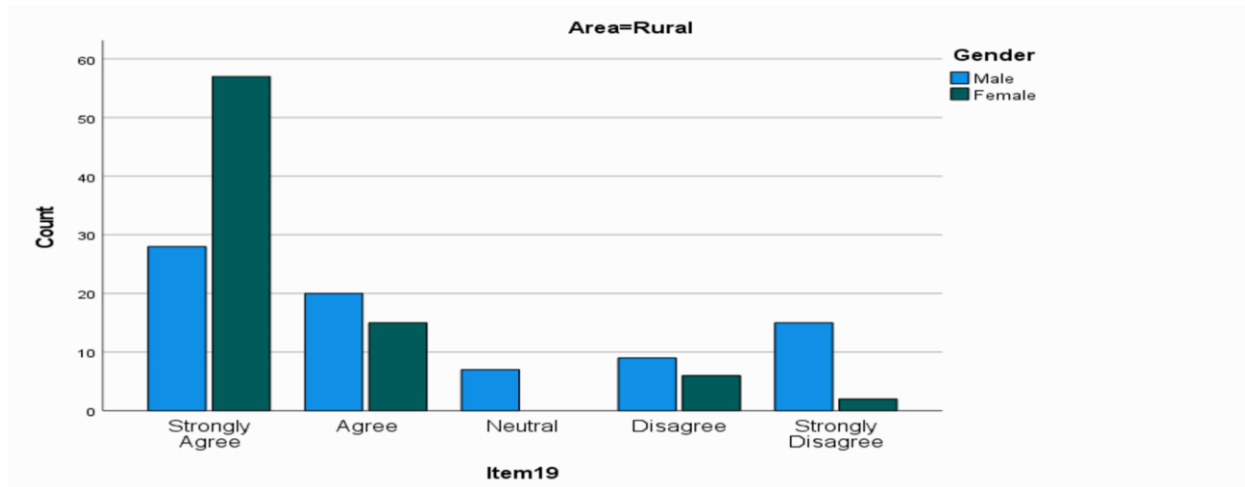
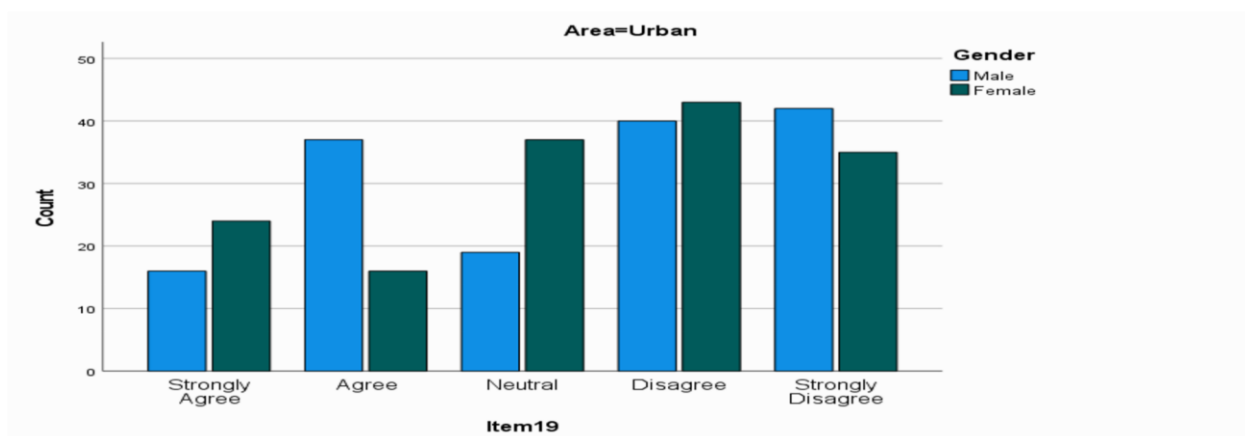


Figure 5.12(b)

Learners' Response to Girls' Consent not asked at the Time of Engagement/Marriage (Urban)



5.2.6 Theme Six (Perceptions about Importance of Male/Female Children)

5.2.6.1 Having many sons is considered a matter of pride.

This statement was related to pride associated with having many sons. Results are as under;

Table 5. 13*Learners' Response to Consideration of Many Sons as a Matter of Pride*

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	38	47.5%	12	15.0%
	Agree	28	35.0%	57	71.3%
	Neutral	5	6.3%	0	0.0%
	Disagree	8	10.0%	5	6.3%
	Strongly Disagree	1	1.3%	6	7.5%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	27	17.4%	42	27.1%
	Agree	85	54.8%	50	32.3%
	Neutral	18	11.6%	16	10.3%
	Disagree	16	10.3%	29	18.7%
	Strongly Disagree	9	5.8%	18	11.6%
Total		155	100.0%	155	100.0%

As is clear from the table above, most of the rural male and female respondents either agreed or strongly agreed in response to the statement. Females, however, agreed in greater number (71%). In the urban group, as 54% males expressed agreement, the ratio of female agreement was 32%. The following figures also show these results;

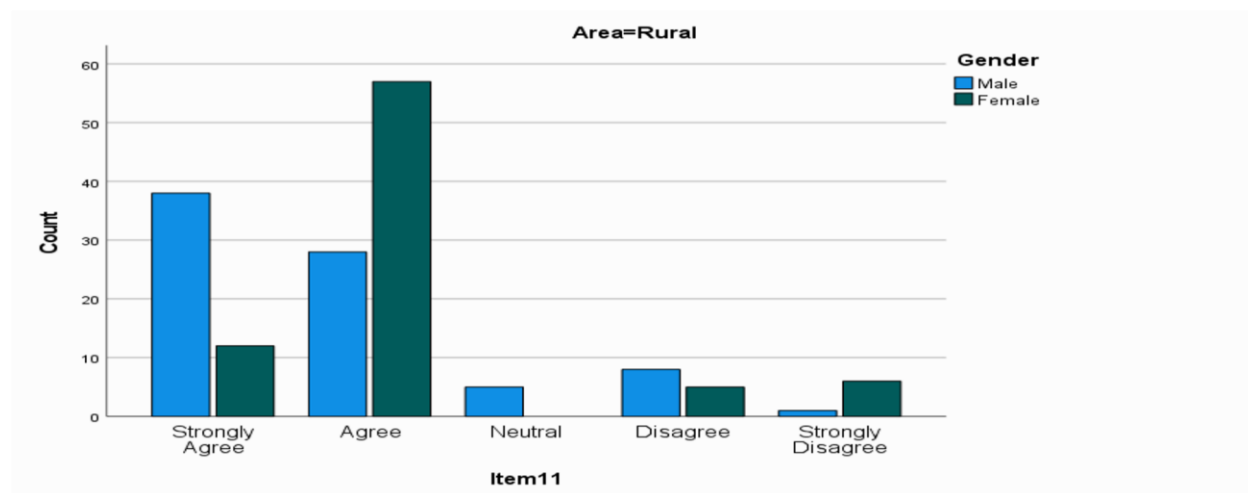
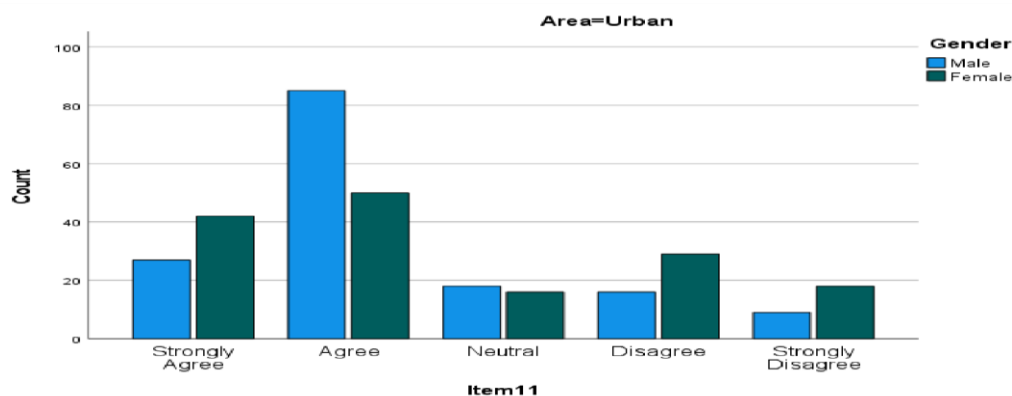
Figure 5.13(a)*Learners' Response to Consideration of Many Sons as a Matter of Pride (Rural)*

Figure 5.13(b)

Learners' Response to Consideration of Many Sons as a Matter of Pride (Urban)



5.2.6.2 Many daughters are considered a heavy burden for a family.

If the previous statement was regarding consideration of many sons as a matter of pride, this one was related to having many daughters. The specific focus of the statement was that many daughters are considered a burden for a family. Responses of the participants are given as under;

Table 5. 14

Learners' Response to Consideration of Many Daughters as a Burden

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	20	25.0%	16	20.0%
	Agree	25	31.3%	48	60.0%
	Neutral	8	10.0%	2	2.5%
	Disagree	18	22.5%	10	12.5%
	Strongly Disagree	9	11.3%	4	5.0%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	10	6.5%	30	19.4%
	Agree	51	32.9%	39	25.2%
	Neutral	10	6.5%	20	12.9%
	Disagree	56	36.1%	40	25.8%
	Strongly Disagree	28	18.1%	26	16.8%
	Total	155	100.0%	155	100.0%

It is clear from the above table that female rural respondents agreed in greater number (60%) as compared to males (31%). In addition, the male participants expressed some disagreement as well. On the other hand, as 32% urban males agreed in response to the statement, only 25% females expressed their agreement. They, however, disagreed in considerable number as well. As 36% males disagreed, 25% females also expressed disagreement. The analysis is presented in figures as follows;

Figure 5.14(a)

Learners' Response to Consideration of Many Daughters as a Burden (Rural)

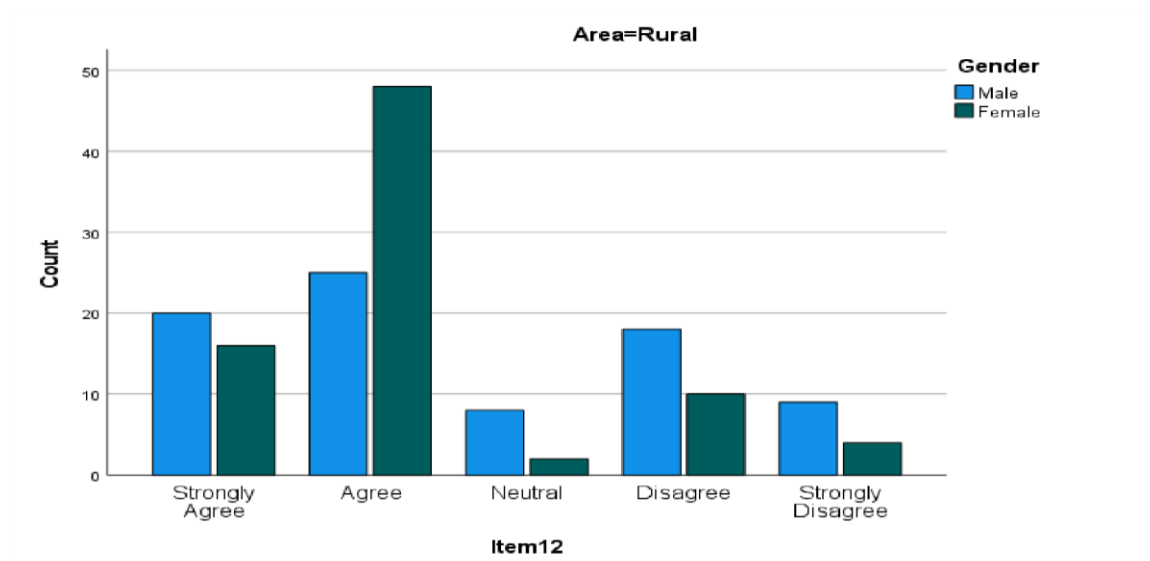
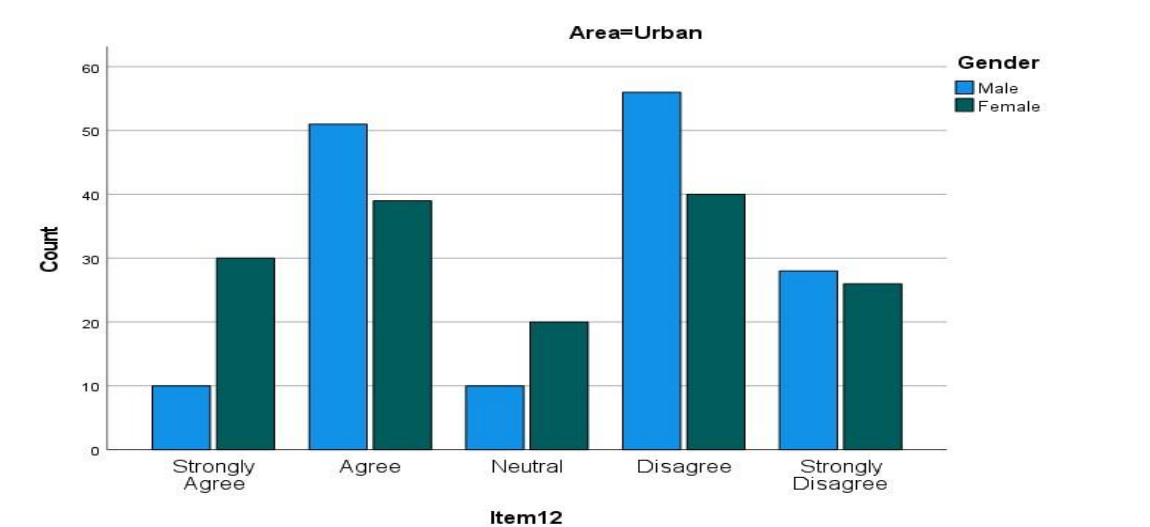


Figure 5.14(b)

Learners' Response to Consideration of Many Daughters as a Burden (Urban)



5.2.6.3 Sons are preferred over daughters as they can earn for the family.

The last statement in this group theme was about the preference of sons over daughters. It was based on the idea that sons are given preference over daughters because they can earn and provide for the family. The table below shows results of the responses of participants.

Table 5. 15

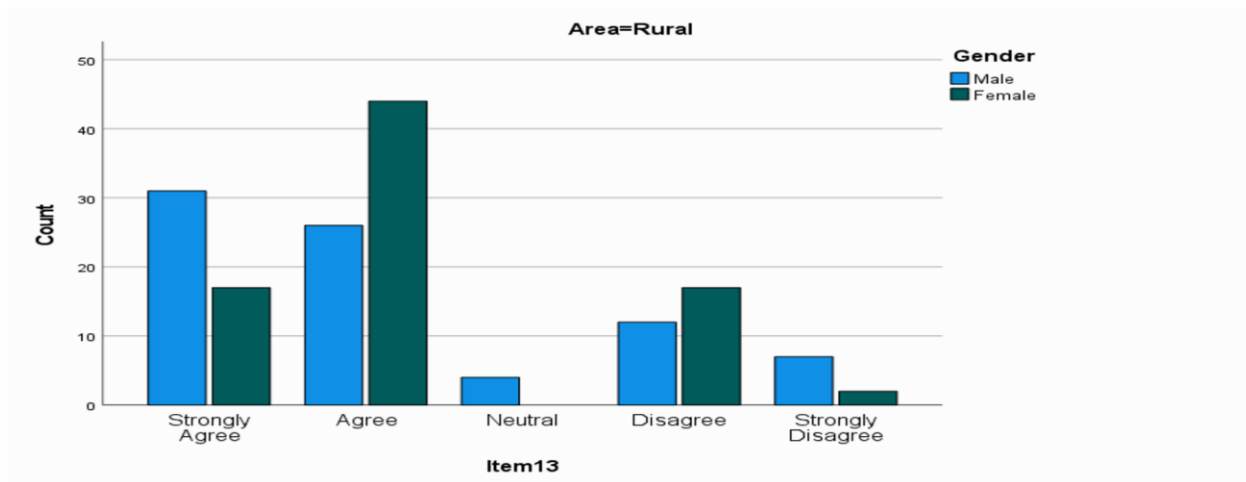
Learners' Response to Preference Given to Sons as they can Earn for the Family

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	31	38.8%	17	21.3%
	Agree	26	32.5%	44	55.0%
	Neutral	4	5.0%	0	0.0%
	Disagree	12	15.0%	17	21.3%
	Strongly Disagree	7	8.8%	2	2.5%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	42	27.1%	34	21.9%
	Agree	52	33.5%	53	34.2%
	Neutral	15	9.7%	27	17.4%
	Disagree	29	18.7%	23	14.8%
	Strongly Disagree	17	11.0%	18	11.6%
Total		155	100.0%	155	100.0%

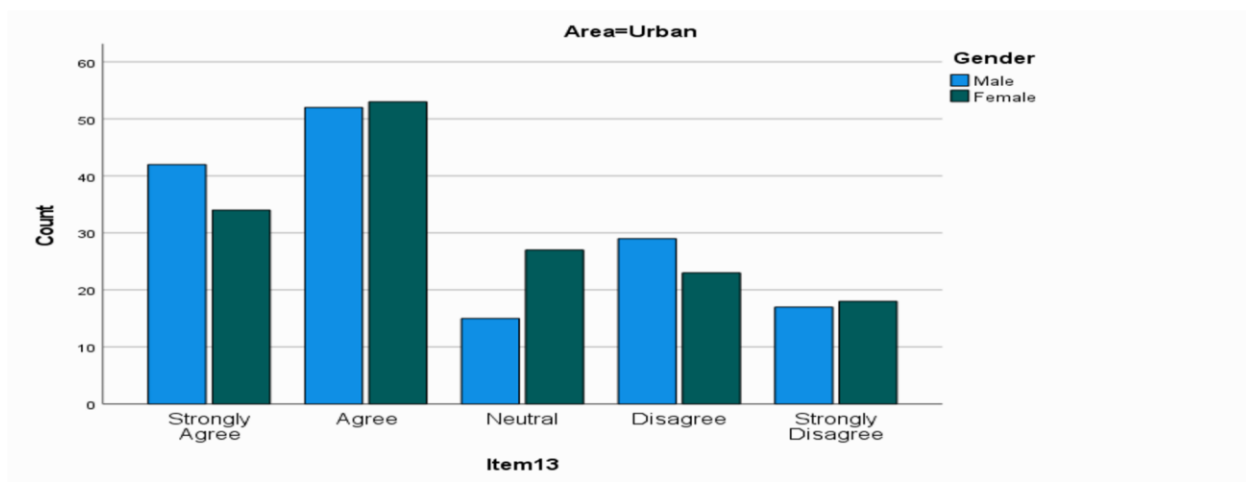
The male/female respondents from the rural group agreed and strongly agreed in almost similar number. As 38% males strongly agreed, 32% agreed too. Similarly, as 21% female strongly agreed, 55% expressed agreement as well. Same was the case with participants from the urban group too. The male and female respondents agreed in almost similar ratios (34%) as in the figures below;

Figure 5.15(a)

Learners' Response to Preference Given to Sons as they can Earn for the Family (Rural)

**Figure 5.15(b)**

Learners' Response to Preference Given to Sons as they can Earn for the Family (Urban)



5.2.7 Theme Seven (Perceptions about Male/Female Employment)

5.2.7.1 Professions of teachers and doctors suit women best.

This group theme was based on male/female professions. The first statement was that professions of teachers and doctors are most suitable for women. Responses of the participants are presented as under;

Table 5. 16*Learners' Response to Doctors and Teachers as Best Profession for Women*

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	17	21.3%	32	40.0%
	Agree	19	23.8%	35	43.8%
	Neutral	20	25.0%	2	2.5%
	Disagree	16	20.0%	7	8.8%
	Strongly Disagree	8	10.0%	4	5.0%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	55	35.5%	49	31.6%
	Agree	39	25.2%	46	29.7%
	Neutral	26	16.8%	22	14.2%
	Disagree	25	16.1%	34	21.9%
	Strongly Disagree	10	6.5%	4	2.6%
Total		155	100.0%	155	100.0%

It is evident from the above table that female rural respondents agreed (43%) and strongly agreed (40%) in greater number than males as their ratio of agreement was 23% and strong agreement, 21%. On the other hand, male and female respondents from the urban group agreed and strongly agreed in almost similar numbers. The following figures presents this analysis;

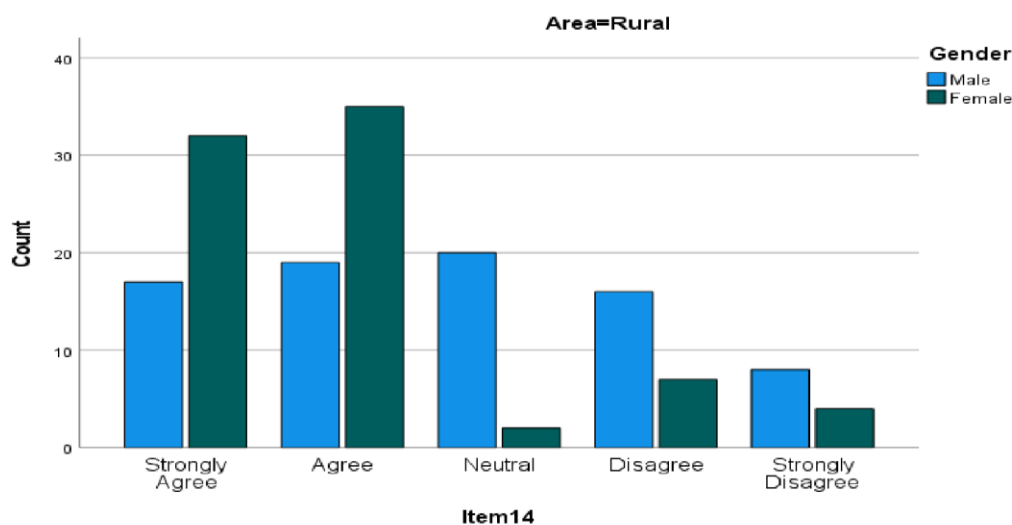
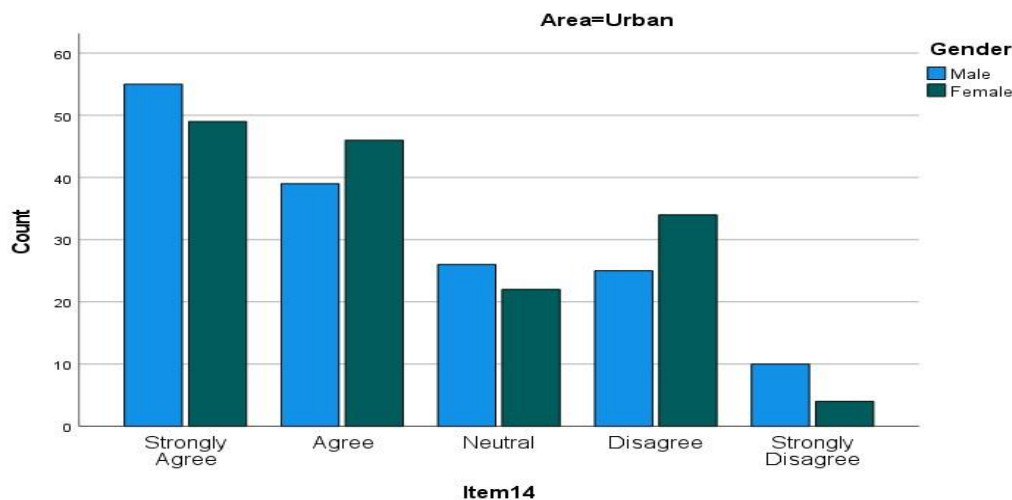
Figure 5.16(a)*Learners' Response to Doctors and Teachers as Best Professions for Women (Rural)*

Figure 5.16(b)

Learners' Response to Doctors and Teachers as Best Professions for Women (Urban)



5.2.7.2 Equal job opportunities for both male and female are not essential.

The next statement in this group was about equal job opportunities for males and females. It was based on the idea that equal opportunities are not essential for males and females. The table below shows the results;

Table 5. 17

Learners' Response to Equal Job Opportunities for Male/Female as Not Essential

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	4	5.0%	0	0.0%
	Agree	17	21.3%	0	0.0%
	Neutral	7	8.8%	0	0.0%
	Disagree	33	41.3%	56	70.0%
	Strongly Disagree	19	23.8%	24	30.0%
	Total	80	100.0%	80	100.0%
Urban	Strongly Agree	26	16.8%	11	7.1%
	Agree	35	22.6%	22	14.2%
	Neutral	17	11.0%	6	3.9%
	Disagree	54	34.8%	45	29.0%
	Strongly Disagree	23	14.8%	71	45.8%
	Total	155	100.0%	155	100.0%

All of the female rural participants either disagreed (70%) or strongly disagreed (30%) in response to the statement. On the other hand, as 41% male respondents disagreed, 23% strongly disagreed. Similarly, in the urban group, female strong disagreement (45%) is higher than male strong disagreement (14%). The analysis is presented in figures as under;

Figure 5.17(a)

Learners' Response to Equal Job Opportunities for Male/Female as Not Essential (Rural)

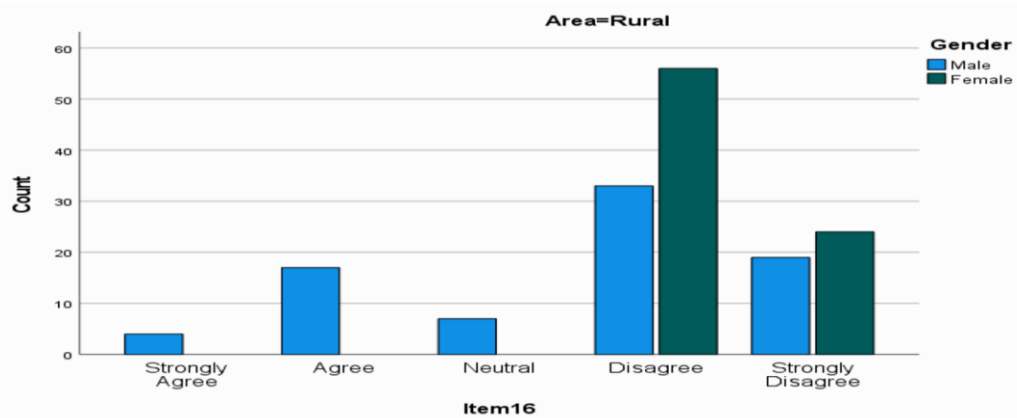
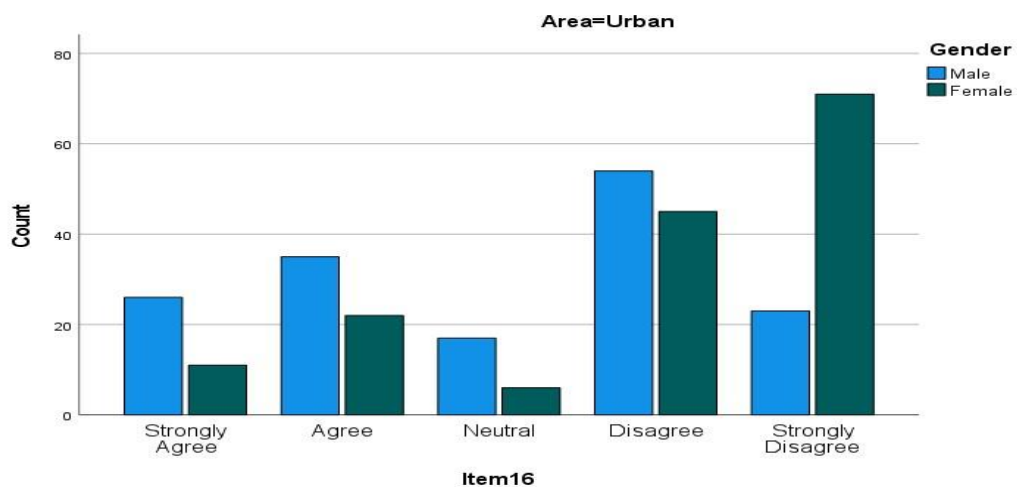


Figure 5.17(b)

Learners' Response to Equal Job Opportunities for Male/Female as Not Essential (Urban)



5.2.7.3 Women cannot work in the offices like men.

The last statement in this group theme was related to a comparison of men and women regarding their ability to work in offices. The following tables presents the results;

Table 5. 18*Learners' Response to Women as Incapable of Working in the Offices like Men*

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	14	17.5%	2	2.5%
	Agree	21	26.3%	4	5.0%
	Neutral	11	13.8%	7	8.8%
	Disagree	25	31.3%	55	68.8%
	Strongly Disagree	9	11.3%	12	15.0%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	21	13.5%	12	7.7%
	Agree	55	35.5%	22	14.2%
	Neutral	17	11.0%	11	7.1%
	Disagree	44	28.4%	58	37.4%
	Strongly Disagree	18	11.6%	52	33.5%
Total		155	100.0%	155	100.0%

Most of the female rural respondents either disagreed (68%) or strongly disagreed (15%) in response to the statement as compared to males' disagreement (31%) and strong disagreement (11%). In a similar manner, female respondents from the urban group, disagreed (37%) and strongly disagreed (33%) in greater number as compared to males' disagreement (28%) and strong disagreement (11%). In addition, males from both the rural and urban groups showed considerable agreement as well. Results are shown in the following figures as well;

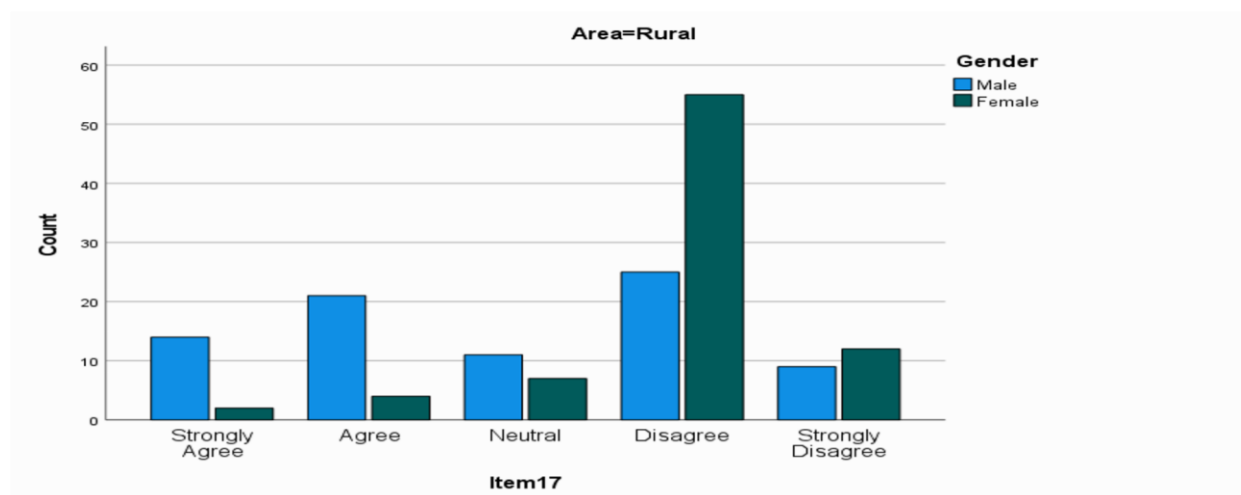
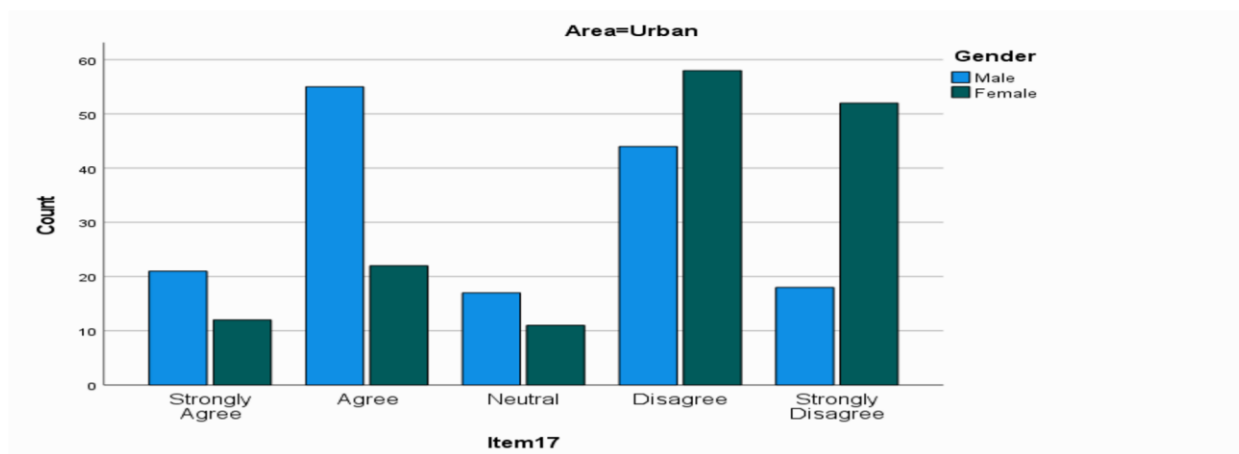
Figure 5.18(a)*Learners' Response to Women as Incapable of Working in the Offices like Men (Rural)*

Figure 5.18(b)

Learners' Response to Women as Incapable of Working in the Offices like Men (Urban)



5.2.8 Theme Eight (Perceptions about Male/Female Status in Society)

The only statement in this theme was generally related to the status of males and females in society. The table below presents responses of the participants to the statement that males and females have equal status in society;

Table 5.19

Learners' Response to Equal Status of Male/Female in Society

Area		Gender			
		Male		Female	
		N	%	N	%
Rural	Strongly Agree	15	18.8%	8	10.0%
	Agree	29	36.3%	4	5.0%
	Neutral	3	3.8%	9	11.3%
	Disagree	15	18.8%	50	62.5%
	Strongly Disagree	18	22.5%	9	11.3%
Total		80	100.0%	80	100.0%
Urban	Strongly Agree	24	15.5%	37	23.9%
	Agree	28	18.1%	12	7.7%
	Neutral	11	7.1%	17	11.0%
	Disagree	68	43.9%	56	36.1%
	Strongly Disagree	24	15.5%	33	21.3%
Total		155	100.0%	155	100.0%

In response to the statement, the female rural respondents expressed higher disagreement (62%) as compared to males (18%). In addition, the males agreed in considerable number (36%) as well. In the urban group, male and female respondents showed almost similar level of disagreement and strong disagreement, as shown in the figures below;

Figure 5.19(a)

Learners' Response to Equal Status of Male/Female in Society (Rural)

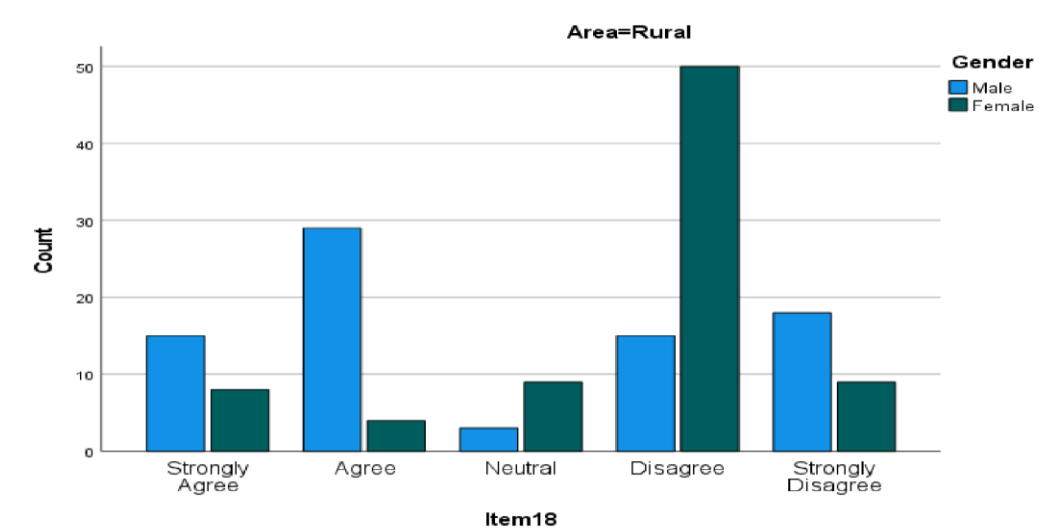
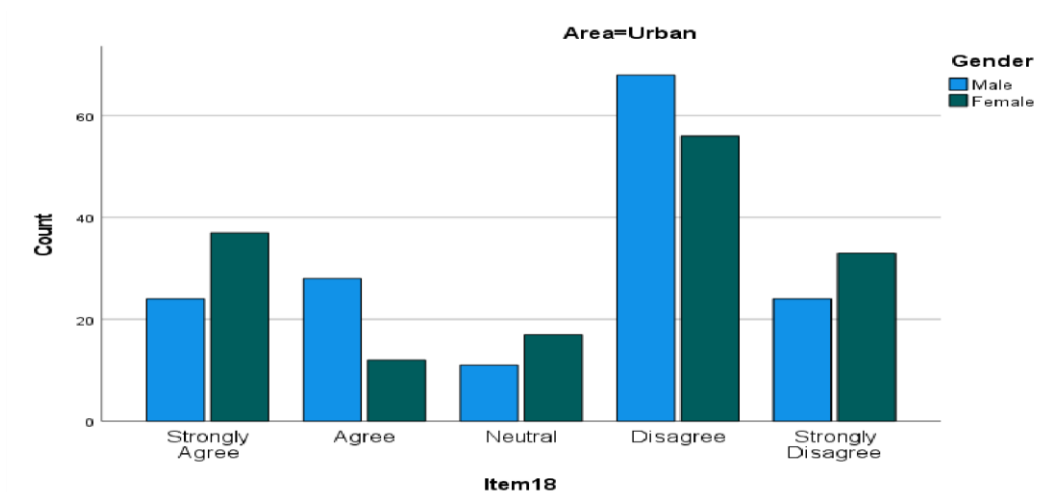


Figure 5.19(b)

Learners' Response to Equal Status of Male/Female in Society (Urban)



5.3 Analysis of Learners' Questionnaire (Open-Ended Questions)

In order to give the respondents an open space and opportunity to express their thoughts freely regarding the status of women in their society, an open-ended question was included at the end of the questionnaire. This question specifically asked the participants to comment on the status of women as observed by them. As discussed previously in the section on pilot study, some of the students, particularly from rural backgrounds had some difficulty in writing answers in English; accordingly they were advised by the researcher to answer the question in Urdu. Despite this, many of the subjects still returned the question unanswered. The Urdu responses were then translated in English by the researcher. The collected responses were grouped together based on common themes. These are discussed below first generally and if any variations are found among the learners in terms of their gender or area (rural/urban), these are then explained separately.

5.3.1 Denial of Equal Rights

Many of the respondents were of the opinion that their due rights are not given to women. The most important was education. Education which is the basic right of every human being was thought of as largely denied to women. It was further pointed out that even women are allowed education, it is only till 10th class. Next is the right of choice in selecting their life partner. It was observed that in this most important aspect of the lives of women, the choice was not given to them. They are not even asked to approve or disapprove of the person the parents or heads of the family have chosen for them. They are neither given the choice, nor asked, only informed of the decision that has been taken on their behalf. It was also pointed out that the rights of inheritance are also denied to women particularly in the rural areas. Another related and vital area where women suffered was nourishment and health issues.

Women were described by the respondents in many different ways regarding how are they considered in their society. One of the participants was of the view that “women are considered burden” for the family. Such perceptions are strengthened by related ideas of other respondents who said that (women) “are considered like slaves” and “the property of their husbands”. Regarding the physical and mental capabilities of women, one respondent was of the view that “Allah has created woman as weak”. In this context, another learner opined that “they (women)

are weak, fragile beings”. It is because of these beliefs that according to one respondent, women “are thought of as low and unwise kind of beings”.

At the same time it was also contended by the respondents that women are highly honoured and respected in their society. But this respect and honour seems to be untrue when their basic rights are not given to them. This is proved by the suggestions of some respondents claiming equal rights for women. They think that women should be considered a symbol of pride and should be educated. They even urge the government to play its role in ascertaining that women rights are given to them.

5.3.2 Traditional Portrayal of Women

Along with the consciousness and recognition found among the participants regarding the relative low status of women, many of the participants also demonstrated traditional and stereotypical attitudes towards women especially with reference to their role as wife in the household and importance of veil. Many of the learners opined that a woman’s place is her home not the outside world. Work outside home was considered as not allowed. Even education side by side with men (co-education) was deemed as not good for them. Some even said that there was no need for them to become teachers and doctors and that working in the office was not allowed.

Women’s importance was recognized in terms of their supportive role that they played in making the lives of their husbands/households successful and comfortable. While women are considered “perfect home-runners” and important as they look after children and cook food for the family, man’s life is thought as “incomplete” without woman. Further it was contended that woman was the backbone of man’s success and that she in the capacity of wife help him and carry the burden on her shoulders. Regarding the help that men could offer women in household matters, some respondents thought that there was no need of everyday help. Such perceptions conform to the patriarchal notions of the importance and dominance of man and the subordination and second-place status of women. One statement from the responses of the participants suffices the attitude of the learners regarding women; “Woman is best but not like man.”

So far as variation among the male/female and rural/urban groups are concerned, it was revealed that the female participants seemed more aware of the lack of provision of equal rights to women. In addition, the urban subjects of the study called for government intervention so that their due rights are given to women.

5.4 Focus-Group Discussions

This study was a blend of the qualitative and quantitative research designs. While most of the categories of analysis of textbooks were numerical, some were based on quality. The perceptions of learners gathered through questionnaires were analysed quantitatively. The final tool of data collection in this regard was focus group discussion. Here, a platform was provided in the focus-group where “a rich and detailed set of data about perceptions, thoughts, feelings and impressions” of participants can be obtained (Stewart & Shamdasani, 1990, p. 140). As Kitzinger, (1997) points out that focus-groups not only provide understanding of peoples’ thoughts but also reasons behind such thoughts, it was important to discover the causes of under representation of women in textbooks as well as in society. Most important was the issue of dealing with gender bias in textbooks and class room settings. These were the reasons behind conducting in-depth focus-group discussions with teachers. In the words of Denscombe, “a focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic.” (2007, p. 115).

Five questions were prepared by the researcher on the themes of gender portrayal in English textbooks, gender bias against women in society, reasons behind this bias and making textbooks free from bias. The first question aimed at gathering the participants’ responses about portrayal of both genders in English textbooks at undergraduate level. As many aspects of bias against women were included in the questionnaires, teachers were asked in the second question to comment upon the causes for this discrimination against females in society. Question three was about how teachers dealt with gender bias in textbooks. The last two questions asked the participants to discuss measures how textbooks could be made free from gender bias.

The recorded discussions were transcribed by the researcher and analysed along with the notes that have been noted down at the time of discussions. These have been categorized based on common themes and consensus among the participants. The findings are discussed in the following sections.

5.4.1 Gender Portrayal in English Textbooks

Most of the teachers found English textbooks biased against the female gender in one or another aspect of sexism. In particular, consensus was found among them regarding over

representation of male characters and personalities and consequently, poor and under representation of the female. Along with this, they also pointed out that so far as occupations and professions are concerned, minimal roles are allotted to women. Often-times women are portrayed as house wives and only occasionally, they are represented as nurses, doctors and teachers. On the other hand, men do not have any such limitations. They are depicted in as many professions as possible. These results further confirm the findings of the textbooks' analysis performed in chapter four on the one hand, and the perceptions of learners through questionnaires above, on the other.

Apart from gender discrimination in characters count and occupational portrayal, the teachers did not point out any other aspect of bias in the textbooks. When aspects and instances of bias conveyed through language (linguistic bias) were pointed out by the moderator, the teachers recognized them but at the same time, reiterated that they hardly look out for such bias. The teachers further added, that due to more focus on content, lack of time and the complex and often hidden nature of linguistic bias, they do not pay any particular attention to it. In addition, according to them, this aspect has hardly been highlighted and discussed neither in the textbooks nor in any teacher training and workshop.

5.4.2 Causes of Bias against Women in Society

As regards the status and position of both the genders in society, while some of the participants, particularly rural male teachers exhibited a more traditional perspective to the notion of participation and inclusion of women in job markets outside home, most of them agreed that the female gender should have similar if not same opportunities to pursue educational or professional careers of their choice. In other areas of exclusion of women as pointed out in the analysis of questionnaire data like education, decision in matrimonial matters, preference of male children over female, participation of men in domestic activities etc., the participants contended that there are many deep-rooted reasons behind such perceptions. According to them, the Pashtun way of life, religion, parents and many other factors are responsible for the discrimination against women in society. These factors are discussed one by one in the ensuing sections.

5.4.2.1 Pashtunwali

This is the Pashtun way of life. In other words, this is the code of conduct regulating the lives of Pashtun men and women. It is not a written document in which rules are written down but oral traditions passed from one generation to another. According to Rzehak, "Pashtunwali is an

ethnic self portrait of the Pashtuns according to which the Pashtuns define themselves distinct from other ethnic groups not only due to their language, history and culture, but also due to their behavior” (2011, p. 5). The observance of Pashtunwali is compulsory for all Pashtuns and those who deviate from it are looked down upon and not considered members of the community. There are many attributes of this code of conduct. Bravery, hospitality, honour, respect are to name just a few. While many of these defining Pashtun qualities are associated with men, the most important distinguishing characteristics of a Pashtun woman is to be chaste, living within the four walls of the house, submissive and obedient to the male members of the household. It is her honour (chastity and integrity) which is counted as an integral part of her character. For Pashtuns, the honour of women has a different connotations than the literal meaning of the word or the meaning that people of other societies associate with it. It is not only to be virtuous, modest and upright but also to observe purdah (veil), limit herself to the confines of home; not to go out of the house unless accompanied by a male relative, even if going to the hospital, not to talk to men outside the family circle and be submissive to the male members of the family.

Most of the important decisions of the lives of women are taken by the male heads of the family whether a father, husband, brother, son or the in-laws. Whether a girl should be educated or not. If yes, to which grade she should be allowed education. Girls often do not have a say in deciding about their life partner at the time of engagement. They are only informed when the decision has been taken on their behalf by the parents or elders of the family. In the house of the in-laws also, it is her husband who decides about her future life, children, education, job etc.

Most of the teachers were of the opinion that male dominance and subservience of women are the results of the age-old traditions of Pashtunwali. An old saying was quoted by some participants in this regard;

“For a woman either it is home (kor) or grave (gor)”.

Although the situation is not as strict and grave as it used to be, but the perception is still very much there. It means that there are only two permissible places for women. One is home and the other is grave. In other words, there is no intermediate abode for her. She must not step out of the walls of her home, if she does, it is like death (grave) for her.

Although some of the participants hailing from the rural areas, still held such traditional notions, many of the teachers from urban background confirmed that this trend has changed a good

deal in the plain and urban areas of the province. According to them, it was evident from better enrollment scales of girls in schools and colleges as well as in employment of women in many fields like offices, NGO's along with departments of education and health. Some positive background reasons were provided by some participants for this change. As one responded said;

...because educated married girls take care of children and family in a good way. What is more, parents of boys looking for a wife for their sons, want educated girls...

It is a welcome change that is emerging in some (urban) areas of the province in terms of educating the female members of the family. Here it is noteworthy, though, that education for girls is not considered an end in itself, rather a means towards another larger aim-that of caring for the family either in the capacity of a mother or a wife. It is still a traditional approach of viewing women as catering to the needs and comforts of others and neglecting their individual place and worth. But to consider the personality of a woman as a distinct being is an ideal which is too far away to be realized in societies of this part of the world.

Regarding the observance of veil, majority of the rural participants deemed it as essential for the protection of the honour of women. Even in matters of health, they agreed that the common practice is to take an ailing woman to a lady doctor. Only in serious conditions, when no other alternative is available, the services of a male doctor are employed, but there too, the patient is in complete purdah. They opined that if a woman is seen by a stranger without purdah, according to Pashtunwali, her honour is endangered. Some even related examples which the researcher has also experienced, being a member of the same society. For instance pronouncing the name of a female in front of men even in a medical or other important setting is not appreciated. According to one participant;

...in front of doctors as well, in place of the real name of patient, wife of Mr... or mother of so is written. Pathans feel shame that others know the name of their females or look at them.

Many of the participants of rural background further said that it is another feature of Pashtunwali that household is the sole responsibility of the females. Whether they are mothers, wives or sisters and daughters; they have to care for children, cook, wash and perform all the other domestic chores. The men folk, on the contrary, are the bread-winners, providing for the family,

taking decisions, managing finances and the overall administration of the family. They were of the opinion that they hardly participate in domestic work, rather considered it as below their status. According to them in a typical Pashtun household, the males whether old or young, are presented everything as readymade, be it food to eat or clothes and shoes to wear;

Men even do not take water from a jug but ask female to bring them water to drink....I do not remember cooking or washing things myself.

The female participants of the focus group further confirmed this situation. They said that house wives and other female members spend most of their lives cooking, washing and taking care of the children. Speaking from their personal experience, they opined that being teachers as they attend their respective institutes in the morning, they prepare the food and arrange other things for the males. The rural female teachers, in particular, complained of over work as they perform their duties as teachers along with doing domestic chores. According to them;

Often it is very difficult to manage things, school and home, if you have a large family and kids too. ..our men hardly help in domestic work. They say it is women's work. If you are lucky that the other female members help you or your husband is educated and understands your position, it is good. But still he will not help you with cooking or washing. We have to do it on our own.

Some even confirmed that most of the mothers of boys in the rural areas seek modestly educated girls as their daughter-in-laws and those who are not employed. Because they think highly educated and working women do not have a taste for domestic activities. One teacher said;

As we are employed in the teaching department, we often face problems with our in-laws regarding managing work and home. As most of the mothers are uneducated, they are uncompromising. Husbands also listen to them. If we do not talk, we suffer, if we talk we endanger our home and happiness.

These are the predicaments of educated and working women in the rural areas. One can only imagine the hardships of the illiterate and uneducated females living in orthodox and traditional family atmospheres.

The participants from the urban background revealed a little different perspective. According to them, as most of their husbands and family members are educated, they face slightly less trouble. They opined that on the whole, their families are supportive and accommodative, still they are not exempted from house work and has to manage it somehow. Here one difference was found that occasionally, the family can either go out to eat or readymade food can be brought from the market, so they are spared; a luxury which is not available, even not imaginable in a rural setting. But still, they confirmed the lack of participation of their men in domestic affairs. One female participant stated that;

Our society has roots in Pashtun culture where man is not supposed and appreciated to do cleaning and cooking and bringing up kids. Women are to do these things no matter they are working women or house wives. Whether good or bad, these things will take time to change, or not change at all.

The last and most important point in this regard was with reference to the opinions of the participants in terms of sons and daughters. As most of the rural participants confirmed that in their respective society, sons are preferred and liked, the more the better. They give examples of families having sons ranging from seven to twelve in number with a sense of satisfaction as having more “man power”. On the other hand, the increasing number of daughters was supposed to be disliked. In this case also instances were offered that in pursuit of having a male child, families ended up having as many as ten daughters. The female teachers commenting on the general practice as well their own specific experiences said that most of the husbands and elders of the family are quite satisfied with the growing number of sons but quite concerned with even a small number of daughters. They contended it is not only the males who like to have male children but often the female as well who wish for male heirs. Not only the family members but female relatives, neighbors, even unrelated women express their concern and sympathy with a woman who has either more daughters or few or no sons. According to them;

The women coming to see you will often ask how many sons? And will wish and pray that may you have more. And may the sisters have brothers to look after them. The husbands and fathers are more concerned to deal with this social pressure of not having son(s).

The participants referred to the notion of pride of having many sons. That a visitor will talk of sons as young men (zwanaan), a term meaning valour, bravery, protection and manhood. A

common prayer for a woman by an elder person, especially a women is that “may you be hidden amongst your sons-young men (zwanaan)”.

The urban participants of the discussion demonstrated less traditional perceptions. According to them the birth of many daughters is not considered so serious a concern, still more sons are welcomed and wished. They opined, that being members of an overall male dominant society, one may not explicitly talk about more sons and less daughters, but the wish is always there hidden in the heart. As pointed out earlier, the education and consequently, the employment of girls in the urban areas also is not an end in itself, rather it is a way of attracting good families and promising husbands. And also in the event of having children and family, to care for them and look after them in a better educated manner.

5.4.2.2 Religion

Most of the participants in the discussion considered religion or to be more precise, the particular interpretations of religion as another important factor which is instrumental in shaping thoughts of the people regarding gender norms. In such religious teachings, the dominant place of men and subordination of women is justified on the ground that males are created strong and superior whereas females are weak and inferior. Further, the importance of purdah is emphasized so much that women are neither allowed to be educated nor to pursue professional careers in the fear of losing their modesty. This is why in the backward areas of the province where more strict religious ideals are taught and practiced, there are comparatively more restrictions on women.

While many of the teachers from rural background believe that such interpretations of religion are true and adhere to them as such, most of the participants of urban areas understand that their religion does not preach such extremist ways of life and is more accommodative and moderate. According to them, seeking of knowledge and education for both the male and female genders is considered compulsory and is encouraged in Islam. Even working outside home in purdah and in the observance of modesty is not prohibited. The participants were of the opinion that it is not religion rather the particular version of religion conveyed through uneducated preachers to justify patriarchal and Pashtun ways of living. They said;

It is a common practice in religious sermons that they talk about dangers of women going out of homes and moving in bazars and what will be their punishment in the world hereafter. Everybody remembers what happened to so many girl’s schools in the northern

area during the rule of the religious leaders in the province. Schools were burnt and girls were not allowed to be educated. There was a complete ban on women to be seen in the market. Many artists and singers were killed. . . . many migrated to other safer places to save their lives, and yes who can forget Malala Yousufzai along with other school girls who were shot. There is a long list of attacks on educational institutes. You know this is not what Islam teaches, this is what they preach.

The participants from urban areas unanimously agreed that Pashtuns as a community are more based in religion and religious leaders have a very special, important place in their lives. Not only are the most crucial rituals in the lives of people performed by them but their guidance is sought in each and every matter. One participant opined;

When a child is born, a religious leader say Azaan in their ears as the first thing, an engagement (nikah) is incomplete without him, even at deaths, unless they deliver a sermon and pray for the departed souls, the funeral is not over.

According to the respondents, if the real spirit of Islam is taught, many of these wrong and baseless perceptions will be changed. They also felt the need of a combination of religious and school education. If a child is educated at a religious school (madrassah), he/she develops more rigid standards and ideals, if they attend any other non-religious institute, they are more remote from religious teaching and hence dependent on religious teachers for explanation. They stressed the need of owning religion rather than leaving it to a particular religious class. This was the point on which the participants were unanimous, that if the general public is aware of the true teachings of Islam, they cannot be misled by other interpretations.

One last point that needs to be highlighted here is that in the opinions of the teachers, religion and the codes of Pashtunwali are often so mixed together that it is difficult to decide where one ends and the other starts. According to them, the Pashtun way of life is so overwhelmingly binding for the people that often it seems a particular instruction is religious as it is in Pashtun culture. In other words, Pashtunwali has become synonymous with religion. This is also one of the reasons why some wrong notions are associated with Islam only by the sheer dint of their presence in culture. Another interesting fact, as pointed by the participants is the preference given to either religion or Pashtunwali at times when there seems to be a clash. It is revealed that the people will stick to their culture at the expense of religion. The teachers related a few instances in this regard.

One, for example, is the denial of inheritance in property to female members of the family in many Pashtun areas. They know that this practice is in contrast with religious teachings, but as it is not a common practice in their society, they hold on to it and neglect what their faith says. Another example that the participants provided is that marrying their children, often daughter against their will and choice. Islam asks them to seek the consent of their children in such matters, but as they consider it contrary to their way of life, the people willingly and knowingly embrace culture at the cost of faith. This is done because they do not want to incur social censure.

This concern was especially voiced by the female participants of the focus group. As in both the instances above, women are at the disadvantage, they concurred that in these two cases, they have to believe what the male heads of the family decide for them. Whether it is about choosing a life partner or their share in property. According to them, because of the lack of awareness and education, women are often ignorant about inheritance rights. Further, the equation of religion and Pashtunwali is so deep rooted that they do not know whether it is in culture or faith. Nevertheless, they cannot question either, but at least, can complain that they have been wronged if it is culture based. According to them, either no or very little share is allocated to women which they have to accept.

5.4.2.3 Parents

The members of the focus group considered the role played by parents as another crucial factor in the way of discrimination against the female gender. They believed that the process of gendering for a child starts at home. A male or female child learns and internalizes behaviours and actions performed around them. If they observe equitable treatment given to both boys and girls, they may develop gender fair norms. On the other hand, if in their immediate home environment, one gender is differentially treated, they accordingly understand and internalize it. This is why, the participants agreed that the role played by parents is very instrumental. According to them, the male children (sons, brothers) in a Pashtun family are often given preference in almost all matters over the females. Right from birth which is a welcome one for males and often uncelebrated for females, to education, marriage and careers, the females' turn often comes after their male counterparts. The parents pay more attention to the needs and comforts of sons than daughters. According to them;

In our society, fathers and mothers do not treat male and female children equally. Sons are well-fed, in good clothes and receive good education. Daughters come after them. Hardly any attention is paid to their education. Most leave school after primary, only some are allowed to complete high school education and then they are married and to a great extent, the responsibility of the parents is over. They belong to their in-laws now.

The participants agreed that due to such treatment at home, the children consciously and unconsciously develop dichotomous understanding of gender, where a sense of superiority is felt by boys and a feeling of subordination by girls. According to them, children carry these notions with them into the society outside home and to educational institutes they attend and as these are further strengthened and confirmed, the notions solidify and become life-long perceptions.

The participants hailing from urban background opined that the situation is not as bad in cities. Although parents still prefer sons, an effort is made by parents to treat both male and female children equally. Whether it is food, clothes or education, one gender is not discriminated against another. But at the same time, they confirmed that owing to culture and social pressure, equal treatment is not possible. Girls have to go to other families after marriage and hence their brought up according to Pashtun culture is necessary. If a girl develops equitable gender norms, it is a good thing in itself, but if after marriage she finds herself in a family where due to lack of education or strict observance of Pashtunwali, such norms are not tolerated and accepted, she will face a lot of problems in her life;

You are aware that when a family comes seeking a daughter's hand in marriage for their son or brother, they inquire from other people in advance about the way of living of the family as well as the character of the girl. As most of the people of the province are still traditional, they do not accept highly educated and modern girls but those who are shy, modest and submissive.

The teachers concluded that although parents' role is pivotal in the upbringing of the children on the patterns of equitable gender roles, their perceptions are also moulded in accordance with the gender order in the society they are living. No matter how much educated they are and how much egalitarian outlooks they possess, they have to conform to the already set standards of their culture. Nevertheless, they believed that they can at least inculcate in the children the values of equity among the male and female genders and also guide them (particularly girls) how to live

in conformity with the gender order of the society unless this discrimination is over or at least minimal and gender-fair norms are accepted.

5.4.2.4 Dependence of women

In many (especially rural) areas of the province, a girl is dependent upon her parents first, after marriage, she is dependent on her husband, and when she grows old, she becomes even more dependent on her children.

This is what many of the participants of the focus group agreed upon while commenting on the reasons of gender disparity in society. They were of the opinion that through history as well as in the province, women suffer from the problem of dependence on their males in every capacity. They have never been allowed to develop independence in hardly any aspect of their lives. Their social and economic dependence on men is one of the main causes of their subservience and the domination of men. Consequently, women can hardly take any decision either regarding their own lives or in matters related to their children. As one of the participants expressed it;

In our villages, women cannot do anything without the permission of males. They often do not have a say in the matters of the family. Women have no money of their own to spend. Men provide the things essential for home-making and they (women) sit in homes and cook and wash and do not complain. Even if they go out of house, they have to always walk behind the male member accompanying them.

According to the teachers, this dependence also has roots in Pashtunwali and patriarchy. As women are not allowed to get higher education and consequently, are unable or not permitted to do jobs, they are wholly dependent on their men financially. The other codes of Pashtunwali, like subordination to men may be less difficult for women but economic dependence is more painful. As there is hardly any concept of working women apart from being teachers, a great majority of females work as house wives, because teaching also requires education which they lack.

The participants of the urban areas, however, confirmed that their women are comparatively much better than their rural counterparts in this regard. As there is more education, there are more jobs and less dependence. In addition, apart from jobs in the government sector, women are running their own small businesses, working in NGOs, offices even shops. And as they

are economically dependent, they can make some decisions in family affairs as well. The participants agreed that empowerment of women in terms of education and employment can be very instrumental in freeing them from male dominance and dependence. According to them, there is nothing wrong with it if a woman is educated and does a job to earn livelihood for her children and family. They however added that her conduct and character should be in accordance with Pashtun culture.

5.4.3 Dealing with Gender Bias in Textbooks

One of the main questions that was placed for discussion among participants was related to the way the teachers dealt with gender bias in the English textbooks they taught or in the classroom settings. They were asked to discuss the issue openly and also to mention any specific strategies they employed in explaining such texts. In response to these questions, while most of the teachers said they hardly paid any attention to the issue as there were other important and pressing issues to cover, some did point out that they occasionally talk to the learners regarding gender equality, particularly in the context of such a lesson included in the books. The many teachers who did not pay enough attention to gender related matters explained that focus on completion of syllabus, lack of time, focus on moral lessons and solving exercises are some of their main concerns hence, gender is often not a part of the discussion. Along with this they also confirmed that they have no specific instructions to talk about gender but have to teach the lessons in the textbooks as included. These points are discussed one by one in the following sections.

5.4.3.1 No specific strategy to deal with bias.

With reference to the use of strategies employed by the teachers in explaining a biased text to the learners, the participants did not outline any specific strategy. They referred to the previous two points of completion of syllabus and focus on moral lessons as their sole concerns. Additionally, the respondents pointed out that unless teachers are aware of how to analyse gender representation in textbooks, they cannot discover it and hence cannot discuss it. They also emphasized that only those teachers are in a position to do so who have either studied gender related frameworks or conducted research in the area themselves. As pointed earlier, they reiterated that as they do not receive any instructions from education department and as they do not have a yard stick with which to measure gender bias, they are ill-equipped to counter it both in textbooks as well as in classroom settings. As one of the respondents said;

It (gender bias) is not so obvious like men are good and women are bad or women should not be allowed education and work, so it is difficult to look for other instances of discrimination unless we have some idea about it. Now as you are doing research in the area, you have analysed the books, so you know in which ways textbooks are biased but as we do not have such knowledge, we are not sure of it, unless as I said a very clear example is there.

The female participants of the group, however, revealed a little different approach. According to them, as most of the textbooks lessons deal with male characters and famous successful personalities, some learners, sometimes initiate the discussion about gender discrimination which often leads to a general analysis of the books in terms of male and female representation.

5.4.3.2 Occasional discussion on gender equality.

Many of the teachers in the group said they occasionally talk to the learners regarding gender equality and the rights of women. This discussion, according to them, is often in the context of a passage or lesson that is included in the textbooks. They also confirmed that when such a trigger or context is not around, there is no such discussion. The teachers gave the example of one unit named “Gender Inequality is Detrimental to Society”, included in the English textbook for 12th year. They said that they discuss discrimination based on gender with the learners in light of the said lesson. But as no such units are included in the other books, they expressed their inability to do so due to a lack of immediate relevant context. In addition, they also pointed out that along with such lessons, units regarding gender inequality in textbooks should also be incorporated in the textbooks.

5.4.3.3 No focus on language related bias.

As discussed in the previous sections, whereas most of the teachers expressed their lack of specific knowledge to deal with gender biased contents of the textbooks, they also revealed similar (even greater) unawareness of bias conveyed through language. When instances of such linguistic sexism like firstness, masculine generic expressions and use of nouns were explained by the researcher, they said, they have hardly paid any attention to it. They also added that such bias is even harder to pinpoint and analyse. The participants again alluded to lack of time as well as

specific instructions and training as instrumental in their inability first to identify and then to discuss such instances of gender discrimination with learners.

5.4.3.4 Focus on completion of syllabus.

Most of the teachers were unanimous in saying that they are more concerned with completing the courses in time as the learners are tested in them in their examinations. According to them, academic sessions in colleges are not very lengthy as there are two to three months vacations on account of summer in urban areas and winter in hilly rural areas. In addition, the majority of the students also attend colleges only for a few months and then prepare for examinations at homes. For this reason, the teachers devote more of their time to teaching the contents of the textbooks as they are and hardly question or have time for discussion on gender bias in the texts. They also added that they do not have any specific, concrete yard stick against which they can measure gender discrimination in the study material.

5.4.3.5 Focus on moral lesson.

Many of the participants in the group, however, confirmed that they discuss the moral lesson of units and chapters in the textbooks. That too, when the lesson is either very compelling or such a question is based on the lesson in which it is required to discuss the outcome of the unit.

5.5 Making Textbooks Gender Neutral

The next question discussed in the group was how to make English textbooks at the undergraduate level less gender biased if not completely gender neutral. It particularly focused on the roles of teachers and curriculum. The participants of the focus-group offered a number of insightful suggestions and recommendation in this regard. Most of the teachers agreed that the textbooks need revision to not only include more lessons about women but also to make them inclusive of the different social, cultural, religious and moral aspects of life. According to them, textbooks are one of the main sources available to the learners for not only learning the respective language but also to develop and polish their personalities and characters. The suggestions given by the teachers regarding removing gender discrimination from textbooks are discussed in detail in the following sections.

5.5.1 Instructions for Teachers Regarding Gender

As discussed above, most of the teachers expressed their inability to discover, analyse and discuss gender bias found in the textbooks either due to lack of time, focus or specific instructions available to them. In the aftermath of this discussion, the first recommendation that the participants put forward was the provision of such gender-specific instructions for the teachers. They said that either the ministry of education or their representative bodies like textbook boards should provide such directions which may guide the teachers in this respect. According to them, these can either be general like the issue of gender inequality in the society, or specific like gender discrimination in the textbooks. The participants considered this as one of the most important steps in dealing with gender bias. As discussed in the previous section, most of them concurred that gender was not in the domain of their focus as they had to complete their courses and devote their time to other important activities. Further, they opined that as revision of the textbooks may not be the priority of the education bodies and government and gender bias in textbooks may take time to be removed, it is essential to invest in the teachers to deal with gender biased representation in the study material for the time being. The participants were of the view that some teachers who have their own particular interest in gender related matters, might pay attention to it from time to time, but once it becomes compulsory in the form of guidelines from the education department, it will be binding for all the teachers. They also added that such instructions may be included in the prefaces of the textbooks so that teachers can refer to them more frequently and are reminded of gender as an important topic to be discussed.

5.5.2 Inclusion of Female Experts in Curriculum Designing and Textbook Boards

The next pivotal point which was highlighted by most of the female participants as well as some male teachers was the inclusion of female teachers and experts in the process of curriculum design and compilation of textbooks. According to them, ideally half of the intended readers of the textbooks are female learners, so the representatives of their gender should also be given relative share in curriculum and textbooks design so that their needs are also taken into account. Previous studies in this regard particularly Mirza (2004) confirm that the inclusion of female members in this process is not satisfactory as their ratio is far below the male members. At this point, it also needs to be pointed out that in the previous sections regarding perceptions of learners and teachers gathered through questionnaires, considerable variations were found among male and female participants. This is a valid point, because male members of the course designing body may

have the needs and interests of the male readers in mind more in comparison to those of females. This is why if women are included in the process in equal ratios (if possible), they will add the female perspective as well. If not add, they can, at least, pinpoint areas of over representation of men and try to include contents which are more neutral and not favouring one gender at the cost of the other.

5.5.3 Inclusion of Dominant Female Personalities

The participants thought that a balance in gender representation can be achieved to a great extent if more and dominant female characters and personalities are added to the textbooks. They agreed that at present, only male popular figures from history, religion and society are shown in the material which convey a male-oriented perspective and may indirectly, suggest that either there have been no such great women in the past or that they are incapable of such prominence. Further, according to them, motivational and inspirational female figures can have a positive impression upon the learners.

5.5.4 Lessons on Gender Equality

Another suggestion offered by the participants which is worth mentioning is that of chapters and lessons on gender equality to be included in the textbooks. As pointed out earlier, at present, there is only one such lesson in Intermediate Book 2 and hardly any other in the textbooks for other grades. The teachers were of the opinion that not only one but more lessons need to be included in each book. They said that this can be done by incorporating lessons on a variety of topic related to gender inequality in different aspects such as family, culture, language and job market. Because it is through awareness that learners can become conscious of how gender-based discrimination is practiced and in which potential areas of life. The teachers also referred to previous questions regarding lack of time and focus, and concluded that if there is more meaningful material on gender equality/inequality in the textbooks, they will have to change their focus as well as devote time to it because it will be part of the course then and they have to teach it. In addition, the participants also expressed the need for the provision of lessons in the textbooks regarding how language can convey sexist attitudes. They were of the opinions that as students in Intermediate and Bachelor courses were mature enough, it will be worthwhile to introduce them at this stage, to such discrimination that language can convey. It will help them look for and analyse texts and point out sexist descriptions on their own.

5.5.5 Teacher Training with Focus on Gender

Most of the participants of the focus-group unanimously agreed that more meaningful training for teachers should be conducted in which gender should be made a specific focus. They further added that before joining teaching, a programme of pre-service training needs to be devised and arranged by the concerned authorities where along with furnishing them with the necessary skills of teaching, they must also be guided in gender related matters. According to the teachers, such training were essential for aspiring candidates willing to become teachers as at present, due to the lack or shortage of such programmes, the teachers often find themselves ill-equipped to deal with a host of issues arising in the teaching-learning atmosphere. They pointed out that as gender is increasingly becoming a global concern and international organisations and governments are striving to highlight its importance and making efforts to remove gender bias in every form and shape, particularly in education, it is time that such efforts are undertaken in this part of the world as well. According to them, along with the textbook, teacher is the other most important source of learning and knowledge for the learners and in the context of the province, students believe and internalize whatever the teachers says. In this regard, the teacher can play a very instrumental role in dealing with the challenge of gender bias. But in order to achieve this goal, first, the teachers need to be taken on board and instructed and familiarized with the ways gender bias is practiced in the textbooks and classroom settings.

The participants added that the framework of the training sessions regarding gender should be such that at first participants should be introduced to the concept of gender equality and the potential area where gender discrimination is observed. If possible, specific attention needs to be given to teachers hailing from rural backgrounds as the issue is more prominent there. They need to be taken into confidence first so that they can discuss issue of gender bias with learners who may believe it to be a part of their culture or religion. Next, the training should focus on highlighting gender discrimination in education. Specifically, in textbook material and classroom setting. In this regard, it will be worthwhile to employ the services of experts in gender studies and available research in the field. The focus of such sessions have to be the different manifestations of gender based discrimination in teaching-learning material. In particular, the most salient aspects of gender over and under representation need to be discussed. Then, according to the participants, linguistic bias should also be made a part of the training as it is less easily perceived and understood. Finally, the training must also focus on how to deal with gender discriminatory content

and language in the textbooks. They need to be guided in concrete, specific ways that if a text is biased against one gender, how the teachers have to discuss it with the learners so that its effect is mitigated on them.

The participants, however, added that such a course of action may seem to be ideal and exemplary and may not be practicable or even possible in the context of the country and province in particular, but its realization in any shape and form is essential if gender bias is to be countered. They alluded to the resolves of the governments and other organizations to eliminate gender based discrimination from society, but as hardly any concrete measures have been undertaken, the situation is not much better. They also said that as textbooks of the province may depict under representation of women for some time to come due to cultural and religious constrains, it is necessary to take the teachers on board and employ their services in a more meaningful way of dealing with gender discrimination. It is possible only when they are guided and instructed on how it works and how to discuss gender bias with learners through teacher training.

5.6 Suggestions for Equitable Treatment of Both Genders

The last question discussed with the participants was how to remove gender-based discrimination from society. They were asked to suggest how it is possible to treat both the genders equitably. Their suggestions are discussed as under;

5.6.1 Awareness through Media

According to the participants, so far as the fair representation of both the genders in the different fields of life is concerned, a vital role can be played by media in this respect. As public opinion is constructed and shaped by the particular depiction of an issue through different forms of media, similarly, the perceptions of the people can also be accordingly influenced by it. The participants agreed that at present, media is contributing to the stereotypical portrayal of both the genders, particularly women by objectifying them with reference to their appearance and beauty and hardly focus on their other skills and potential. Such representation can have a negative impact on the minds of the people as they try to believe in them consciously and unconsciously. In addition, the participants opined that in the modern day world of social media where even common people can express their opinions, the role of media as a whole has become even more significant. With every passing moment, newer information are posted and uploaded and the dependence of the young generation especially students on it warrant that if used in the right direction, social

media can be instrumental in bringing about a change in the age-old gender perceptions of the people in general and learners in particular. Here also, the teachers emphasized the role of teachers and other educated groups using social media for entertainment and information, to pay special attention to the issue of gender based discrimination in society. In particular, they contended that discussions need to be initiated regarding dispelling the unsound notions of the people rooted in culture and biased interpretation of religion. They also urged the teachers' community to constitute groups on social media platforms to engage in such fruitful discussions regarding the equitable treatment of both the genders.

Along with social media, the teachers also suggested a two-fold course of action that is desirable to be included by the authorities of the print and electronic media. First, to focus on the removal and elimination of programmes, advertisements and other modes of expressions which stereotype women and depict them in traditional roles. Next, to promote gender equality through their informative as well as entertaining content in the forms of dramas, talk shows and discussions. The participants also stressed on the frequency of such content to constantly remind the viewers and audience of the importance of the issue.

5.6.2 Inclusion of Parents

The participants believed that dealing with gender discrimination can not only be tackled with reference to focus on teachers and textbooks. The third important stakeholder and the one who is at the receiving end, the learner also has to be taken on board. Because both the teacher and the textbook exert their influence on the learner. It is essential that the learners are also in such a frame of mind that they are open and accommodative to the contents of the books and the interpretations of the teachers. In this regard, the focus shifts back to their upbringing, family background and particularly, the role of their parents. The participants have expressed their opinions regarding the role of the parents with reference to the causes of gender partiality in the society. There, it was pointed out that parents' role is instrumental in shaping the perceptions of the children on fair or partial gender norms. In other words, their preferential treatment of their children of one gender against the other influences the children into believing that one gender, often the male is superior and the other, often the female is, in some way, inferior. As was pointed out earlier, that in the rural areas of the province in particular, boys were treated differentially by the parents in comparison to girls in matters of food, clothes, education and choices of careers and

professions, children internalize these notions as real and absolute and carry them to their educational settings. Hence, if textbooks' contents are biased, these perceptions are further strengthened and if these are egalitarian and teachers talk about equitable gender norms, the learners are confused whether to accept the newer ones or believe in their previous ones acquired from parents and homes.

Based on the above justification, the participants of the study call for the inclusion of parents in this equation which so far consisted of teachers, learners and textbooks. When the researcher asked about how can the parents be integrated into this scheme. The teachers suggested that first, at schools the parents should be frequently engaged in meetings by the school authorities and teachers and they should be briefed in particular about the ways they can avoid creating and maintaining gender bias at home. Next, such lessons need to be incorporated in the textbooks at a higher level which directly or indirectly discuss equitable brought up of the children by parents at home. According to the respondents, these will not only help the present learners to resist (if possible) discrimination at homes on the one hand, but also to benefit from them in the long run when they become parents themselves. This point was emphatically supported by the female participants of the focus-group in relation to female education. According to them, as it is often the mother who spends most of her time in looking after the children, girls education should focus on such issues more. They added that it should be made compulsory for the educational institutes to engage the mothers in particular not only in the traditional sense of acquainting them with the progress of their children but also to talk to them about how to maintain equity in treating the male and female children. According to the teachers, although this concept was present there, but was hardly practiced in government institutes. The private sector do involve the parents but that too, as pointed above, is not related to educating the parents but just a formality. They also pointed out that media must also devote some of their time to such enlightening issues and highlight parents' instrumental role in this regard.

5.6.3 Real Teachings of Religion

It was pointed out above in the discussion of reasons behind gender polarized depiction in society that one of the main causes was the use of religion for the maintenance of male supremacy. As this dominance is wrongly justified by recourse to religion, hence it unleashed an attack on female education and participation and inclusion of women in different fields of life in many areas

of the province. Further, the inter-mingling of faith and the codes of Pashtunwali often made it difficult that whether a particular bias against women (for example, denial of property rights) was due to one or the other. And as the people of the province are comparatively more staunch believers of religion, hence people often accept the subservience of women as ingrained in religion. The respondents of the study, particularly from the urban backgrounds were of the opinion that real teaching of religion were compulsory to educate the people on this issue. As has been pointed out earlier, no religion is against the education of women or the discrimination based on their gender to which they are subjected in many ways. The teachers said that in the rural areas, owing to less education, religious leaders are considered educated and authorities on religion and their injunctions are blindly accepted. They felt the need of government intervention to allow only those to deliver sermons and be leaders who are real scholars and understand the real spirit of Islam. In particular, they expressed the need for keeping a check on them if they preach any such thing which is contrary to the real image of Islam. In this regard, the participants emphasized that religious leaders' role need to be clearly defined especially with reference to the education of women and any other such practice in the society which discriminate against them in any way. In addition, the participants said that they should be instructed to play their roles based on the real teaching of religion in resolving conflicts which are justified (wrongly) on cultural grounds.

Chapter Summary

This chapter presented the analysis of questionnaire data and focus-group discussions. The perceptions of the teachers and learners through questionnaires and focus-group discussions were analysed. The overall impression is that both teachers and learners considered the English textbooks as biased against female gender in the examined categories. They also found discrimination against women in society in many aspects like education, employment, family structure and matrimonial matters. According to the participants of the focus-group, the Pashtun way of life, misinterpretation of religion, parents and dependence of women are responsible for discrimination against them. The teachers also suggested different measures for the elimination of gender bias from textbooks as well as society.

The next chapter deals with an in-depth discussion of the results of the analysed data from textbooks and teacher-learner's perceptions.

CHAPTER 6

FINDINGS AND DISCUSSION

Chapter Overview

The findings of the study are discussed in this chapter. The chapter begins with a brief overview of the data collection processes and research questions as well as the dominant pattern of statements in the questionnaires. After this, a discussion of the findings is presented. Zhang and Wildemuth (2005) suggest that while presenting results, researchers need to find a balance between description and interpretation. To provide the readers context and background, a good amount of description is required (Denzin, 1989). Interpretation involves theoretical as well as personal understanding of the analysed problem. According to Patton, interesting and readable reports “provide sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description.” (2002, pp. 503-504).

As this study was a mixture of qualitative and quantitative research designs, data was collected from textbooks, learners and teachers through questionnaires and focus-group discussions. Almost all the variables against which gender-bias was analysed in the textbooks were quantitative in nature. Similarly, in the questionnaire for students, the gathered data was quantified. The last source of data collection in this study was focus-group discussions with teachers, where qualitative mode of research was used.

This work was based on the analysis of gender portrayal in the English textbooks at the undergraduate level in Khyber Pakhtunkhwa on the one hand and examination of the perceptions of the concerned teachers and learners, on the other. In the analysis of the textbooks, the categories of visibility in character count, occupational roles, order of mention, generic masculine constructions, the use of nouns and adjectives and titles and contents of textbooks were analysed. In the questionnaires for learners, some of the statements were based on these same variables like dominant male and female characters, occupational roles assigned to men and women, glorification of the male gender on the basis of intelligence, activity and efficiency and order of mention. The rest of the statements in the questionnaire aimed at investigating the relative gender

perceptions of the concerned learners. In order to discuss gender portrayal in detail, qualitative focus-group discussions were also conducted with teachers.

In this chapter a two-fold discussion is presented. First, the researcher provides a comparison of the analysis and findings of the data collected through different sources like textbooks, learners' questionnaires and focus-group discussions on common variables explored in all these sources. In other words, for example, if according to textbooks' analysis, the male gender is over represented; what do the teachers and learners think about it. This description and discussion is presented in accordance with the research questions of the study as outlined in the introduction part of this work. In the second phase of discussion, the findings of the current work are compared with other research studies to determine similarities and differences. In the ensuing sections, a discussions of the main findings based on common themes is presented.

6.1 Main Findings (Gender Portrayal in English Textbooks)

The first research question of the study was about gender portrayal in the English textbooks. Results of gender portrayal in different categories are discussed as under;

6.1.1 Ratio of Male and Female Characters

The first category was regarding ratio of male/female characters. The analysis covered all the four English textbooks taught at the undergraduate level in the province of Khyber Pakhtunkhwa. It was found by the researcher that in Intermediate Book 1, the percentage of the male characters appearing in the texts was 75%. On the other hand, the ratio of the female characters was as low as 25%. In Intermediate Book 2, the female character count was found to be 14% against that of the male characters which was 86%. In the Bachelor Book 1, as the percentage of the male characters was 85%, that of the female was 15%. In Bachelor Book 2, while the ratio of the male characters was 88%, the percentage of the female characters was 12%. The overall ratio of all the male and female characters in all the four books was 84% and 16% respectively.

In the questionnaire for learners, the first statement was related to the first research question of the study. It stated that there are more male characters in the English textbooks. Most of the male and female respondents from the rural and urban groups either agreed or strongly agreed in response to the statement, thereby confirming the presence of more male than female characters in

the textbooks. The participants of the focus-group also expressed their unanimous agreement on the point that male characters have more visibility in comparison to the female.

The findings from these different sources confirm that there are considerably more appearances of the male gender in the form of characters in the English textbooks under review. On the other hand, women's portrayal is very low. Visibility in the male and female characters of a text is the most often researched aspect of gender analysis in textbooks. Studies ranging from Porreca (1984) to Mahmood and Kausar (2018) and Islam and Asadullah (2018) confirm that in the last thirty five years, there is not much that has changed so far as women's portrayal in the textbooks is concerned. In the Pakistani context too, women still suffer from poor visibility. Thirty years ago, Zeenat Un Nisa (1989) found that in the school textbooks, out of the total characters, only 16.78% were female. In 1999, Mirza found that only 26% women appeared in the textbooks. Five years later in another study, he found the number still lower, at 20%. Jabeen, Chaudhary and Omar (2014), in their study on textbooks, revealed that out of a total of 89 personalities, only 12 featured women. In the context of the province of Khyber Pakhtunkhwa, Hamid and Iqbal (2013) found that there were only 29% female characters in their analysed textbooks. In their analysis, Mahmood and Kausar (2018) found that, women appeared 25% in one book and 12% in the other.

The overall percentage of the male and female characters in the four analysed textbooks of the current study is 84% and 16% respectively. The low share of female characters (16%) is what Zeenat Un Nisa (1989) found in her study more than thirty years ago. It is to be noted that females' portrayal in the textbooks is still very low.

6.1.2 Occupational Roles for Males/Females

The second category of analysis was regarding the portrayal of males and females through occupational and character roles in the English textbooks under review. In Intermediate Book 1, it was found that females had very few occupational roles such as 'receptionist', 'coach' and 'teacher'. Women were drawn pre dominantly in the familial roles of mothers, wives and daughters. On the other hand, men were depicted in a variety of occupations and professions in almost all fields of life like headmasters, kings, soldiers, farmers, doctors, scientists and so on. In Intermediate Book 2 also, the portrayal of women is not much different. Only the occupation of 'maid-servant' is allotted to females. As in the previous book, men have been portrayed in a multitude of professions and occupations such as engineers, inventors, infantry-men and many

others. In Bachelor Book 1 and 2 also, there is hardly any real professional/occupational role for women. In Book 1, there is only one familial role and that is of a wife. On the other hand, men are shown as fishermen, doctors, priests, trackers etc. Book 2 also does not allot any independent, earning profession to women but men are shown in a variety of occupations.

Occupations were also analysed as either male or female monopolized, male/female dominant or gender shared. It was found that most of the occupations were male monopolized. There were no occupations which were either dominated by males/females or equally shared by both. In addition, most of the occupation for men were found to be 'high status' as compared to the 'low status' occupations of women. In character roles too, in all the analysed textbooks, the percentage of male main, supporting and minor characters was found to be higher than female characters in each category.

In the questionnaire for learners, two statements were included to elicit information from the learners regarding the roles assigned to men and women in the English textbooks. One was related to the portrayal of women as traditional house wives. Majority of respondents in both the groups agreed in response to the statement. The second statement was that in the textbooks, men are shown as more active, intelligent and efficient. Most of the participants agreed that it was the case. About 80% of the learners in all the four categories of urban/rural and male/female agreed thereby confirming that the male gender is portrayed as more intelligent, active and efficient. The responses of the teachers in the focus-group discussion also revealed that all the teachers in general and the females in particular think that English textbooks are biased against women as they are most often presented as house wives and very rarely as teachers, doctors and nurses,

The findings of this study regarding occupations and character roles are in line with the results of the previous researches in both the national and international contexts. In the Pakistani context. According to Anwar (1982), women are portrayed in the textbooks as busy in child rearing and caring. Zeenat Un Nisa (1989) also finds that in her analysed books women are portrayed in the roles of nurses and teachers along with the often-assigned nurturing duties. She further notes that men are shown in professions and activities requiring intelligence and problem-solving skills. Shafi (n.d) notes that as textbooks present boys as more active, curious and knowledge seekers, they portray girls as busy in playing with dolls. Hussain (2009) also reports similar attitudes in his analysis of textbooks as he finds that subordinate roles are assigned to women. In their study of

Jabeen, Chaudhary and Omar (2014), find that girls play supportive roles like helping their mothers, playing with dolls and indulging in activities requiring less intelligence. Mahmood and Kausar (2018) confirm the findings of the current study as they find that men are portrayed to be fit for earning and working outside home and women as suitable for home making. Islam and Asadullah (2018) note that in the Pakistani textbooks that were analysed, it was found that ‘teacher’ is the only occupation that is often allotted to women. Thus it is evident that the results of the present research study regarding the portrayal of the male and female gender is not only consistently proved by the different sources of data collection within the study but also supported by previous studies conducted on textbooks.

6.1.3 Order of Mention

The next category of analysis was regarding order of mention and generic expressions. As discussed in the previous chapters, order of mention or ‘firstness’ refers to the first mention of a noun or pronoun used either for male or female gender in pairs of words like man and woman and she and he. In Intermediate Book 1, it is found that in most of the instances where nouns and pronouns for male and female occur in a sentence, the words for the male gender is mentioned first on most occasions. The analysis show that in one section, on the same page (12), there are as many as seven occurrences of the nouns for the male gender before those for the female gender. The words used for males are “fathers” and “brothers” which are mentioned first before “mothers” and “sisters”. Numerous examples of male-firstness are also found in Intermediate Book 2. Expressions such as “Adam and Eve”, “black boys and black girls”, “white boys and white girls”, “heroes and heroines” are repeated at many occasions to give the idea of male-firstness in the text. Bachelor Book 1 seems to be the most biased in this context as instances of the first mention of the male gender are used in abundance here. As it is the story of a husband named Kino and wife named Juana, Kino is repeatedly mentioned in the first place before Juana. In the examined four books, it is only on a few occasions that the order has been reversed and the female mentioned first. But that reversals are in contexts where either the first-mention does not come to the fore or it is due to a traditional and stereotypical portrayal that the meaning is lost.

This aspect of bias against the female gender has also been amply investigated by researchers. Stockdale (2006) in his study on textbooks in England found that as the male gender is mentioned first 72% times, the female gender is given the first position 28% times. This is quite

a great difference between the two first mentions. The author points out that this may be due to the unconscious pairing in the minds of the authors which can be avoided with a slight conscious effort. In a similar manner, Lee and Collins (2006) also found that in the old as well as new books, the second-place of women has been reiterated. Mineshima (2008) is the only study that finds that the female gender is mentioned first more times than the male gender. But this is not the only aspect where such a balance is found. In almost all the categories of analysis, both the genders are portrayed impartially. Amini and Birjandi (2012), Hameed (2012) and Mahmood and Kausar (2018) also found that men enjoy more visibility in order of mention as they are mentioned first on most occasions.

6.1.4 Generic Masculine Expressions

Along with order of mention, generic masculine expressions were also examined for gender portrayal. The use of generic masculine constructions is another aspect of determining whether words are generically used or refer to males only. Such constructions are words like ‘man’, ‘mankind’, ‘baby’, ‘student’ and so on. It is believed that when such expressions are used, they stand for both the genders. But this is hardly the case. Further, researchers contend that writers and readers hardly conceptualize the female gender when they write or read about such constructions. The frequency and repeated use of such words is in itself a proof of gender bias as these words refer to the male gender. Secondly, the immediate following context also clarifies whether the construction is general or denotes the male gender only.

In the analysed English textbooks, a total of 56 generic constructions are used. The highest number occurs in Intermediate Book 2, in which such constructions appear 27 times. It is also evident that more generic expressions appear in the second book of each pair. The frequency of these expressions suggest that the textbooks are biased in this regard. The examination of the following context in which the words are used, also make it clear that the generic constructions are not general but male-referenced. Some of the examples are given below;

A man should never leave his post.

Man has changed his environment.

Every man in this world functions to the best of his ability.

In all of these examples, the pronoun ‘he’ which is used for the generic ‘man’, makes it clear that it refers to males and females are not included. Some other examples are very interesting and could easily have been avoided or adjusted to include both the male and female genders in their meaning. For example;

The Pathan makes his own knives.

Here, if the plural pronoun ‘their’ had been used, it would have applied to both Pathan men and women or to the totality of Pathans irrespective of gender. Even if “his/her” had been used it would have included both males and females. But the pronoun ‘he’ suggests that the expression ‘Pathan’ refers to Pathan men only. Another example is as follows;

By September the hostel was up and one hundred and fifty **students** were under its roof, each in **his** own room.

This is another example which clearly reveals that the expression ‘students’ is used for the male students only as the pronoun ‘he’ points out. This is an instance which could very easily have been slightly modified to refer to both male and female students. The plural pronoun ‘their’ could have been used for the plural noun ‘students’.

In her analysis of textbooks, Porreca (1984) found that not only many masculine generic constructions are used but the context in which they are used also point to a male-specific usage. She also finds that generics like “baby, student, and Mexican” are all used only for males as is clarified by the following context in which these expressions occur. Lee and Collins note in their study that the traditional way of using ‘man’ generically to refer to both men and women is very much in use today and that these words are substituted with “human, persons and people” (2008, pp. 23-24). In their analysis they found that the authors of textbooks have made an effort not only to make use of gender-neutral words but also pairs of pronouns such as “he/she, his/her, s/he and even they” to minimize the effect created by generic masculine expressions. Contrary to that, hardly any of such strategies are employed in the textbooks reviewed in the present study.

6.1.5 Nouns Used for Male and Female Genders

Nouns and adjectives used for males and females were analysed next for gender portrayal. In the analysed nouns used for both the genders, it was found that ‘man’ is used most frequently, as many as 223 times in all the four books. On the other hand, ‘woman’ appeared only on 46

occasions. Similarly, ‘fathers’ and ‘grandfathers’ are also used about four and five times greater in number in comparison to their feminine counterparts like ‘mothers’ and ‘grand mothers’. This many times greater mention of the nouns for the male gender and consequently fewer mentions of the female conveys the idea of more importance of the relations that these nouns refer to. In other words, it suggests that men, fathers and grandfathers are significantly more important than women, mothers and grandmothers. Such results are also shown by Porreca (1984) as she says that nouns for the males occur more frequently as compared to nouns for the females. Graham (1975) also finds a similar pattern by pointing that there were seven times more men in comparison to women in the analysed textbooks.

In the other nouns that are used for men and women, ‘sister’ and ‘daughter’ are used more frequently than ‘brother’ and ‘son’. The greater number of the nouns for females in this category is because of their frequent occurrences in only one chapter of Intermediate Book 2. In the other three books, the general pattern of more male nouns is maintained. Porreca also points to such an instance in her work where “the majority of the nouns for women in the entire book are confined to a single chapter” (1984, p.13). So, in the present study also, if the number of mentions of the ‘daughters’ and ‘sisters’ had been in a uniform ratio in the second book, in accordance with the other books, there would have been significantly less mention of daughters and sisters. Hence, here also, at least in the other three books, there are more sons and brothers, which conveys the impression of the importance of the male gender at the cost of the female gender.

6.1.6 Adjectives Used for Males/Females

In this category of analysis of gender portrayal in textbooks, adjectives used for both the male and female gender were examined. It is found that here also, not only a variety of attributes are used for men, but they are shown as having qualities of the head as well heart. Women, on the other hand, are described only physically and emotionally. The adjectives used for men regarding strength and appearance are “tall, strong and fierce”, regarding the mind, “sharp, shrewd and creative”, and regarding qualities of the heart, they are “good, kind and noble”. Some negative attributes are also allotted to them. Thus the portrayal of men in the textbooks is more varied. In previous studies too, as Porreca (1984) finds men “intelligent” in the textbooks, Islam and Asadullah (2018) report them to be “visionary and disciplined” and Biemmi (2015) states that they are depicted as “cultured and wise”. On the contrary, as women’s appearance is more important

in traditional depiction, they are so described here. Adjectives such as “sweet, pretty, delicate, obedient, patient, and dutiful” are often used to describe women. Porreca (1984) also reports adjectives such as “beautiful, pretty and sexy” which are used for women in the textbooks that she analysed. They are described as “kind and depressed” by Islam and Asadullah (2018) in their analysed textbooks and “sweet and weepy” in Biemmi (2015). Here it is worth noting that it is through such portrayal that women are considered as objects of beauty only and their essential personalities as women are ignored. In this context, it is also very important to highlight that hardly any adjective denoting intelligence and skill of the mind is used for the women. It is another way of stereotyping and neglecting the contribution of women in this regard.

6.1.7 Titles and Contents of Units in the Textbooks

The last category was based on portrayal of male/female gender in the titles of units and contents of the textbooks. As regards titles, it was found that in Intermediate Book 1, there were three units having male-centered titles. The number of female-centered titles was one. In Intermediate Book 2, as the number of male-centered titles was five, there were no female-centered titles. In Bachelor Book 2, as there were six male-centered titles of units, there were no female-centered titles. So, in the four analysed textbooks, there was only one female-centered title.

The contents of most of the units in Intermediate Book 1 were found to be male-specific. In the unit on first challenges in life, women are not included. In other units too, boys and men were the focus of attention. Even the poem (First Day of School) was about a male (father) taking his (male) child to school. The drama in the textbook is also based on the theme of friendship between two men. In the whole book, there is only one unit about a female student who wins a scholarship jacket. In addition, women are also stereotypically portrayed with reference to physical charm.

In Intermediate Book 2, almost all the units were found to be male-specific. As there were a number of male historic role models, there was hardly any female role model. The poems in the textbook too, were either about males or addressed to males. There was one unit in the textbook, however, where the dangers of gender inequality in the society are discussed. Still, it had no focus on gender portrayal in textbooks. In Bachelor Book 1, the central male character is often portrayed as physically strong and active. On the other hand, the central female character is described as patient and submissive. The male character is shown as repeatedly saying that “he is a man”. The female character interpreted this as “he is half insane and half god, and that she is in need of a

man”. Furthermore, in the contents of Bachelor Book 1, as males are portrayed in a variety of occupations, females are shown as house wives only. Bachelor Book 2 is also found to be ignoring females’ achievement. As a number of male role models and prominent figures from the world and history of Pakistan are discussed, hardly any mention of a female role model is found. In addition, male characters are portrayed as astronauts, pilots, scientists, females are not presented in any such professions. There is only one unit in the whole textbook where a female is portrayed as climbing mountains.

Similar results were found by Shah (2012). In the analysed textbooks, she found that out of 22 lessons in one book, two were about females’ issues. In the other book, only one lesson out of twenty one focused on females. As analysed in the present study, Shah (2012) also found that the contents of poems were male specific, ignoring the contribution and achievement of females.

6.2 Main Findings (General Perceptions about Males/Females)

The second research questions was about the perceptions of learners and teachers. In the questionnaire, different statements were included regarding the gender perceptions of the participants. These included the relative status of male and female gender in different aspects like family structure, education, employment and so on. The teachers also discussed gender portrayal in the focus-groups. The findings from these categories are discussed in the following sections.

In response to the statement that men can do all kind of jobs, as majority of the participants from the rural and urban groups agreed, male rural respondents showed highest (75%) overall agreement. At the same time, 46% male urban and 33% female rural participants disagreed as well. Similarly, about 33% females from the urban group also disagreed. Disagreement in the urban group may refer to the comparatively balanced gender perceptions of the respective learners.

In response to the statement that a man should be head of the family, as most of the male rural as well as male and female urban learners agreed, 40% of the rural females expressed disagreement. The overall agreement points to imbalanced gender perceptions of the learners. As pointed out by Jamal (2014), women in the Pashtun culture are often under the authority of their fathers at homes before marriage and after marriage, they are answerable to their in-laws. As observed in the last section, considerable disagreement of the female rural respondents point to their balanced gender perceptions and awareness as compared to males.

Most of the male learners in both the urban and rural groups agreed that fathers should earn and mothers should take care of children. As the female learners agreed in lesser numbers, they expressed considerable (26%) disagreement as well. The agreement of the male learners confirms their belief in the patriarchal division of labour between males as bread-winners and females as home-makers. The textbooks analysed here also have very few earning roles for the females and hardly any domestic roles for the males. As discussed males are shown in a variety of professions while females are often depicted as wives and mothers looking after the family and busy in domestic activities.

6.3 Main Findings (Perceptions about Participation of Men in Household Work)

Most of the male respondents in the rural and urban groups agreed saying that men also participated in domestic work. About half of the females from the rural/urban females expressed agreement. Females from both the groups expressed some disagreement as well. To another statement that males help in cooking food at home, as majority of rural male/female and urban female agreed, 43% urban males disagreed as well. Male participants of the focus-group discussion admitted that they do not remember doing domestic jobs like cooking and washing. According to them, they do not even do simple things like taking a glass of water for themselves but want it to be presented to them by their women.

6.4 Main Findings (Perceptions about Male/Female Education)

Most of the rural male and majority of the respondents from the urban group agreed that boys are preferred over girls for further education. Some disagreement was also shown by urban participants. According to Jamal (2014) and as brought out by the participants of the focus-group, very few girls are allowed to pursue education after matriculation in the rural areas in particular.

Most of the respondents from both the groups disagreed to the statement that girls do not need to complete education. Highest disagreement, however, was recorded by females from rural background. The participants of the focus-group were of the opinion that Pashtun culture and misinterpretation of religion are largely responsible for a lack of focus on female education.. According to them, so far as culture is concerned, as it does not approve of girls stepping outside home or mixing with boys, it accordingly does not favour female education. So far as religion is

concerned, the participants of the focus-group pointed out that it is not religion but a particular misinterpretation of religion by particular groups that is against female education. They referred to torching and burning of girls' schools in hundreds in the northern areas of the province during the self-proclaimed rule of a religious faction not too long ago and hence the discouragement of female education. According to them, their religion Islam strongly encourages education not only for men but equally for women as well.

6.5 Main Findings (Perceptions about Female Need of Permission)

Most of urban male/female and rural male respondents expressed agreement that a wife always need permission from husband. As about half of the female rural respondents agreed, considerable numbers disagreed as well. In response to another statement, that girls' consent is not taken at the time of marriage and engagement, most of the female rural respondents strongly agreed. As majority of the rural males also expressed agreement, almost half of the urban males and females disagreed as well. This is a serious example of discrimination against women in the rural areas, in particular. Less opportunities of education and employment are detrimental for them in their own right but consent in matters of engagement and marriage is an issue on which the whole future life of the girl depends. If it doesn't turn out to be successful, the life not only of a single woman but two families are endangered. In response to the open-ended question also, the participants pointed out that women are not given any choice in this regard, rather they are only informed after the decision has been taken on their behalf by the male heads of the family

Utomo and MacDonald (2012) in their study asked similar questions from year 6 and year 12 learners in the Indonesian context. They found out that as more male learners agreed that wives need permissions from husbands when they go out, lesser number of female students agreed. In addition, they also found that among the groups of learners, the year 12 students exhibited more egalitarian attitudes in comparison to the year 6 students. This shows that the findings of the present study are in line with the results of other studies in other contexts. In his study Jamal (2014) also pointed out that a woman's life in the Pashtun culture is one of hardships as she is dependent on the males of the family in almost all the matters of her life.

6.6 Main Findings (Perceptions about Importance of Male/Female Children)

Most of the rural male/female and urban male respondents agreed that having many sons was considered a matter of pride. Majority of the urban females also expressed agreement. In response to another statement that daughters are considered a burden for the family, as most of the female and majority of the male rural respondents agreed, the male/female urban respondents showed considerable disagreement as well. This points to the fact that so far as sons are concerned, they are still considered a matter of pride. Many daughters however, are not considered as a much a burden by the urban respondents.

Most of the male/female rural and majority of urban respondents agreed that sons are preferred as they can earn for the family. The participants of the focus-group discussion also confirmed the results of the questionnaire regarding the importance associated with sons and the burden felt on account of having many daughters. This concern was more seriously felt by the teachers of the rural areas, particularly the female teachers. According to them, as the society is male-dominant, it is a common practice that sons are not only desired but considered a source of pride as well. The female participants of the focus-group related their own experience that even elder, unrelated women who came to see them would often inquire as to how many sons they had. At the same time, they would often express their sympathy and concern if a woman did not have any male children. They pointed out the common prayer an elder woman would give to a man was that “may they have many more sons”.

The participants of the focus-group from urban background exhibited slightly less rigid and traditional attitudes. According to them, as many sons are still desired, many daughters are not considered as much burdensome as in the rural areas. Jamal (2014) points to similar perceptions found among men in his study. He says that the worth and prestige of a woman in a Pashtun society largely depends upon her ability to produce male heirs for the family. Sanauddin (2015) and Faery and Noor (2004) also point out that Pashtun culture is dominantly patriarchal where male children are preferred over female in almost all spheres of life. Citing one Pashto proverb, Sanauddin reports that it is believed that “action is male and hesitation is female” (2015, p. 9).

6.7 Main Findings (Perceptions about Male/Female Employment)

Most of the rural female and majority of urban male/female respondents expressed agreement that professions of teachers and doctors are most suitable for females. Less than half of the males from rural background also agreed. In response to another statement that equal job opportunities for males/females are not essential, as almost all of the rural females disagreed, most of the urban females also expressed disagreement. The male respondents in the rural/urban groups also disagreed in majority though not in as greater numbers as the females. Most of the rural female and majority of the urban female respondents disagreed to the statement that women cannot work in the offices like men. The rural/urban male respondents agreed in considerable numbers as well.

Many of the previous studies conducted on textbooks have also found out that women have often been stereotypically portrayed by showing them as teachers, nurses and doctors only. Jabeen et al. (2014) contend that the most popular professions for women in their examined books were those of teachers and doctors. In their study, Islam and Asadullah (2018) point out that in the analysed Pakistani textbooks, ‘teacher’ is the profession which is often allotted to women. So, the responses of the learners to these statements are also supported by previous researches.

6.8 Main Findings (Perceptions about Male/Female Status in Society)

In response to the statement that men and women have equal status in society, the highest disagreement was recorded by rural female respondents. As majority of urban male/female respondents disagreed, more than half of the rural males expressed agreement as well.

In response to the open-ended question regarding the status of women, the respondents used many demeaning expressions for them based on the treatment given to women. Some of these are that women are “burdens, weak and fragile, considered like slaves, low and unwise kind of beings and property of their husbands”.

The results of this study in almost all the categories from textbook analysis to questionnaires and teachers’ focus-group discussion, consistently support the overall finding of this question. The specific as well as general impression is that both the male and female genders are not treated equally. The textbook analysis has revealed that there are more male characters than female, that the portrayal of women is often in traditional familial roles, that masculine generic constructions are not general but male-referenced, that women are often mentioned in the second

place after men, that in the use of nouns, there are more instances of the nouns for male than female and that women are stereotyped in the use of adjectives as well. It means that as males and females are not treated equitably in the society according to the perceptions of the teachers and learners, the textbooks also convey a similar biased picture. The participants of the study whether teachers or learners also find the textbooks biased in the analysed categories. Further, so far as treatment of male and female is concerned in many specific aspects of life such as education, employment, preference of sons over girls, ability to work, girls' consent at times of engagement and marriage, participation of men in house work and men and women being good heads of the family, the responses of the teachers and learners confirm that females' portrayal is traditional and stereotypical. The dominant themes of the focus-group discussion are also in line with these results. The teachers not only talk about the presence of discriminatory attitudes against women but also try to account for the factors responsible for such gender disparities. According to them, the codes of Pashtunwali and a strict observance of religion and its misinterpretations are the main reasons for the dominance of the male gender over the female. They further confirmed that males are treated in a differential manner in almost all the spheres of life, be they eating better food, wearing good clothes, getting better education or open choices for employment. On the other hand, women are served after them in the second place. It was also observed that the teachers of the urban areas demonstrated slightly less biased attitudes as in the discussion of the last question above.

6.9 Main Findings (Teachers' View of Gender Bias)

The teachers in the focus-group discussion expressed their views in detail about gender portrayal in textbooks, causes of gender discrimination and making textbooks gender-inclusive. They were of the opinion that English textbooks portray males in dominant characters as well as a variety of occupations in comparison to females. Apart from that, the teachers did not point out any other areas of biased portrayal in the textbooks. They expressed unawareness about how females are stereotypically portrayed through the language of the textbooks. In addition, they said that as they did not receive any gender specific training from the Ministry of Education or training programs, they are not in a position to understand and pinpoint specific instances of (linguistic) gender bias. Furthermore, they were of the view, that they had to pay more attention, to completion of courses in time and explaining the contents as they are, they had hardly any time for issue of gender portrayal in the textbooks. Such findings are strengthened by Sunderland (2000) as she is

of the view that teachers may not only ignore a biased text but a progressive one as well. According to her, teachers' role has almost the same contribution as that of a biased text.

According to the teachers, the Pashtun way of life is largely responsible for males' dominance over females. As male children are not only desired, they are also preferred over females in important matters such as food, clothes, education, employment and choice of life-partner. Pashtun honour and virtue is dependent largely on women. Jamal (2014) reports similar findings while investigating the perceptions of men regarding the status of women and education of girls in the tribal areas of Khyber Pakhtunkhwa. According to him, the life of a Pashtun woman is full of hardships and unconditional obedience to cultural norms (2014, p. 24). He also considers Pashtunwali to be responsible for the deplorable condition of women as in a Pashtun culture, a wife asking too many questions and objecting to her husband's actions is not appreciated and sending women for earning is considered a shame (Jamal, 2014, p. 26). The findings are also consistent with Sanauddin (2015) where he also reveals that Pashtun culture is emphatically patriarchal. Citing a common Pashto proverb, the researcher says that it is a belief there that "action is male, hesitation is female" (Sanauddin, 2015, p. 9). Faery and Noor (2004) also comment upon male dominance in Pashtun culture where priority is given to male children over the female. The prestige and honour of a woman in extended Pashtun families depend upon her ability of producing male children (Jamal, 2014).

Along with the culture of Pashtunwali, misinterpretation of religion was considered another root cause of gender discrimination by the teachers. They were of the view that in rural areas in particular, religious leaders often issued verdicts against female education and employment as it required mixing of females with males, which is not allowed in Islam. They also referred to the killing of female artists and burning of schools during the rule of religious factions in the province. The teachers also agreed that culture and religion are often so interwoven that it becomes difficult where a particular rule has its roots in one or the other. In this context, the teachers pointed out that females are not given their due share in the family's property as this practice is confused with religious injunctions.

Jamal (2014) finds that misinterpretation of Islamic teachings by religious leaders play a vital role in constructing the subordinate position of women. According to him, in some rural area religious leaders even gave verdict to oppose girls' education and misinterpret Quranic verses to

strengthen their stance against the equitable treatment of women (2014, p. 24). One of the respondents in his study said that no matter how educated and scholarly a person may be but he/she will not give the due share of her daughter to her in inheritance of property. Some religious scholars in his study pointed out that Islam encourages the education of girls (2014, p. 24). Such findings and experts' opinions strengthen the fact that it is not religion, in this case, Islam that is opposed to education and empowerment of women, rather it is a mindset and unsound perceptions of some people striving to propagate patriarchal and male dominant ideas.

Another cause of gender discrimination, according to the teachers is the role played by parents. Gender stereotypes are learnt by young children at homes and these are strengthened and perpetuated through biased textbooks and environment in educational institutes. The teachers believed that as a part of the same society, parents also treat male and female children differently in matters of food, education and employment. Sanauddin, while commenting upon the patriarchal division of labour in a Pashtun society says that it starts with the process of socialization in the family and is accordingly strengthened and reinforced by education, religion and literature (2015, p. 54). He also refers to an incident of the mother of his friend asking them to get up for school in the morning saying that action is the quality of maleness and hesitation of femaleness (2015, p. 9).

The participants of the focus-group were of the view dependence of females on males is another root cause of discrimination against women. As females are not allowed to get higher education (in rural areas, in particular), they have very few employment opportunities. As a result, they are dependent upon men throughout their lives. According to Jamal (2014), men start their influence on the life of a girl from an early age in issues ranging from her education to the selection of a life partner. After marriage, her conduct is regulated by husband and in-laws on important matters of her life like children, education, employment and her role in the community. She must be guided by these decisions as these constitute the honour and chastity of a woman which are the most sensitive and important issues in a Pashtun culture (2014, p. 19).

6.10 Main Findings (Making Textbooks Gender-Inclusive)

The teachers recommended that instructions regarding gender should be included in the books for teachers by the ministry of education or textbook boards. According to them, if such instructions were incorporated either at the start of the books or at some other chapter in the books, it would not only acquaint the teachers with how gender-bias is presented in the textbooks but also

provide the teachers with immediate consulting reference. As discussed in a previous section regarding awareness of gender discrimination and receiving of instructions, the teachers said that as they do not receive any, they are often unaware of it. If gender related instructions are included, it would make the teachers aware and conscious of this important variable. The next point was related to the inclusion of female authors and persons in curriculum designing and compilation of textbooks. As has been pointed out by Mirza (2004) and other researchers that very few females are included in the process, this may be the reason why the textbooks present a male dominant perspective. If equal number of female compilers are included they would try to not only incorporate female versions but also counter male domination in the textbooks. So far as the contents of the textbooks are concerned. The teachers suggested that more female characters should be included in them. In addition, they also recommended inclusion of more dominant female characters and personalities. As has been observed in the examination of characters and professional roles in the textbooks, at present, the female share is not only very low but their depiction is also stereotypical. Along with this, the teachers also emphasized that inclusion of just one lesson on gender equality or inequality in only one book does not serve the purpose at all. They stressed that more lessons should be included covering many aspects of gender bias not only in textbooks but also in the real society. This will make the learners understand and internalize how does discrimination based on gender finds its place in many aspects of life. Further, inclusion of such lessons with frequency will also make the teacher less burdened in the sense that the learners will be able to look out for gender bias in the textbooks and society themselves. In other words, if the teacher does not find enough time to discuss biased texts with the learners, the learners having internalized the techniques from the lessons, will be able to do the job themselves. So in this manner, it would be a holistic approach based on the teacher, textbook and learner to deal with gender-bias in a collective manner.

6.11 Limitations of the study

This study has the following limitations;

1. As data was collected from twenty colleges (ten each from Malakand and Peshawar), the available numbers of teachers and learners were considered. As a result, the number of participants in each group (male/female, rural/urban) was different. In order to balance the sample, equal number of male and female participants were included in the sample.

2. As most of the studies on gender portrayal are limited to textbooks analysis only, a suitable framework (questionnaire) in the context of the study was not available. Hence, the framework used was adapted from a number of studies. Although the items in the questionnaire were not factorized, validity and reliability tests were performed.
3. In the present study, the term “undergraduate” is used for college learners from 11th to 14th grades. It covers both Intermediate level (11th & 12th) grade learners and Bachelor level (13th & 14th) grade learners.

Keeping these limitations in mind, the findings need to be interpreted with caution as results might not be too generalizable. Nevertheless, the study does offer meaningful insight regarding gender perceptions of learners and teachers.

Chapter Summary

In this chapter, the findings of the study were presented and discussed. The chapter started with an introduction to sources of data collection and an explanation of how the findings are going to be discussed. It was followed by the presentation of main findings from textbook analysis in accordance with the research questions of the study. The findings from the perceptions of the learners and teachers through questionnaires and focus-group discussions were discussed in the next sections. As there were many statements in both the questionnaires and focus-group discussions, the findings were grouped together based on common themes and discussed collectively.

The next and final chapter of this study concludes the whole work, summarizes it and provides suggestions and recommendations.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

Chapter Overview

This chapter sums up the whole study in terms of research questions, methods used and main findings. This is done by providing a brief summary of all the major sections of the research particularly, the findings in a brief manner. The findings of each question are re-stated for each category. This may seem to be a repetition but as the questions and categories are different referring to different aspects of gender portrayal in textbooks, these cannot be discussed generally but need to be highlighted separately. This is followed by suggestions and recommendations from the researcher. These include taking all the important stake holders like the government, Ministry of Education, textbook and curriculum designers, teachers, learners, parents, religious leaders and media groups on board.

7.1 Conclusion

This research study aimed at the analysis of gender portrayal at the undergraduate level in the province of Khyber Pakhtunkhwa. For this purpose, first the English textbooks of Intermediate and Bachelor levels were analysed. Second, the perceptions of learners at the undergraduate level were gathered and examined through questionnaires. Third, to further validate the findings, discussions were conducted with teachers in the form of focus-group discussions. Findings revealed that males and particularly females are traditionally portrayed in the textbooks.

The first research question was about the portrayal of gender in the English textbooks. Based on it, the relative ratio of the male and female characters was analysed first. Next, occupational and character roles of males/females in textbooks were examined. It was followed by an analysis of order of mention and generic expressions. The next category was about nouns and adjectives used for males and females. The last aspect of analysis was about gender portrayal through titles and contents of units in textbooks. The second research question of the study was about the gender perceptions of the concerned learners and teachers.

Both the qualitative and quantitative research designs were employed for the collection and interpretation of data in the current study. The main tools of data collection were content analysis, questionnaires and focus-group discussions. Both qualitative as well as quantitative content analysis was used for the investigation of gender portrayal in the English textbooks. Quantitative data was collected from learners through questionnaires. In order to have a clear, more comprehensive understanding of the issue of gender, qualitative focus-group discussions were also conducted with teachers. The sample of the study was the English textbooks, teachers and learners of the undergraduate level in Khyber Pakhtunkhwa.

The analysis of the textbooks through content analysis revealed that the English textbooks at the undergraduate level convey a traditional and stereotypical portrayal of both the genders. In particular, the textbooks are biased against the female gender in almost all the examined categories. It is found that the ratio of the male characters is significantly greater in comparison to that of the female. The overall percentage of the male characters in all the four books is nearly 84%. On the contrary, the visibility of the female character is about 16%. In individual books also the female share of characters does not exceed 25 %. This shows that in this aspect of gender analysis, the textbooks convey clear bias and discrimination against women. It is also found out that as the male visibility increases in the books with progression in grade, the female visibility decreases.

With reference to occupations, it is revealed that women are often portrayed in traditional familial and relational roles. The only occupational roles for the women are ‘teacher’, ‘coach’, ‘receptionist’, and ‘maid-servant’. Most of the times women are depicted as house-wives, mothers and sisters. On the other hand, men’s portrayal is also in accordance with their gender. They are shown in a variety of professions like farmers, scientists, kings, biologists, fishermen, trackers, doctors and soldiers. This shows that in the portrayal of occupations also, women’s depiction is partial and biased. Most of the occupations are either male or female monopolized, with hardly any gender shared occupations. In addition, men’s occupations are ‘high status’ and women’s occupations are ‘low status’. In character roles too, the ratio of male main, minor and supporting characters is much higher than females.

The next category of analysis was regarding portrayal of gender through order of mention and generic masculine constructions. It is found that in most of the examples in all the books, the male gender is mentioned first. In addition, it is also revealed that in Intermediate Book 1, a similar

pattern of male first mention is consistently repeated on the same page in close proximity, thus giving a dominant impression of male-firstness. Similarly, Bachelor Book 1 also, the husband is repeatedly mentioned first before wife throughout the book. It is at a very few places that the female gender is mentioned first. This aspect of gender analysis in textbooks is also discriminatory as it dominantly mentions the female gender in the second and subsequent position.

Regarding generic masculine constructions, findings revealed that not only such constructions are used in frequency but that the context determines that they are used for males only. A total of 56 masculine generic expressions are identified in the four books. What is interesting to note is the nature of these constructions. The analysis demonstrate that generic words like ‘man’, ‘student’, ‘principal’, ‘child’, ‘Muslim’ and ‘Pathan’ are used only for males as is clarified by the immediate following context. Here also, it is noteworthy that in the second books for Intermediate as well as Bachelor, the frequency of the constructions increases. Along with this, as has been the practice in the textbooks of developed countries, neither the pairs of pronouns like ‘he/she’ or used after these construction nor the plural pronoun ‘they’ is used to refer to both the genders. This, then, is another instance of the biased depiction of the genders in the analysed textbooks

Nouns and adjectives for both the male and female genders were analysed next. The analysis revealed that there were significantly more mentions of “men, fathers and grandfathers” than “women, mothers and grandmothers”. Precisely, in all the books as men were mentioned 223 times, women were mentioned only 46 times. Similarly, ‘fathers’ and ‘grandfathers’ were mentioned as many as four or five times as their female counterparts. There were slightly more mentions of ‘wives’ than ‘husbands’ confirming the essential roles of wives in the household. More sisters and daughters are mentioned in one chapter of one book (Intermediate Book 2) as the chapter is about daughters and sisters. But their number is lesser in comparison to sons and brothers in the other individual books. So, it can be concluded that as there are more mentions of the nouns for the male gender and less for the female, the textbooks are conveying a biased picture of gender.

With reference to adjectives, findings revealed that as a variety of attributes are used for men, women are shown in a very traditional light. Men are shown as “brave, strong, creative, serious minded, methodical, disciplined, learned, wise, skillful and sharp”. On the other hand, women are portrayed as “fair, pretty, delicate, sweet, innocent, patient and obedient”. In addition,

as men are portrayed through a lot of adjective in the attributes relating to intelligence, emotions, strength and skill, women's depiction is often limited to physical appearance and emotions. So, the portrayal of both the genders through the use of adjectives is also biased and discriminatory.

The last category of analysis was about gender portrayal through titles of units and contents of the textbooks. It is found that in the four books, there is only one female centered title in comparison to a number of male centered titles. The contents of units are also often male specific. As there are a number of male historic figures and role models in the textbooks, hardly any such female role model is found. The narratives are often male specific. Even poems included in the textbooks are either about males or addressed to males. So the portrayal of gender through titles and contents is also discriminatory.

Questionnaires and focus-group discussions were used to determine the gender perceptions of the concerned learners and teachers. The first theme was about gender portrayal in English textbooks. Majority of the participants agreed that there were more male characters in the English textbooks. This agreement by male/female and rural/urban respondents confirm the findings of the researcher that the ratio of the male characters in the textbooks is significantly greater than that of the females. In response to the second statement in the questionnaire, most of the respondents agreed that women are often shown as traditional house-wives in the textbooks. The next statement was regarding the portrayal of men in the textbooks as more active, intelligent and efficient. Most of the learners agreed thereby confirming that it was so. It testifies the results of the textbooks analysis that men are depicted in a wide range of professions and occupations.

The second theme was about the general perceptions regarding males and females. In response to the statement that men can do all kinds of jobs, as majority of respondents agreed, considerable disagreement was also expressed by male urban and rural/urban females. Most of the respondents also agreed that a man should be the head of the family. Here again, 40% of the female rural participants disagreed. In response to the statement that fathers should earn and mothers need to take care of children, as most of the males agreed, females agreed in lesser numbers. The overall impression is that as male learners have traditional gender perceptions, females tend to disagree with traditional gender roles.

The next theme was regarding men's participation in domestic work. As most of the rural/urban males agreed that men participated in doing household work, females expressed

disagreement. To another statement regarding male's help in cooking food, as majority of participants agreed, urban males disagreed too. Teachers (rural in particular) in the focus-group discussion, were of the view that hardly help in domestic work. They consider it solely as women's work.

Male/female education was the focus of another theme regarding gender perceptions. Most of the rural and majority of the urban respondents agreed that boys are preferred over girls for further education. To another statement that girls do not need to complete education, most of the respondents expressed disagreement. Teachers in the focus-group discussion believed that culture and misinterpretation of religion is responsible for preference given to boys' education over girls.

The next theme was related to women's need of permission from husbands. As most of the respondents agreed, rural female learners expressed disagreement as well. To another statement that girls' consent is not taken at the time of engagement, as majority of respondents agreed, strong agreement was recorded by female rural learners. Participants of the focus-group also confirmed that in the rural areas, girls are not asked about the choice of their life partner but are only informed when the decision has been taken by heads of the family.

In another theme, the importance of male and female children was discussed. Most of the respondents expressed agreement that many sons were considered a matter of pride. On the other hand, the rural male and female respondents agreed that many daughters are considered a burden, urban males and females disagreed as well. The respondents also expressed agreement that sons are preferred as they can earn for the family. The teachers also confirmed such findings as they were of the view that people not only gave priority to sons they were also considered a source of pride.

Regarding male/female employment, the respondents agreed that professions of 'doctor' and 'teacher' were most appropriate for females. Most of the females expressed disagreement to the statement that equal job opportunities are not essential for males and females. Similarly, female respondents disagreed in greater number to the statement that women cannot work in the offices like men. Highest disagreement was recorded by female rural respondents to the statement that males and females have equal status in society.

The teachers in the focus-group were of the view that they are aware of general outlines of gender bias in textbooks such as visibility and occupational portrayal. They expressed a lack of awareness regarding discrimination conveyed through the language of textbooks. They also confirmed that they do not receive any instructions from the ministry of education related to gender. Further, they also said that gender portrayal has not been focused in any teacher-training program. As a result, they were not in a position to offer any strategy to deal with gender biased texts. In addition, the teachers said that they focus more on textbooks' contents and completion of syllabus rather than discussions about gender portrayal. According to them, culture, misinterpretation of religion, dependence of women and role played by parents were crucial in discrimination against females in society.

The overall impression is that the portrayal of gender (female in particular) in the English textbooks is imbalanced and discriminatory. The learners have different gender perceptions based on their gender and rural/urban background. As the perceptions of the learners from rural background are more rigid, those of the urban participants are relatively less biased. The female participants, particularly of the rural areas, seem to be more vocal about gender discrimination. The teachers think that as cultural, social and religious constraints contribute to gender discrimination in society, textbooks' portrayal of male and female gender is also biased and imbalanced.

7.2 Suggestions and Recommendations

Unlike many other research studies in the field of gender portrayal, this work was a blend of qualitative and quantitative research designs focusing not only on English textbooks but on the perceptions of the teachers and learners as well. This holistic approach was thought to be more significant by the researcher to arrive at a better understanding of the problem. Based on the findings from the textbooks' analysis, questionnaires and focus-group discussions, the researcher would like to recommend some suggestions for the teachers, learners, curriculum designers, textbook developers, parents and other stake holders. Inclusion of so many groups of people is thought as essential by the researcher because as discussed in the chapter on discussion, the problem is not so simple as to be appropriately addressed and tackled by the involvement of a single or a few persons. The suggestions can be categorized into two groups. One is regarding the educational setting starting at the government level, involving ministry of education, curriculum

designers and textbook developers, teachers and learners. The second group of suggestions deal with stakeholders in the society like parents, religious leaders and media. These are discussed under separate heads below.

7.2.1 Government and Ministry of Education

According to Blumberg (2015) the first step on the road to gender equality is the will on the part of the government as well as Ministry of education to combat gender discrimination. Although it is often claimed that the government has included gender as an important factor in its policies for education as well as other areas, it has been observed that it is hardly so when it comes to practical implementation. In line with the demands of the international organizations like the UNO, the government of the country from time to time, does talk about elimination of gender in general and educational contexts in particular, but it is often limited to policies on paper only. If these policies had been translated into practice, some improvement might have been felt and recognized at least in the textbooks at various educational levels. As outlined in the chapter on review of literature, gender analysis of textbooks goes back to the 1980's in the country but as has been analysed in the present work as well as other recent works, the fact remains that significant gender bias is still present in the textbooks of the country not only at different school levels but also at the higher levels as well. If the government and its concerned bodies are seriously seeking elimination of gender, then why in the last thirty or forty years the portrayal of the female gender in textbooks is still discriminatory. It is required that merely inclusion of some objectives in the government policies and action plans is not sufficient. The government needs to first clarify its stance on the issue as to how much is it serious in the implantation of the removal of bias against the female gender. Next, the government needs to formulate specific task forces to monitor the performance and progress of the different government organisations to which such specific gender related tasks are assigned. These task forces should be directed to submit their timely reports to the respective ministries so that appropriate actions are taken in proper directions. The ministry of education should employ the services of scholars in the field of education and gender analysis so that they can recommend viable courses of actions in removing gender bias from educational settings.

Another very crucial aspect is that of different curriculums and textbooks taught in different parts and provinces of the country. Along with this is the disparity found among the textbooks of

the public and private sector schools and colleges. There may be variations based on the area, culture and respective societies of different provinces but that does not mean they should have different textbooks to study. A uniformity in curriculum, syllabi and textbook will make the job of the government and other bodies easy to implement a plan in terms of revision or incorporation of gender related or other element in them.

7.2.2 Curriculum and Textbook Developers

From government and its operating bodies, the job of what to include in the teaching material comes down to the curriculum and textbook compilers and designers. As these are also government bodies, their job is of extreme importance as it is from here that the actual process of gender fairness or biasness starts. The first step is that the government should provide them with clear unambiguous instructions regarding the fair treatment of both the genders in the textbooks. Second, to make sure that these instructions are amply incorporated, equal number of male and female experts should be included in the process of designing of the curriculum or syllabi. As has been discussed, in some studies like Mirza (2004), it was found out that the share of female personnel in the process is significantly low in comparison to males. It is important because the male experts may not be biased themselves but unconsciously they may be prone to visualize the needs of male learners and hence include content which is catering to the needs of males only. On the other hand, if ample number of female experts are included they will not only include the female perspective but will counter the inclusion of dominant male contents. Along with equal or representative number of experts of both the genders, it is also important to include scholars and researchers from the field of gender analysis to pinpoint potential areas where conscious or unconscious portrayal of gender-bias is possible. In particular, they should pay more attention to linguistic bias like masculine generic constructions, order of mention, nouns and adjectives. As it has been discussed and observed that non-linguistic bias like visibility and occupational roles is easier to discover, bias ingrained in the language is often very hard to determine and analyse. But as it difficult to discover, at the same time it has got equal or greater impression on the learners. Because in the long run, learners use the same structures as they have unconsciously internalized from their textbooks and hence unknowingly construct and prolong gender-bias.

Next in this regard is the inclusion of instructions for teachers not only to pay attention to gender as an important aspect but also how to analyse the content and language of textbooks for

discrimination based on gender. The participants of the focus group in this study pointed out that first, they do not receive any specific instructions regarding gender; second, they do not have any special and specific analyzing tools to equip them to understand what gender bias is. This is why it is thought essential by the researcher that such guidelines are included either in the prefaces to the textbooks or other related material so that teachers can take help from it. In addition, it should be made compulsory that along with the focus on the discussion of moral lessons of a chapter, the teachers also discuss gender bias if found in a given chapter. Next, with reference to learners, curriculum and textbooks designers should include frequent lessons on gender equality in different settings like education, employment and society to acquaint them as to how gender discrimination is practiced in these different contexts. It was observed on the section on textbook analysis that in the four books for Intermediate and Bachelor students, only one lesson is included on gender inequality. It is vital because if learners bring prejudiced outlooks from families with them and they are further strengthened by textbooks, it does more harm as they internalize these attitudes as essentially correct. On the other hand, if lessons pertaining to gender equality are included frequently, the learners will try to reconsider their previously held partial beliefs and gradually evolve newer equitable ones. This will also provide the teachers with frequent opportunities to talk to the learners about equitable gender norms.

7.2.3 The Role of Teachers, Parents and Learners

The teacher is the next important stakeholder in this equation of textbook, teacher and learner. Teacher's role is significant in a number of ways. First and foremost, the teacher is required to have gender fair if not gender-neutral perceptions. This is the starting point. Because if he or she is biased, no matter how much a textbook talks about gender equality or how much impartial its contents are, s/he will interpret them in a partial and biased manner. This stance is taken by the researcher in the light of the findings of many of the questionnaire items. There it was revealed that they themselves uphold discriminatory perceptions in matters pertaining to women education, employment and participation. How can they talk about gender equality if they have such partial outlooks?

Now the question is how can they be not biased if they are educated and brought up in the same male dominant culture? This can be done with the help of special pre-service as well as in-service trainings. Many of the teachers in the focus-group discussion who had relatively equitable

gender perceptions suggested such a framework of action. As pointed by Lo (2014), the focus of such trainings should be specifically on gender disparities in educational settings. This researcher would like to go a step further and suggest that national as well as international gender experts should be invited to talk to the participants regarding gender polarisation in educational contexts. Further, special sessions should be planned for the teachers of Khyber Pakhtunkhwa to purge them of the supremacy of the male gender and subservience of the female which they have developed owing to their culture and society. This should be the first step in order to prepare them mentally for the ensuing task of dealing with different shades and subtleties of discrimination based on gender. The task may be difficult and time consuming as it involves unlearning and deconstructing the deep rooted traditionally held gender norms learnt and internalized for a long time. But in this researcher's view, with repeated, scholarly and evidence-based trainings, it can be made possible.

The next stage is to train the teachers in dealing with biased texts in terms of content as well as language. As the teachers through focus-group discussions agreed that first they were not aware of gender-bias, and second because of lack of training, they did not have any specific techniques to find out and cope with biased texts, this is of extreme importance. In this regard, the program can include one or a number of gender analysis frameworks. The scope of such frameworks have been progressively widened and made comprehensive through research. The aim of the training in this regard should not be to make them absolute experts but at least, familiarize them with some of the basic and most salient tools and techniques of gender analysis. Here it is worth mentioning that equal emphasis needs to be laid on bias in content as well as language. The teachers should be taught to measure how both the genders are represented in the lessons of the textbooks. Along with this, they also need to be instructed about the stereotypical portrayal of women not only in occupations but also in activities. Regarding language, the easily perceivable aspects of gender-bias like masculine generic expressions, order of mention, nouns and adjectives used for the male and female genders should be made known to the teachers. Along with this, they should also be trained how to counter and explain such repeated usage. For example, how to neutralize generic masculine constructions by first avoiding them and if not avoided by referring to them through both masculine and feminine pronouns like he and she, he/she or even s/he or through the use of the plural pronoun they. Similarly they should be able to tell the learners that they can reverse the orders of nouns and pronouns like man and woman as woman and man and he and she as she and he to avoid dominant patterns of male first mentions. Likewise, the teachers

should also be trained regarding the nouns and adjective used for both the genders in a stereotypical light like men as brave and strong and women as only sweet and pretty. It can be done through explaining that both the genders can have such attributes and that they should not be judged only through traditional portrayals.

The last point to be included in this course of training is to guide the teachers in their own attitude as well as use of language to avoid conveying a gendered perspective. Through this the teachers should be guided how to avoid spreading sexist values in the classroom settings. For example if a discussion is going on in the class, the teachers should not take sides and support glorification of one gender, often the male and marginalization of the other, often the female. Secondly, they should also try to avoid using language which conveys impression of prejudice and bias. As has been pointed out, the use of such structures is often unconscious and rooted in the language itself. However, these can be avoided with a little conscious effort. Lastly, the teachers can play their role in deconstructing the learnt biased perceptions of the learners. As they themselves have gone through the process in the initial stage of the training, the teachers can use that knowledge and experience to inculcate in the learners the belief in the equitable status of both men and women. At the same time, the teachers can point out in a steady and cautious yet convincing manner the unjust treatment given to girls and women on the basis of Pashtunwali and biased interpretation of religion. They should also guide the learners in respecting women in all the capacities. In this researcher's view, the role of the teacher in this regard can hardly be overstated. If the teachers play their roles honestly and efficiently, the learners can develop equitable gender norms to a great extent. If not so, at least they can somehow modify their biased perceptions.

What textbooks contain and how teachers teach that content directly influences the students. This is why teachers and textbooks are considered as authorities by the learners. But the learners in our Pakistani and eastern cultures are generally too passive and take things for granted. In other words, their ability to be curious and inquisitive is often not acute enough to enable them to question things and challenge stereotypes. Reasons responsible for such things are their brought up as well as the education system which does not encourage the spirit of inquiry. This is one of the main reasons why they accept things as provided either through parents, society, textbooks or teachers. This state of affairs needs to change. Although this would require an inclusive program

of taking on board many other stakeholders like parents, teachers and media as well, which will be discussed in the relevant sections below. But at present, what needs to be emphasized is in the light of the responses of the male and female learners to questions in their questionnaire. It was found out there that the female respondents expressed their distaste for biased treatment of women in a more forceful manner than the male students. As they have been brought up in the same society and taught the same textbooks, there should not have been such considerable variations among their perceptions. If the female can object to discrimination, the males can also do so by observing why they receive differential treatment. So far as teachers and textbooks are concerned, the learners need to pay particular attention to instances where the teacher conveys a biased perspective or the textbooks are conveying gender discrimination.

The process of gendering often starts at home in the traditional societies like that of Khyber Pakhtunkhwa. As has been discussed in the section regarding the focus-group discussion, the Pashtun society is deeply rooted in the strict codes of Pashtunwali which is based on the patriarchal concept of importance and dominance of the male gender and subordination of the female. Owing to extreme importance attached to the observance of purdah for women and segregation of the two genders, women face many problems in matters like education, employment and stepping outside homes. As such customs are transferred from one generation to another, the role of the parents becomes unquestionably crucial. It is so because home and parents are the first places from where children learn their initial beliefs about different aspects of life which have far-reaching bearings on their future life. This process of discouraging stereotypes and differential treatment can be taught to children by the parents through personal examples. In other words, if children do not observe gender discrimination in their own households, they will not internalize it. So the parents need to not only treat their own children equitably but also generally discuss the importance of equity with them. This will make the job easier for the teachers later on, when these children join school. If the children are being brought up largely on gender-fair ideals, the school environment (as discussed above) will help them to further strengthen such norms.

In short, it is suggested by the researcher that that an all-inclusive effort is required through the collaboration of all the stakeholders involved to appropriately address the issue of gender representation in the educational context. This process needs to start at the government level

engaging the ministry of education and curriculum and textbook developing bodies, and through their guidelines should be accordingly transferred to teachers as well as involving the students.

7.2.4 Government's Role regarding Media and Religious Leaders

The society of Khyber Pakhtunkhwa is based on a relatively stricter version of religion as interpreted by the religious leaders. It has been observed that by nature also, the people are deeply rooted in religion and are accordingly influenced by its teaching through these leaders. Based on the codes of Pashtunwali, some interpreters try to align religious teachings with it. The people then, thinking that these are the real injunctions of their faith, believe in it. This is why, in the province in the near past, hundreds of girls' schools were burnt and female education was highly discouraged by some religious factions. This is also the reason why the females are confined to their homes and not allowed to work even in accordance to their culture. And this is why in many of the areas of the province, females are not given their due share in the property. So, along with Pashtunwali, the misinterpretation of religious teachings are largely responsible for the bias against women.

In this backdrop, it is suggested by the researcher that government should take necessary measures to control this situation. The government can give specific instructions that religious leaders preach only real Islamic teaching and do not spread hatred against women on account of cultural constraints.

The language of media discourse according to Van Dijk (1998) has the power to transmit ideologies and shape public opinion. The different modes like print, electronic and social media have been effectively used not only to create awareness but also to mold the thoughts of the people in particular directions. The repeated display and communication of certain images does have a peculiar conscious as well as unconscious influence on the minds of people. This, according to the researcher, is the most important platform to be used in so far as generating awareness among the people is concerned. It has been discussed in this study that even educated people like teachers and learners have traditional attitudes. The only solution to change and influence the thoughts of the educated as well as uneducated people regarding gender lies in its extensive coverage through media. If the media in its different programs like talk shows, dramas and advertisements convey the message of equity among the male and female genders, it will have a considerable, far reaching impression on the people. At the same time, media should also highlight and discourage gender-

based discrimination in society in any form and shape. The government is required to promote positive portrayal of women and discourage their stereotyping through media discourse.

The last yet significantly important point to be considered is the funding of gender related research by the government or other agencies. As pointed out by Blumberg (2015), without the aid of financial support, large scale projects are hard to conduct. In the case of Pakistan, the most comprehensive and often cited study is that of Mirza (2004) which was supported by UNESCO. Apart from that, most of the other review works on the analysis of gender have been carried out by researchers in individual capacities with their own limited resources. Comprehensive works require a lot of field work and data collection on a large scale and in an extensive manner. That cannot be done in individual capacities. This is why the researcher would like to suggest that government and other organizations and NGO's support and aid such projects financially so that the issue of gender discrimination in the education context is satisfactorily investigated and resolved.

7.3 Further Research

Previous research on gender in the Pakistani context was often limited to textbooks analysis only. The present study aimed at broadening that framework by including the respective teachers and learners in the equation as well. The aim was to include as many of the variables in the classroom learning as possible to come to a more holistic understanding of the problem of gender bias. The conclusion is that merely revising the textbooks, as has often been suggested would not solve the overall problem rather it is required to take so many of the stake holders on board. Still, there are many other areas which are required to be investigated for future research. One possible avenue is to analyse the disparities found in the curriculum and textbooks to highlight how far are the objectives incorporated in the compiled textbooks. Next, the opinion of the government and its government bodies need to be systematically examined to understand why despite global awareness and inclusion of gender, Pakistan still lags behind in equitable gender representation in the educational setting. Third, only some of the aspects of gender-bias in textbooks and society were analysed in this study. There are still many others to be explored. Last, the focus of this work was on the analysis of gender in the context of Khyber Pakhtunkhwa only. It will be worthwhile to work on a comparison of the bias found in the textbooks of other provinces as well.

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APPENDIX A

Questionnaire (Students)

Demographic Information

Name (Optional):

Gender:

Age:

Name of the College:

Class:

Please carefully read the following statements and select the appropriate option.

1. There are more male characters/personalities in your English textbooks.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

2. Female are often shown in traditional roles like house wives.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

3. Men are shown as more active, intelligent and efficient.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

4. Men can do all kind of jobs.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

5. A man should be the head of the family.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

6. A father's job is to earn money and a mother's job is to look after the family.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

7. Men also participate in doing housework in your society

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

8. In difficult financial situations, boys are prioritized over girls for further education.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

9. A house wife always needs permission from husband if she wants to go out.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

10. Male family members help in cooking food at homes.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

11. Having many sons is considered a matter of pride.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

12. Many daughters are considered a heavy burden for a family.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

13. Sons are preferred over daughters as they can earn for the family.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

14. Professions of teachers and doctors suit women best.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

15. Girls don't need to complete their education.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

16. Equal job opportunities for both male and female are not essential.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

17. Women cannot work in the offices like men.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

18. Men and women have equal status in your society.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

19. Girls' consent is not asked at the time of engagement and marriage.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree

20. Comment on the status of women in your society.

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APPENDIX B

Focus-Group Discussion Questions

Q.1 What are your ideas about gender portrayal in English textbooks at undergraduate level?

Q.2 What do you think are the causes of gender discrimination?

Q.3 How do you deal with gender bias in the textbooks?

Q.4 How can the textbooks be made gender-neutral?

Q.5 What are your suggestions regarding removing gender bias?