A Gender-Based Study of English Textbooks Produced by Punjab Textbook Board and Oxford University Press for Elementary Level

By

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M. A., National University of Modern Languages, 2003

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

In Linguistics

To

FACULTY OF ADVANCED INTEGRATED STUDIES AND RESEARCH

NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

May, 2012

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ABSTRACT

Thesis Title: A Gender-Based Study of English Textbooks Produced by Punjab Textbook Board and Oxford University Press for Elementary Level

Gender as a social and cultural phenomenon, rather than a biological one, is instituted in children in early stages and textbooks play an imperative role in shaping up such gender related views and attitudes. Following these lines, the focus area of this research is gender depiction in the English textbooks produced by two different publishing companies (namely, Punjab Textbook Board and Oxford University Press) for elementary level in Pakistan. It aims to make a comprehensive comparison between the gender images as displayed in the two sets of textbooks as well as the variety of gender ideas their respective readers have. To meet the objectives, the study is divided in to two phases: Firstly, the textbooks by both publishing companies are analyzed and in the second phase their respective readers’ conceptions regarding gender are gathered ad analyzed. The study reveals the presence of biased attitude towards gender in both sets of textbooks but at the same time, it is also discovered that Oxford Modern English has improved gender images , in ratio as well as in presentation, than the textbooks by Punjab textbook board. It is also found that students have partially fixed ideas about the attributes, occupations and activities as suitable for the members of both genders. Finally, the study reveals that gender images of the readers of Oxford Modern English are slightly improved than the readers of the other publishing company. This is an important finding as it suggests that textbooks can play a crucial role in shaping up gender ideas of the children and thus can be used as an effective tool to encourage positive gender roles among children. The study recommends a gender-based test of the textbooks prior to publication, guidelines for the writers while creating text for children and some tips for the teachers to handle gender partial text.
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LIST OF ABBREVIATIONS

ACL     Adjectives Check List
CVR     Content Validity Ratio
EPA     Evaluation, Potency, Activity
Govt    Government
NPA     National Plan of Action
OME     Oxford Modern English
OUP     Oxford University Press
PTB     Punjab Textbook Board
Dedicated to my beloved mother,

Zubaida Khanam

& my little princess

Rameen
ACKNOWLEDGEMENTS

Thank You My Lord, The Omnipotent, The Omnipresent and The Omniscient for granting me a blessed opportunity to amplify my knowledge boundaries and to learn and explore what I have to teach and tell my future generations through this work.

I express my gratitude to my supervisor, Prof. Dr. Raja Nasim Akhtar, who guided me at every step of my study and helped me to converge my diverging thoughts regarding my subject and the field of study. I must say, he played multiple roles to assist me as guide, manager, caretaker, mentor, helper and motivator.

I am also grateful to Dr. Tehmina Saqib and Miss Sadaf Tariq, National Institute of Psychology, Islamabad for their guidance in designing and validating my psychological tests to measure students’ conceptions.

My deep appreciation is also extended for Dr. Sohaila Javed who laid the first brick in this building by inculcating the spirit of ‘Feminism’ in me and who always taught me to find ‘divergent meanings and divergence in meanings’.

I express my gratitude to Dr. Rubina Kamran for raising awareness about the ‘phenomenon happening in language’ and the features of language during the course work.

I am also thankful to my husband Numan Zahoor who gave me time, support, confidence and encouragement during this project.
I am also thankful to my mother, Zubaida, and my mother-in-law, Mrs. Nasim Zahoor, for their continued encouragement and support during my study.

Finally, thanks to all my siblings, cousins and friends for their prayers and moral support.
CHAPTER 1

INTRODUCTION

1.1 Introduction and Statement of Problem

Does the following ring the bell?

Once upon a time, there was a beautiful girl with long, golden hair and was imprisoned in a tower by an evil witch. One day, a prince charming came there and rescued her.\(^1\)

Once, there was a beautiful princess who was sleeping since hundreds of years under a spell made by a revengeful witch. One day, a prince came there and he broke the spell.\(^2\)

A long time ago, there was a poor, pretty maiden who was treated roughly by her step-mother and step-sisters. One day, a prince fell in love with her and found her while looking for the owner of a glass shoe.\(^3\)

As, it happened, that a mermaid fell in love with a handsome human prince and sacrificed her fish tail for feet to meet her love but the prince.\(^4\)

Children love to read fairytales in their childhood and some even in adulthood. These fairytales portray certain defined roles and traits for male and female characters and later have

\(^1\) The brief story of ‘Rapunzel’, one of the fairytales
\(^2\) The fairytale of “Sleeping Beauty”
\(^3\) The fairytale of ‘Cinderella’
\(^4\) The fairytale of “The Little Mermaid”
profound effects on children as they also help them to comprehend, label and adopt certain fixed attitudes and actions for each gender. As they read, boys regard themselves as brave, energetic and strong heroes, enough able to help out anyone in trouble, strong enough to fight out the monsters and eventually branding themselves as the real heroes to rule the world. On the contrary, girls struggle to develop beautiful images of them believing “Beauty is Good” (Ramsey & Langlois, 320) and then wait for the unknown princes who would come to let them free from the paws of real, bitter world.

As children grow up, they come across other books as well and especially the textbooks being taught to them in the schools. These textbooks, more or less, exhibit same kind of gender polarized attitudes as is obvious from the following examples: *Ayesha was an educated lady, who took great care of her family* (Unit 3: English 6 by PTB). *Anwar Sahib was a very wise man who helped two brothers to settle the dispute wisely* (Unit 7: Oxford Modern English 6). *Sabuktagin was a brave, kind king who was rewarded for his nice deed* (Unit 6: English 6 by PTB). *Nicholas was a naughty boy, always ready for adventures* (Unit 14: Oxford Modern English 7).

Above mentioned examples have been taken from the English textbooks for elementary level produced by two different kinds of publishing companies working actively in Pakistan. One is the provincial board of Punjab, responsible for the textbooks production (known as Punjab Textbook Board) for all levels up to intermediate. The books published by PTB are taught in almost all of the government sector schools in Punjab. On the other hand, the second publishing company is of Oxford (known as Oxford University Press) with a division to produce textbooks specifically for Pakistani children. These books are popular with and in use in majority of the

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5 All of these mentioned examples are taken from the texts however; the story or paragraphs are presented here in summarized forms.
private sector schools in Pakistan⁶ (from high level English medium schools to average private schools).

From the above stated examples, it seems that textbooks of both publishing companies are depicting almost same kind of gender images (observation). As, the textbooks by OUP are the production of a western community and at the same time written and selected by a purely English writer (Nicholas Horsburgh), where struggle for equal gender rights is quite older issue than in Pakistan so, it could be assumed that these textbooks have better gender images than the one produced by the local body (assumption).

Textbooks by OUP are written specifically for the Pakistani students so, it can be thought⁷, the majority of the texts written and selected are from their own contexts. To discover the truth, a pre-analysis of the textbooks, selected for this study, was carried out⁸ (For details, see Appendix A). The findings revealed that majority of the texts in the selected material for this study were not produced locally or were not representing local community.

It was also observed that textbooks by OUP⁹, for elementary level in Pakistan, contain texts different in themes, settings, characters etc from the textbooks produced by PTB. As the two sets of books represent two different cultures, it is highly likely that they would differ in depiction of characters of each gender (or simply they would view each gender with different perspectives). This prediction serves as an initiative for this study.

As a matter of fact, books play an important role in the transmission of culture from one generation to the other (Gooden & Gooden; Singh). As an important aspect of a culture, gender

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⁶ These books in use also divide the schools in the categories of English medium (with Oxford syllabus) and Urdu medium (with textbooks of PTB).
⁷ When I was planning to carry out this study, some people opposed me with the reason that textbooks by OUP are specifically designed for Pakistani children. As a result, they contain images and texts representing local community thus they would be showing same kind of images as displayed in locally produced textbooks.
⁸ This analysis along with the procedure, data table and the findings is provided in detail in later chapters.
⁹ Especially referring to the series used in this study, Oxford Modern English
representation in children’s books and especially in the textbooks helps young readers to formulate their gender conceptions (Otlowski). As reading makes children to identify themselves with the characters of their own gender (as mentioned earlier), these books provide them with the standards of masculinity and feminity (Peterson & Lach).

1.2 Rationale of the Study

Textbooks having direct link with the children have more power to influence gender conceptions of readers than the other elements in the schools (ibid). Keeping this in mind (the problem areas already mentioned above), this study tends to focus on the English textbooks produced by two different publishing companies (as well as two different cultures) thus the difference in the gender representation, if any, will lead to the difference in gender conceptions of their respective readers. Secondly, this study also aims to see whether or not the readers of textbooks by PTB and OUP differ in their gender ideas. This study will be helpful to analyse gender images in English textbooks to ensure whether or not gender equity is prevailing in the English reading materials provided to children in Pakistan.

1.3 Objectives of the Study

In the broader framework, the objective of this study was same as the objective of “Feminism movement” that is, to identify gender discriminated behaviour. As such behaviours are commonly observed in all walks of life thus, it is need of the hour to eliminate them and let members of each gender to realize their potentials fully as human beings rather than ‘gender beings’. With a long history of struggle, the proponents of Feminism movement have made different societies and nations of the world to realize the importance of gender equity for establishing a happy and stable environment.
In addition, education is considered the most reliable tool to bring about the change as it is believed that “Education is not so much ‘knowing more’ as ‘knowing differently’” (Durrani, 17). Thus, the aim of teaching children should not be what society exactly wants to teach them but to tell them what is right and what is wrong and let them expose their potentials. The concept of gender equality in education was introduced in Pakistan in the report of National Commission on Education, 1959 for the first time. However, it remained inactive till the Dakar Framework of Action 2000 forced Pakistani Government to focus this issue. Since then all educational policies of Pakistan specifically give attention to the attainment of gender equity (Mirza, *Gender Analysis of School Curriculum and Textbooks*).

As an essential element of education, textbooks are also focused for eliminating gender biased attitudes. To define and confine the canvas of my study, the specific objective of this study was to analyse textbooks being taught in Pakistan with reference to gender representation as well as to study the gender conceptions of their respective readers. The main objective can be specifically divided in following sub-categories:

- To study the gender images displayed in textbooks produced by two different publishing companies, local as well as of western community. This objective is divided in to further two categories (sub-objectives) namely:
  
  - To examine gender images in the non-linguistic features of the texts
  
  - To study gender ideas incorporated through the language of the texts

- To compare the ways gender images are displayed in two sets of selected textbooks.

- To identify the ways in which gender ideas of two different sets of readers, of two different publishing companies, vary.

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10 These two communities are defined in the first part of the ‘Introduction’: Punjab textbook Board and Oxford University Press
To see whether or not the readers of a certain kind of textbooks have gender images in accordance with the books they read (in the light of the data gathered in above mentioned two categories)

1.4 Delimitation and Limitations

As stated earlier, the basic purpose of this study was to see how two different publishing companies (PTB and OUP) deal with the idea of gender and further that how their respective readers get affected by these ideas. However, both Oxford University press and Punjab Textbook Board produce books of all subjects being taught in Pakistan and for all levels. It was not possible for the researcher to carry textual analysis of all level and subject textbooks as well as to record gender ideas of respective readers. To deal with the issue, the researcher selected English textbooks for the elementary level.

The elementary level was chosen because at this grade the students are usually sensible to response to the designed activities as well as the research has proved that students at elementary level have quite mature gender conceptions than the children at primary level (Williams & Best). Further, the English textbooks were chosen for the following reasons: English as a language, usually thought to be the reflection of a particular culture to which it belongs, depicts clearer gender images than the other subjects like maths or science where focus is on facts and figures; secondly, English is a compulsory subject in Pakistani schools so students have to spend about four to five hours a week on English lessons thus having potential to influence the development of gender attitudes in the children.

The Oxford University press has a variety of English textbooks produced for the children like Oxford Modern English, Oxford Progressive English and Oxford Reading Circle etc.
However, the researcher has chosen Oxford Modern English series. This selection was made after a short survey conducted by the researcher to see which series of textbooks were popular in the zone selected for the conduction of this research. After surveying 20 schools (for details see Appendix A: A-4), it was found that OME was more in use in majority of the schools than the other series (13 out of 20). The second reason for the selection of OME was that it contained texts more than the other series (just like the textbook produced by OUP) and lastly, because it matched with the English textbooks produced by PTB in the structural and organisational features. The organisational features in both selected series focus English as subject rather than language (however in other textbooks by OUP like Oxford Progressive English language is focused). The structure of the texts in both sets of textbooks also matches for example the topic areas, explanation, exercises etc. Finally, OME served as main syllabus book like the textbooks by PTB while, other series by OUP, like ‘On Track’ and ‘Oxford Reading circle’, were usually used as complementary books.

To record the gender conceptions of the readers, Rawalpindi city was selected for the present research for many reasons. Firstly, it was accessible area for the researcher residing in the same city. Secondly, as a resident city, researcher had affinity with it in terms of language and culture. Moreover, it is fourth largest city of Pakistan comprising of population settled here from many nearby areas for different reasons (Haque, 42-43) thus it could provide researcher with variety of responses. Further, the study was conducted in only urban area’s schools because the rural areas had Government schools but English medium schools with Oxford syllabus were hardly present there.

The study of gender conceptions of the students has certain limitations in the sense it is basically a psychological study. A researcher cannot claim to a pure objective study of the mind
(or actually a brain). So far, no psychological instrument has been introduced for such study as well. Secondly, it is important to introduce the fact that the children (selected for this study) will not have gender ideas only as by-product of their reading process rather many social and/or cultural factors play their part in formulation of these gender related ideas. However, it is psychologically impossible to separate and measure only those gender ideas that are product of only and only their reading process. The researcher admits that these two groups of students (reading in government and private schools) belong to somehow two different social groups’ namely lower + lower middle class and upper middle + upper class. The government schools are inexpensive with low fee packages so frequently low or lower middle class sends their children in these schools, whereas upper middle and upper classes can easily pay for private schools. Thus they can have quite dissimilar approaches towards each gender group according to their respective class. However, this study tends to disregard these differences as there is no possible way to separate them from the ideas formulated with the help of books.

To conclude, the basic limiting factors were the selection of the level, textbooks’ series and zone of the study.

1.5 Research Questions

Based upon the objectives, mentioned above, following research questions were formulated:

Question 1: How is gender encoded in the English textbooks of Oxford and Punjab textbooks board?
Question 2: Whether or not, gender representation differs in English textbooks of both publishing companies?

Question 3: How do the English textbooks of both publishing companies influence the gender perceptions of their respective readers?

Question 4: Whether or not, the gender ideas of the readers match with the ideas displayed in their respective set of textbooks?

Question 5: Whether or not, the readers of textbooks by OUP have different gender ideas than the readers of the textbooks by PTB?

1.6 Significance of the Study

This study will be useful for different stakeholders such as policy makers, publishers, writers and teachers in bringing awareness regarding the gender images that are being transmitted to the next generation of Pakistan through the textbooks. The study will encourage policy makers to define and implement the new strategies to ensure that textbooks are free of gender partiality. The study will motivate writers and publishers to critically analyze their productions for gender related ideas and images before presenting it to the readers. It will suggest some useful strategies for the teachers to employ in their classrooms while handling with texts containing gender biased images. Finally, the study will also caution the readers against the possibility of biased depiction of gender in their reading material.

1.7 A Brief Overview of Research Design

In the light of above mentioned objectives, the study was divided into two parts. The first part of the study dealt with the process of analysis of English textbooks by PTB and OUP for elementary level. This part is further divided in to two sections of non-linguistic and linguistic
analysis. The second part was designed to record and interpret the gender conceptions of their respective readers. The chosen approach for this research was ‘mixed’ that is quantitative as well as qualitative because the data needed to be in obvious form as well as with understandable interpretation to meet the objectives of this research.

In the first part, eight variables were defined after going through the different research models used by the researchers working around the similar issues. The selection of these variables was made in accordance with the objectives of this study. No fix model was followed as each of them was filling its respective research needs and was focusing either linguistic or non-linguistic area of the text. The non-linguistic variables include the titles, pictures, characters and settings whereas the linguistic part’s focus was on generic constructions, paired noun/pronoun, adjectives and semantic roles.

The texts of the selected material (mentioned above) were analyzed for the presence and frequency of each variable. Later, the data collected was tabulated and discussed in detail. The data was not only discussed for each gender and for each set of textbooks but it was also used to make a detailed comparison between them (to answer research questions 1 and 2).

The second part was designed to study gender ideas of students. For this purpose, four techniques were used which include ‘Adjectives Checklist’, ‘Semantic Differential Scale’, ‘Children’s Occupations and Activity Attitudes Measure Scale’ and ‘Semantic Roles Activity Sheet’. Each of the above mentioned techniques was introduced to measure certain variables in accordance with the variables defined for textual analysis of the textbooks. The motive was to see whether or not the students’ ideas were in line with the gender ideas provided in their respective textbooks.
Finally, for the conduction of the research, two sets of schools were defined, one with syllabus of PTB (government schools) and one with OME in their curriculum (private schools). Total eight schools were visited, four in each category. It was taken care that numbers of male and female participants were equal. The activities were held in the chosen schools and responses of students were recorded. The responses were later converted into data form and then were discussed in detail (to answer research questions 3, 4 & 5).

1.8 Organisation of the Study

This study is divided into six chapters.

The first chapter provides a brief introduction of the topic of the research as well as states the issues dealt in this study. It also specifies the aims of the study set out to achieve within certain delimited area of work. The research questions are also presented to define the goals of this study. Further, it highlights the significance of the study and lastly, outlines the methodology used for this study in order to give reader an overview of how the study was carried out.

The second chapter presents and analyse the theories and ideas, on gender and value of textbooks in developing gender identity, thus developing a theoretical framework for the study.

The third chapter explains the research design implemented in this study. It defines in detail the justifications and decisions taken for data collection and how data has been presented and analysed. For this purpose, this chapter is further divided into two parts namely, of textual analysis and recording gender conceptions of the readers.

Chapter Four is devoted to the findings of the textual analysis, how texts depict each gender as well as what sort of activities were associated with each gender. The data is presented
in various diagrammatic forms followed by detailed discussions. The major focus of this chapter is to present a detailed analysis.

Chapter Five is based on the responses of the students of both government and private schools collected through the four different tools namely ‘Adjectives Checklist’, ‘Semantic Differential Scale’, ‘Children’s Occupations and Activity Attitudes Measure Scale’ and ‘Semantic Roles Activity Sheet’. The students’ responses for each tool were discussed in detail to find out answers for the research questions formulated in chapter One.

The last chapter presents the summary of the findings as well as recommendations based on the findings of the study for different stakeholders. Finally, a comprehensive conclusion of the study is presented.
CHAPTER 2

LITERATURE REVIEW

This chapter aims to achieve the following:

- To give a brief introduction of current gender structures and ideas prevailing in Pakistan
- To provide an overview of theories relating to gender, gender construction and gender learning processes
- To discuss the role of books and textbooks in the process of gender development
- To thrash out in detail the history, themes and framework of the feminist movement to justify the need of this study
- To critically analyze the works done on gender, both linguistic and non-linguistic, and their results
- To describe how textbooks play a crucial role in constructing gender ideology in young students

Before reviewing the vast literature produced on the issue of gender and a number of theories focusing this issue, read the poem below.
Same Song

Pat Mora

“This while my sixteen-year-old son sleeps,

my twelve-year-old daughter

stumbles into the bathroom at six a.m.

plugs in the curling iron

squeezes into the faded jeans

curls her hair carefully

strokes Aztec blue shadow on her eyelids

smoothes Frosted Mauve blusher on her cheeks

outlines her mouth in Neon Pink

peers into the mirror, mirror on the wall

frowns at her face, her eyes, her skin,

not fair.

At night this daughter

stumbles off to bed at nine

eyes half-shut while my son

jogs a mile in the cold dark

then lifts weight in the garage

curls and bench presses

expanding biceps, triceps, pectorals,

one-handed push-ups, one hundred sit-ups

peers into that mirror, mirror and frowns too.”

(Mora, qtd. in Elements of Literature, 65)
This poem is simple in words and settings yet deep in meanings. It just not portrays two children doing something of routine, rather depicts members of two different sex categories involved in actions culturally associated with their gender groups and worried about something they should be (the daughter about looking good and son about looking muscular). The question is whether it is something naturally existing in their genes or something they have picked from their books or society. The answer is controversial in the sense that different schools of thought come up with their own logics, theories, researches and observations. This research also deals with this above mentioned question with specific objectives to view gender representation in the textbooks and their role in making children to adopt gender-apt roles, thus it is necessary to view and reflect the literature, researches and theoretical beliefs with views on gender and gender polarity if it exists. The following paragraphs of this chapter discuss them in detail. The start has been taken with a brief introduction of gender ideas currently prevailing in Pakistan.

2.1 Gender Ideas Prevailing in Pakistan

Before probing in to the depth how gender is constructed, how feminism views this process, how it is transferred with the help of books and what different studies have observed about them in the textbooks for children, it’s necessary to briefly introduce the existing gender structures in the context of this study i.e. Pakistani society. Talking about gender and especially female gender, it’s worth mentioning fact that Pakistani society has a highly hierarchical and patriarchal structure of relationships and ideologies about members of each gender. Several reports and anecdotes refer to this point that in Pakistani society members of each gender group and especially the one belonging to female category are bound to think, behave and act within the traditionally framed gender notions (Delavande & Zafar; Alavi; Barcellous at al.; Ali, Fani et
al.). These traditionally framed notions define certain sets of behaviours and actions associated with each gender group and thus their embers are expected to follow them.

Pakistani society is viewed as a “rigidly patriarchal society” (Alavi, 1) where gender-based attitudes are considered to be woven intrinsically within the fabric of society (ADB, qtd. In Jabeen & Iqbal, 257). The notion of rigid patriarchal society refers to a society with fixed beliefs and further these beliefs are highly orthodox in nature. In such society, one gender group precedes other. One becomes authoritative and other becomes subjugated, one becomes dictator and other becomes vanquished. Thus this ‘one’ (here referring to male gender) and ‘other’ (referring to female gender) become two different poles of a magnet; two poles that exist together but carry different value and status. Of course, male gender group at one side of superior value and female gender group on the other side of low rank.

Power relationship comes in to being when one is in authority and other is taking dictation. According to a report of SDPI (Pakistan: Country Gender Profile, vi) these power relations rise when there is a clash, “where one individual or a group (e.g. men) wants to affect that actions and lives of another individual or group (e.g. women)” (vi). According to this definition, in Pakistan, males are considered as dominating power symbols and females are their subjects or in more open words their maids. Ali, Fani and others consider this status of women as “junior” (148) to men. They further assert that the socially and communally assembled ideas, approaches and expectations that a split community (according to the power distribution) holds are hardly impartial concerning the roles of both sexes in society. (Ali, Fani, et al., 147-149) Thus we can infer from these lines that Pakistani society bears an imbalanced power structure where men are at might side whether right or wrong; females lag behind men in every field where power determines status.
Ashraf also agrees that members of both gender groups occupy different social spaces and places in Pakistan (3). Men are the bread winners working outside homes. They are producers and thus important part of the family. Women are supposed to work inside homes and whatever they do is not much important. They are consumers and treated as inferior to men. Women are inactive and men are active, it is one of the common beliefs of Pakistani society. Sadly, these practices of differentiation go along from the birth of a child till her/his end. Many papers and researches provide evidence that in this society, “boys are treated more favorably than girls within the household; they receive more nutrition, more healthcare and more childcare time” (Barcellos et al., 5). Thus it is quite clear that male children are considered important and given importance and female children are considered as worthless or of little importance throughout their lives.

When they grow up, this favoritism spreads to different fields of familial and professional life systems. Within the framework of this patriarchal society, women continually have and get a marginalized standing in all spheres, social, economic, professional and political, of Pakistani society (Weiss, qtd. In Pardhan, 6; Aslam qtd. In Delavande & Zafar, 5). In society, women come after men whether it is matter of choice-making, decision-making or marriage-making. In professional setup, males are given preference over females in all ways: from job type to salary.

As far as the matter of education is concerned the division between male and female gender is more noticeable. Because the men are the working beings and the real supporter of their families, they have to get education on priority basis. Female education is less important than the male education. According to a survey conducted in Pakistan, Women attend school for an average of 0.7 years compared to 2.9 years for men (HDSA, qtd. In Pardhan, 9). According to
Barcellos, “increasing gender gap in literary rate [in Pakistan]” (3) clearly demonstrate that female education is not given value as compared to education of male gender.

Another recent report on gender situation in Pakistan (Gender Global Report, 2012) has placed Pakistan at the last position with reference to global average of women’s participation in four indexes: economic participation and opportunity, health and survival, political empowerment and educational attainment (Ahmed). This Global Gender Gap Index, mentioned above, was developed in 2006 to address the need for a reliable and all-inclusive measure for gender impartiality that can trail a country’s progress over time. The 2012 version of this report clearly discloses the trends observed in the data over the past seven years and demands for a more quick action to fill this gender gap. For Pakistani society, the results are quite discouraging as they indicate the presence of a highly partial culture and trends over here. Further, it shows the lack of women’s presence in not one or two areas but in all those areas that are concerned with familial, political, economical, educational or professional lives of women.

The reasons behind this scenario (discussed above) are many but most of the times Islamic values and culture in Asia are considered working as active agents behind it for example Coleman writes “Gender Roles in Pakistan today reflect the weight of culture and tradition, but Islam is an important and influential overlay” (3). It is another debatable issue what the actual factors are but the main concern in this research paper is to explore the nature of gender images that are constructed in the textbooks for children as well as transported to Pakistani children within this prejudiced cultural set up. It would be interesting to see whether or not, textbooks transport the same partial gender dogma to children thus completing the circle or is there any change that would further bring a change. The discussion starts with the concept of gender and its construction in the following paragraphs.
2.2 Gender and Gender Development Theories

To be born a man or a woman in a society is more than a straightforward biological fact. Gender is generally understood in two different senses. In the first sense, it is synonymous to sex and is used to categorize human bodies on the basis of physically observable differences while, in the second sense the term gender refers to division of men and women in two different groups where each group is raised, esteemed and treated differently. According to Sarafino and Armstrong, it is not only a genetic aspect of human bodies to differentiate them as male or female, but also a psychosomatic and social phenomenon which directs them to think, behave and act differently (391&392). Reeves and Baden (5) draw a distinction between sex and gender as for them sex is a composition of biological features that label someone as male or female, while gender is regarded as an aspect of each sex to make her/him follow socially acknowledged practices. Another difference between the two is that, sex is something natural whereas gender is constructed. Under this view, gender refers to the traits attributed with each gender “are not expressions of any natural, universal, eternal essence of men and women but, rather conventionally accepted fictions” (Aviram). Thus, sex is determined through natural biological course while gender is acquired through one or combination of biological, cognitive and experiential processes. The biological factor is exclusively based on anatomical, chromosomal and hormonal differences in male and female. The cognitive factor is about using mental structure and power in conceiving gender whereas experiential processes refer to the act of gender learning in practical situations (Baron, 88).

The debate is ongoing and yet far from resolved that whether gender and sex are same or not, however for this study we take sex as biologically determined differences between male and female, while gender refers to socially constructed roles for male and female. The social
construction of gender is well defined by Lorber “Gender is constantly created and re-created out of human interaction, out of social life, and is the texture and order of that social life” (Paradoxes of Gender, chapter 1). Taking gender as something that is constructed, the next question that comes in the line is how because the term social construction clearly refers to an idea invented by a society. The following paragraphs answer this query.

It is claimed that major portion of specific sex traits are acquired in childhood and a number of theories elucidate how children learn their apt gender roles or construct their gender identities. The three eminent categories are of biological, psychodynamic and external theories. The first category of biological theories of gender construction emphasizes the value of DNA design and hormonal differences in order to learn to behave as male or female (McManus). On the other hand, psychodynamic theories focus on the mental processes as key to the gender identity progress in children. There are two major variants in psychodynamic theories as well: psychoanalytic and cognitive development theories. The psychoanalytic view regarding gender identity formation are based on Freudian concepts of oedipal conflict and penis envy which give more value to inner psychic conflicts rather than genetic design or external pressures such as of society (ibid). In contrast, cognitive development theory values mental processes as a key to learn sexual characteristics. Kohlberg, as an active proponent of this theory, explains the following three stages of gender learning process (qtd. in Rehman):

⇒ Identity Stage (At 2 year age)
⇒ Stability Stage (At 4 year age)
⇒ Constancy Stage (5-7 year age)
At first, children learn to differentiate between two sexes as well as identify their own gender as male or female. This gender identity becomes stable with passage of time as child goes through physical as well as cognitive development. In next few years, they come to realize that one’s gender is a constant phenomenon and it does not change with time. At this stage, children also learn to identify the appropriate behaviours for each gender as defined by society which later on results in formation of permanent stereotypical images in their minds (Kohlberg, 80).

While biological and psychological theories are more concerned with human genetic and mental make up for construction of gender identity, the external theories tend to stress the value of society in shaping one’s views about gender (Pleck et al., qtd. in Courtenay, 1387) as they believe that “gender is a social construction ….based on sociopolitical rather than biological or natural considerations” (Freud). The socio-political phenomenon refers to the value of society and political structure (power relations between male and female) in making process of gender related conceptions. The external theories, as true representatives of constructionist perspective, claim that role of men and women are not by-product of any genetic or psychological process but are the concepts about masculinity and feminity as defined by a culture.

External theories, known as social theories of gender construction (because they give major role to society in this process), believe that gender construction process is completed in different phases. They associate phenomenon of gender learning with different stages of life. According to it, a child learns or absorbs her/his gender roles from society and this process starts right after her/his birth. When a child opens eyes in the world, the very first query made by everyone is about its sex. Later this “sex category becomes a gender status through naming, dress, and the use of other gender markers” (Lorber, Paradoxes of Gender). Further, the baby is treated on the basis of its sex as a newborn baby girl is considered more delicate and gentle than a baby boy.
so, she is handled more dexterously as compared to a boy (Rehman, ch.2). Mothers at home also play major role in development of children, thus their behaviours and actions have a direct influence on the young ones. Rehman cites Hoffman to notify the fact that mothers tend to induce more freedom, independency and confidence in sons than in daughters. As infants grow up, their parents turn out to be their appropriate role models for each sexual category at home. Majority of psychologists admit that by the age of three most children can respond the query concerning their sex and by five they build up a fix idea about gender (Newman, qtd. in Whitney). Further, their experiences with society, both inside and outside school, foster their gender conceptions. Thus, gender learning is a life-long process but majority of the process gets done in the early years of life (from infancy to adulthood).

How society teaches gender roles to children is also explained by a number of social or external theories. Among them, the following three are prominent: social learning, gender schema and gender script theory (Brannon, 2). All of these theories have minute difference and overlap in their approach regarding gender acquisition process. Social learning theory emphasizes the value of community and its environment in learning sex-related behaviours through observations. According to it, children tend to closely and minutely observe the role models like their parents, teachers and other people in contact and then imitate their behaviours and actions (ibid).

Bem’s gender schema theory also includes the role of children mental structures in learning these roles from society. It suggests that children have a generalized willingness to organize and reorganize knowledge about the self and the other in accordance to the cultural definitions of gender relevant behaviours and actions. They learn how their cultures and societies describe the roles of men and women, and then internalize this acquaintance as gender schemas. Children’s
concepts of men and women are thus the result of an interaction between their gender schemas and their experiences (ibid).

Gender Script theory is considered as an extension of gender schema theory as it believes in the same process of gender acquisition (as described by Gender Schema theory), however it further believes in the sequential organization of gender knowledge by children (Brannon, 3). It divides gender learning process in three phases of childhood, adolescence and adulthood. In the childhood phase, children learn to label gender which becomes constant as the time passes. Afterwards, they develop a stereotypical icon of each gender in adolescence phase. They tend to sternly follow these images and also expect others to behave and act within the frame. However, in adulthood phase, their approach becomes flexible and they are ready to accept any exceptional gender behaviour especially for self (ibid).

Despite exceptions, all the above mentioned theories tend to reinforce the idea that gender is something to be taught or learnt and not at all a natural phenomenon. In other words, it is nurture not nature. Lorber gives appropriate words to summarize this part, “As a social institution, gender is a process of creating distinguishable social statuses for the assignment of rights and responsibilities. As part of a stratification system that ranks these statuses unequally, gender is a major building block in the social structures built on these unequal statuses” (Paradoxes of Gender).

In addition, as held by external theories, family and society play the leading roles in constructing children’s beliefs about the self and the other gender. Adults take it as their responsibility to ‘socialize’ children, to make them behave in ways that are acceptable to the society they are living in as they believe “childhood (as all of life) is a time for learning about a (n adult) world” (Knowles and Malmkjaer, 62). For this purpose, they utilize different means including presenting
them with suitable role models, rewarding or punishing their actions, exercising their superior physical strength, providing them with apt reading material including textbooks. As the focus of this research is books’ role (specifically textbooks’ role) in teaching gender and consequently its impacts on the psyche of readers, thus the preceding paragraphs will focus this issue.

2.3 Role of Books in the Process of Gender Development

What is inside a book is actually what a society thinks there should be. Books written in a certain society, to large extent, embody morals, values, beliefs, norms and traditions of that society. Children's books are a vital part of a child's education. They are used to teach different aspects of knowledge and they also instruct about the world around them (Landsberg, in Hunt, 17). Children get a picture of how things work, the ways people interrelate and what morals society wants them to learn etc. Thus books illustrate everything. The society depicted is the real one. The characters portrayed in them are samples of real human beings. Thus such books can be utilized to teach culture of a society to its next generations. As also pointed out by Weitzman et al., children’s literature can make possible the internalization of ideas regarding self and others, social roles, and the surrounding atmosphere (qtd. in MacArtuhr & Poulin, 1). The books for children are usually written for the above stated purposes. According to Knowles and Malmkajaer, children’s storybook texts are culturally influential and of immense importance “educationally, intellectually and socially. Perhaps more than any other texts, they reflect society as it wishes to be, as it wishes to be seen, and as it unconsciously reveals itself to be” (61).

Consequently, the books that children read facilitate them to understand their roles in society not only as human-beings but also as gender-beings. Taylor asserts this idea as he narrates that books
for the children not only incorporate the general beliefs and values of a society to children but also present to them a microcosm of gender ideologies. On the basis of this reading, children presume the traits and behaviours that they deem suitable for their gender. The world of books provides them with an opportunity to learn and adopt their roles in the real world not only as social beings but also as gender beings.

Books set a ramp for children where they can learn the styles of living suitable for their gender according to the demands of public (society in large). As discussed earlier, Bem’s gender schema theory and social learning theories clearly state that children need a source to derive structures of living for them. As dynamic observers, they look around for these schemas and the world of books is an imperative source for them to derive appropriate living structure for their gender (Otlowski). This structure helps them to adjust in the society. Sugiyama too corroborates this idea as she believes that narratives of a text enable a reader to proficiently obtain information required to adjust her/him in local habitation.

Allen describes this phenomenon in the following words,

“Without question, children develop gender-role identities during their early years, and one factor that influences this identity is the literature that children read or is read to them.” (74)

Much has been written about the role of books in making children learn their appropriate gender roles and the deep impacts they have on young minds (Allen et al., Trepanier-Street & Romatowski, Taylor). All of these works clearly demonstrate the fact that books open up a world of learning and training for children to become a better woman or a man.

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11 The word better here refers to the demands of a society, what a society thinks of a good man or woman, in other words a stereotypical model.
Further, the advocates of psychoanalytic theory also value the role of books in the process of constructing ideas among children. According to it, when a child plays with written words she/he not only assimilates apparent meanings/images but also gets influenced by the deep core meanings/images or what is usually referred as the process of reading between the lines. The proponents of psychoanalytic theory\textsuperscript{12} call these meanings/images “the unconscious content of a work” (Hunt, 89). This content has deep influence on children while constructing her/his views. Freud, Jung and their disciples also acknowledge the impacts of children’s books on the mental life of children (ibid). They advocate that the images children come across in the books stay permanently in their minds. According to Jung, the archetypes presented in the books for children facilitate them to design their gender conceptions (Jung, 8-16).

Textbooks matter more than ordinary reading material. It can be said, besides the story books, what becomes even more important source for children to derive appropriate gender roles is the academic curriculum which is implemented through textbooks. The reason could be that whether or not, children are eager of reading books but they have to read textbooks allocated to them in their schools. Consequently, they have more opportunity to teach gender roles to children than other books for children. The way gender is portrayed in textbooks helps students to define the frames of action for them.

Textbook is the strongest tool to transform and transmit gender culture. They bring to children a vast canvas of life where they observe male and female characters and further,

\textsuperscript{12} Psychoanalytic theory regarding the division of human mind was presented by Sigmund Freud, a famous psychologist. According to this theory, major portion of human mind consists of unconscious part which controls our actions. Similarly this theory explains that the meanings of a text, to large extent, remains hidden and while reading the reader used to assimilate these meanings consciously or unconsciously. (More on Psychoanalytic theory: “The Anatomy of the Mental Personality”, Freud, Sigmund, New York: Norton. And “A Handbook of Critical Approaches to Literature”, 4\textsuperscript{th} edition, Guerin, W. L., et al., 125-134)
consciously or unconsciously, try to imitate them (Hunt). While spending more time with the books in their course, students have more chance to catch gender ideas incorporated in the lines and between the lines in textbooks.

According to Mirza,

“When children enter the school environment, the images of male and female portrayed in books, crystallize their concepts about gender and consequently their own self image, their behaviours, their aspirations and their expectations.”

(Gender Analysis of School Curriculum and Textbooks, 37)

Textbook, as part of curriculum, tend to serve more than what it is planned for. They open a world of words and pictures to inspire readers. According to Mohr, every feature of a textbook, from title to illustrations, has certain effects on its readers (84). These features tend to make readers absorb the content more secretly than any other instrument at school.

However, textbooks are not the only source to teach gender ideas to children. Other factors (also known as hidden curriculum) like environment, teachers’ behaviours, management policies etc also play their parts in this process but keeping aside this concealed curriculum, my focus in this study is on textbooks. This study tends to look at what role the textbooks play in transmitting and infusing cultural dogma about each gender group because “students spend as much as 80 to 95% of classroom time using textbooks” (Zittleman & Sadker, 144) and can get affected by the gender images in the texts. Next part is going to focus Feminism as supporting theory to raise voice against the stereotypical and prejudiced depiction of gender and especially female gender.

2.4 Issue of Gender Representation in Children’s Books and Feminism
Women, comprising a prominent portion of the world’s population\textsuperscript{13}, have been considered as second class citizens in many cultures and societies. Their race has been facing an unconcealed discrimination in almost all walks of life (Kirk & Margo). Either they are not represented at all or often misrepresented in written materials like newspapers, textbooks and in different genres of literature etc. This issue of their biased depiction is not new or novel. In fact, it provided a turning point in the history of literary world when movement of Feminism emerged to question women’s status as authors, readers and characters. In other words, a new battle began by women against men to get some space for their gender group. The following poem by Audre Lorde (Kirk & Margo, xxii) can best describe this situation:

“We have chosen each other
And the edge of each other’s battles
The war is the same
If we lose
Someday women’s blood will congeal
Upon a dead planet
If we win
There is no telling
We seek beyond history
For a new a more possible meeting”

Before describing the scope and hope of this Feminist battle, it is ample to briefly describe the beginning of this movement.

\textsuperscript{13} See World population map by gender and gender ratio on following website: \url{http://www.xist.org/earth/pop_gender.aspx}. 
2.4.1 Beginning of Feminism Movement in the Literary World

In a sense, Feminism has no proper beginning. According to Belsey and Moore (1), the feminist perspective originated in the seventeenth century when Sowernam and Makin took notice of classical texts presenting women in important, influential roles. Afterwards, in the eighteenth century the reading of sentimental novels by Mary Wollstonecraft can be regarded as a start of Feminist anthology when she pointed out that these novels tend to portray women as helpless and weak creatures (ibid, 1). However, the term “Feminism” itself was first coined by a French dramatist Alexander Dumas in 1872 in a pamphlet (Bhatnagur, 48).

Nevertheless, it was around 1960’s when the Feminism was acknowledged, discussed and established as a distinct and proper literary movement or tradition (Belsey and Moore, 1). The works of Virginia Wolf\(^{14}\) and Simon de Beauvoir\(^{15}\) in twentieth century also provided a new perspective to literary thought i.e. the perspective of women which helped literary figures to focus a piece of literature or an issue with women’ point of view. This point of view challenged the male supremacy and male autonomy which was previously considered as a natural DNA structure found in the genes of men.

The emergence of Feminism was basically a reaction. In fact, it was a consequence to sovereignty and privileged status given to men in the society by the society. Beauvoir considers appearance of Feminism as natural reaction of women when she “(a woman) finds herself in a world where men compel her to assume the status of the Other” (qtd. in Bhatnagar, 64) and this “other” is inferior to them in all ways.

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\(^{14}\) “A Room of One’s Own” by Virginia Wolf

\(^{15}\) “The Second Sex” by Simon de Beauvoir
As soon as, women started to realize that they are merely used as commodities in society, they started to protest against it through different channels, writing being one of them.

“I am sick of being the victim
of trends I reflect”.

(Wagner, J., cited from Bhatnagur, 127)

Feminist movement in literature provided a platform to female writers, readers and critics to express their inner feelings and emotions, to speak out for their rights as human beings, to challenge the male-centred norms of society and on the whole to claim for the respect of female gender. In addition it gives space to researchers to carry out their expedition in search of truth, truth that shows how women are presented and treated in different versions of texts.

2.4.2 Defining Feminism

The term Feminism is simple to define but difficult to explain what it actually means. At a simpler level, it can be said Feminism talks about women but at complicated level, what aspects of women’ lives, bodies and souls it touches is hard to outline in a single definition. To explain it further, let have a look on few definitions provided by some well known dictionaries and encyclopaedias:

The American Heritage dictionary (Pickett, 314) defines feminism as following,

“The movement organized around the belief in the social, political and economic equality of the sexes.”

The Penguin Dictionary of literary terms and literary theory (315) regards it as
“an attempt to describe and interpret (and reinterpret) women’s experiences as depicted in various kinds of literature”.

Oxford dictionary defines it as a movement in the support of the idea that women should have the equal rights and opportunities as men. According to the encyclopaedia of feminism, dictionaries usually describe Feminism as the backing of women’s rights based on the conviction in the impartiality of the sexes, and in its broadest use it refers to everyone who is aware of and in pursuit of ending women’s subordination in any way and for any rationale (Tuttle, L., 107).

It is clear from the above definitions that Feminism agrees on two basic points: first that female sex is dishonoured because of its sex and second that it needs to struggle to gain privileged status in society. However, Feminism over the years has widened its boundaries. According to Beasley, the term Feminism is quite complicated and tricky to define as it comprises a variety of theories and movements within the mainstream and sometimes outside it.

The contemporary Feminists also reject the definitions on the grounds that modern Western twentieth century Feminism has broadened eventually and it’s no longer easier to find a mutual set of thoughts to compile a legitimate definition of the term (ibid, 29). This complexity has been aptly described by British critic Rebecca West who ridicules that “I only know that other people call me a feminist whenever I express sentiments that differentiate me from a doormat or prostitute” (qtd. in Guerin, 196). To conclude, Feminism is all about women and different forms of it take in to account the different features of women’s lives. The next paragraphs outline some well known branches of Feminism, differing in their key beliefs and areas of action.

2.4.3 Different Forms of Feminism
The first major form of Feminism is Liberal Feminism. It seeks explanation for women’s place in society. Its main concern is to debate the value of individualistic freedom regardless of the sex and to raise voice against the maltreatment of females by society. Furthermore, it demands equality of rights for men and women on the grounds that both genders have “fundamentally, sexually undifferentiated human nature” (ibid, 52). However, the followers of liberal feminism are preoccupied with the idea of sex equality and does not bother to testify the other features of society contributing in the oppression of female gender “apart from those which have a direct bearing on woman’s opportunities” (Alvesson & Skoldberg, 209).

Radical Feminism, on the other hand, is more actively engaged in questioning the women’s coercion as women in male dominated society (Beasley, 54-55), thus men as a group are “main enemy” (ibid, 55). In other words, it declares that women are ill-treated not because they are women but because they are not men. It aims to bring a radical change in the society. This change is revolutionary in the sense that it advocates an instant transformation in the pattern of power relations existing between both sexes (ibid, 53-58).

Another major form of Feminism is Marxist Feminism. Inspired by Karl Marx’s philosophy\(^{16}\), Marxist Feminism considers sexual subjugation as an aspect of class power. According to this model, “class oppression predates sex oppression (ibid, 60) which means that the male dominance is the result of earlier forms of class division. Women are degraded on economic base as men posses more fortune and wealth being the main tools of labour. Under the influence of

\(^{16}\) Karl Marx (1818-1883) was a revolutionary philosopher who presented the theory of social change and class struggle. According to it, the class struggle could produce the necessary change in the existing social setup. He was against capitalism and considered it as a source for the oppression of labour class. (Eyewitness Companions Philosophy by Law, Stephen, London: Dorling Kindersley, 2007:311-312)
Marxist and Radical Feminism, another new form emerged as socialist feminism. It pays more attention towards social factors behind the women oppression (ibid, 61).

Till 1980’s liberal, radical and Marxist/ socialist Feminism were considered as major and popular subdivisions of Feminism. The new forms that emerged during these years, but got recognition afterwards, include psychoanalytic and Post-structuralist/Post-modernist Feminism. The influence of psychoanalysis on Feminism has produced two further variants namely Freudian and Lacanian Feminist approaches. Inspired by the philosophy of Sigmund Freud\textsuperscript{17}, Freudian Feminists believes that human psychology plays crucial role in the formation of male chauvinistic society and further that this society is governed by rules made by father, a male figure. In contrast, Lacanian Feminism considers society being responsible for establishing male supremacy through language. According to its proponents (like Jacquas Lacan, Juliet Mitchell, and Julia Kristeva) language holds “symbolic-cultural meaning(s)” (Beasley, 70) and when a child learns a language, she/he enters a culture filled with clichéd images. (ibid, 70)

Post-structuralist, also known as Post-modernist Feminism, comes up with a new perspective of gender as something unstable, “uncertain [and] unequivocal” (Alvesson & Skoldberg, 213). According to it, the labels of ‘men’ and ‘women’ are “social and linguistic constructions, limited in time and space that is, determined by existing ideas and conceptions” (ibid, 213). One of the most recent forms of Feminism is Black Feminism concerned with the issues of women of colour and devoted to question the ways literature portrays them (Guerin, 209-211). To conclude, these different forms of Feminism have defined framework of action for the in their own ways and

\textsuperscript{17} Human Psychology, according to Freud, is purely based on sexual instincts and the primary psycho-sexual forces play leading role in directing human behaviour in accordance with socially defined gender roles. (And “A Handbook of Critical Approaches to Literature”, 4\textsuperscript{th} edition, 125-134)
within their own limitations. The overall framework of action for Feminism has been outlined in next paragraphs which provide a theoretical ground for this study.

2.4.4. Framework of Action for Feminism

Whatever it is about, it is about women. Regardless of their multiplicity and complexity, the Feminist critics, writers, readers or thinkers belonging to any tradition, any class or any of the ethnic groups agree that their major concerns are to interpret and highlight patriarchal grounds and consequential prejudices through examination of social, cultural and psychosexual background of literature as well as of its content (Guerin, 196). Kirk and Okazawa-Rey, while describing experiences of American women, put it in following words: “Feminist theories have been concerned with the fundamental questions: Why are women in subordinate position in our society and indeed, worldwide? What are the origins of this substitution, and how it is perpetuated?” (10) What it requires in turn is the liberation of women from stereotypical roles and beliefs about them. Lorber has her own paradigm for it: “reform, resistance, rebellion” (Gender Inequality: Feminist Theories and Politics). This paradigm of Lorber talks about the reformation required in existing power relationships between males and females, resistance against male autonomy and rebellion against stereotyped roles of women in society.

Accordingly, my gender based study of textbooks is based on general perspective agreed upon by almost all Feminist traditions that is, to explore and expose the status given to female gender in the world; to put it in more specific framework, to explore the position of female sex in the world of textbooks produced for children and in the minds of their respective readers.

Some of the inspirations in this regard have been taken from Sugino who is also in favour of a general view of feminism in her article “Gender Stereotypes and Children’s Literature”. She
identifies three applicable conceptual perspectives while reading or analyzing a text from Feminist standpoint in her work which are modified according to my context of study\textsuperscript{18} and they are following:

- pointing out the women’s absence
- highlighting the tendency to reduce women merely to objects thus placing them in one of the following positions\textsuperscript{19}

- caring mothers or guardians
- obedient daughters and sisters
- faithful wives and co-workers
- nice relatives like aunts, grandmother etc

These above mentioned four groupings symbolize different female positions in Pakistani society and can be helpful to achieve the goals of this study some way though study does not wholly depend on them. Besides locating female gender at these positions, my study further tends to explore how textbooks depict women at these places, what it says about gender relations and lastly, how this gender representation in textbooks has affected children. The other variables for

\textsuperscript{18} Pakistani society

\textsuperscript{19} Toshiko Sugino in her article “Gender Stereotypes and Children’s Literature” (1998) identifies the following four positions:

- Nurturing mothers/caregivers
- Dutiful daughters
- Sexual/passionate women
- Mad/bad women

These four positions are suitable in accordance to Western culture so I have changed them a little according to Pakistani society.
this study are defined in next sections of this chapter; however they all are based within the general framework of Feminism.

2.4.5 Role of Feminism in Eliminating Gender Bias in Books & Textbooks for Children

The interest in the gender based study of children’s reading material appeared as a consequence of the Feminist movement in the early 1970s (Louie, qtd. in Kuo). The feminist critics who addressed the issue of prejudiced depiction of female gender in majority of prevailing written material took notice of books for children as well. In this regard a journal named as “The Lion and the Unicorn” was first published to include essays pointing out this issue. Some examples are “Beyond Sexism: Gender Issues in Children’s Literature” by Beauvoir “Searching for Great-Great Grandmother: Powerful Women in George Macdonald’s Fiction by John, “Mothers, Monsters and Morals in Victorian Fairytales” by Moss, Laughing with the Boys and learning with the Girls; Humor in 19th century American juvenile fiction by Vallone and etc. The writers of these works drew attention towards passive roles assigned to female characters in these books. It is claimed, “Cinderella in all of her variations seems to be a victim of circumstances with limited ability to get out of her situation” (Gooden and Gooden, 2).

Starting from the early childhood reading experiences of magical fairy tales, the story of gender discrimination begins. Whether she is Cinderella or Snow White, Rapuzel or Sleeping Beauty, Goldilocks or Little Princess, she is a woman, a “fairy tale character”, (Ernst) in the fiction world as well as in the real world. All of these stories suggest that “acceptable feminity is about preparing for love and marriage (Stewart). These fairytales portray women as helpless characters who need to be rescued by someone stronger, a man of course. She can wait for her princely
rescue ever for a hundred years (e.g. *The Sleeping Beauty*) but is never able to survive on her own strength.

According to Gooden & Gooden, a number of feminist critics who studied traditional fairy tales brought an awareness that girls and women played lifeless characters such as ‘Snow-white’, ‘Cinderella’, ‘Rapunzel’ and ‘Sleeping Beauty’ or were ruthlessly mutilated as in ‘The little Mermaid’. Most of them disapprove fairytales as early reading sources on the grounds that they represent young girls primarily as auxiliaries and usually equate beauty with goodness (ibid) thus making girls to focus on polishing their outer beauty. The traditional stories preferred the males as heroes in active, courageous and dominate roles. The stories casting males as weak creatures were rejected by readers (e.g. ‘The Paper Bag Princess’) because society does not accept them out of their typical characters (Paul).

According to Fox,

“At a very early age, children mentally enforce a sex change in a literary female protagonist because they find the idea of an active, interesting self respecting, female main character simply unthinkable” (84).

Further, Feminist movement played also an important role in eliminating sexism in textbooks. According to Sprague (in Mkuchu, 26 ), following the UNO agenda to free schools of gender biased attitudes, work on the textbooks began initially in Scandinavian countries in early 1960’s. The initiative taken by Scandinavian Feminist researchers soon spread to Britain, New Zealand, Germany, North America and Australia. According to Michael and Sprague (in Mkuchu, 26), Feminists were in the frontline while picking and criticizing gender polarised images and ideas in the textbooks popular in developed countries. Starting from developed countries, it was almost
the end of twentieth century when Feminist movement in developing counties also started taking notice of it (Lee & Collins).

Feminism talks about gender equality in textbooks as essential to attain gender equality in schools. Following their guidelines and patterns, many gender based studies have been conducted on the textbooks in various parts of the world. The next section of this study will throw light on some of these important works.

2.5 Textbooks Analysis

Textbooks are, intentionally or unintentionally, designed to teach gender roles to young learners and these gender roles are exclusively “behaviours that society teaches are correct for boys and correct for girls” (Shaw, qtd. in Gooden and Gooden). That’s why the researches are often interested in content analysis of textbooks of different subjects being taught in academic institutions to reveal gender polarized world. The above mentioned theories (Social Learning Theory of Gender and Feminism) provide a basic stance to such studies while talking about gender in textbooks. Some important studies along with their findings have been discussed in the subsequent paragraphs.

During the past four decades, there have been many studies (foreign as well as local) which have examined the ways the male and female genders are represented in children’s literature (Danville; Wilson; Witt; Singh; Weiss; Jacklin and Mischel; Lee and Collins; Hildreth; Zeenatunissa; Mirza). Their findings have been discussed in below paragraphs. On the whole, these studies revealed that male characters were written more frequently than female characters. Often books for children contain images, words, pictures and descriptions that specify that it is more desirable to be male than to be female (Singh). This nepotism for one gender upon the
other gives rise to gender bias in children’s books. According to Comeau “Throughout the literary history of our culture, men have been, and continue to be, the more represented gender” (8). Newman also asserts the same idea that books for Children are full of gender stereotypes representing male characters in audacious pursuits and activities requiring autonomy and strength, while female characters are seen in indoor activities and portrayed as unreceptive and reliant (qtd. in Whitney, 1).

2.5.1 Textbooks Analysis in Foreign Countries

Studies conducted on the portrayal of female gender in ESL/EFL textbooks in different parts of the world (Hildreth: America; Otlowski: Japan; Ansari and Babai: Iran, Dominguez:United Kingdom etc) have concluded that women and men are represented with prejudiced and subjective approach in the textbooks for language learners. Each gender and especially the female gender are described in stereotypical terms, rendering the idea of male supremacy and authenticity. Furthermore, the depiction of women in such stereotypical characters reinforces the idea of women as passive, weak and insignificant members of society (Ansari and Babai). These above mentioned studies are described below.

Hilderth in 1979 conducted a study in American state schools and found that textbooks reinforce the idea of vulnerability of female gender. This idea that male gender is more vulnerable than female gender is stereotypical in nature and can easily convince its readers how important it is to be males. Another study conducted in Norway showed that male and female stereotypes exist virtually in all types of textbooks (cited from Mirza, Gender Analysis of School Curriculum and Textbooks).
Ansari and Babaii studied the English reading material being used in their country and found that this material was highly biased in nature. In different segments of their study, they highlighted the areas of texts that explicitly or secretly presented orthodox kind of gender images. According to them, these partial images of gender have negative effects on the readers, telling them how worthless it is to be a female.

A recent study (2006) around the issue of gender representation includes the work by Lee and Collins on Hong Kong English textbooks. This study sets out to explore whether the status of women has changed overtime and if yes how these changes are reflected in the textbooks. In result, they came across very positive trends to avoid gender polarization through usage of gender inclusive terms, alternative pronouns as he or she, symmetrical phrases including both male and female etc. In addition, the women were depicted out of their stereotypical characters in more valiant, active, vigorous and challenging roles. However, they concluded that the room for improvement is still open as overall males outnumber females in both written and visual modes (Lee & Collins).

Mkuchu studied the textbooks being used in schools of Tanzania, an African developing state. He found that textbooks were presenting biased images to its readers especially of females. The illustrations as well as contents of the textbooks were depicting males in majority and in important social, occupational and domestic roles. The male characters were not only abundant in number but also portrayed as leading instruments of action. Overall, he discovered patriarchal images of both genders in the material used in schools.

2.5.2 Textbooks Analysis in Pakistan

The concept of gender studies is not new in Pakistani context as well. Many educationists and researchers have conducted researches around this issue & highlighted the disparity between
male and female depiction in the textbooks. One of the earlier studies carried out by Anwar on school and college textbooks discovered an unfair proportion between depiction of male and female characters. He further inferred that male youths had been provided with a wide range of professional choices to render their capabilities whereas females were bounded to less range of occupations and majority of them were bounded to household tasks.

In 1989, another study on school textbooks was conducted by Zeenutunnisa. The study proved that the male characters were leading in number in majority of the textbooks. They were also associated to a wider range of activities and jobs than the females. The study also revealed that the men’s work involved organizational and problem solving skills whereas women were typified by emotive traits. In conclusion, according to Zeenutunnisa, these textbooks were serving as a tool to preserve patriarchal values associated with each gender.

A similar kind of study was held on primary and middle level English, Urdu and Pakistan studies textbooks (Jafri). This study revealed a prejudiced depiction of female gender in almost all kinds of books. Furthermore, this study analyzed the representation of men and women in different fields of life, finally suggesting that women were mistreated in all walks of life. Another comprehensive review of the primary school textbooks was conducted by Mirza and his colleague. This study found that majority of the authors belonged to male sex. This study also confirmed that females were depicted in weak roles lacking power of decision, strength, courage and problem solving skills, whereas men were powerful, decisive, hardworking and active.

Ambreen and Uzma analyzed Urdu textbooks being taught to Pakistani children with a feminist perspective and revealed that females were portrayed as less competent, passive, dependent and second class citizens in these books for children. They further concluded that discrimination in representation of male and female characters may infer in young students the sense of superiority
of one sex over the other. Another study by Mattu and Hussain states that text books for school children clearly conveys the idea of male supremacy to children.

In her more recent study, Mirza conducted a detailed analytical study on school curriculum and textbooks being taught in Pakistan. This study also concluded that the national curriculum has a strong tendency towards biased depiction of gender. Only 26.1% of the total females were engaged in textbooks production process. It also showed that from class one to ten textbooks, the female’s representation was 23.1% of the total characters, 25.7% in pictures and 20.9% in text. Further, women’s representation in domestic activities received a biggest share of 76.1%, whereas their representation in non-domestic activities is only 24%. In addition, the study revealed that the attributes associated to each gender tend to strengthen the stereotypical behaviours expected from each gender.

On the whole, almost all these studies conducted from 1989 to 2004 to reveal the nature of gender images portrayed in textbooks tend to highlight the phenomenon of gender bias prevailing in all levels of textbooks and curriculum. More or the less, they all refer to the same fact that gender depiction, especially female gender, is highly stereotypical in nature. However, no such study available till the date that highlighted the differences in the ways different publishing companies portray gender in their textbooks such as Oxford, Ilmi, Star etc and different provincial publications houses like of Punjab, Sindh, Balochistan etc. With a variety of schooling systems and no fixed curriculum, Pakistani children come across with different types of textbooks. How gender is encoded in the textbooks produced by two different publishing companies and how they affect the gender ideas of their particular readers is the major focus of this study.
2.6 Identifying Gender Bias in the Texts

In the above paragraphs, it is amply described that textbooks contain gender biased ideas. To unveil this bias in textbooks, it is necessary to know how it can be identified in the texts or what the commonly used areas to locate it are. There are number of ways. According to Singh (7), gender bias does not always crop up in open and obvious ways but frequently is knitted in the texture of the text in such ways that are difficult to identify. Often it emerges in the ways a gender is represented. Sometimes, it works through negation of female qualities and other times, authors put them as decorative objects in the texts. In my opinion, both forms work equally to show insignificance of female gender.

Zittleman and Sadker discuss seven forms in which gender bias can exist in the curriculum materials that is: invisibility, stereotyping, imbalanced and selectivity, unreality, fragmentation and isolation, linguistic and finally cosmetic bias. All of these forms are commonly used areas to exhibit prejudiced attitudes in writings alongside the language. These seven forms are explained below.

The absence of women as characters or as main influential characters is regarded as invisibility. This form makes the readers realize that female gender is not an essential part of texts as well as life. Stereotyping refers to the situations in which women are presented in their typical characters thus restricting their behaviours and actions. (ibid) These first two forms are the most common forms of showing biased attitudes towards female gender: by not giving them any place or a little place as well as to restrict their characters to typically accepted models. As a matter of fact, the stereotyping act is a part of almost every other text written about human beings either in explicit form or in an implicit way (Judd qtd. in Kalsoom, 13).
According to Haslam (qtd. in Kalsoom, 12), stereotyping is a tendency to associate a fixed set of beliefs to a group of people in form of unwritten labels or to behave and act towards that grouping members within the boundaries of those labels. These set of beliefs are defined for both genders’ members and equally important to fix them within their margins. These margin lines are rigid and resistant to change. In my view, texts portraying characters within these frames are the reflections to show a society’s beliefs and conceptions about each gender group. In addition, they help to restrict and forbid the behaviour and activities of members of each gender.

Alongside with stereotyping and invisibility, language is also a forceful conveyor of bias in both obvious and mute modes. The use of exclusively male terms and pronouns while referring to general human beings reveal to the readers that male category is a standard norm in a society. Further, the frequent usage of adjectives like brave, good, strong, powerful, bold etc to describe male characters and weak, shy, passive, coward etc to refer to female gender reflects a discriminated world. These language biased attitudes are also reflected through the semantic categorization of roles given to characters of each gender (discussed in detail in following pages).

The other four forms also contribute, more or less, in presenting biased images. Imbalance and selectivity can be defined as one-sided explanation of a phenomenon or presenting perspectives of only dominating group of society which is obviously of male gender. Unreality aspect mentions the trend of writers to avoid the issues related to female problems like sexual harassment etc thus presenting their readers an unreal world. Presenting women in isolation from general body of people also creates a prejudiced environment. Finally, the cosmetic bias refers to glossy veils under which female characters are presented thus fixing their images as merely physical beauty phenomena or sexual items.
The above mentioned forms of gender discrimination are the phenomena of real world as well as of the world of books. In books, they are incorporated in different features of texts. The researchers usually identify the following areas in which the gender representation can be highlighted: titles, illustrations, content and language (as in the works of Singh; Susan; Otlowski etc). These areas are focused in this research and are discussed in detail below.

2.6.1 Gender Biased Textbooks in Relation to Titles

Gender bias in title appears when majority of the titles of books for children are named on male figures or around their actions. A research carried out by Weiss revealed the fact that there were 2.3 males in the titles of children’s books for every female. Similarly Ernest investigated the titles of children books and found that male names appeared twice as often as female names. She also found that even books with female or gender neutral names in their titles as a matter of fact often revolve around a male character (ibid).

2.6.2 Gender Biased Textbooks in Relation to Pictures

The illustrations of children’s books are also often gender polarized. Either women are not represented or if they are, they are totally in their customary passive roles. An important way of demoralizing woman is to present them with highlighted body images. Witt in her article “Boys will be Boys and Girls will be …. Hard to Find; Gender Representation in Third Grade Basal Readers” presented an analysis of illustrations of some popular children books. She made a realization that ratio of male representation was much higher than females [Witt, Table 2].

2.6.3 Content of Gender Biased Textbooks
Regarding the content, there are three ways to negate female gender: through less participation, through invisibility at leading and active roles. The depiction of frequency of appearance should reflect the real proportion of males and females in the society, but in fact textbooks portray less number of females portraying an unreal picture of the world where women and men are almost equal in number (Gupta, qtd. in Mukuchu, 52). Further, placing women at side roles or unimportant ones also portray a negative picture of their gender. Witt also realized that majority of children’s books carried male characters in dominant and active roles. She stated that “None of the publishers had a greater number of female characters than male characters” (Witt). She claimed this statement after carrying out her research on works of famous publishers. Similar results were found by Sugino after conducting same kind of research on Japanese literature for children. Mirza (Gender Analysis of School Curriculum and Textbooks) also conducted such research on Pakistani textbooks stated that women had a less share than men in the settings of the texts.

2.6.4 Language of Gender Biased Textbooks

The language used in the books for children also stresses on masculine features thus paving ways for a gender polarized world in textbooks. According to Ansari and Babai, language is not only an effective tool for exchange of information but also an important mean for transferring social beliefs and values from generation to generation, including the values associated to each gender. Thus the language defines social roles for men and women as prescribed by each society. Gooden and Gooden also assert that language being used in books can be utilized to formulate or eliminate gender stereotypes.

Related to the language aspect, use of generic constructions is common to convey traditional power relations among both gender groups. Such usage is so common that we are habitual to it
and hardly notice the difference. For example some common sayings tell the story like this: ‘Man is a social animal’, ‘A man is known by the company he keeps’, and ‘A nobleman keeps his promises’; in these examples the referent is a general human being including both male and female gender. However, they do not convey the meaning as they should. According to Ansari and Babaii, generic conceptions mirror male gender as the superior and unmarked sex that is, consider everyone a male until its gender is not clearly mentioned (10).

Another feature of language where gender discrimination can be easily observed is the order of appearance which in one or other way, helps to create meaningful images of each sex. It represents a common conviction that men are more important than women in almost every society thus, it is required to place them first everywhere. Thus, it is generally observed that males usually leads females in the paired nouns or pronouns used for both gender categories, for example, he and she, brothers and sisters, Mr. and Mrs etc (Lee and Collins, 26).

The above mentioned two categories are related to the structure of language to convey their meanings; while Halliday has given a new concept of functional language\(^\text{20}\) where stress is given to the individual words and their play in the sentences. This new category of language is referred as semantic roles. The study of semantic roles to identify place given to each gender in texts is a recent phenomenon. Lee and Collins used this field to identify the gender biased attitudes in textbooks of Hong Kong.

Halliday refers to the semantic roles as “categories.... that explain in the most general way how phenomena of the real world are represented as linguistic structures” (102). According to him,

\(^\text{20}\) The idea of functional language or functional grammar is quite in contrast with Chomsky’s view of language. As, Halliday values the social aspect of language on the other hand, Chomsky is not concerned to this aspect. According to Chomsky, language is composed of grammar internalized in human mind and transferred through genes. He believes that language is ‘knowing’ whereas, Halliday gives value to ‘doings’. (Batubara, Amrin, “Understanding Halliday’s Systematic Functional Grammar” 2008. <www……………..> 2009. As, our whole project is concerned with the idea of language as something learnt and not knowing by birth, thus Chomsky is not directly included. It is also important to mention that today majority of linguists disagree with this idea of Chomsky.)
the “going-ons” (ibid, 101) of life are the actual processes that are symbolized in language and further that all these processes are comprised of three semantic categories that are, partaker, process itself and the circumstances surrounding the process (ibid, 101). Consequently, meaning in the language is most often integrated through these three agents.

According to Payne, semantic role is” the actual role a participant plays in some real or imagined situation, apart from linguistic encoding of those situations” (47). Moreover, it is an underlying connection between the participant and the main process in a sentence (ibid). So, in order to reach the meanings conveyed through a text, it is useful to investigate language by finding out the meanings in the above mentioned semantic categories. For example, the participant as the ‘agent’ of action (in other words called subject) plays a more active role than the ‘goal’ (object). Accordingly, we can infer that by finding out which gender is more often placed at agent position than the other, could help to estimate the fact that which gender is given value and prestige to act at leading, active roles.

The category of adjectives is another field of language that can be effectively used to convey meanings. Textbooks usually define males with adjective of strength and power and the attributes like helplessness, shyness, passiveness and weakness etc are used to define female characters. These “sexist values represented in language seem to merely reflect the institutionalized, unfair and unreasonable sex discrimination and power relationship to the disadvantage of women in society” (Ansari and Babai, 12). Knowles and Malmkjaer has made a detailed study around the issue that how language controls the narratives of children’s literature to reinforce or limit certain ideas or beliefs in accordance to society’s set of ideologies.

To sum up the point, the women are most often represented in submissive and subservient roles in textbooks for children at all levels. They are expected to be obedient, polite,
caring, loving and supporting that’s why the bulk of reading material for children shows them in the roles of caretakers, mothers, princesses, friends and in characters that usually support the male figures. The womanly characters usually depend on male character for the accomplishment of their goals and sometimes even for their endurance. The exceptions are rare as Singh quotes Rudman, “Girls characters who retain their active qualities are clearly the exceptions”. On the whole women suffer from the crisis of representation.

In contrast to women, men are depicted in active and dominant roles such as of fighters, adventurers, explorers, rescuers etc in textbooks. They often have the energy to fight out the evil and potential to achieve their goals without the help of others. They are typically described as brave, strong, adventurous, independent, decisive, competitive and capable. In short, the adjectives related to strength and courage is usually identified with boys. Keeping in mind all the researches carried around the gender issue in textbooks, we can differentiate between archetype masculine and feminine traits. Some examples are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>weak</td>
</tr>
<tr>
<td>Assertive</td>
<td>submissive</td>
</tr>
<tr>
<td>Rude</td>
<td>polite</td>
</tr>
<tr>
<td>Creative</td>
<td>sensitive</td>
</tr>
<tr>
<td>Bold</td>
<td>shy</td>
</tr>
<tr>
<td>Decisive</td>
<td>indecisive</td>
</tr>
<tr>
<td>Free</td>
<td>bound</td>
</tr>
<tr>
<td>Active</td>
<td>passive</td>
</tr>
<tr>
<td>Independent</td>
<td>dependent</td>
</tr>
</tbody>
</table>
These adjectives not only segregate boys and girls into two categories where one is energetic and overriding and other is inactive and docile but also define some set of behaviours expected from each gender. Such defined characters are known as stereotypes. In fact, this process of stereotyping reduces the tendency of each gender to behave or act out of frame. According to Mary Talbot, such gender stereotypes “function to sustain hegemonic male dominance and female subordination” (Holmes & Meyerhoff, 468).

2.7 Impacts of Gender Biased Representation on Children

“Strictly speaking, everything that children read contributes to the formation of self-images that help to construct children's self-identity”.

(Tsao, 108)

As discussed in the earlier part of this chapter (section 2.2) that books help children to derive gender appropriate behaviours for them thus children learn through such infected material that boys are dominant fraction of society. Boys are encouraged to be independent while girls are taught to rely on boys in managing difficulties. As society gives different value to two different labels of “boy” and “girl”, the textbooks being taught to them add or rather strengthen the meanings to these labels. It teaches them how a civilized girl should behave and what cultured boys are. It ascribes them the roles defined by society. Reading material has deep impacts on the psyche of children as it binds than within the manacles of society’s expectations. (Witt)

While reading, children usually identify themselves with characters of their own gender in book. A boy reading a text considers himself the hero-active being whereas the girl assumes herself to
be the heroine-passive being of the story. Thus the way genders are portrayed in stereotypical notions affects children’s behaviours and perceptions of “gender–appropriate behaviours” (Singhi). This gender bias can be so insidious in literature that “it quietly conditions boys and girls to accept the way they see and read the world” (Fox, 84). The portrayal of efficiency in one gender and deficiency in the other leads the children to develop same kind of images. According to Crawford, gender inequities have an effect on most children (qtd. in Whitney).

While moving from the stage of gender identity to the stage where child develops an image of gender for self or the other, gender stereotypes play a vital role. This stage is influential in the sense that images developed are ever lasting. The remaining of her / his life, the child is going to view the world from the same lens of gender polarization. So, the biased portrayal of gender not only harms a child perception of self but also of the other.

At this stage of image developments, a child finds himself/herself tied in the chains of society’s expectation. He / she mentally constrain himself / herself to act in accordance to society’s demands. They often neglect their inner abilities and desires to confirm to their gender roles. For example a girl cannot struggle for her rights because society does not allow a girl to raise her voice. She cannot be aggressive because aggression is a male trait (Wilson). Similarly, men are usually not liable to express their inner soft feelings. They need to be strong and bold. They should never cry. According to Whitney, “Gender stereotypes and biases hurt boys who love to read, dislike hunting and fishing…… [and also] hurt girls who struggle with body image, wish to excel in sports”.

If truth be told, by promoting stereotypes textbooks fix the minds of readers to reflect and act within the frames of defined gender roles thus not helping them to fulfil their own potentials. According to Tsao, “Gender stereotypes in literature prevent female human potential from being
realized by depriving girls of a range of strong, alternative role models”. Children learn the
discrimination between sets of behaviours expected from each gender from biased material of
textbooks. Ochman study regarding this issue also demonstrates the fact that uneven gender
depiction in children’s literature may also have consequences on the self-esteem of young
readers (qtd. in MacArthur & Poulin). With reference to Pakistani society where men already
enjoy a privileged status of superior gender beings (Khurshid, 1), such textbooks further nurture
their definitions of typical gender characters. Consequently, the members of each gender group
grow up in a system that discourages them for realizing their potentials as human beings. To
conclude, they grow up as gender beings more than as human beings.

The theories regarding the construction of gender ideology, the researches that support the idea
of importance of books to play their part in this process, the general beliefs of Feminism
movement and the importance of factors that promote gender stereotyping all together provide a
theoretical framework for the following study. Almost all of these factors and the supporting
facts are discussed in detail in this chapter. The next chapter is designed to discuss and explore
different frames of actions that can be used for gender research, over and above to describe the
methodology followed in this study.
CHAPTER 3

RESEARCH DESIGN

3.1 Research Strategy

The previous chapter provided a discussion of various theoretical frameworks and the outlining of the model to be used for this study. In this chapter, the focus will be on the following:

- To explain the research design followed in this study in detail
- To discuss the procedure followed for the selection of suitable research strategy
- To outline the techniques used for recording participants views about gender
- To specify the study material
- To introduce the participants of study
- To describe the procedures of data collection, organization and analysis

As the main variable of this study is gender, thus it appears appropriate to undertake a brief survey of methods that are usually applied in gender research. It is clear that the:

“Gender research has gradually been moving away from view of gender as something simple and unequivocal (sex), as just one more variable to add to others, and towards a conception of gender as something rather complicated and difficult to pindown” (Alvesson & Skoldberg, 211).

To handle the complexity and diversity associated with the term ‘gender’, three kinds of research approaches are usually adopted by the gender researchers namely gender-as-variable,
feminist standpoint and post-structuralist feminism approaches. A brief introduction of all three approaches is given in the following paragraphs.

The first gender-as-variable approach, being empiricist in nature, tends to recognize the possible differences between men and women which are often neglected by traditional research methodologies. Its main objectives are quite close to liberal feminism. The advocates of this approach believe that conventional researchers usually ignore the presence of socially biased attitudes toward female gender thus leading to subjective and defective kind of research. To achieve objectivity in research they assert that the element of gender must be focused. (ibid, 211-212)

The second approach observes phenomenon from a feminist stance not only to highlight the suppression and injustice being faced by women but also, stimulates the idea of change required in the social set-up. This approach is in favour of change needed to alter the societal definitions of gender. Whereas empiricist feminism has common ideology with liberal feminism, the feminist standpoint expresses ideas quite close to radical and critical feminism. (ibid, 212-213)

The third category of post-structuralist feminism emphasizes the transitory and frail nature of ‘gender’, a phenomenon being created by social and discursive practices rather than a natural one. They are troubled with the unequal distribution of power among two gender categories and believe that such relations are needed to revise and can be changed if the society wants them to (Anderson & Damarin). This type of feminist research switches the interest from the basic and predetermined idea of gender to divergent in nature. (Alvesson & Skoldberg, 213-214)

All three, above mentioned, approaches help researchers to determine and define their ways while conducting their study around the subject of gender. However a researcher can also
use a blend of two or all three approaches to meet explicit requirements of her/his work. According to Alvesson and Skoldberg, “it is possible to start from the variable feminist approach….. then to go beyond this focus and look for instance at the social construction processes [post-structuralist stance]” (214).

The main concerns of my study are to highlight the gender depiction in elementary level English textbooks of two different curricula and further to investigate the ways they affect their particular readers’ psyches. To meet the purpose, I preferred not to fix my approach to any particular school of thought as all three above mentioned approaches somehow overlap regarding the issue of gender: Firstly, they all talk about gender and secondly, Feminist and Poststructuralist Feminism talk about the change indispensable to bring in the cultural definition of gender as well as in the power relations among two genders. Thus I have used an eclectic approach to design my study.

Beside the eclectic approach, I further needed to find an appropriate research method. Usually researchers define two major categories of research methods that is, qualitative and quantitative (Palys, 11). Ary, Jacobs and Razavieh define quantitative perspective as a research method that “uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. It generally requires a well-controlled setting.” (22) It is purely a scientific approach that talks about facts in form of figures obtained through specifically defined and controlled methods. Palys (47) also defines this method as a “belief system [that] usually emphasize a top-down (deductive) approach relies more heavily on experimental methods and is more behaviourally oriented”. To sum up, quantitative method is based strictly on natural science model of inquiry to obtain empirically accurate and objectively valid knowledge.
The Qualitative method, on the other hand is characterized as “human-centered approach” (ibid, 16) that values human actions and beliefs while conducting a research in a social environment. Thus in contrast to quantitative, qualitative research “focuses on understanding of social phenomena from the perspective of human participants in study” (Ary, Jacobs & Razavieh, 22).

The supporters of each approach that is, quantitative and qualitative often find faults with the other approach. For example, the proponents of qualitative mode of inquiry argue that it is not possible to totally avoid human responses while carrying out a research around them. Besides, it is not possible to describe every reality in form of facts and figures. The qualitative researchers refer to quantitative researchers as “number crunchers” lacking richness in their data. (Palys, 12)

Similarly, the proponents of quantitative inquiry consider qualitative method as less precise and thus less satisfactory (Ary, Jacobs & Razavieh, 23).

However, despite many differences, both research techniques have some common characteristics and researchers often used to switch between them (Palys, 12). The selection of appropriate research method generally depends upon the requirements of individual research. At times, it exclusively relies on purely quantitative method, sometimes it needs to explore data through reflective lenses (qualitative mode of inquiry) and finally the features of both methods are combined to meet the need (Alvesson & Skoldberg, 4). Ary, Jacobs and Razavieh (23) entitle it as “mixed methods research”. They emphasize that “the end results of mixed methods research is findings that may be more dependable and provide a more complex explanation of the research problem than either method alone could provide” (ibid, 23).

As, this study aims at analyzing textbooks as well as their respective readers’ responses, I have used a combination of both methods (qualitative as well as quantitative) which is generally known as mixed method. The quantitative part helped to gather and analyze data, whereas
qualitative part helped to interpret data. The reason to use mix method of inquiry is that this study does not require to present just facts and figures about gender images in the textbooks but also to interpret the situation in order to suggest changes if required. The mixed method actually helped me to build a paradigm that could provide an inside story of the ‘story’.

To sum up, this study is based on mixed research approach (a combination of ‘gender-as-variable approach’, ‘feminist approach’ and ‘poststructuralist feminist approach) and mixed research method (a combination of qualitative and quantitative). Usually, approach and method are considered the same however, this research takes approach as theoretical ground on which research is held and method is a bit technical term defining the ways how this research is conducted. However, both terms compliment each other and exist together.

3.2 Procedure and Tools

This study is divided into two parts. Part one focuses the textbooks for gender representation. It is concerned with the content or textual analysis of textbooks to identify and explain the kind of gender images displayed in them. Further, the same data is used to make a comparative analysis between the ways gender is portrayed in the textbooks of the two selected publishing companies. The second part focuses the readers of these textbooks (selected in the first part). It is designed to obtain the gender conceptions that students had developed (as well as still are engrossing) after reading the specific textbooks. The sub-sections below explain it further.

3.2.1 Textual Analysis: Part I

Textual or content analysis can be defined as a research technique used to find out the presence of certain words or ideas within texts. With the help of this methodology, occurrence of words,
their affiliation with each other, significances, and ideas can be quantified as well as exposed to reach messages lying within texts. This method is in use since mid-1950’s and is still popular among researchers for applying on texts where other objective or projective methodologies cannot be applied (Riaz, 175).

Generally, there are two major forms of content analysis: conceptual analysis and relational analysis. Conceptual analysis, also known as thematic analysis, explores the theme of specific text in two steps that is, firstly selection of a certain concept to be explored and then analysis of text to quantify and tally its occurrences. It follows strictly objective methodology. On the other hand, relational investigation seeks for semantic and significant associations within the texts. It begins with the procedure of thematic analysis and after identifying the presence of concepts, it further searches for links between these concepts (ibid, 176-177). Both forms of analysis overlap in some fields and their relationship can be easily understood through this figure:

![Figure 3.1. Connection between Thematic & Relational Analysis](image-url)
This study followed the relational analysis procedure because it is more comprehensive and falls in line with the selected approach (that is, mixed as mentioned above) and method (a combination of quantitative and qualitative modes of inquiry) for this study.

As stated above, relational analysis of a work involves exploring and addressing certain kinds of issues lying on surface as well as in the deep core of a text and finding relationship between them, however, interpretation with mixed feminist perspective allows researchers to question the ways, a text represents women and defines their social, domestic, linguistic, and professional relations with men. Moreover, it tempts to understand the differences in the status given to each gender in text usually constructed in accordance with the society’s demands. By doing so, it inspires them “to reaffirm or challenge existing cultural norms” (Belsey and Moore, 1) which is the focal point of interest for this research.

There have been many studies carried with purely or partially mixed feminist perspective to analyze texts such as of Munawar Mirza, Lee and Collins, Ansari and Babai and Mattt and Hussain etc. These studies have been designed to analyze text on quantitative as well as qualitative grounds. Almost all of these gender studies focus, less or more, on the same kind of variables. The variables selected for phase one of my research are deduced from the methodology patterns adopted by Mirza in *Gender Analysis of School Curriculum and Textbooks* and Lee and Collins in “Gender Representation in Hong Kong English Textbooks”. The reason is that they have introduced the maximum number of variables to interrogate the gender images in texts thus gathering well defined gender ideas.

The study undertaken by Mirza explored a corpus of materials like educational policies, documents, research studies, textbooks and opinions of various stake holders etc. Consequently, the choice of variables ranged from context to content of the selected stuff. The analysis
examined two criteria: the personnel involved in the production process and the actual subject matter. Majority of the variables for non-linguistic analysis are adopted from Mirza in this study. Otlowski cites Pierce to claim the value of language as a crucial component of learning social roles as defined by society. According to him, it is important to carefully monitor the language of a text in order to understand gender roles depicted in it. However, the methodology for content analysis as used by Mirza is less concerned with the linguistic analysis because of her specific objectives directed towards unveiling of an overall impression of gender in a bulk of reading material.

For the selection of variables related to the linguistic analysis, I took guidelines from the study of Collins and Lee. They have evaluated English textbooks being taught to children in Hong Kong’s schools in order to reveal how female gender was misrepresented in the texts. Beside the topics, illustrations and character’s positions, they were interested in the ways language was being used to reinforce the status of each gender. The study also tended to interrogate the ways both genders were depicted in domestic, professional, social and semantic roles.

Being inspired by the methodologies of the above mentioned researchers, my research aims to exploit both areas of the texts (non-linguistic features as well as the language) thus to get a more comprehensive picture of each gender as presented in the selected texts. The variables were selected in accordance with the objectives of this study. As it was mentioned earlier in chapter One that this study aims to get a deep understanding of the ways gender is portrayed in English textbooks for elementary level, thus it was necessary to observe each and everything in the texts including titles, pictures, cover pages, number of characters, type of actions, language used to describe members of each gender group etc.

The textual analysis is further divided in following two categories to obtain primary data:
1. Non-linguistic Analysis

2. Linguistic Analysis

For clarification, I further selected the following variables to be explored thoroughly in the selected study material:

Non-linguistic Analysis:
- Sex visibility in titles of units
- Pictorial representation of female and male characters
- Portrayal of female and male characters in texts
- Characters in social and domestic roles

Linguistic Analysis:
- Generic constructions
- Order of appearance in paired nouns/pronouns
- Adjectives used for each sexual category
- Females/males in semantic roles

3.2.1.1 Methodology for the Non-Linguistic Analysis

Variables in non-linguistic phase were primarily explored through objective methods and further were discussed to reach the underlying ideas. The detailed description of the methodology used for the non-linguistic variables’ analysis is described below.

The analysis of titles of units was thought to be helpful to reveal which sex category existed more frequently than the other. For the said purpose, titles were divided in to two groups:
• Titles with human characters
• Titles with no human characters

The category of titles with human characters was further divided into following sub-fields: titles with male characters only, titles with female characters only and titles with both gender characters. The occurrences of characters in each category were counted and presented in the forms of tables. In addition, the percentile was counted for each class. The same procedure was followed for textbooks of both publishing companies and further the comparison was made between two sets of data in form of graphs.

The pictures of the textbooks were analyzed in two parts: firstly to determine the presence of human characters and secondly to examine the nature of activities in which each gender was shown frequently. The first part was designed to reveal the fact which gender was given more place in pictorial representation than the other. Whereas, the nature of activities they were shown in, were indicators which tasks were considered more appropriate for each sexual category. The cover pages were analyzed independently seeing that, the books by Punjab Textbook Board did not carry any human figure.

Following Collins and Lee, pictures were divided into following six groups to find the frequency of characters belonging to each gender:

• pictures with male characters only
• pictures with female characters only
• pictures with more male characters
• pictures with more female characters
• pictures with equal representation of both genders
• pictures with no human, uncountable or ambiguous characters

Characters were then counted and tabulated for each category. Total number of characters of each gender were also counted and presented separately in the form of tables for both sets of books. Further, the above data was used to make comparison which set of textbooks presented which gender more frequently than the other.

The saying that “Men should go outside and women should stay at home” (Lee and Collins, 29) represents the typical nature of roles associated with women in Asian context. It shows that generally men are viewed as workers outside home and women as doers of household activities.

As pictures are “more indicative of gender performativity” (Foulds, 4), their analysis to observe the nature of activities in which each sex is portrayed can be helpful to demonstrate what are most likely and acceptable tasks for them. In this regard, activities were classified in eight groups: (model adopted from Collins and Lee)

• Household activities (different sort of works related with domestic life at home like cooking, washing, cleaning etc)
• Working (works done in professional environment, outside home)
• Playing (any sorts of childish plays or sports activities for children as well as adults)
• Reading or at school
• Relaxing (enjoying nature, sleeping etc)
• Social Activities (enjoying a party, talking etc)
• Family or personal activities
• Other (any other activity beside all above mentioned as well as no activity especially in personal portraits)

For each category, characters were observed and then tabulated separately for both sets of textbooks. Further, a comparison was made between them to see which set of books presented more characters in typical gender-specified activities than the other.

The next non-linguistic feature was to investigate the ways male and female characters were presented in the texts/narratives. The objective was to see which gender was presented more often than the other. Likewise pictorial analysis, text was also examined in two stages: for calculating the percentage of characters of each gender and for activities and settings in which they were displayed in the texts. In the first stage, only two categories were defined:

• Number of female characters

• Number of male characters

For each category, total numbers of characters were calculated including major and minor characters in each text; leaving the characters with vague description of sex. If any text was narrated by some external being then only characters inside texts were tabulated leaving the narrator because of two reasons: firstly, they were not direct part of texts and secondly, that their gender was unclear most of the times. However, the texts in which gender of character was provided in the introduction part (in some texts, introduction was provided) were also taken in to account. The comparison between two publishing companies’ textbooks was made for total number of male and female characters in graphical form to indicate in which set of books, which
gender was given more privileged status than the other. Characters of each gender were also noticed for their frequency of presentation in the leading or main roles. Further, it was minutely observed that what kinds of roles were allocated to the members of each gender category.

In second stage, characters were examined for the kind of locations and activities (where were and in which they appeared most often). In this regard, activities were classified in the following five categories: (adopted from Mirza)

- Doing household (like cleaning, cooking etc)
- Inside home but not doing household
- Outside home
- In school or reading
- Playing

For all of the categories, characters were counted and then tabulated separately for both sets of textbooks. Further, a comparison was made between them to reveal which set of books offered characters in more archetypal gender-specified roles than the other did.

As mentioned earlier, men are considered as main labour tools outside home and women are usually preferred in their domestic settings and role in the society. The next feature was designed to analyze characters in the texts for their depiction in social and domestic roles; to see whether children’s textbooks confirmed this typical ideology of labour division (as mentioned above) between men and women. On the other hand, social roles can be referred as the appearances of characters in professional/ occupational settings. This category was included to demonstrate which gender was preferred typically for the work categories outside home.
The guidelines for the analysis of social roles were taken from works of Mirza and Collins and Lee. In the initial phase, following ten fields were selected for division of labours:

- Doctor/ Dentist
- Teacher
- Farmer/ Hunter
- Servant/ Helper
- Business Person (It also includes merchants, traders, people involved in any kind of business like owning a hotel or a shop etc)
- Job person (It includes peoples related to any kind of jobs like religious jobs of priests, social organizational jobs or official jobs in offices etc)
- At Ruling position (like kings, rulers etc)
- Skilled/ Unskilled worker (Skilled workers are people with some acquired training like carpenters, cobblers etc; while, unskilled workers are the people who work but they do not need to learn or to get specific training for it like guards, salesmen etc)
- Other Professions (This category includes people that require special academic or practical training to work like poets, engineers, lawyers etc)
- Other Vocations (These jobs involve the people that help others like guides, porters etc)

Some of the fields were directly taken from the original source (Mirza, 2004, 46) whereas; others were developed according to the contents of my own study material. For example, the category of head mistress/master was present in the original source but in this study no such position was
found thus, not included in the list. On the other hand, characters were often displayed at ruling positions like kings, princes etc thus, a separate category was introduced for them.

The representation of male and female figures was counted for each category and was put in the form of a table. While, looking at the contents of the table, it was observed that most of the professions’ categories were highly monopolized by single gender and only few categories were shared by both genders. Keeping this idea in mind, it was realized that social roles could be further divided. For the said purpose, model was adopted from the study undertaken by Lee and Collins. According to them, social roles can be classified further in the following domains:

- Female monopolized (professions with only female participants)
- Female dominated (professions largely with female workers)
- Male monopolized (professions with only male members)
- Male dominated (professions largely with male workers)
- Gender-shared (professions with equal participation of each gender member)

Again for each category numbers were inserted in the table by taking help of previously made tables for social roles. The new tables were more helpful and informative to see how social roles were divided among gender beings according to society’s expectations. The data of the tables was also used to make comparison between nature of roles assigned to each gender in English textbooks of Punjab textbook board and Oxford university press.

Domestic roles show the presence of characters in familial settings like the roles of father and mother, sister and brother, uncle and aunt, niece and nephew etc. This variable was taken from the study of Lee and Collins. According to them, the study of domestic roles is helpful to see that
male characters are present in such roles as often as females, but still out of scenes where
domestic activities are being done. It consisted of following seventeen fields taking in to account
all possible domestic positions: husband, wife, mother, father, son, daughter, sister, brother,
uncle, aunt, niece, nephew, grandfather, grandmother, granddaughter, grandson and cousin. For
each role, number of characters were counted and tabulated.

3.2.1.2 Methodology for the Linguistic Analysis

After the analysis of non-linguistic features, the next step was to explore the language of the
texts carefully. Over the time and space, it was not possible to take in to account all the
linguistic variables. Thus, for the purpose of this study, only four variables were selected that is,
adjectives, order of appearance in paired noun/pronoun, semantic roles and generic
constructions. In fact, these five categories cover all the main parts of speech of language i-e
noun, pronoun, verbs (semantic categories are actually defined on the basis of actions characters
are involved in) and adjectives, whereas the other parts of speech like prepositions, conjunctions,
interjections etc are not generally used in relation to a specific gender group. Other reasons for
selecting these above mentioned linguistic variables are that these five categories are the major
categories of gender coding where discrimination is observable and are quite enough to give a
clear picture of the situation. The detailed reasons and analysis methodologies for the selected
variables are described in detail below.

The use of generic constructions refers to the situations in which general human beings or some
of the positions or things are symbolized with the usage of masculine nouns or pronouns for
example, mankind, manmade, chairman etc. Collins and Lee (19) argue that such usage
reinforces the idea of male primacy thus having negative impacts on the female readers. Keeping
this in mind, the texts of selected materials were explored to see how and where masculine nouns and pronouns existed. The findings were presented in the form of tables. Later, on the basis of same data, a comparison was made between texts of PTB and OUP to see which set of books had made more usage of masculine generic constructions. The comparison was also presented in the form of graph.

The next linguistic variable was the order of appearance in paired nouns and pronouns. There is a common belief in almost every society that men are more important than women thus, it is necessary to put them first everywhere. Under this view, it is common to observe that male gender usually precedes female gender in the paired nouns or pronouns used for both genders, for example, brothers and sisters, Mr. and Mrs., he and she etc. (Lee and Collins, 26) As the present study focuses on the images of gender in texts, thus this variable was adopted to see how this trend works in our selected textual material. For this purpose, a detailed analysis was made to see how frequently this occurred in the texts published by both companies. To make it more clear, examples from the texts were also included in the analysis portion.

Adjectives in grammar refer to the attributes or properties associated with nouns. It is an important linguistic category to spot traits linked with each gender in a certain society, for example adjective beautiful is most often associated with female gender than male, and similarly brave is more suitable adjective to define a masculine character than a feminine one. Thus, for the following study the third linguistic variable was to locate adjectives used for describing each gender in the texts. For this category, adjectives directly mentioned with a human character were counted and categorized. To avoid ambiguities, attributes indirectly defining human images were not included. For example, in the line “Harris is a brave man”, adjective brave is directly stated
so would be calculated but, in the line “Harris is not a coward” the attribute of the character that is, bravery is stated indirectly and would not be counted.

The data was gathered in following three categories separately for each set of books: (Model taken from Mirza, *Gender Analysis of School Curriculum and Textbooks*)

- Female exclusive adjectives (This category shows the adjectives found for female characters only)
- Male exclusive adjectives (It presents the list of adjectives used to describe male images in the selected texts)
- Common Adjectives (This part includes adjectives used for both genders)

The findings were presented in the form of tables. Afterward, using the data of same tables a comparison was made between textbooks of both publishing organizations to see whether or not they differed in the usage of adjectives to present gender images.

The last selected variable of the study was ‘semantic roles’ in the linguistic analysis portion. The inspiration for selection of this variable came from Collins and Lee (2004). However, it was designed according to the needs of the present study and the researcher’s objectives. The objective for this variable was to see which gender is presented at more active roles than the other. Moreover, it was thought to be helpful to see which gender was given more places in constructing meaningful processes in language.

Semantic roles are also known as ‘thematic roles’ (Payne, 47). Different linguists such as Lock, Larson, and Halliday etc define different categories of semantic roles but, for the following study researcher has taken into account the semantic roles as defined by M. A. K. Halliday in his book
An Introduction to Functional Grammar. In the following paragraphs, different processes and participants, selected for this study, are defined along with the process that would be used for their analysis.

According to Halliday, the mechanism for the representation of the process in language comprises three basic components: the partakers, the actual process and the conditions associated with the main action (101). The partakers are described through nominal group, the process through verbal group and the conditions or circumstances through adverbial or prepositional group (Halliday, Table 5,102).

Halliday further divides the processes into five major categories: material, mental, verbal, relational and existential. The material processes are the “processes of doing”: telling that something has been done by some entity involving ‘actor’ and ‘patient/goal’ as participants. Actor can be defined as the main subject who performs an action; whereas, patient or goal is the object of action to which or to whom that action is directed or in other words known as ‘recipient of action’ (Halliday, 101-111). For example:

- She (actor) helped me (patient) with my drawings. (36, Book6:PTB)

Mental processes are the “processes of sensing”: showing that something has been sensed or felt or perceived, involving ‘experiencer’ and ‘phenomenon’. Experiencer is the entity that has experienced something and the phenomenon is the thing that has been experienced. Halliday further divides mental processes into three categories of perception, affection and cognition. Perception is the process that involves any of the five senses like seeing, smelling etc. The affection processes take into account the relation that the participant (experience) has with the object like fearing, loving etc. Finally, the cognition processes engross what the participant
thinks of a given object like knowing, understanding etc. (Halliday, 101-111) Examples are following:

- Perception: The young man (experiencer) again looked at him (phenomenon) smiled and nodded. (21, Book8:OUP)
- Affection: The whole school (experiencer) cheers the magician (phenomenon) on his clever trick. (26, Book8:PTB)
- Cognition: I (experiencer) knew that my ancestors had crossed the sea in their canoes. (42, Book6:OUP)

The verbal processes are the processes of “saying”: describing that something has been said by someone, involving two participants that are, ‘sayer’ and ‘addressee’. Sayer is the participant at subject place who speaks and the addressee is the listener.

- Said mother (sayer) to Nadia (addressee), (38, Book6:PTB)

The relational processes are the processes of “being”, “attributing” and “identifying”: meaning that something is, involving value and variable as the participants. Value is the ‘identifier’ or ‘attribute’ or ‘possessed’ and variable is the ‘identified’ or ‘carrier of attribute’ or also known as ‘possessor’. Examples in different states of relational processes are following:

- The shopkeeper (variable) is quick to notice. (89, Book7:OUP)
- The tiny man (variable) carried a bow in his hand. (36, Book8:PTB)
- She (variable) has brown curly hair. (11, Book6:PTB)
Finally, the existential processes involve “existing”: that explain that something happens or exists. The only participant of such processes is ‘existent’: the subject or entity that exists or happens (Halliday, 101-131).

- A man (existent) was standing behind me. (9, Book8:OUP)

To summarize, there were following nine categories of participants that were taken into account for the present study:

- Actor/Agent
- Patient/Goal
- Experiencer
- Phenomenon
- Sayer
- Addressee
- Value
- Variable
- Existent

To make the procedure simple, the characters with vivid semantic roles were taken into account; whereas, the characters indirectly mentioned in the texts or not having any direct participation in the processes were not included. Further, each character was counted once for each semantic role. For each category, texts were analyzed carefully\(^{21}\) and then data was tabulated separately for both sets of books. On the basis of same tables, a comparison was also made between the

\(^{21}\) For the accurate analysis of semantic categories, help was also taken from a software known as “Semantic Role Labeling Demo”, available online on [http://cogcomp.cs.illinois.edu/demo/srl/](http://cogcomp.cs.illinois.edu/demo/srl/).
ways of gender representation in English textbooks of Punjab textbook board and Oxford University Press.

3.2.1.3 Study Material

These variables were explored in six English textbooks of Oxford and Punjab textbook board for elementary schools that were following (for details see appendix A-3):

- English 6 published by Punjab Textbook Board.
- English 7 published by Punjab Textbook Board.
- English 8 published by Punjab Textbook Board.
- Oxford Modern English 6 published by Oxford University Press.
- Oxford Modern English 7 published by Oxford University Press.
- Oxford Modern English 8 published by Oxford University Press.

As Oxford press releases a variety of English textbooks at all levels, I had selected ‘Oxford Modern English’ series for the present analysis. For selection purpose, researcher visited twenty private schools in Rawalpindi and Islamabad: it was found that Oxford Modern English series is being used in majority of schools (that is, in 13 schools). The other reasons for selecting this series were that firstly, it carried more texts than the others like ‘Oxford Progressive English’ and secondly, it served as main syllabus book while, other series like ‘On Track’ and ‘Oxford Reading circle’ were usually used as complementary books.

3.2.1.4 Analysis Procedure
The data obtained was analyzed separately for two publishing houses and in two parts of non-linguistic and linguistic analysis. Against each variable, number of items was counted for male and female gender to see which one was more represented and secondly in which kind of roles and activities. These were further demonstrated in the form of tables for each publishing company. Later on, a comparative study was made between them based on the same data. To make comparison more clear, graphs were also included wherever possible (depending upon the nature of data).

As the study followed mix research method, thus in each segment data was not only tabulated but also discussed thoroughly. At the end of chapter, an overall and detailed discussion of the gathered data was also included.

### 3.2.2 Recording Gender Conceptions of Students: Part II

According to Witt, the portrayal of males and females [in textbooks] has a strong impact on how children view male and female roles in society. Second part of my study thus involved the readers of the textbooks, being analyzed in the first phase. It had two-fold purposes: firstly, to get an insight into what kind of gender images students had developed while reading particular texts and secondly to reveal whether or not the readers of two different sets of books had different approaches towards the gender. For the said purposes, gender representation in the selected material served as independent variable whereas the reader’s conceptions were dependent. In order to study gender ideas being absorbed by the students, it was imperative to look for an apt research design (which is described below).

How do children develop impressions of masculinity and feminity? As discussed in chapter 2, a bulk of educational, psychological and feminist researches provide evidence that textbooks along
with many other factors (social and/or cultural) play an influential role in this process. Further, there are many research designs offered to measure and test gender conceptions of young children. Some of them are discussed in the preceding paragraphs.

One of the commonly applied tests is a “Toy preference test” in which participants are given a free hand to choose a toy for themselves. The choice made by them is studied with relevance to traditional beliefs about toys’ selection for each gender baby like male babies are given toy’ cars or balls etc whereas; female babies are more often associated with dolls etc. However, such test is more suitable for early readers and primary level students. In addition, these tests are also rejected by some researchers who claim that this kind of tests are based on fake comparisons and further that choices are forced rather than natural. (DeLucia, cited in McGee, 3)

Another technique that is also employed for such purpose is gender-stereotype endorsement test in which students are asked to differentiate between items strongly linked with male and female characteristics. The benefit of using such tests is that the researcher can get the required information easily and efficiently by employing the designed techniques. However, again in such tests children are forced to response in accordance with researchers’ provided choices and alternatives. (McGee, 3)

After criticizing many traditional methodologies, McGee preferred open-ended interviews as main research tool while carrying study around the issue of gender-concept formation in children. According to her, such tool is more reliable and helpful as it permits children to express their personal ideas of male and female characters without restricting their responses as usually happens in typical data collection techniques (4). However, such tools require the researcher to get herself/himself well-acquainted with the participants first so that they could utter their inner
Moreover, it is still a matter of confusion for children to speak out about what they don’t know would be approved by others or not.

To record gender conceptions of elementary level students, Johnson introduced a new research design in his paper. He held a drawing session in which students were asked to draw persons’ images either gender specified or in terms of masculine and feminine descriptions. The designs produced by children were further analyzed by researcher to have an insight to the ways they perceive each gender. Chaudhry used a 36-itemed-six-factored self-concept scale to see how male and female pick out their gender in terms of likeability, morality, task accomplishment, giftedness, power and vulnerability. This scale provided a detailed insight in to the ideas of gender prevailing in the minds of young generation.

After analyzing the above study designs, the following instruments were used for this study (the reasons for selection are given in following paragraphs):

- Adjectives checklist
- Semantic Differential Scale
- Children’s Occupations and Activity-Attitudes Measure Scale
- Semantic categories activity Sheet

The majority of these mentioned tools were adopted with minor or sometimes major changes in their contents. These changes were made because majority of available methods were patterned to measure children general ideas about gender which are developed through different sources such as society, school, home and etc. I did not come across a single method, as far as my knowledge concerns, which were specifically designed to record student’s gender-impressions, build with the help of textual material. The techniques used in my study were hardly new but
they contained material and activities different from already available designs. I tried my best to enter the data in the designed activities obtained during the textual analysis of the study material because my basic purpose was to see how texts helped students to develop gender ideas. As in chapter 2, it has been discussed thoroughly that gender concepts of children are by-products of many factors thus, it is hard to separate effects of each institution. However, activities and tools used for this research were designed in such a way that they could reflect which concepts of students were nurtured by their textual reading process as well (Pure objectivity is not at all claimed).

All four instruments were designed in such a way that they could easily obtain the information required to answer main research question number 3, 4 & 5. (See chapter 1 for the question) These instruments are discussed in detail below along with their description, usage, selection and designing procedures, reliability and validity factors and finally the analysis methods.

3.2.2.1 Adjectives Checklist

Adjective checklist is an effective and reliable self-report methodological instrument that can be effectively used to recognize and organize common psychological characteristics. It requires its participants to approve or disapprove an adjective, whether it describes a specific personality adequately or not. This kind of personality evaluation tests has many advantages like such tests are easy to construct and evaluate. In addition, they have high percentage of validity than other kinds of personality measurement tests. Moreover, they are interesting for participants and can be completed in minimal time. On the other hand, researchers have also reservations regarding the respondents’ biases such as overestimation, underestimation and lying while using ACL. (Craig, 177)
ACL has long history of usage. First time it was used in 1930 by Hartshorne and Mary to identify same and opposite traits in different personalities. For this purpose they prepared a 160-words-80- antonyms pairs list. However, the present standardized form of ACL evolved around 1965 when Grough and Helibrun developed a 300 adjectives list for personality assessment. (Craig, 178) I have come up with the idea of using ACL after going through the work of Kalsoom. She used around 160 adjectives list to determine how married woman is perceived in contrast to unmarried. After going through her work, I decided to prepare ACL for making comparison of attributes associated with each gender. As the participants of my study were immature children, thus such instrument would be easy to deal and comprehend for them. Secondly, I couldn’t take much time from their regular classes’ schedule, thus ACL was effective in the sense that they needed only ten to fifteen minutes to complete.

For the present study, ACL was prepared under the supervision of Asst. Professor Tehmina Saqib, National Institute of Psychology, Quaid-e-Azam University, Islamabad. It contained initially 32 items which were selected from adjectives list obtained during textbooks analysis thus they purely reflect the way each image is portrayed in texts. Another purpose for doing so was that the analysis of participants’ responses would be helpful to see that whether or not they confirm with the images of gender described in their texts. In this way, it would be supportive to declare the statement that textbooks play influential role in developing gender images beside other factors.

“A good test is one that contains good items” (Riaz, 237) and for this reason it is always precautionary to try it on small representative sample before administering on large scale. As the participants of study were students of both English and Urdu medium schools thus it was thought that some items in the list might produce difficulty in comprehension especially for Urdu
medium children. Thus a pre-test was conducted prior to main research. A randomly selected sample of twenty-four students from both sets of schools having English textbook of Punjab textbook board and Oxford university press in their main syllabus was administered. The sample was further having male and female in equal ratio of 1:1.

Pre-testing helped researcher to prepare an ACL comprehensible for all participants. While responding to given task, students were asked to mark the words that were difficult for them to understand. Expectedly readers of Oxford syllabus hardly found any difficulty except for three items ‘gallant’ and ‘self-possessed’ having difficulty level (p value) of .65, and .60 respectively. While readers of Punjab textbook board found following words quite incomprehensible: ‘gallant’, ‘terrified’, self-possessed’ and ‘self-styled’ showing difficulty level of .70, .50, .45, and .60 correspondingly. Thus, after discussion with the supervisor and coordinator, the list was prepared again.

To remove the difficulty faced by pre-test-participants, there were two possible options: either to provide synonyms of difficult words or to remove them from the list. The first option was not feasible as it still had threat of difficulty for students with synonyms words as well. Whereas, the second option was more suitable as the aim of the study was not to check their knowledge and comprehension but to get awareness about their gender attitudes. The new list contained 24 adjectives in all.

The list was again tested with another sample. The second list produced quite satisfactory results as it showed p value of .20 and .15 with only two items ‘ambitious’ and ‘daring’ respectively. After discussion with supervisor and co-planner, the second list was finalized. For the difficult items, it was decided to provide students with option to consult the test conductor for any difficult item that they couldn’t understand.
Usually adjectives checklists that are used by researchers carry a large number of items (50 to 300) as also obvious from previously stated examples. On the other hand, the number of items in ACL prepared for this study (see Appendix B) was low because they were based on the textual material where females were rarely depicted and also exhibited fewer qualities than the opposite gender. So, it was difficult for the researcher to get maximum equal number of adjectives for both genders.

The ACL was designed to measure masculinity and femininity in the following four areas: appearance, strength, ability and nature. Each area (serving as variable) was given six items in the list, three for males and three for females as were found in the respective reading material for them. Every factor was meant to see how students perceive their own as well as the other gender in that particular area. Moreover, it would clarify whether or not students’ ideas were in harmony with their textually reinforced gender icons.

The first variable was of ‘appearance’. This factor was given adjectives attractive, fair and charming as were found in texts for female figures and tall, handsome and untidy as they described appearances of male characters. The second variable was of ‘strength’: it was given items strong, powerful, brave (male attributes as defined by their textbooks), coward, weak and passive (for females). ‘Attitude’ was the third selected variable with adjectives sweet, caring, loving (for females), and naughty, serious and careless (for males). The fourth variable described each gender for their ‘abilities’ or ‘skills’. It was given following adjectives as found in their textbooks: experienced, hardworking and regular for females and ambitious, bright and intelligent for boys. The analysis of students’ responses in ACL helped to determine how students perceive each gender with respect to these adjectives.
The adjectives used in texts for each gender were culturally bound and represented stereotypical images (see section of linguistic analysis in chapter 4 of the same study), thus ACL for the present study comprised of same kind of adjectives. For example, women were typically defined as more conscious of their appearances than males thus the said variable in the research also showed whether or not students developed similar ideas. The other variables of strength, ability and nature were also developed with same idea in mind. The core purpose was to see how much of their responses were in exact match with their textually reinforced images.

Reliability is the test of test used to measure its consistency. Since there are always many factors involved to destabilize the authenticity and consistency of tests used to measure or theorize general as well as specific human traits known as variance factors (Riaz, 191-192), it is always obligatory to check its reliability factor. There are many methods for this purpose such as split-half, alternate form, test-retest and internal consistency measurement tests.

In the following study, internal consistency was measured using alpha coefficient method. For this purpose, the items of the list were converted to the likert scale which is a widely used technique in research. It allows the participants of a study to select an option from a variety of responses. These responses can be either linear or bipolar depending upon the requirements of a researcher. The number of points can also vary from research to research. Usually, five point or seven points scale is used. (Riaz, 160)

The checklist designed in this study was converted to a five points likert scale. The participants were asked to define the use of an adjective item by choosing one of the following options: ‘strongly for males’, ‘for males’, ‘can be used for both genders’, ‘for females’ and ‘strongly for females’. (See appendix B) The first two options were marked as ‘1’ and ‘2’; the last two options were for females and marked as ‘4’ and ‘5’. The middle option was marked as ‘3’ that denoted
the egalitarian approach. The obtained data was tabulated and value of alpha coefficient was calculated. The result yielded satisfactory value of alpha coefficient that was, 0.732.

Sometimes a test is reliable but still not effective to measure for what it was designed for: this is why validity of test is also essential to check beside reliability. It confirms the researcher that test measures what she/he wants to measure through it. In the words of Riaz, test score validity can be defined “as the degree of agreement between a test score and the characteristics or traits of the individuals it is believed to measure” (215). In the present study, the content validity was measured by using Lawshe formula for the content validity ratio (CVR). Content validity of a test is recognized by showing that contents of a test are the true representative sample of the domain to be judged or measured through that test. (ibid, 216)

To measure the content validity of devised adjective checklist was presented to three experts of the field with the following question for each item:

Is the item used here specifying the knowledge of a respondent regarding her/his views about gender? __________

- Yes
- No
- Not necessarily

For each item, the number of judges that selected the first option was counted. The values yielded satisfactory level of validity with CVR average value of 0.71 for the overall test. There was no such item founded with negative CVR value.
For analysis purpose, the categories of likert scale were reduced to three classes. The first two options were merged into the category of ‘exclusively male specific’, the last two categories were combined under the title of ‘exclusively female specific’ and the middle option remained the same. For each category the number of responses and the percentage was calculated separately for each set of books as well as for each gender. The data was presented in the form of tables and was discussed thoroughly for each adjective item.

No specific statistical analysis procedure was applied except the calculation of percentiles and means. The reason was that each item in the table had to be discussed meticulously and separately for different variables. For example, the data for the first item ‘attractive’ had to be discussed first for PTB syllabus readers separately for boys and girls to see whether or not they differ in their views regarding that adjective. Then, along the same lines it would be discussed for readers of Oxford Modern English. At above mentioned levels, it would be also noted that whether or not, their responses matched their respective textual analysis data. It would be helpful to answer research question 2 (see chapter 1 for the questions). Finally, a comparison would be made between data obtained from both publishing companies’ textbooks’ readers to see whether or not they differed in their views of gender.

**3.2.2.2 Semantic Differential Scale**

Semantic differential is a simple and helpful technique to study people’s attitudes towards a certain concept. It was first devised by Osgood to study and sketch out people’s connotations for certain words (Riaz, 169). However, it was later extensively used to interpret social attitudes additionally in the fields of linguistics and social psychology (Al-Hindawe, 1). In such tool, the
participants are presented with a word along with a number of bipolar adjectives. The use of these bipolar adjectives while measuring attitudes is based on the fact that human actions or feelings have intensity as well as direction and it can be adapted to a bipolar continuum with zero or neutral middle point. (Algeo, 37)

The pair of adjectives is further presented either on five or seven points-scales. The middle point usually serves as a neutral approach. For example,

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Educated — — — — — — — Uneducated
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The five or seven spaces between them signify “the different degrees of intensity in the association of the adjective with the concept; that is, the closer the space to the adjective, and the stronger is the association of that adjective with the concept” (Algeo, 38). The participants of the study are asked to mark the space that best expresses their feelings regarding a concept. Further, the spaces are assigned values. These values can be in sequence like from 1 to 7 with 4 in the middle (or 1 to 5 for five point scales and 3 in the middle) or positive integers for positively connotated word and negative integers for negatively connotated words with 0 in the middle. See the following examples:

```
Educated 1  2  3  4  5  6  7  Uneducated
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Educated 3  2  1  0  -1  -2  -3  Uneducated
```

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22 The second tool in this study was again based on the use of adjectives as the researcher felt that it was a wide category that could help to understand easily the people’s views about gender. An adjective for a gender does not only describe it but also, carries a wide range of meanings associated with it. For example the adjective ‘brave’ at apparent level refers to someone with courage regardless of gender but at deeper level this adjective is strongly associated with male gender in majority of societies. Moreover, in most of the societies ‘bravery’ is a value used to define a male character in general. For the said reasons, researcher had employed another technique based on adjectives so that it would be easy to determine how students perceive each gender with respect to certain adjectives.
Semantic differential scale is also one of the several effective methods to study individuals’ attitudes towards themselves or others. In such scales, the concepts to be measured are the stimuli and the scales of bipolar adjectives are constructed to trace the reactions. (Algeo, 37) The construction of scale and the choice of bipolar adjectives depend on the needs of a researcher and it can vary from project to project.

In the present study, the major aim was to record students’ attitudes towards each gender. For the said purpose, scales used by Osgood (mentioned in Riaz, 169) to measure children responses towards the words ‘father’ and ‘mother’ served as models. The list of bipolar adjectives was primarily but not completely based on the data obtained through textual analysis of phase I (reason is discussed in detail in the previous technique) because there were few number of adjectives for females (see data obtained through textual analysis in previous chapter).

The following questions served as basis to the choice of adjectives: Does the both genders differ in their attitudes? (Evaluative factor) Does the female gender is potentially inferior to male gender? (Potency factor) Does the female gender is less active than the male gender? (Activity factor) All three EPA (Evaluation, Potency and Activity) factors were assigned following three bipolar23 pair of adjectives: caring-indifferent, kind-unkind, loving-rude (Evaluation factor), brave-coward, weak-powerful, intelligent-dumb (Potency factor), fast-slow, angry-calm, active-passive (Activity factor). More than 50% of the selected adjectives as well as their opposite words were taken from the list of adjectives obtained in the textual analysis phase of the study.

The person concepts were ‘girl’ and ‘boy’ for this study. Further, each concept was presented on a separate page with nine descriptive scales (mentioned above). To avoid the “halo-effect” (Aljeo, 41), the scales were presented with alternative polarity-directions. For example, if the first pair

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23 The choice of opposite word is not necessarily to be the exact or perfect antonyms. It can be any word which has negative or opposite meaning to the word of the other side. (Algeo, 37-42, Al-Hindawe, 2-5) Thus, the bipolar adjectives were selected on the basis of simplicity of meanings that could be understood easily by the students.
was active-passive than, the second pair was unkind-kind on the scale. As, the participants of the
study were children of elementary level schools so, the detailed instructions were provided along
with the detailed description of method to rate the scale (See appendix C).

To standardize the test, it was first administered on a sample population of 40 students, 20 from
each category of schools and in equal gender ratio. The responses were satisfactory as majority
of students (91%) were able to understand all the terms in the test quite easily and were also able
to follow the instructions. The only item students faced difficulty with was ‘dumb’ (p value= .55). It was later replaced by ‘dull’ 24.

Reliability of a test depends upon the results of a test reproduced when re-administered to a
group whereas; validity 25 is the verification of a test to make sure that it measures what it is
aimed to measure. According to Algeo, both of these terms are relative measures in psycho-
social phenomenon and “greatly depend upon the nature of the phenomenon being measured”
(49). The creators of the semantic differential scale, Osgood, Suci and Tannenbaum had made
extensive research to prove the reliability and validity factors for this instrument (ibid, 50).

According to Osgood (157), Semantic differential scales always generate reliable results with
minimum (less than a single scale unit) average of errors (131). Further, that on such scales we
can suppose that subjects would be “accurate within a single unit of scale, which for practical
purposes is satisfactory” (Osgood, 141). To prove the face validity of the instrument, Osgood
argues there are no such reasons to inquire the validity of semantic differential scales “on the
basis of its correspondence with the result to be expected from common sense” (141). As, for the
following study, Osgood techniques and scales were followed thus, his arguments for its
reliability and face validity were acknowledged as a justification purpose.

24 The participants of the pilot study were requested to suggest a simple word for any word they were unable to
understand (option was given ‘if you know any’). Majority of the students suggested word ‘dull’ in place of ‘dumb’.
25 Both of these terms reliability and validity are discussed in detail in the previous tool.
For the analysis purpose, the scales were given value from 1 to 7. The scores were tabulated separately for each gender as well as for the categories of PTB English textbooks readers and Oxford Modern English readers. The mean values were calculated and then data was presented on the graphical scales. Later, the results were discussed and compared first for each gender and then an overall comparison was made for each set of books. Besides, it was carefully observed and discussed that how students’ conceptions of gender were in lines respectively with their textually reinforced images. (To answer research question 3, 4 & 5)

3.2.2.3 Children’s Occupation and Activity-Attitudes Measure Scale

To determine children’s attitudes towards gender, it is crucial to see how they perceive each gender in different activities and occupational roles. As, the analysis of activities and occupations was an integral part of the textual analysis (in the previous chapter); thus in this chapter, it was considered necessary by the researcher to study how actually children perceive each gender in these roles. The findings would help to relate the fact whether or not students had same concepts as reinforced by their respective reading material in use. (Research question 3) Further, it would also help to compare gender attitudes of readers of each set of books (English textbooks by PTB and Oxford Modern English textbooks for elementary level). For the said purposes, scales constructed by Bigler were used as role models to construct one for this project. Bigler constructed two very simply designed measures to study children’s sex-typed ideas about self and others. The first one is used to measure general ideas about gender-related activities and is based on the question “Who should be a….?” It is called “Children’s Occupation, Activity and Trait- Attitude Measure” [COAT-AM]. The other one is related to measure of beliefs about one’s own gender and is constructed with the question “How much you would like to be…? It is called
“Children’s Occupation, Activity and Trait- Personal Measure” [COAT-PM]. Both of these scales provide with reliable subscales to obtain data for various domains like occupations, activities and traits.

In the following study, the same kind of scale\(^{26}\) was devised on the base of following question:

*How students perceive each gender in different occupational and activities-related roles?*

For this purpose, a list of ten\(^{27}\) activities\(^{28}\) was devised using data of the obtained material from analysis of textbooks. The purpose was two-fold: firstly, to see how children anticipate each gender in these roles and secondly, whether or not their conceptions match with their textually-reinforced images. These activities were further selected in equal gender ratio that is, it contained five male-related activities and five female-related (See appendix D). The students were asked to response to the question “Who should…” perform each of the following activities with options provided “boys only”, “girls only” or “both boys and girls”. The activities items served as independent variable whereas, the responses of the students were the dependent variable.

The reliability of a test shows how trustworthy an instrument is to measure certain specific traits.

To test the reliability of the designed tool, test-retest method was applied. It is an appropriate method to test the reliability of a tool. The reliability coefficient is obtained by correlating the data of two tests. (Riaz, 193) In this study, the test was administered to a sample of 40 students. After a gap of twenty days\(^{29}\), the test was re-administered. The three options provided were given values as 1, 2 and 3 respectively (mentioned above) to gather the scores. The results were tabulated and Pearson Product-Moment formula for coefficient of correlation was applied. The obtained value 0.69 showed that tool was reliable to use.

\(^{26}\) As one developed by Bigler (1997)

\(^{27}\) The number of activities was reduced to ten because students had to response a variety of tools and time was short.

\(^{28}\) The activities were from all the categories like occupational, household and leisure etc.

\(^{29}\) The interval time was appropriate as the participants of the study were young children.
After the reliability factor, next important step was to check its validity. The validity of a test is measured to see whether or not the items on it are measuring what they are aimed to measure. For the said purpose, the test contents validity was assessed using Lawshe method. Each item was presented with the following question:

*Is the item specifying the understanding of a respondent regarding his/her ideas about gender?*

- Yes
- No
- Not obvious

The responses were collected from three experts of the field. The CVR\(^{30}\) value for each item was calculated. The range of the obtained values was 0.55 to 0.80. There were no such items with unsatisfactory results.

For the analysis purpose, the number of responses was calculated against each variable (activities item). The percentiles were calculated and tabulated to discuss and compare the results thoroughly at various levels. These levels include to compare the results of each gender for each sets of books individually and then to compare them against each other. (This would be helpful to answer research questions 3, 4 and 5)

### 3.2.2.4 Semantic Roles Activity Sheet

According to Halliday, “The concepts of process, participant and circumstance are semantic categories which explain in the most general way how phenomena of the real world are

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\(^{30}\) Content Validity Ratio as proposed by Lawshe (1975)
represented as linguistic structures” (102). Thus participant and process can be two important
groups that can determine which most appropriate roles for male and female gender are as well
as which actions are more suitable for each gender. The study of semantic roles performed by
characters of each gender was an important part of the textual analysis in this study. This
semantic roles’ study helped the researcher to investigate the ways characters are displayed and
portrayed in front of young viewers in different roles and actions. Therefore, it was important to
study how children make semantic division of roles between both genders.
However, there was no such technique available to study how students get influenced by
depiction of each gender in these different semantic roles (As far as my knowledge and research
is concerned, I didn’t come across any such method or may be was to unable to understand any
particular one designed earlier due to lack of knowledge on my part). As, it was an important
part of the following study thus, the researcher herself designed an activity sheet. This activity
sheet consisted of a single task in which students were asked to write a short adventure story
involving at least two opposite gender characters (see appendix E).
The activity was designed with manifold objectives and purposes which are stated in the
following lines. Firstly, story writing is in general an interesting task for the students so; they
would like to do it. Secondly, the typical structure of an adventure story always depicts a male in
active semantic role usually as “actor” or “beneficiary”, “phenomenon”, “possessor”, or
“variable” and females as “patients” or “goals”, or “experiencer” etc (all semantic categories).
Thus, the students’ writings analysis would reveal whether or not they confirmed these
stereotypical dimensions of semantic roles. Thirdly, the analysis of their stories would also help
to see which gender characters were more frequently allocated the central or major roles.
Reliability and validity factors corroborate that a technique or a tool is quite authentic, consistent and trustworthy to evaluate certain attitudes or capabilities of the respondents. However, as this activity was purely subjective so, there was no statistical data available for reliability and validity measurement. However, it was thoroughly discussed with the supervisor and co-planner. Following their advice, it was administered to sample population\(^3\)\(^1\) to see whether or not they were able to response as well as to see whether their responses would help researcher to achieve her targets or not. During the pilot study, it was noticed by the researcher that students of Government schools were quite restless\(^3\)\(^2\) and were unable to produce a story in English\(^3\)\(^3\). To overcome this problem, they were given freedom to produce story either in English or Urdu\(^3\)\(^4\). For the actual research held, these produced stories were translated in English by the researcher\(^3\)\(^5\).

For the analysis purpose, content analysis methodology was used. This method is usually used by the researchers to find out the presence of some specific words or concepts within a text (Riaz, 175). It is time-consuming but still an effective and widely used method to explore a piece of text at different levels. As, this activity had manifold purposes (stated above) thus, the contents of activity’ responses were explored and discussed separately for each of them. Firstly, the stories’ content was analyzed for the following general information:

- No. of male characters in the stories

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31 The sample population was a group of 40 students in equal gender ratio and also in equal ratio for each set of books (English textbooks by PTB and Oxford Modern English for elementary level).
32 Not all but majority of them
33 The basic reason was that they were having very poor writing skills in English.
34 It was quite logical as the basic purpose of this research was not to see their understanding and comprehension of English but to check their gender views.
35 Generally, a translating process is quite complicated and arose many issues but in this research the simple method of translation was used with simple vocabulary to replace words. The construction of sentences issue was ignored as the aim of this activity was to focus more on semantic roles as prescribed by words and not structures.
- No. of female characters in the stories
- No. of times for a male character at central role in the stories
- No. of times for a female character at central role in the stories

In the second step, stories were analyzed to see how characters of each gender were placed at different semantic roles. The following semantic categories were used to identify the data (The categories used here were the same that were used in the phase of textual analysis):

- Actor/Agent
- Patient/Goal
- Experiencer
- Phenomenon
- Sayer
- Addressee
- Value
- Variable
- Existent

In both steps of the activity analysis, data was tabulated separately and discussed in detail.

### 3.2.2.5 Area of Study

Rawalpindi city was selected for the present research for many reasons. Firstly, it was approachable area for the researcher residing in the same city. Secondly, as a native city, researcher had affinity with it in terms of language and culture. Moreover, it is fourth largest city
of Pakistan comprising of population settled here from many nearby areas for different reasons (Haque, 42-43) thus it could provide researcher with variety of responses. Further, the study was conducted in only urban area’s schools because the rural areas had Government schools but English medium schools with Oxford syllabus were hardly present there.

### 3.2.2.6 Participants of the Study

All four tests were held at two different occasions\(^{36}\) at elementary level classes in eight schools. As Oxford Syllabus is taught in private schools and textbooks of Punjab Textbook Board are used in Government schools, thus the following four government schools and four private sector schools were selected for this study in Rawalpindi:

- Government Abbasi Boys High School, Afandi Colony, Rawalpindi.
- Government Community model School for Girls, Rawalpindi.
- Government Comprehensive Boys School, Rawalpindi.
- Asif Public Girls High School, New Shakrayal, Rawalpindi.
- Asif Public Boys High School, New Shakrayal, Rawalpindi.
- Rehnuma Modern Secondary School for Boys, Sadiqabad, Rawalpindi.

\(^{36}\) There were four tests in all so, it was impossible for the researcher to hold all of them on a single day. It was also thought that with four activities in one day students would get fed up and they would not response appropriately and truly. Thus, two activities were held on first occasion and the other two were held after an interval of one week.
To reduce the factor of gender bias two boys’ school and two girls’ schools were included in the study. The average class size was of 30 to 55 students in each class. As the size of classes was comparatively large, thus it was difficult for the researcher to carry activities in these schools within the time prescribed by management in schools. Secondly, there were two activities at a time, thus it was difficult to manage discipline and at the same time to guide students. For these reasons, researcher employed the strategy of random sampling.

Simple random sampling refers to technique in which each and every member of the target population has identical chances of being chosen. Researcher is simply supposed to select a random number of participants by using a table of jumbled numbers or by a draw. It has twofold advantages: firstly the simplicity of procedure and secondly its suitability with the assumptions of many statistical investigation techniques. (Riaz, 260) Through the procedure of sampling, ten students were selected from each class thus thirty students from each school. Total 240 students participated in the study: 120 from government schools and 120 from private schools. The ratio for male to female gender was simply kept as 1:1.

Table 3.1 below demonstrates the strength of the sample population in each class.
Table 3.1

Number of Participants in the Study

<table>
<thead>
<tr>
<th>Schools</th>
<th>Class →</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Girls Secondary School, Magistrate colony, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Government Abbasi Boys High School, Afandi Colony, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Government Community model School for Girls, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Government Comprehensive Boys School, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Asif Public Girls High School, New Shakrayal, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Asif Public Boys High School, New Shakrayal, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Rehnuma Modern Secondary School for Girls, Sadiqabad, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Rehnuma Modern Secondary School for Boys, Sadiqabad, Rawalpindi</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>
These 240 students were ranging in age from (minimum) 10 years, 5 months to (maximum) 16 years, 3 months. The mean age was 13 years, 4 months. The selected children were informed with the purpose of the study and they were asked to give their consents prior to the study (See Appendix F for the consent letter).

Before going further, it is ample to reintroduce the fact that these children did not have conceptions only as by-product of their reading process rather many social and/or cultural factors play their part in formulation of these gender related ideas. However, it is psychologically impossible to separate and measure only those gender ideas that are product of only and only their reading process. The researcher admits that these two groups of students (reading in government and private schools) belong to somehow two different social groups’ namely lower + lower middle class and upper middle + upper class. The government schools are affordable with low fee packages so usually low or lower middle class sends their children in these schools, whereas upper middle and upper classes can easily afford private schools. Thus they can have quite different approaches towards each gender group according to their respective class. However, this study tends to ignore these differences as there is no possible way to separate them from the ideas formulated with the help of books.

### 3.2.2.7 Pre-Testing Guidelines

As, participants of this study were quite young in age, thus they were completely guided for all activities by researcher as well as their class teacher who was there to assist. Before conducting

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37 The students who refused to participate were replaced by other students of same level. Their selection was made again following the random sampling technique.
study, the researcher took an introductory class of ten minutes to make students familiar as well as to create a friendly environment. The purpose for doing so was that students could easily answer the queries as well as could feel free to ask about any difficulty they would face while producing the responses. Before handing over each activity, students were told in detail how they had to do it. In some of the activities guidelines were provided along with the tests.

Students are often worried about their self-image while answering to queries regarding their gender issues. To overcome this problem, the researcher informed the participants that they were not going to be judged for their responses. Moreover, they were assured that their answers would not be shown or displayed to anyone in the school or surrounding environment and that they would be kept by the researcher only.
CHAPTER 4
A GENDER-BASED ANALYSIS OF TEXTBOOKS

This chapter intends to present analysis of the data collected for this study through the data collection tools outlined in the previous chapter.

The chapter specifically covers the following areas:

- To analyze contents of English textbooks produced by Punjab Textbook Board and Oxford University Press for elementary schools in Pakistan for finding out how they represent gender
- To present the data analysis individually for each set of books
- To compare and contrast the ways gender is represented in both sets of textbooks studied for this work
- To discuss the results of the findings of this study

As discussed in the previous chapter, a detailed study of six English textbooks of elementary level (three by each PTB and OUP), was carried out. The analysis was further divided into two broad categories, namely linguistic and non-linguistic. Linguistic analysis focuses on the language items of the texts to find out how it is used to depict images of each gender, whereas non-linguistic features are concerned with apparent body of the texts to locate images of gender, if any. Furthermore, each category of linguistic and non-linguistic analysis was intended to
focus on some of the specific variables (see sections 3.2 & 3.3). The findings of analysis are presented in detail below.

4.1 Non-Linguistic Analysis

4.1.1 Sex Visibility in the Titles of Units

For analysis of titles, two broad categories of titles with human characters and titles with no human characters were defined. The category of titles with human characters was further divided into following sub groups:

- Titles with male characters
- Titles with female characters
- Titles with both gender characters

In books by Punjab textbook board, majority of titles represented non human items that is, out of 62 total number of titles in three books 49 were without any human character (79%) and only 13 represented human images (21%). An analysis of human centred titles of units demonstrated the fact that majority of them (84.6%) carried male characters whereas females’ percentage was low (15.4%). Table 4.1 below represents the distribution scheme:

Table 4.1

- [Table content here]
Sex Visibility in Titles of Units in Textbooks by PTB

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total number of Titles</th>
<th>Titles with no human character</th>
<th>Titles with human characters</th>
<th>Titles with male characters</th>
<th>Titles with female characters</th>
<th>Titles with both genders</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTB</td>
<td>6</td>
<td>16</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>20</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>26</td>
<td>20</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>49</td>
<td>13</td>
<td>11 (84.6%)</td>
<td>2</td>
<td>(15.4%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

By contrast, in Oxford Modern English Series 72.7% of human centred titles depicted male characters whereas females were represented in 27.3% of the total titles. Table 4.2 (below) shows the visibility rates of male and female characters in titles of the English textbooks by OUP.

Table 4.2
Sex Visibility in Titles of Units in Textbooks by OUP

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total number of Titles</th>
<th>Titles with no human character</th>
<th>Titles with human characters</th>
<th>Titles with male characters</th>
<th>Titles with female characters</th>
<th>Titles with both genders</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>22</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>20</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>20</td>
<td>16</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>51</td>
<td>11</td>
<td>8</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

As can be seen from the data above, in textbooks of both of the publishing companies majority of titles were neutral (79% and 82.3% in textbooks by PTB and OUP respectively) whereas, titles with human characters depicted male figures more frequently than females (respectively 84.6% and 72.7% in the textbooks by PTB and OUP). A comparison between them revealed that in books by Oxford University Press, females’ share was a bit higher (27.3%) than in the books by Punjab Textbook Board (with 15.4% of female figures). This is shown graphically in figure 4.1 below.
4.1.2 Pictorial Representation of Male and Female Characters

The pictorial analysis was carried out by dividing pictures in two parts:

- Cover page pictures
- Pictures alongside and within texts

The cover pages were analyzed separately as the books by Punjab Textbook Board did not bear any human image. By contrast, cover pages of all the three books by Oxford portrayed male
characters only. Further, these male characters were shown involved in active tasks like sailing (Book 6: Oxford Modern English), hunting (Book 7: Oxford Modern English) and talking (Book 8: Oxford Modern English). Not a single female was noticed even as a minor character in any of the cover page (see Appendix K for the images).

The pictures inside textbooks were further analyzed in two parts. In the first part, these were examined from the point of view of gender characters: and in the second part they were analyzed from the standpoint of nature of activities in which members of each sexual category were portrayed.

In the first part, pictures were further analyzed by dividing them in the following six categories: pictures with male characters only, with female characters only, with more male characters than females, with more female characters than males, with equal representation of both genders and with no human characters. The last category also included the pictures where characters could not be identified or contained uncountable number of characters like a crowd.

The data obtained from the analysis of books by Punjab Textbook Board revealed that majority of pictures contained human characters (75% of total), whereas 25% of the remaining were with non-human or unidentifiable characters. The ratio of male depiction was higher than that the female (as 50% of the total pictures showed only male characters). There were only 12.5 % pictures that represented only female images. The remaining 10% of the illustrations contained more males than females and only 2.5% had equal number of male and female participants. There were no such illustrations found where females were shown in majority. (See Table 4.3 below)

Table 4.3

*Representation of Males and Females in Pictures of Textbooks by PTB*
The pictures were also analyzed against the total number of characters displayed in pictures in the textbooks by PTB. The data revealed that male images once again outnumbered female images with respect to strength, (see Table 4.3.1 below).

Table 4.3.1

<table>
<thead>
<tr>
<th>Depiction of Gender in Pictures w.r.t. Frequency of Occurrence in the Textbooks by PTB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing Company</td>
</tr>
<tr>
<td>PTB</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

In Oxford Modern English textbooks, by contrast, greater number of pictures carried human characters (74.2% of total) and again in these illustrations male figures outnumbered females.
Almost 40% of these depicted only male figures, 7.1% were with more males than females, 7.1% depicted only females, 5.7% were with females in majority and 14.3% had equal ratio. Table 4.4 below presents a summary of male and female portrayal in illustrations of books by OUP.

Table 4.4

*Representation of Males and Females in Pictures of Textbooks by OUP*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total # of Pictures</th>
<th>Males only</th>
<th>Females only</th>
<th>More males</th>
<th>More females</th>
<th>Equal share</th>
<th>Not clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>31</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>21</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>18</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>28 (40%)</td>
<td>5 (7.1%)</td>
<td>5 (7.1%)</td>
<td>4 (5.7%)</td>
<td>10 (14.3%)</td>
<td>18 (25.8%)</td>
<td></td>
</tr>
</tbody>
</table>

The analysis of pictures in books by OUP with respect to strength showed that male characters constituted the largest portion of total depicted characters. They comprised 72.1% of total number of characters whereas females had a share of 27.9%.

Table 4.4.1

*Depiction of Gender in Pictures w.r.t. Frequency of Occurrence in the Textbooks by OUP*
<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total No. of characters</th>
<th>Male characters</th>
<th>Female characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>45</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>46</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>49</td>
<td>38</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>140</td>
<td>101 (72.1%)</td>
<td>39 (27.9%)</td>
</tr>
</tbody>
</table>

By giving the inconsistent proportion to females in contrast to males in the illustrations of material analyzed, it was quite clear that women were under-represented in English textbooks produced by both PTB and OUP. However, a close comparison revealed that Oxford Modern English books had a relatively better percentage of female depiction (which was 27.9% of total) than English textbooks of Punjab Textbook Board in which women had a share of only 18.9% of total appearances. On the other hand, male figures occupied 72.1% of total character places in English textbooks by OUP and 81.1% in textbooks by PTB. The data clearly indicated the lack of women’s depiction in majority of texts in both sets of books with no significant difference. Figure 4.2 below makes a simple comparison between the two publishing companies’ products with respect to number of characters shown in illustrations.
4.2 Female and Male Representation in Pictures

The human characters in pictures from both publishing houses’ textbooks were analyzed for the following eight categories of activities: household activities that involved works inside home like cooking, washing, cleaning etc; working entailed activities outside home in professional settings; playing; relaxing; social activities like talking, enjoying a party etc; personal or family activities; and finally the other category which covered any other activity beside those mentioned above.

Table 4.5 below explains the kind of activities in which the characters of each gender were portrayed frequently in illustrations in English textbooks by PTB.
According to the table above, the distribution of activities in textbooks by PTB showed the typical division of actions in accordance with the gender (or in other words stereotypical in nature). No male image was noticed in any of household work. Likewise, no female image was seen in working environment outside home. Thus household category involved 100% females, while working category involved 100% males. In the playing category, which usually depicted children, 30% females were shown whereas males were more frequently displayed in playing activities and sports (70% of the total). No female image was observed in school setting or involved in reading. Thus 100% males were shown taking part in this category of pictures.
However, there was a single instance of relaxing activity for each gender. Moreover, 75% of the males were shown participating in social activities and 90.9% in personal and family category pictures.

Table 4.6 below explains the nature of activities in which the characters of each gender were portrayed often in the pictures of English textbooks by OUP.

Table 4.6

*Pictorial Representation of Characters in Various Activities in Textbooks by OUP*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Gender</th>
<th>Household Activities</th>
<th>Working</th>
<th>Playing</th>
<th>Reading/At school</th>
<th>Relaxing</th>
<th>Social Activities</th>
<th>Personal/Other Activities</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>F</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>F</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>F</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>1</td>
<td>9</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>F</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>0</td>
<td>14</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>19</td>
<td>23</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Gender’ percentage</td>
<td>F</td>
<td>100%</td>
<td>17.6%</td>
<td>13%</td>
<td>7.7%</td>
<td>0%</td>
<td>5%</td>
<td>42.5%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>0%</td>
<td>82.4%</td>
<td>87%</td>
<td>92.3%</td>
<td>100%</td>
<td>95%</td>
<td>57.5%</td>
<td>88.9%</td>
<td></td>
</tr>
</tbody>
</table>
The pictures in English Textbooks by Oxford University Press for elementary school like PTB had given 100% share to women in the category of household activities. However, in contrast to PTB, OUP had also displayed 17.6% of the pictures where women were shown in the professional working situations. On the other hand, male occupied 82.4% of the total in working category and 87% in playing category. Female were rarely depicted in school settings or involved in reading activity (only 7.7%) whereas, men were shown in 92.3% of pictures related to this category of activities. No female image was noticed in relaxing activities thus men were having share of 100%. Again in social activities females’ share was 5% and of males 95%. Surprisingly, females were depicted in almost equal ratio to males in the next field of personal and family related activities (both having ratio of 42.5% and 57.5% respectively). Moreover, 11.1% of total pictures in the other category had displayed women and 88.9% had shown men.

The data of tables 4.5 & 4.6 clearly indicated that men were considered more active members of society than females, as they were shown in majority of activities (with an overall strength percentage of 72.3% and 75.4% respectively in textbooks of PTB and OUP). In contrast, females’ depiction rate was 27.7% and 24.6% accordingly in both sets of books.

Further, tables 4.5 & 4.6 specified that men were not associated with household activities as, this field was only restricted to females (100%) in English textbooks of both publishing companies. In books by PTB females were outcaste totally from professional environment not showing a single woman involved in work outside home while, textbooks by OUP, in contrast, showed a few number of women (17.6% in this category). Moreover, women were not only shown in less number of working fields but also, the works assigned to them, if any, were of minor value. In this regard, the pictures that portrayed women were of a solitary reaper (pg.27, Book8: OUP) and two women as working in an orchard (pg.77, Book8: OUP). In playing activities, books
published by PTB had higher ratio of female representation than OUP, which was, 30% and 13% respectively. In addition, female gender was also absent from school premises in Punjab English books while Oxford modern English books illustrated only one case where a girl was engaged in reading (pg.115, Book6: OUP). In relaxing activities, women were shown in equal percentage to men (each with 50%) in PTB’ books whereas no female was seen engaged in any of such activities in pictures of OUP’ books. In addition, females had low percentage in social activities in both sets of books, however, in next field of personal and family activities, women had good share (42.5%) in books by OUP as compared to the books by PTB having only 7.7% women’ share. Graph 4.3 below presents a simple comparison between both sets of books with respect to percentage of total number of characters belonging to each sexual category displayed in active roles.
4.3 Pictorial Representation of Females and Males in Active Roles

The bias was also obvious from the pictures that depicted women as ornamental sex without having any direct role in the text. An example of such case was found in both sets of books (pg.34, Book7: PTB, pg.88, Book6: OUP). However, a remarkable picture was found of a girl rowing a boat at a sea (pg. 44, Book6: OUP). As women were generally presented in their traditional routine works thus, this image was an encouraging element as it tended to negate the perception that women are not capable of doing anything. In comparison, no such picture was found in books by PTB.
4.1.3 Portrayal of Female and Male Characters in Texts

The narratives or texts were analyzed in two parts: first with respect to number of characters of each gender and in second part to examine the nature of activities they were displayed taking part in. As described in detail in chapter 3, only human characters with clear description of gender were analyzed.

Based on the frequency of occurrence, data analysis unveiled the fact that female characters had lower visibility rates than males, almost in the ratio of 1:3 in English books by Punjab Textbook board (females: 23% and males:77%). The figures are presented in Table 4.7 below.

Table 4.7
Frequency of Female and Male characters in Texts in Textbooks of PTB

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total Characters</th>
<th>Female Characters</th>
<th>Male Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTB</td>
<td>6</td>
<td>38</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>45</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>65</td>
<td>10</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>148</td>
<td>34 (23%)</td>
<td>114 (77%)</td>
</tr>
</tbody>
</table>

In the textbooks of Oxford Modern English, women’s share in total number of characters was also less as compared to men (25.5% to 74.5% respectively). Table 4.8 presents the summary of findings.
Table 4.8

*Frequency of Female and Male characters in Texts in Textbooks of OUP*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Total Characters</th>
<th>Female Characters</th>
<th>Male Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>83</td>
<td>25</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>70</td>
<td>17</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>90</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>243</strong></td>
<td><strong>62</strong> (25.5%)</td>
<td><strong>181</strong> (74.5%)</td>
</tr>
</tbody>
</table>

There was minor difference of percentage (that is of 2.5%) of women’s representation in narratives of the textbooks produced by both kinds of publishing companies thus giving more space to male characters. The comparison is described in figure 4.4 (below).
Figure 4.4 Frequency of Male and Female Characters

A close examination of the contents of each book demonstrated the fact that females were usually absent and if present, they had minor and passive roles whereas men were portrayed in majority of the units. It was also observed that a great number of units described males in leading roles and females rarely appeared in such texts for example *A Kind Deed* (Book6: PTB), *A Day in the Life of a Student* (Book7: PTB), *The Forgetful Man* (Book8: PTB), *The Half-lie* (Book6: OUP), *Aamer’s Café* (Book7: OUP) and *How it Happened* (Book8: OUP). The bibliographies of great people only include accounts of male figures such as *Children’s Iqbal* (Book6: PTB), *Man of Paradise* (Book7: PTB), *Hazrat Umar* (Book8: PTB) and *John Keats* (BOOK8: OUP).
In contrast, women were either not represented and if represented the roles assigned to them were mostly insignificant, inactive, minor and emblematic in nature. Such roles included their depiction as caretakers and homemakers (as in: *My Family*: Book6 by PTB, *A Day in the Life of a Student*: Book7 by PTB, *Aamer’s Café*: Book7 by OUP and *Through the Iron Curtain*: Book8 by OUP), as help seekers (as shown in: *It is a Great Virtue to be Helpful*: Book8 by PTB and *The Lumber Room*: Book7 by OUP) and as objects of attraction (as depicted in: *A Classmate*: Book6 by PTB and *The Girl on the Train*: Book 6 by OUP). These exemplary texts revealed that women were victim of lack of representation in majority of the texts. Nevertheless, there were few exceptions where the text was woven around female figures and their extraordinary deeds such as *Seeing in the Mind* (Book6: OUP), *Island of the Blue Dolphins* (Book6: OUP) and *Mother’s Day* (Book8: OUP). However, what was noteworthy was that all such texts were found in Oxford Modern English textbooks. None of the texts in English textbooks by Punjab Textbook Board depicted such a female character.

Through the available description of these characters in texts, an attempt was also made to categorize them by activities and settings. Five types of activities and locations were defined as frames of reference which were following: doing household, inside home but not doing household, working outside home, reading and playing (discussed in detail in chapter 3).

In books by Punjab Textbook Board, at the very first place, it was noticed that most of the characters were of males (80.6% of total) involved in different activities while females were shown in few (19.4% of total) passive roles. According to the categorization of activities, as was found in the texts, females were the only and essential part of household routine with no males in such roles. In contrast, in the category of inside-home-but-not-involved-in-household, the
The presence of males was quite prominent (66.7%) which suggested that males were not supposed to do any work inside home.

Further, males knocked out females in the category of activities performed outside home having a percentage of 96.8%. In the next category of activities related to education, males had higher percentage (72.7%) than females (27.3%). In books by PTB, there was no such incidence mentioned in the texts to represent either gender character in playing activities. Table 4.9 below presents the summary of the findings.

Table 4.9

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Activities→</th>
<th>Doing Household</th>
<th>Inside Home but not Doing Household</th>
<th>Outside Home</th>
<th>In School/Reading</th>
<th>Playing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gender</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Class↓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTB</td>
<td>Gender M F</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>Gender’s</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td>0%</td>
<td>100%</td>
<td>66.7</td>
<td>33.3</td>
<td>96.8</td>
</tr>
</tbody>
</table>

The analysis of Oxford Modern English books 6, 7 and 8 showed males in 70.9% of total incidences involving characters in different activities whereas, females appeared for fewer times (29.1 %). While analyzing each gender separately for each activity, it was observed that in
activities related to household tasks, females precede males (having percentage of 71.4 and 28.6 respectively) while, males were portrayed inside home more often than females (males in percentage of 69.2 and females in 30.8) but not involved in household works. Similarly, males were shown more often outside home than females (having percentage of 83.3 and 16.7 respectively); in the activities related to school or reading, females were also less in number (having 33.3% participation in this activity); lastly in the playing activity, males and females were almost equal in number (55.6% and 44.4% share respectively). Table 4.10 below presents the findings in more precise form.

Table 4.10

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Activities →</th>
<th>Doing Household</th>
<th>Inside Home but not Doing</th>
<th>Outside Home</th>
<th>In School/Reading</th>
<th>Playing</th>
</tr>
</thead>
</table>

*Portrayal of Gender by Activities in Narratives of Textbooks by OUP*
<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class ↓</td>
<td>OUP</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>31</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>15</td>
<td>18</td>
<td>8</td>
<td>85</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Gender’s percentage</td>
<td>28.6%</td>
<td>71.4%</td>
<td>69.2%</td>
<td>30.8%</td>
<td>83.3%</td>
<td>16.7%</td>
<td>66.7%</td>
<td>33.3%</td>
<td>55.6%</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

The overall comparison reveals that Oxford Modern English books had higher number of women as workers inside or outside home (29.1%) than books by Punjab Textbook Board (with only 19.4% of females at active positions). This is shown in figure 4.5 (below).
Further, in books by PTB female characters were the only beings involved in household tasks whereas, in books by OUP males had also been given a little participation in such tasks (having 25% of the roles as compared to females). In the category of inside home but not doing any household, males had bigger proportion than females in both sets of books with a slight difference of percentage (66.7% in PTB and 69.2% in books by OUP). In the category of activities related to professional settings (outside home), females were almost ignored in the textbooks by PTB (having only 3.2% of total representation in this category as compared to males) while in English textbooks by OUP females had been given a little bit more place.
Surprisingly, in English textbooks of PTB females had been given 25% share in school or reading activities. On the other hand, females were the only visible beings in such activities in books by OUP (having 100% share). Overall, in English textbooks of both publishing companies, men were in majority to symbolize world inside or outside home.

4.1.4 Characters in Social and Domestic Roles

Social roles are the domains that present characters in professional settings. For the analysis of social roles, ten fields or professions were selected namely, doctor/dentist, teacher, farmer/hunter, servant/helper, business person, job person, at ruling position, skilled/unskilled worker, other professions and other vocations (detail is provided in chapter 3) in the first place; later, these roles were further extended to the classes of male monopolized, male dominated, female monopolized, female dominated and gender-shared professional roles. For both steps, data was tabulated separately. Afterward, on the basis of available data, a comparison was established between both sets of books.

English textbooks by PTB presented alarmingly very few characters in social roles and even lesser in professions and occupations. Only 7.6% of total characters were shown in some kind of profession. In addition, teaching was the only profession in which women had 33.3% share as compared to men in this category. In all other categories of social roles males were the only participants with 100% share. By profession distribution of characters is shown in table 4.11 (below).

Table 4.11
## Frequency of Characters in Different Social Roles in English textbooks by PTB

<table>
<thead>
<tr>
<th>Publishing company</th>
<th>Class</th>
<th>Gender</th>
<th>Doctor/Dentist</th>
<th>Teacher</th>
<th>Farmer/Hunter</th>
<th>Servant/Helper</th>
<th>Business person(^1)</th>
<th>Job (Religious/Official/social)</th>
<th>At Ruling Position</th>
<th>Skilled/Unskilled Worker(^2)</th>
<th>Other Profession(^3)</th>
<th>Other vocation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTB</td>
<td>6</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>F</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>F</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

| Gender’s Percentage |   | F     | 0%            | 33.3%   | 0%            | 0%              | 0%              | 0%                | 0%               | 0%                      | 0%            | 0%            |
|                    |   | M     | 100%          | 66.7%   | 100%          | 100%            | 100%            | 100%              | 100%             | 100%                    | 100%          | 0%            |

*¹ Business person’s category includes merchants; people involved in any kind of trade, running a guest house, a shop etc.
*² Skilled workers are people with some acquired training like carpenter, cobbler, cook, woodcutter etc; whereas unskilled workers do not require learning an ability like guard, salesman etc.
*³ Professions include occupations that require specialist academic and practical training like law, engineering, writing, poetry etc.
* Other vocations are the jobs that involve helping others like guide, porter etc.

In Oxford Modern English books, 36.9% of total characters were displayed in some kind of social roles. Men swept women in majority of the categories with 100% ratio of representation.

On the other hand, females were presented in four categories of professions though their ratio was lesser than males. Table 4.12 presents the details.
Table 4.12

*Frequency of Characters in Different Social Roles in English Textbooks by OUP*

<table>
<thead>
<tr>
<th>Publishing company</th>
<th>Class</th>
<th>Gender</th>
<th>Doctor/Dentist</th>
<th>Teacher</th>
<th>Farmer/Hunter</th>
<th>Servant/Helper</th>
<th>Business person*¹</th>
<th>Job (Religious/Official/social)</th>
<th>At Ruling Position</th>
<th>Skilled/Unskilled Worker*²</th>
<th>Other Profession*³</th>
<th>Other vocation*⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>F</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>6</td>
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<tr>
<td>Total</td>
<td></td>
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<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>1</td>
<td>23</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Gender’s Percentage</td>
<td></td>
<td>F</td>
<td>0%</td>
<td>0%</td>
<td>5.6%</td>
<td>45.5%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>100%</td>
<td>100%</td>
<td>94.4%</td>
<td>54.5%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*¹ Business person’s category includes merchants; people involved in any kind of trade, running a guest house, a shop etc.
*² Skilled workers are people with some acquired training like carpenter, cobbler, cook, woodcutter etc; whereas unskilled workers do not require learning an ability like guard, salesman etc.
*³ Professions include occupations that require specialist academic and practical training like law, engineering, writing, poetry etc.
*⁴ Other vocations are the jobs that involve helping others like guide, porter etc.

The data of tables 4.11 and 4.12 revealed that Oxford Modern English books had better percentage of social roles than English textbooks of PTB. Furthermore, the ratio of depiction for female to male in Punjab textbooks was 1:13.5 and 1:6.2 in Oxford modern English books which
showed that textbooks of Oxford had given more value to female gender than PTB. In the textbooks of OUP, females were given participation in four categories of professions whereas, in textbooks by PTB, females were restricted to one and only profession of teaching.

Moreover, if we further examine the data of tables, it would be clearly visible that males were represented in variety of professions of high level like doctor, writer, and scientist to low level jobs like helper, slave, porter etc; women in contrast were depicted in few social roles and majority of them were of low status like housemaid, kitchen maid or helper etc. The roles assigned to females were recurrently of teacher or helper; the only exception was the portrayal of woman as spaceship pilot (Unit 12, Book6: OUP). Hence majority of professions were either male-centred or controlled by men. In this regard, we further, sorted out social roles in the following categories: male-monopolized, male-dominated, female-monopolized, female-dominated and gender-shared roles (for details of this categorization, see previous chapter).

In textbooks by PTB, there were thirteen types of professions that were monopolized by males. Further, there was one category of professions that was over-ruled by men; whereas, females were nowhere dominant or even presented in equal ratio to men. Table 4.13 below presents the data in the above mentioned categories.

Table 4.13

<table>
<thead>
<tr>
<th>Publishing company</th>
<th>Female-monopolized</th>
<th>Female-dominated</th>
<th>Male-monopolized</th>
<th>Male-dominated</th>
<th>Gender-shared</th>
</tr>
</thead>
</table>

Social Roles Division among Males and Females (in English textbooks by PTB)
In Oxford Modern English books, there were 32 kinds of professions that showed only male participants; further, there were two categories where male dominated as compared to females. In addition, female gender also appeared in two such professions where in one category, it was the only participant and in the other, they dominated it. There was also one category of profession where members of both genders were equally represented. (Table 4.14)

Table 4.14

Social Roles Division among Males and Females (in English Textbooks by OUP)

<table>
<thead>
<tr>
<th>Publishing company</th>
<th>Female-monopolized</th>
<th>Female-dominated</th>
<th>Male-monopolized</th>
<th>Male-dominated</th>
<th>Gender-shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>1</td>
<td>1</td>
<td>32</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

If we compare the data of tables 4.13 and 4.14, it is clearly indicated that majority of the professions were male-monopolized in both sets of books. Further, in books by PTB, 100% of professional categories were dominated by men whereas, in Oxford Modern English books 91.1% of professions presented men as the main labour tools. The corresponding figures for females in both sets of books indicated that they participated in very limited range of social roles. In addition, while analyzing texts, it was observed that these roles were quite traditional or stereotypical in nature like women working in home and in contrast men acting as main source of income for their families. Similarly, female gender was shown in trifling professions like
working as maids, servants etc. For example, the following sentences from these books reveal the nature of characters assumed for each gender: (examples are included from both sets of books)

- My mother’s name is Ayesha and she is a housewife. (pg.7, Book6: PTB)
- My father is a child specialist. (pg.8, Book6: PTB)
- On the very first morning, the chambermaid was making my bed…. (pg.48, Book6: OUP)
- The manager, whose name was Mr. Stringer, was a bristly man. (pg.49, Book6: OUP)

Domestic roles categorize gender beings into kind of positions they have in domestic settings like mother, father, son, daughter, aunt, uncle etc. The analysis of these roles was carried to see whether or not, characters of both genders were shown at these positions frequently and; if they were shown in such domestic roles almost equally then whether or not, they equally performed domestic chores (This part is discussed in detail in discussion portion using also the data from tables 4.9 and 4.10). The next tables (4.15 and 4.16 below) show men and women’s frequency of presence in the domestic roles in both sets of textbooks.

Table 4.15

*Domestic Roles Performed by each Gender in English Textbooks (PTB)*

<table>
<thead>
<tr>
<th>Publishing Class</th>
<th>Husband</th>
<th>Wife</th>
<th>Father</th>
<th>Mother</th>
<th>Son</th>
<th>Daughter</th>
<th>Brother</th>
<th>Sister</th>
<th>Uncle</th>
<th>Aunt</th>
<th>Nephew</th>
<th>Niece</th>
<th>Grandfather</th>
<th>Grandmother</th>
<th>Grandson</th>
<th>Granddaughter</th>
<th>Cousin</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4.16

Domestic Roles Performed by each Gender in English Textbooks (OUP)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class</th>
<th>Husband</th>
<th>Wife</th>
<th>Father</th>
<th>Mother</th>
<th>Son</th>
<th>Daughter</th>
<th>Brother</th>
<th>Sister</th>
<th>Uncle</th>
<th>Aunt</th>
<th>Nephew</th>
<th>Niece</th>
<th>Grandfather</th>
<th>Grandmother</th>
<th>Grandson</th>
<th>Grand-daughter</th>
<th>Cousin</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>7 0 0 5 3 2 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td>8 1 1 1 3 8 0 1 2 1 0 0 0 1 0 0 0 1 0 0 0 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>6 0 2 4 3 4 1 2 2 2 4 1 0 0 1 1 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>7 1 1 2 2 2 1 3 2 0 2 0 0 1 0 1 1 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data of these tables (4.15 and 4.16) indicate that men and women were presented in domestic roles almost equally but still men were shown outside home more often than women; whereas women in these domestic roles were mostly restricted to this domestic world (see tables 4.9 and 4.10 also).

4.2 Linguistic Analysis

4.2.1 Generic Constructions

Generic constructions signify the use of masculine nouns or pronouns while mentioning general human beings or some positions in society or unknown persons. Their presence in the texts tells the female readers how important it is to be a male. That is why feminist researchers or gender
researchers consider it important to analyze the language of selected material for identifying such
generic use of masculine nouns or pronouns. For the stated purpose in this study, texts of all six
selected books were examined carefully.

The comprehensive analysis of selected material specified the fact that majority of texts avoided
the use of phallocentric terms and hence the frequent use of gender-neutral terms like people,
humans, persons, everybody, children etc was common. Similarly, gender inclusive pronouns
like they, them were frequently in use. Though not great in number, the use of masculine generic
constructions was still obvious in some of the texts.

In English textbooks for 6, 7 and 8 by PTB, there were total 44 occurrences of such terms;
masculine nouns’ usage was found 18 times whereas, 26 times masculine pronouns were used to
specify general human beings. Table 4.17 shows the frequency of usage of masculine generic
constructions in selected texts.

Table 4.17

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Masculine Nouns</th>
<th>Masculine Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTB</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
<td>26</td>
</tr>
</tbody>
</table>
Masculine generic conceptions were few in number in Oxford Modern English books for 6, 7 and 8. There were only 16 such instances out of which 14 times was the use of masculine noun and 2 times was the usage of masculine pronoun. (Table 4.18 below shows the findings)

Table 4.18  

*Frequency of Masculine Generic Constructions in Textbooks by OUP*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Class</th>
<th>Masculine Nouns</th>
<th>Masculine Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUP</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>14</td>
<td>2</td>
</tr>
</tbody>
</table>

The comparison between the data of tables 17 and 18 reveals the fact that usage of masculine generic constructions was much higher in textbooks by PTB than in textbooks by OUP. Graph 4.6 below presents the comparison.
Figure 4.6 Ratio of usage of Masculine nouns and pronouns

How generic constructions were used in the texts? Some examples from the texts of both sets of textbooks are as follows:

- It is the beauty of character which makes a *man* great. (pg.1, Book6: PTB)
- A person can read news about *his* favourite game. (pg.29, Book7: PTB)
- The concept of money appeared very late in the history of *man*. (pg.22, Book8: PTB)
- Whereas 40mg of venom from a Russell’s vipers can kill a *man*, about 15mg of cobra venom can be fatal. (pg.94, Book6: OUP)
• A man is never lost at sea and it is a long island. (pg.63, Book7: OUP)

• Any policeman in the world would stop if he suddenly...... (pg.112, Book8: OUP)

4.2.2 Order of Appearance in Paired Nouns/Pronouns

The books tend to present males as first members in nouns/ pronouns paired in a sentence for example men and women, boys and girls, his/ her etc. To observe such order, the texts of selected material were carefully analyzed. In books by Punjab Textbook Board and Oxford University Press, there were few instances where males and females were paired as subject or object of a sentence; but wherever they were mentioned in such combination, male gender always preceded female. There were found only four such cases in Punjab Board textbooks and seven in Oxford Modern English books. On the other hand, females often stood second to males. The only exception was the phrase ladies and gentlemen where female gender was mentioned first. Examples from the texts are as follows:

• The villagers of today are keen to give their sons and daughters the best education. (pg24, Book6:PTB)

• It is enjoyed by hundreds and thousands of men, women and children.... (pg.63, Book8: PTB)

• And my sons and daughters! (pg.15, Book6: OUP)

• Husbands, sons and daughters should be taking notice of..... (pg.124, Book7: OUP)

• So, his boy-cousin and girl-cousin and his quite uninteresting....... (pg.76, Book8: OUP)

4.2.3 Adjectives Used for Each Sexual Category
For the present analysis, adjectives directly mentioned with a human character were counted and categorized. The attributes that were specified indirectly, like in the sentence ‘there was a king who was not a rich man’ the attribute defining king is ‘poor’ but not openly mentioned as adjective, were not included. Further, these adjectives were gathered in following three categories (their detail is given in chapter 3):

- Female exclusive adjectives
- Male exclusive adjectives
- Shared adjectives

A total number of 49 types of adjectives used for both men and women were found in English books by PTB. However, majority of the adjectives were used to describe male characters as, there were 36 adjectives used for male gender and only 11 for females. The analysis also revealed the fact that majority of positive adjectives like great, wonderful, noble, brave, confident etc were used to describe male gender; whereas, females were described with soft and moderate qualities like caring, loving, sweet etc. Table 4.19 below presents a summary of the findings.

Table 4.19

Female/ Male Exclusive and Common Personality Traits in Textbooks by PTB

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Male Exclusive Adjectives</th>
<th>Female Exclusive Adjectives</th>
<th>Common Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTB</td>
<td>great(6), friendly(2), strong(2), naughty, holy(2), tolerant, careless, dear, wonderful, helpful, charming, wise, intelligent, noble, well-healthy, active, loving, caring, regular, generous, educated, darling, sweet, lively, beloved</td>
<td>good, kind</td>
<td></td>
</tr>
</tbody>
</table>
behaved, religious, popular, ordinary, gay, confident, bad, honest, bright, attentive, true, forgetful, clever, gentle, tall, brave, daring, sympathetic, pious, God-fearing, simple, generous

| Total | 36 | 11 | 2 |

In Oxford Modern English books, there were total 86 types of adjectives found in total; 55 attributes were used to define men and 28 for women whereas, 3 adjectives were used for describing characters of both genders. (See table 4.20 below for details)

Table 4.20

Female/ Male Exclusive and Common Personality Traits in Textbooks by OUP

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Male Exclusive Adjectives</th>
<th>Female Exclusive Adjectives</th>
<th>Common Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>wise(3), annoyed(2),</td>
<td>interesting(2), charming(2),</td>
<td>happy, silly,</td>
</tr>
<tr>
<td></td>
<td>strange(2), impatient(2),</td>
<td>attractive, fair, bossy,</td>
<td>frightened</td>
</tr>
<tr>
<td></td>
<td>well-known, hot-headed, faithful, devoted, trusted, wretch, furious, lucky, romantic,</td>
<td>experienced, confident, coward, terrified, casual, peculiar, good, self-styled,</td>
<td></td>
</tr>
</tbody>
</table>
The data of tables 4.19 and 4.20 reveals that percentage of adjectives used for female gender was higher in textbooks of OUP than in books by PTB (32.5% and 22.4% respectively). On the other hand, percentage of adjectives used for males was quite higher in the textbooks of PTB as compared to the textbooks of OUP (73.5% and 64% respectively). Whereas, ratio of adjectives used for both genders was almost equally low in both sets of books (3.5% and 4.1% in Oxford Modern English and Textbooks by PTB respectively). The comparison is given in the figure 4.7 below.
Moreover, in both sets of books, it was found that the attributes used for men were oriented more towards their stereotypical image as strong, harsh, active and decisive gender-beings; whereas, women were also typified as gentle-beings through the use of adjectives like sweet, silly, coward, charming etc. Some instances were also found in both sets of books where characters of both genders were presented in contrast to each other. Some examples are following:

- She is very loving and caring. (pg.7, Book6:PTB)
- He is very naughty and careless. (pg.8, Book6:PTB)
- “a silly cuckoo”, said Peter. [referring to a girl] (pg.72, Book6:OUP)
Anwar Sahib was a wise man. (pg.31, Book6:OUP)

From tables 4.19 and 4.20, a more comprehensive comparison could be made between masculine and feminine attributes, some examples are presented in table 4.21.

Table 4.21

Difference between Gender’s Attributes

<table>
<thead>
<tr>
<th>Male Attributes</th>
<th>Female Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>rude</td>
<td>Sweet</td>
</tr>
<tr>
<td>clever</td>
<td>Foolish</td>
</tr>
<tr>
<td>careless</td>
<td>Caring</td>
</tr>
<tr>
<td>daring</td>
<td>Coward</td>
</tr>
<tr>
<td>untidy</td>
<td>self-styled</td>
</tr>
</tbody>
</table>

These examples clarified the picture how characters of each gender were viewed and portrayed in textbooks for children. On one side, the males carried even the negative adjectives like careless, untidy and rude as the strength of their characters; on the other side, females with positive adjective like caring and sweet became inferior to them.

4.2.4 Females and Males in Semantic Roles

Semantic roles are the categories that define the positions of participants as well as the nature of process in a sentence. For the present analysis, Halliday’s systematic-functional theory of transitivity was taken as a role model with its basic semantic categories of ‘participant’ and
‘process’. Moreover, the following classes of processes were taken into account: material, verbal, mental, existential and relational (discussed in detail in previous chapter). In the above mentioned classes, the following participants were studied:

- Actor and Goal (For material processes)
- Sayer and Addressee (For verbal processes)
- Value and Variable (In relational processes)
- Experiencer and Phenomenon (For mental processes)
- Existent (In existential processes)

In English textbooks by Punjab textbook board, males occupied majority of semantic roles simply because they were majority in number in almost all three books selected for the following study. To talk in numbers, males’ participation rate was 77.2%, whereas, females occupied only 22.8% of the total. Further, males were majority in number in greater part of categories (that is, out of nine males preceded in 8 categories and in only one category of ‘value’, there was equal participation by both sexes). The major roles played by men in bulk of material were of actor, involved in some kind of actions and of ‘variable’ shown as possessors or carriers of qualities as well as things. (See Table 4.22)

Table 4.22

*Frequency of Characters in Semantic Roles in English textbooks by PTB*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Semantic role</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>


In Oxford Modern English books for elementary level, males were prominent in majority of semantic roles as compared to females (as males’ percentage was 70.6% and for females it was 29.4%): overall, they were leading in all categories with majority. Table 4.23 (below) presents details of each gender’s participation rate in each category of semantic roles.

Table 4.23

*Frequency of Characters in Semantic Roles in English textbooks by OUP*

<table>
<thead>
<tr>
<th>Publishing Company</th>
<th>Semantic role</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Actor</td>
<td>18</td>
<td>36</td>
</tr>
</tbody>
</table>
If we compare the data of tables 4.22 and 4.23, it is quite visible that books by Oxford University Press had displayed female characters more often in variety of semantic roles than the English textbooks of Punjab Textbook Board (having females’ participation 29.4% and 22.8% respectively). However, this difference was only around 7%. Graph 4.8 presents the picture more clearly for the ratio of semantic roles for each gender in each set of books.
4.3 Gender Views in Texts: Some Examples

Gender discerning behaviours and actions were observed during analysis of English textbooks of both publishing companies. Such tendencies were reflected often in camouflaged forms such as in structures of texts, in language and in portrayal of characters. However the following study also found some statements and extracts in which female gender was directly and openly presented in their stereotypical roles and also sometimes ridiculed. The examples in following lines show women in their typified roles of nurturers:

Figure 4.8 Semantic roles strength for each gender
• “My father is a child specialist. He spends most of his time in looking after the sick children…My mother is an educated lady. She looks after my grandparents and helps me and my brother in our daily home work.” (Unit:3, Book6: PTB)

• “Husbands, sons, daughters should be taking notices of wives and mothers…..en’t treating em’ like dirt.” (unit:20, Book8:OUP)

These lines also specify that women in such roles are treated as second grade citizens by men as, a mother also complains:

• “I put twice the hours you do and get no wages nor thanks for it.” (Unit:20, Book8:OUP)

Further, women are often ridiculed and criticized: see the following examples:

• “Oh! You women, you make such a fuss over everything.” (Unit:20, Book6:OUP)

• “She was a woman of few ideas…” (Unit:14, Book7:OUP)

Despite the fact that women were time and again found in caricatured roles in texts for children, some texts were also noticed with positive trends. These trends include their depiction as courageous and active beings, independent of men and working in open environment. For example in the following excerpt, a girl is described rowing in middle of the sea, fighting for her life and working hard to beat death:

• “Kneeling in the middle of the canoe, I paddled hard and did not pause until I had gone through the tides….. The canoe was leaking…I stopped paddling and worked
with the basket….I was very tired but more hopeful than I had been since I left the island…” (Unit9, Book6:OUP)

Women are given value to get education like men:

- “The villagers of today are keen to give their sons and daughters the best education.”
  (Unit:9, Book6:PTB)

Females are also shown participating in games:

- “Women’s teams from Asian countries also take part in Asian games. Many other international tournaments are also organized for women’s teams.” (Unit:15, Bok8:PTB)

Another interesting example is of a story about a mother struggling for her rights and to get attention of her family members and she is successful in her task (Mother’s Day, Book8: OUP). Such texts are wonderful to see in material bulking from male images and in addition representing distorted and typified images of women.

4.4 Discussion and Conclusion

Whether or not, male pre-eminence outshines female pictures in texts, the present analysis uncovered the situation of female depiction in English textbooks being taught to children at elementary level in Pakistan. It was observed that students provided with any kind of textbooks either locally assembled (books published by PTB) or produced by some foreign institute (OUP), encountered with almost same kind of picture: a picture in which male images
not only outnumbered female images but also overshadowed them. Thus, this portrait revealed a gender-polarized or in other words gender biased world. Such discriminated behaviour was noticed during the analysis of each and all categories of this study.

According to population census report, women constitute approximately half of the population in Pakistan\(^{38}\) thus they have a right to get representation nearly equal to men. However, the textbooks’ stuff was found to be malfunctioning in the sense that male sexual category colonized the largest portion in majority of narratives. The data obtained through quantitative analysis of characters of each gender undoubtedly indicated that men were greatly exceeding in number than women (almost in ratio of 3 to 1 respectively) in all the categories like ‘sex visibility in titles’, ‘pictorial representation of characters’ and ‘portrayal of female and male characters in texts’ etc. In addition, the percentage for female characters hardly exceeded the figure of 30% in both sets of textbooks except while, portrayed in activities related to domestic chores.

Male is a chief figure in a society. In each of above mentioned categories, males were not only more than females in numbers but, also a major fraction of central roles was captured by them. Consequently, women acting as others were hardly noticed; they were either absent or were shown in background characters. These second-rate roles were created for two purposes: to support central male figures or to attract the readers’ attention, thus very clearly telling the reader that it is important to be male. This situation kowtows with what John Stuart Mill narrates “… to be boy, to grow in the belief that without any merit or exertion of his own, by the mere fact of

\(^{38}\) As the latest available data regarding Pakistan population (census report 1998) shows the following figures: Male: 68,873,686 and female: 63,478,593 (for further details see: http://www.pap.org.pk/statistics/population.htm#tab1.3)
being born a male he is by right the superior of all of an entire half of the human race” (qtd. in Romaine, 102).

Stereotyping was another technique found in texts to elaborate characters’ positions. Time and again, it was noticed that texts, of Oxford Modern English and English textbooks by PTB, were encumbered with patriarchal images of both genders. Especially, women were displayed in their traditional stereotypical roles as caretakers, home makers, educators or as commodities for men’s use and at the same time, treated as trivial objects in these roles. Thus the texts tend to hold the society’s definitions of stereotypical female characters and demonstrate to the readers that the women are just middling members of society.

Women are passive participants: the analysis of characters, shown in different activities in texts as well as in pictures, very much exposed this idea. They were either involved in family circle activities or were doing nothing and displayed as objects to satisfy the aesthetic sense of readers. Their ratio in social and domestic roles strengthens the idea that they are considered inept and incapable to perform activities out of home: domestic tasks are the only appropriate kind of activities for them. They should stay at home, clean the home, cook the food and serve their husbands, fathers, brothers and kids without being valued for these services as a mother puts it very well in the words “I put twice the hours you do and get no wages nor thanks for it.” (Unit: 20, Book8: OUP)

The materials loaded with males as dynamic beings rarely value women to participate in professional working environment. The men were shown in great number of professions from doctors to farmers and from writers to acting as social workers. In contrast, females were seldom put in to professional roles and further, that these roles were of minor importance like of
chambermaid, servant etc. Such texts are the main tools to transfer the idea of female unproductive nature to readers.

The non-linguistic as well as linguistic both categories portrayed almost same kind of picture for female and male gender and in both sets of textbooks, produced by each publishing company, with minor difference of percentage. Whether, it is matter of adjectives, semantic roles allocated to each gender, generic constructions or order of pairing for each gender, male gender exceeds in number.

The texts were found to frequently exhibit generic use of male nouns like man, policeman etc and of male pronouns like he, him etc while referring to people in common or when sex of referent was unidentified. These male-dominated terms mirror male as the default sex that is; each one is male if not specified clearly in the text. Such texts can hinder students’ perceptions about gender roles. It is another form of expression that reveals gender biased attitudes in language of the text as also suggested by Lee and Collins (2006, 18). Besides, these expressions are rejected by feminists on the grounds that they snub the existence of women as separate and valued entity and secondly that they do not specify whether such forms include the actions of both genders or males only thus giving space for male-dominance. Lee and Collins also refer to a study conducted by Crawford and English in 1984, which shows that such masculine generic constructions have negative impacts on females’ learning process. (19)

“Let us keep a natural order and set the man before the woman for manners sake” (Wilson, 189, qtd. in Lee and Collins, 26). The above mentioned sentence expresses the idea that men are more worthy than women (ibid, 26) and thus it is important to pair them as first members with females like in the phrases, men and women, brother and sister, Mr. and Mrs., in the pronouns paired his/her, himself/ herself etc. According to Lee and Collins this trend has negative impacts on
learners as it shows that males are more important and more respected members of society than females (27). Sadly, the present analysis discovered that this trend was quite often in use. The language used to describe each gender varies from text to text. In some texts both genders were described with attributes of courage and wisdom and in others, they were passive and shy. However, the adjectives like coward, weak and passive etc were more often associated with female gender than males. Whereas, adjectives like brave, bold, rude and wise were only specified for male gender. Moreover, males were given more qualitative descriptions than females and were described with variety of adjectives.

Interestingly, the analysis has also shown the fact that adjective can also be stereotyped: either adjective showing positive personality attribute or negative, it depends on the gender of referent. The adjectives like sweet, caring, polite that should be strengths but become weaknesses when using for a male character: as society defines male through words like harsh, rough and rude and they are admired for such attributes. On the other hand, if such harsh words are for female character, she is definitely a rebellion. The analysis of adjectives clearly revealed that male and female characters are defined with the help of gendered-adjectives.

The category of semantic roles is a wide platform to represent gender in either active roles or to restrict them to passive roles. The detailed analysis of characters in variety of semantic roles provided with a conclusion not different from previous categories’ results. Males at leading as well as in majority of characters were objects of attention in all fields especially, in categories of energetic and meaningful roles like actor, experiencer, variable, sayer and existent whereas; female sex was rarely noticed in these roles. In addition, they were more often the objects of action rather than actors, the possessions rather than possessors and the values rather than variables.
Western society has a history of fighting for women’s rights: whereas, in Muslim societies this concept emerged quite later (Haque, 105). Having this idea in mind, it was anticipated that books produced by western publishing company (Oxford University Press) will display better images\(^{39}\) of female gender and in reasonable proportion than our local production house (Punjab Textbook Board). However, the present study did not come up with such conclusion. It is quite clear from the obtained data that ratio of female partaking in leading roles, illustrations as well as in professional settings was low in both sets of books. The result in isolation shows poor gender depiction in books by Oxford university press.

On the other hand, a comprehensive comparison between the results of both publishing companies asserts that Oxford Modern English books present a little better picture of the situation. They lead in number of roles assigned to women in contents as well as in pictures. Further, if we compare them with textbooks produced by Punjab Textbook Board, they have better percentage of women’s participation in domestic as well as in social life activities. They are also shown more often in semantic categories of roles than in the textbooks by PTB. However, as mentioned earlier, this difference is not of very high value. To conclude, we can put that English textbooks produced by two different channels of publications, Oxford University Press and Punjab Textbook Board, present a highly typified as well as an insignificant character’s image for female gender with a little variation.

\(^{39}\) ‘Better images’ here refer to Feminist description of women shown as having equal ratio, equal percentage of appearance as main characters, equal rights and equal chances of participation in all spheres of domestic and social life with men. (Kirk & Okazawa-Rey, 534)
CHAPTER NO.5

ANALYSIS OF STUDENTS’ CONCEPTIONS ABOUT GENDER

“Everything we read…… constructs us, makes us, who we are by presenting images of ourselves as girls and women, as boys and men.” (Fox, 85)

Children learn a major portion of specific sex traits in their childhood period with the cooperation of their parents, family members and other social beings. Meanwhile their experience with real world as well as imaginative world (that they experience through reading and other sources) help them to build and develop the typical gender images. In this process, textbooks also play their part (Discussed in detail in chapter 2). A detailed analysis of English textbooks for elementary schools by PTB and OUP was carried in the previous chapter. Whereas, this chapter was formulated with the objective to see how students of these books (mentioned above) perceive each gender. Further, it was aimed to notice that whether or not readers of each set of books differed in their gender conceptions. Thus, this chapter aims to attain following objectives:

- To briefly outline the process of data collection
- To present the data collected from the students
- To critically analyze and discuss the findings of the collected data
- To reveal the students’ attitudes towards gender through discussions
To present the comparative analysis of the students’ ideas of gender for each set of books

As, there were four tools designed to achieve the said targets thus, results of each tool were studied and discussed separately in separate four sections. Later, in the last section these were discussed in detail collaboratively to reach an overall impact.

5.1. Students’ Responses in Adjectives Checklist

Adjective is a useful part of speech as well as an essential component of language to describe people, objects, places or etc. Further, it is an essential component for setting or defining attitudes of a certain gender within a society, by a society. In other words, it helps to define a stereotype. As, the linguistic analysis of textbooks (in the previous chapter) revealed the fact that gender-beings could be described with the help of certain adjectives thus, it was crucial to see how students would specify these adjectives to each gender and to what extent they represented the same views as described in their reading material. Adjectives checklist for this study was devised with the same idea in mind.

There were total 24 adjectives items on the list, 12 male-specific and 12 female-specific. The students were given choices to mark each item either for female or a male. There was also a third option to opt for an egalitarian approach that is, to specify an adjective suitable to use for each gender. For analysis purpose, number of responses and the percentile was calculated individually for each item, separately for each set of books as well as for each gender. Further, the obtained data was discussed at various levels (mentioned in methodology chapter).

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40 This specification was not made by the researcher. In fact, these adjectives were selected from their texts as specified for males or females. (For details, see section of linguistic analysis in the previous chapter)
The results were quite interesting. It was clearly indicated through them that the students most often use an adjective for the same gender as specified in their textbooks. It was true for both readers of English textbooks by PTB and OUP. However, students of Government schools (readers of textbooks by PTB) were more biased in their attitudes towards gender than the students of private schools (readers of OME). In addition, it was also observed that the girls are more gender-specific for the use of adjectives than the boys. The results (in percentiles) are presented and discussed in the following paragraphs for each type of institutions as well as for each gender (For data see tables in appendix G).

5.1.1 Variable of Appearance

There were six variables of appearance selected for this study; three were male-specific and three were female specific (as described in the textbooks). The readers of English textbooks by PTB and OUP both, in majority, used these adjectives for the same gender as described in their textbooks. The items ‘attractive’, ‘fair’ and ‘charming’ which were used for female gender exclusively in their textbooks were most of the times referred as female-specific terms by the students. Similarly, the male exclusive terms were ‘tall’, ‘handsome’ and ‘untidy’. These items were also identified as male-specific terms by majority of the students.

For the students of the government schools system, the data gathered was as following: for the item ‘attractive’, 80% of the girls referred to it as a female-specific adjective, only 8.3% girls adopted an egalitarian\(^4\) approach and 11.7% described it as a male-specific term. Whereas, 65% of the boys described it as female-specific, 23.3% as male-specific and 11.7% identified it as an item that can be used for both genders. The adjective ‘fair’ was described by 86.7% of the girls

\(^4\) The term egalitarian defines a genderless and neutral approach.
as female-specific, 3.3% as male-specific and 10% referred to it as a gender free item that can be used freely for both genders. On the other hand, 77.3% of the boys identified it as a female specific term, 7.7% as male-specific and 15% adopted egalitarian approach. Similarly, 58.3% of the girls identified ‘charming’ as female-specific, 25% as male-specific and 16.7% as a term that could be used for both genders. Conversely, 51.7% of the boys identified it as female-specific, 30% as male-specific and 18.3% as a neutral term\textsuperscript{42}.

For the male exclusive terms, the students of PTB syllabus showed the same kind of tendencies. For the item ‘tall’, 76.7% of the girls identified it as a male-specific term, 18.3% as female specific and 5% as gender neutral. On the other hand, 80% of the boys described it as male-specific, 8.3% as female-specific and 11.7% as neutral. Moreover, 83.3% of the girls referred ‘handsome’ as male-specific, 5% as female-specific and 11.7% adopted an egalitarian approach. However, 81.7% of the boys indicated it as suitable to use for males, 3.3% for females and 15% for both genders. Moreover, 85% of the girls referred to ‘untidy’ as male-specific, 11.7% as ‘female-specific and 3.3% as a term equally applicable to both genders. On the other hand, 70% of the boys described it as male-specific, 15% as female-specific and 15% as not gender-fixed.

The data is also presented in the graphical form (figure 5.1 & 5.2) below:

\textsuperscript{42} In this section, the word neutral has been used to refer to an adjective item that is not fixed for any gender but can be used equally for both of them.
Figure 5.1 Govt. Schools' students: Girls’ Responses for Variable of Appearance
For the students of private schools system, the data collected was as following: majority of the boys (78.3%) identified ‘attractive’ as female-specific term, few (6.7%) as female-specific and some (15%) as gender neutral whereas; 73.3% of the girls referred to it as female-specific, 11.7% as male-specific and 15% as free from gender discrimination. The item ‘fair’ was identified by 80% of the boys as female-specific, by 3.3% as male-specific and by 16.7% as gender neutral while, 73.3% of the girls referred to it as female-specific, 5% as male-specific and 21.7% as an adjective that could be used equally for both genders. Similarly, the adjective ‘charming’ was specified for female gender by 40% of the boys, for male gender by 28.3% of the boys and
31.7% described it as an item that could be used with both genders. Conversely, 38.3% of the girls referred to it as female-specific, 31.7% as male-specific and 30% as gender neutral.

The results for the male exclusive terms for the readers of OME were as following: 78.3% of the boys referred to ‘tall’ as a male-attribute, 6.7% as a female-attribute and 15% as a quality that could be found with both genders whereas; 70% of the girls described it as a male-attribute, 18.3% as a female-attribute and 11.7% showed an egalitarian approach. For the adjective ‘handsome’, 85% of the boys attributed it as an adjective used to define typically a male character, 5% a female character and 10% as an item that could be used to define characters of each gender. For the last item ‘untidy’, 55% of the boys described it as male-specific, 15% as female-specific and 30% adopted a neutral approach. On the other hand, 58.3% of the girls defined it as a male quality, 11.7% as female quality and 30% as a quality that could be found with characters of each gender (Figures 5.3 & 5.4 below present a clear picture of the data). (For data see Table 1, appendix G)
Figure 5.3 Pvt. Schools students: Girls’ Responses for Variable of Appearance
**Discussion:**

The adjectives for appearance are usually the first step to define stereotypes. In this regard, females are considered more concerned with their exposure or outward beauty or they are made to do so by the society in large (debatable). For the same reason, the textbooks are used to define them with the attributes of prettiness, loveliness and neatness whereas; males are defined as rough and tough in appearance. In other words, these books lend a hand to a society to promote typically defined characters or stereotypes as readers of these books consciously or unconsciously inhale the texts (discussed in detail in chapter 2).
Textbooks play their part in formulating gender conceptions of young readers. As, the first phase of the study revealed that English textbooks by PTB and OUP for elementary level were overwhelmed with the biased depiction of each gender, thus this phase clearly revealed the fact that readers of these books have almost same kind of gender images. They, in majority, identified each adjective for the appearance for the same gender as represented in their textbooks. However, the item ‘charming’ had quite different results as; the students preferred it less often for female gender (In Govt. schools’ students’ responses the range was from 51 to 58% almost and in Pvt. Schools’ children’ responses it was even less than 50%). The reason could be that adjective ‘charming’ is often used for male gender in our society. It is worth noting that as textbooks presented it with female gender, as a result students have developed mild attitudes towards its use. This discovery could lead us to assume that textbooks with neutral or equal gender approach will help students to discontinue the use of stereotypes. However, a detailed research is needed in this area.

The readers of OME had less biased conceptions of each gender than the readers of English textbooks by PTB. According to the data, they referred to some adjectives as items suitable to be used for both genders, more often than the others. Meanwhile, it was also observed that girls had more biased attitudes than boys. For the readers of both sets of books, it was observed (through data collected) that girls had more extreme values associated to each gender. They linked adjectives rarely to the option ‘can be used for both genders’. In contrary, the boys had shown mild attitudes towards each gender. It was found true for both sets of books (see data in tables: Appendix G).

43 As, we often use prince charming, charming hero, man with a charming personality. The girls are less described with this adjective. So, in other words it is a male-specific adjective in our society.
Appearance matters for both sex groups. Usually, it is thought that females are more anxious about their outlook; however, the results of this research point out that members of each group are concerned about their appearance. They specified the adjectives like ‘tall’ and ‘handsome’ for male gender in great numbers and ‘charming’ in good ratio too. It was found true for the readers of the both sets of books.

5.1.2 Variable of Strength

There were six adjectives linked with variable of strength, three were for males and three were for females (taken from textual analysis done in previous chapter). The students of Govt. schools, both boys and girls, recognized these terms strictly for the same gender as described in their textbooks. The female exclusive terms were ‘weak’, ‘passive’ and ‘coward’ whereas, male exclusive terms were ‘brave’, ‘strong’ and ‘powerful’.

The data obtained from the readers of English textbooks by PTB for elementary level is presented in the following paragraphs. The majority of boys (71.7%) associated the adjective ‘weak’ with girls, 20% with both genders and 8.3% with boys. On the other hand, 83.3% of girls associated it with their own gender, 8.3% with the other gender (male) and 8.3% for both genders. For the item ‘passive’, 68.3% of the boys responded as female-specific, 15% as male-specific and 16.7% as gender neutral: while, 66.7% of the girls responded as suitable for females, 20% for males and 13.3% for both genders. The adjective ‘coward’ was linked to female gender by 73.3% of the boys, to male gender by 8.3% and to both genders by 18.3%. In contrast, 81.7% of the girls connected it with female gender, 10% with male gender and 8.3% with both genders.

44 All adjectives for female gender are negative and all adjectives for males are positive but this selection is not made by the researcher. In fact textbooks have presented each gender with same kind of adjectives (For details see chapter 4)
For the male exclusive terms, response was as following: 83.3% of the boys allied term ‘brave’ with male gender, 6.7% with female gender and 10% with both genders. The girls also associated this adjective more with male gender (88.3%) than with female (5%) and only few (6.7%) considered suitable to use with both genders. The adjective ‘powerful’ was heavily linked with male gender by boys (91.7%), few (6.7%) termed it as suitable for both genders and there was only a single case found where a boy associated it with female gender (1.7%). The majority of the girls (88.3%) also associated it with male gender, few (5%) with female gender and only some (6.7%) with both genders. Similarly, mass of the boys (73.3%) termed the adjective ‘strong’ as masculine property, only some (11.7%) as feminine quality and few (15%) as an adjective suitable to refer to the both of genders (The clear picture is presented in figures 5.5 and 5.6 below).
Figure 5.5 Govt. Schools' students: Boys’ Responses for Variable of Strength
Figure 5.6 Govt. Schools' students: Girls’ Responses for Variable of Strength

The data obtained from the students of Pvt. Schools is presented in the following paragraphs. The adjective ‘weak’ was associated with female gender by 68.3% of the boys, with male gender by 8.3% and with both genders by 23.3%. Whereas, 78.3% of the girls referred to it as female specific, 5% as male specific and 16.7% as free from gender discrimination. The adjective ‘passive’ was linked with female gender by 48.3% of the boys, with male gender by 20% and with both genders by 31.7%: while, 51.7% of the girls termed it as suitable to use for female gender, 28.3% for male gender and 20% for both genders. Moreover, 81.7% of the boys referred to ‘coward’ as female-specific, 10% as male-specific and 8.3% as neutral. 71.7% of the girls indicated it as an adjective apt to use for females, 10% for males and 18.3% for both genders.
The male exclusive term (according to the textbooks description) ‘brave’ was considered appropriate to describe male gender by 85% of the boys, female gender by 3.3% and both genders by 11.7%. Further, as apt for males by 80% of the girls, for females by 6.7% and for both genders by 13.3%. The adjective ‘powerful’ was considered suitable for males by majority of the boys (81.7%), for females by few (5%) and for both genders only by some (13.3%). Whereas, 85% of the girls referred to it as male-specific, 3.3% as female-specific and 11.7% had an egalitarian approach. 56.7% of the boys termed ‘strong’ as male-specific, 15% as female specific and 28.3% as gender neutral. 65% of the girls associated it with male gender, 11.7% with female and 23.3% for both genders (The data is presented in graphical form in figures 5.7 & 5.8 below).
Figure 5.7 Pvt. Schools students: Boys’ Responses for Variable of Strength
Discussion:

Men are bold and strong members of a society; the results of this study undoubtedly verify this statement. Students, whether they were boys or girls, supported this stereotypical attitude as was represented in their textbooks (and on the whole part of their society’s standards). Surprisingly, the adjectives for females were though tarnished, showing them as feeble and pessimistic members of society, but still were greatly associated with them by both boys as well as girls. This affinity shows that girls not only have a general biased attitude towards both genders but
also; that they underrate their own gender too. In contrast, boys have better images of their selves. These facts are true for both sets of textbooks (the one produced by PTB and the other of OME).

The results also signified the truth that the students of Govt. schools had more biased attitudes towards each gender than the students of the Pvt. Schools as; the readers of OME had associated all adjectives more often suitable for both genders than the others. They differed in their views as their respective textbooks were too had different approach towards each gender. It was also observed that boys (readers of both sets of textbooks) had more tolerant attitude than girls towards both genders because they referred to adjectives apt for both gender members more often than the girls (see data in tables: Appendix G).

5.1.3 Variable of Ability

The following six adjectives described variable of ability for this study: regular, experienced and hardworking for females and ambitious, bright and intelligent for males (selected from textual analysis’ material). The students’ responses in this category quite varied from the previous categories’ results. Though, the overall results (with total percentile for all adjectives ) confirmed that students specified each adjective for the same gender as specified in their respective textbooks; however, the individual results for each item and for each type of institutions differed quite significantly.

The data collected from the readers of textbooks by PTB is presented in the following paragraphs. For the adjective ‘regular’, 45% of the girls associated it with their own gender, 21.7% with the opposite gender and 33.3% with both genders; whereas, 26.7% of the boys linked it with their own gender, 38.3% with the other and 35% with both. The adjective ‘experienced’
was termed as female-specific by 55% of the girls, male-specific by 28.3% and suitable for both genders by 16.7%; while, 28.3% of the boys associated it with boys, 51.7% with girls and 20% with both. The adjective ‘hardworking’ was judged as female-specific by 51.7% of the girls, male-specific by 28.3% and apt for both genders by 20%. The same adjective was believed to be female-specific by 43.3% of the boys, male-specific by 26.7% and gender free by 30%.

The male exclusive adjective (as defined by their textbooks) ‘ambitious’ was seen as male quality by 75% of the girls, female by 18.3% and free of any gender specification by 6.7%. 73.3% of the boys regarded it as males exclusive, 15% as females exclusive and 11.7% as neutral. Similarly, 68.3% of the girls referred to ‘bright’ as masculine feature, 18.3% as feminine and 13.3% as gender free; whereas, 55% of the boys linked it with male gender, 15% with female gender and 30% with both. The adjective ‘intelligent’ was considered to be male-specific by 55% of the girls, female specific by 15% and gender free by 30%. In contrast, majority of the boys (70%) regarded it as male quality and few as either female specific or gender free (11.7% and 18.3% respectively). The data is presented in figures 5.9 & 5.10 below.
Figure 5.9 Govt. Schools' students: Girls’ Responses for Variable of Ability
The students of OME showed quite mild attitudes towards these adjectives (all linked with variable of ability). The adjective ‘regular’ was marked as female-specific by 28.3% of the girls, as male-specific by 31.7% and free of any gender condition by majority (40%): while, 21.7% of the boys connected it with female gender, 35% with male gender and 43.3% to both. The next one ‘hardworking’ was considered suitable to employ with girls by 71.7% of the girls, with boys by 13.3% and with both gender-beings by 15% while, 68.3% boys accredited it as a female phenomenon, 16.7% as male and 15% as gender free. The adjective ‘experienced’ was associated
with girls by 43.3% of the girls, with boys by 21.7% and with both genders by 35%. In contrast, 26.7% of the boys linked it with males, 55% with girls and 18.3% with both.

The adjective ‘bright’ was acknowledged as a male quality by 41.7% of the girls, as female by 30% and as neutral by 28.3%: while, 38.3% of the boys referred to it as male-specific, 30% as female-specific and 31.7% as neutral. The item ‘bright’ was specified as apt for boys by 61.7% of the girls, for girls by 20% and for both genders by 18.3%: whilst, 66.7% of the boys linked it with their own gender, 13.3% with the other and 20% with both. The adjective ‘intelligent’ was described as fit for male gender by 45% of the girls, for female gender by 20% and for both sexes by 35%. The boys selected it more for male gender (45%) than for female gender (16.7%): while 38.3% of the boys adopted egalitarian approach. Figures 5.11 & 5.12 below present the findings in graphical form.
Discussion:

Ability refers to skills or potentials possessed by a human being. As, each gender is believed to be different with respect to their appearance and strength\(^{45}\) by a society, it is also argued that they own abilities different from each other. A girl cannot do what a boy can do and a boy can do

\(^{45}\) The difference mentioned here is not the natural one but in terms of stereotypical definition of each gender.
anything he wants to do\textsuperscript{46}. This approach was quite obvious in the texts written for children (For details, see chapter 4 of the textual analysis). The data obtained in this activity also supported this fact (mentioned above) as, more than half of the participants of the study denoted these adjectives for the same gender as indicated in their textbooks. However, as compared to previous two variables (of appearance and strength), there was quite an impartial approach adopted by the children towards each gender.

The students of Govt. schools also showed a fair attitude towards the use of adjectives while specifying for each gender. The only term that was quite heavily associated with male gender was ‘ambitious’ by both girls and boys (75% and 73.3% respectively): while, all other terms were associated almost (not exactly) with all three options quite fairly. This inclination shows that they do not consider both genders having momentous differences in their abilities.

The students of OME had also shown gentle and quite unbiased attitudes towards each gender. Majority of the students, both boys and girls, referred to these adjectives equally for both genders and in the same ratio described them as gender neutral. The data compared for two sets of books also revealed that students belonging to each group varied a little in their responses. However, it was still obvious that readers of OME had more impartial concepts of gender than the others.

\textbf{5.1.4 Variable of Nature}

Nature refers to general behaviour or temperament of a gender-being. Though it is considered to be a natural phenomenon, but in actual it is also polished, moulded and constructed by different society agents. The members of each gender learn to behave in the way as considered appropriate

\textsuperscript{46} It is a common belief of our society that is poured in to the young minds at very early age.
for their gender\textsuperscript{47}. Thus, it is also stereotyped. For the said research, following six adjectives were selected: loving, caring and sweet for female gender and naughty, serious and careless for male gender (as specified in their respective textbooks).

For the readers of textbooks by PTB, following were the observations: majority of the boys (81.7\%) considered adjective ‘loving’ suitable for females and few for males and both genders (10\% and 8.3\% respectively). The girls specified it more for female gender (75\%) and less for male gender (11.7\%): whereas, 13.3\% of the girls referred to it as gender neutral. The adjective ‘caring’ was considered apt for female gender by 73.3\% of the boys, for male gender by 15\% and for both genders by 11.7\%. The girls, in majority (88.3\%), linked it with female gender, very few (5\%) with male gender and only some (6.7\%) with both genders. The adjective ‘sweet’ was believed to be more apt for girls (by 80\%) than for the boys (by 5\%) and for both genders by 15\% of the male respondents: while, 85\% of the girls associated it with their own gender, 3.3\% with the opposite and 11.7\% as neutral.

The male exclusive adjective ‘naughty’ (as defined by their books) was specified for male gender by 35\% of the boys, for females by 16.7\% and for both by majority (48.3\%). The girls connected it more with boys (46.7\%) than with girls (21.7\%): whereas, 31.7\% with no gender. The adjective ‘serious’ was marked as suitable to use with male gender by 43.3\% of the males, with female gender by 23.3\% and with both genders by 33.3\%. The girls, in majority (55\%), termed it as male specific. 25\% of them considered it appropriate for boys and 20\% for members of both genders. The adjective ‘careless’ was linked with male sex by 55\% of the male respondents, with female sex by 15\% and with both sexual categories by 30\%. The female respondents associated

\textsuperscript{47} For example girls are trained to be shy, polite and calm whereas, boys are told to be aggressive, furious and easy-going.
it with female sex by majority (66.7%), with male sex by few (15%) and with both sexes only by some (18.3%). Figures 5.13 and 5.14 represent the picture of above mentioned figures.

*Figure 5.13* Govt. Schools’ students: Boys’ Responses for Variable of Nature
The responses of the students of private school were recorded as described in the following paragraphs. The adjective ‘loving’ was thought to be apt for male gender by 3.3% of the boys, for female gender by 85% of the boys and for both gender groups by 11.7%. The girls also associated it more with female gender (80%) than with male gender; whereas 13.3% of the girls adopted egalitarian approach. The adjective ‘caring’ was associated with boys by 28.3% of the boys, with girls by 51.7% and with both sexual categories by 20%; whereas, 60% of the girls believed it to be suitable for females, 21.7% for males and 18.3% for both. The next item ‘sweet’ was marked as male specific by 10% of the boys, female specific by 65% and gender neutral by
25%. The girls in great numbers termed it as female-specific (73.3%): while, 20% of the girls considered it as gender free and 6.7% as male quality.

The adjective ‘naughty’ was linked with both male and female genders equally by 38.3% of the boys: whereas, 23.3% of the boys referred to it as free of gender specification. The girls related it more with boys (55%) than for the girls (23.3) while, 21.7% though it to be apt for both genders. The item ‘serious’ was judged as male quality by 30% of the boys, as female quality by 41.7% and as quality of both genders by 28.3%. The girls specified it more for male gender (68.3%) than for their own gender (20%); while 11.7% of the girls showed an egalitarian approach. The adjective ‘careless’ was considered as masculine quality by 45% of the boys, as feminine quality by 36.7% of the boys and as gender free by 18.3%. On the other hand, 66.7% of the girls referred to it as male-specific, 20% as female-specific and 13.3% as free of gender condition (Below figures 5.15 and 5.16 present graphical forms of the data).
Figure 5.15 Pvt. Schools students: Boys’ Responses for Variable of Nature
Students showed marked differences while defining temperament of each gender. They associated four of the given adjective items strictly to the same gender as defined by their textbooks (and on large as taught by their society): whereas, two adjective items ‘naughty’ and ‘serious’ showed mix kind of responses. The adjectives ‘loving’, ‘caring’ and ‘sweet’ were associated to female gender by majority of the students (of each gender). This tendency exposes the truth that females are considered as soft-natured as compared to the males by both sexual categories.
The students of Govt. schools had marked majority of the female exclusive items with the same
gender: whereas, male exclusive adjectives had mild responses especially for the items ‘naughty’
and ‘serious’. These two terms were, by greater part, considered as free of gender specifications.
In contrast, students of Pvt. Schools had shown intense values (ranging from 65% to 85%) only
for two adjective terms ‘loving’ and ‘sweet’: whereas, for all other terms, the values were mild
showing their less impartial attitudes than the students of the other type of institution.

5.2. Students’ Reactions in Semantic Differential Score list

As discussed in the previous section, adjectives are the biggest source to characterize stereotypes
thus, there was another activity planned to study students concepts about gender in detail. This
activity was originally designed by Osgood. It presented students with the concepts of ‘boy’ and
‘girl’ to rate on a scale having bipolar adjectives on each end. The students were asked to mark
the degree, to which they thought an adjective was linked with an item. The mean value for their
responses was calculated along each scale and was later presented in form of semantic
differential graphs.

These figures were quite informative. They clearly revealed to the researcher how members of
each gender differed in their views regarding their own as well as the other gender with respect
to some qualities quite opposite to each other. It was also an important resource to assert that
children’s concepts were in line with their textually reinforced gender-images (answer of
research question 3, 4 & 5). In addition, these graphs also revealed the fact that readers of each
set of books were having quite different perceptions of each gender (answer of research question
3, 4 & 5). These findings are discussed in detail in the following paragraphs along with the
graphs. (For the data see tables in appendix H)
5.2.1 Responses of Students from Government Schools

The responses of the students from the government schools were quite partial in nature. They signified each concept with extreme values most of times. Their ratings on the both scales disclosed the truth that they think about each gender strictly along the stereotypical dimensions. At the same time, they associated adjectives in the same pattern as was displayed in their textbooks.

The girls had more biased attitudes than boys as clearly revealed through figure 5.17. They associated most of the good qualities with boys and in large numbers too. They, in majority, viewed boys as active and fast as shown in figure 5.17. With regard to potency traits, they viewed male gender as brave, powerful and intelligent. However, they described them as rude, indifferent and unkind with respect to evaluation factor.

The boys referred to their gender as brave, fast, active, intelligent and powerful (see figure 5.17). They also viewed boys as unkind, rude, indifferent and angry but their overall results for these items were quite mild. In majority of the categories (5 out of 9), they showed less partial views than girls. On the whole, both boys and girls of government schools were sure about the traits of each gender and described them along the same lines. (For details, see figure 5.17)

For the concept ‘girl’, female participants associated their own gender with negative adjectives more often than with positive adjectives. This tendency reflects that girls usually underestimate their own gender. They viewed girls as weak, passive, slow and coward as shown in figure 5.18. Surprisingly, they considered themselves as dumb too. However, for the evaluative characteristics they had better images of themselves. They assigned the traits of kind, caring, calm and loving to the girls.
The boys viewed girls as more kind and caring than the girls themselves. Unpredictably, they considered girls intelligent too. However, for the activity factor, the boys viewed girls as calm, passive and slow as shown in figure 5.18. They also viewed girls as coward and weak. However, the boys had more mild values while associating girls with negative qualities than the girls themselves. It is clearly reflected through figure 5.18 that boys had less biased attitudes towards both sexes than the girls.
Figure 5.17. Students' responses on Semantic Differential Score List: Govt. schools
Figure 5.18. Students’ responses on Semantic Differential Score List: Govt. schools

5.2.2 Responses of Students from Private Schools
The responses of the students from private schools were quite impartial for majority of the categories. They leaned towards neutral point quite often as could be seen in figure 5.19. However, they too defined each gender in stereotypical ways except for few scales like kind-unkind and intelligent-dull. On these scales their views also differed from the descriptions of their respective textbook. On the whole, they agreed to their textual definitions (and societal definitions too on large scale) of each gender.

The girls viewed male gender as powerful, brave and intelligent on the potency factor scales. They referred to them as fast and passive as shown in figure 5.19. However, they considered them as rude, indifferent, angry and unkind. They demonstrated quite mild responses for majority of the items except for weak-powerful, brave-coward and indifferent-caring scales. The boys viewed their own gender in more positive ways than the girls. They associated most of the positive items with their gender (6 out of 9) as they viewed themselves as brave, active, powerful, fast, intelligent and kind too. (See figure 5.19) They adopted mild attitudes towards all of the pairs except for one (indifferent-caring).

For the concept ‘girl’, female respondents linked the adjectives of kind, caring and slow to it with extreme values. (See figure 5.20) They also viewed their own gender as loving, intelligent and calm in nature. However, they considered themselves as less active, less brave and less powerful than the boys. On the other hand, boys considered girls as more active than they themselves did. They also viewed them as kind, loving, caring, intelligent and calm. However, for the potency factor, they considered girls as weak and coward. On the whole, on scale ‘boy’ there was marked difference between the responses of girls and boys on majority of the scales than their responses for the concept ‘girl’. In addition, figures 5.19 and 5.20 clearly signify that
boys and girls differ in their attitudes towards their own as well as the other gender. (See figures below)
Figure 5.19: Students' responses on Semantic Differential Score List: Pvt. Schools
Boy ________        Girl - - - - - - -

Figure 5.20. Students’ responses on Semantic Differential Score List: Pvt. Schools

5.2.3 Comparison and Discussion of Students’ Responses
As discussed in previous two sections, that girls and boys had divergence in their conceptions of
gender. It was also observed that boys had more mild approach towards each gender than the
girls. In contrast, girls had not only shown partial attitudes towards the other gender, but also had
undervalued their own gender too. It was found true for both sets of textbooks.

The data compared for readers of both sets of English textbooks (produced by Punjab textbook
board and Oxford university press) for the concept ‘boy’ showed following tendencies: For six
out of nine bipolar adjectives, students of private schools displayed more gentle and impartial
attitudes than the students of government schools (active-passive, intelligent-dull, slow-fast,
kind-unkind, powerful-weak and calm-angry). On the contrary, students of Govt. schools showed
fair attitudes on few of the scales (coward-brave, rude-loving and indifferent-caring).

For the concept ‘girl’, readers of Oxford Modern English showed impartial attitudes on more
number of scales than the readers of English textbooks by Punjab textbook board ( on six out of
nine which were following: coward-brave, slow-fast, intelligent-dull, rude-loving, powerful
weak and calm-angry). In contrast, readers of textbooks by PTB showed more impartial attitudes
than readers of OME on two scales (active-passive and kind-unkind). While, on one scale
(indifferent-caring) their approach was at equal level. Overall, the results signified that students
of private schools had better images of each gender than the students of government schools.

Figures 5.21 and 5.22 present a clear comparison between the students’ conceptions.
Figure 5.21. Comparison of Students’ Responses on Semantic Differential Score List
Figure 5.22. Comparison of Students’ Responses on Semantic Differential Score List

5.3. Readers’ Reactions in Occupation and Activity-Attitudes Measure Scale
Beside adjectives, activities and occupations are another major field where people’s ideas about gender differ greatly. They tend to prescribe certain specific jobs to the members of each gender category for example women should stay at homes doing cleaning, washing, cooking etc whereas; men should go outside to work in offices, factories or fields etc. This specification is actually centuries old and is prevailing in almost all societies of the world up to different degrees. It is an explicit form of stereotyping.

As the data attained through textual analysis of English textbooks by PTB and OUP had revealed that actions and occupations represent each gender in fix roles, thus it was imperative to see whether or not readers of these books had same kind of conceptions. For the said purpose, “Occupation and Activity- Attitudes Measure Scale” (Bigler) was used. This scale presented students with certain activities and jobs. Further, they were asked that “Who should….” (Perform these activities?)”. To response, they were provided with following three options: “girls only”, “boys only” or “both girls and boys”. The data collected from their responses is presented and discussed in the following paragraphs. (Tables of the percentage values for both genders and types of institutions could be seen in the appendix H)

5.3.1 Responses of Students of Government Schools

The students of government schools showed a very biased attitude towards association of activities with each gender type. All the domestic activities were linked with female gender by majority of the students. In this regard, it was also observed that students rarely connected any
professional job or any activity out of home with female gender. The data revealed that both boys and girl were having stereotypical kind of conceptions regarding the category of actions. The responses of the girls showed very extreme values while associating actions with each gender. All the male exclusive categories of jobs (as defined in their texts) were linked with male gender by mass as shown in the graph as well. Similarly, all female exclusive jobs (according to the stereotypical definitions) were associated with females. A little bit mild attitudes were seen in few categories (drive a car, wash dishes and clean house) where the values leaned towards the neutral point. The figure (5.23) below, presents a detailed description of values.
Figure 5.23. Girls’ responses for various activities: Govt. Schools

Likewise the girls, boys’ responses were also partial and highly polarized as can be viewed in figure 5.24. For majority of the activities their values were more extreme than the girls (drive a car, wash dishes, set table for dinner, fly plane, iron clothes, catch thieves and clean a house). This tendency discloses the fact that boys are more concerned and biased than girls regarding the jobs nature as considered suitable for each gender. They linked all the domestic activities with girls and all professional jobs with boys more strictly than girls. It can also be noted from figure
that for some activities (set table for dinner and iron clothes), boys had zero association with their own gender. Their responses could be viewed in the following figure (5.24).

*Figure 5.24. Boys’ responses for various activities: Govt. Schools*

**5.3.2 Responses of Students of Private Schools**
The students from private schools tend to see each activity/job in accordance with its stereotypical definition. They associated each action suitable for the same gender as was described in their textbooks. Both boys and girls had displayed biased approach towards the selection of actions for each gender. It was also noticed that boys had more partial conceptions of both genders than the girls as they associated more extreme values to the options provided. The figure (5.25) shows girls’ attitudes towards each gender.

Figure 5.25. Girls’ responses for various activities: Pvt. Schools

According to the figure above, the girls’ responses varied from mild to extreme for different options. They associated each gender to their respective actions exactly the way their textbooks
had defined them but on milder values. They considered that boys should be mechanics (repair machines: 88.3%), pilots (fly planes: 81.7%), policemen (catch thieves: 88.3%), drivers (drive car: 73.3%) and players (play cricket: 80%). On the other hand, they thought that domestic chores were more suitable for girls. These figures also girls consider themselves not worthy of doing tasks outside their homes. The findings for boys are presented in the following figure (5.26) and discussed on the next page:

*Figure 5.26. Boys’ responses for various activities: Pvt. Schools*
The figure above clarifies that boys had restricted each gender actions in accordance with the stereotypical standards of their society. They considered household activities and jobs suitable for women whereas; they thought that all activities and jobs outside home should be performed by men only. In addition, it could be also seen by comparing figures 5.25 and 5.26 that boys had shown partial attitudes on more scales than the girls (drive a car, play cricket, wash dishes, set table for dinner, fly a plane and clean a house). While, on two scales their values were same as girls (catch thieves and care for children).

5.3.3 Comparison and Discussion of Students’ Reactions

The data for boys and girls of Government schools had specified that they viewed each gender actions and jobs to do as rigid in nature. These responses reflected that their conceptions of both genders-specific activities were bound and preset. They associated members of both gender groups to activities, for majority of them, with extreme values. On the other hand, students of private schools also had fixed notions about gender-related tasks. Their ideas too reflected their accepted wisdom just like the students of government schools. However, there was minute difference in their approach. As the data revealed, that the readers of OME had more mild values (still not too much) presented on different scales than the readers of textbooks by PTB. This difference between the two sets of responses is made clear for all categories of activities and occupations in the figures below:
Figure 5.27. Comparison of students’ responses for the category ‘Drive a Car’

The above figure indicates that the students of both Govt. schools and Pvt. Schools consider car driving activity more suitable for boys than girls.

Figure 5.28. Comparison of students’ responses for the category ‘Wash Dishes’

It is clear from the above figure that there is no marked difference between the responses of the students from government and private schools for the activity of dish washing. It is a domestic chore apt for girls and boys have nothing to do with it.
Figure 5.29. Comparison of Students’ Responses for the category ‘Play Cricket’

The figure 5.29 shows that the students of Govt. schools consider act of playing cricket more suitable for boys than girls, however students of Pvt. Schools give a little better place to girls as compared to students of Govt. schools.

Figure 5.30. Comparison of Students’ Responses for the category ‘Set Table for Dinner’

The figure above demonstrates that the students of Pvt. Schools consider the domestic chore of setting table a suitable act for boys as well in better ratio than the students of Govt. schools.
Figure 5.31. Comparison of Students’ Responses for the category ‘Fly Plane’

It is obvious from the above figure that there is no noticeable difference between the responses of the students from government and private schools for the activity of flying planes.

Figure 5.32. Comparison of Students’ Responses for the category ‘Iron Clothes’

Just like for the above activity, it is also obvious from figure 5.32 that there is no visible difference between the responses of the students from government and private schools for the domestic activity of ironing clothes.
Figure 5.33. Comparison of Students’ Responses for the category ‘Catch thieves’

The figure above (5.33) makes obvious that the students of Pvt. Schools regard the brave act of catching thieves a suitable act for girls as well in better ratio than the students of Govt. schools.

Figure 5.34. Comparison of Students’ Responses for the category ‘Care for Children’

The figure above makes obvious that the students of Pvt. Schools give boys a better share in the activity of caring for children along with the girls than the students of Govt. schools.
It is understandable from the above figure that there is not much difference between the responses of the students from government and private schools for the activity of repairing machines.

Quite amazingly, ‘Clean House’ is the only category where students of government schools give share to boys better than the students of private schools (see figure 5.36 above).
The figures above clearly indicate that for each category, there is difference between the responses of students from government and private schools. This difference further, indicates that students of private schools had better conceptions of gender related activities than the students of government schools. The data for this activity supports the fact that students view each gender in the same fashion as represented in their textbooks. This could further lead to assert that textbooks play quite crucial role in formulating gender ideologies of the students\textsuperscript{48}. Moreover, it is also understandable from the data gathered that private schools’ students had gender ideas different from that of government schools’ students.

5.4. Readers’ Responses in Semantic Roles Activity Sheet

Semantic roles refer to the positions of characters in a sentence with respect to the actions they perform or get involved in. This feature of language is helpful to see which gender is given preference over the other to play variety of vigorous roles. According to Halliday (101), almost every written (or uttered) sentence can be broken down into three parts: one described with the help of nominal group called ‘participant’, the second with verbal group known as ‘process’ and the third with adverbial or prepositional group called the ‘conditions’. The semantic role that a character performs depends upon the nature of process.

The identification of semantic roles performed by the characters of each gender group was a critical part of the linguistic analysis of the textbooks. Thus, this activity sheet was formulated to see how students perceive each gender as ‘participants’ with respect to different ‘processes’. The

\textsuperscript{48} No doubt, these stereotypical attitudes are developed in them by different agents of society including textbooks. When the researcher refers to textbooks time and again, it is because of the nature and objectives of this particular research. It does not mean that the researcher considers other agents as less effective.
students were given the task to write a short adventure story involving at least two characters, a boy and a girl (The reasons for selecting this task are mentioned in chapter 3, section 2.4). Later, the students’ responses were examined for the following nine semantic categories: actor, goal/patient, sayer, addressee, experiencer, phenomenon, variable, value and existent. The average number of sentences for all of the stories (written by the students) was from 10 to 12. Some students wrote incomplete stories and some wrote very lengthy one; but all of these were perilously analyzed for the mentioned semantic categories as the purpose of the research was not to see how good students were in writing skills but to judge how they allocated different semantic roles to the members of each gender as well as which gender was more visible in their responses. Thus the analysis was carried at two levels: first to gather general information like total number of male characters, female characters and number of times males and females were allocated central roles, secondly to observe characters of each gender at various semantic positions.

5.4.1 Responses of Govt. Schools’ Students

The responses of the students from government schools were of varying nature as some students wrote only the beginning paragraphs (23%), few introduced a single character in their stories (4%), some wrote in Urdu49 (39%), some wrote incomplete stories (12%) and few very lengthy one (8%). However, in all of the stories, written by boys and girls, it was obvious that male characters were preceding female characters in numbers over and above as the partakers of the actions.

49 As, during the pilot study it was found that students were facing difficulty in writing story in English thus during the actual study, they were given option to write in English or Urdu. Later, the responses in Urdu were translated in English by the researcher. As mentioned earlier (in chapter 3), the students responses were the simple sentences of the story to convert into English. The issue of translation was ignored as the researcher purpose was to focus on semantic roles and not on the construction of the sentences.
There were 73 male and 54 female characters in the boys’ stories. Further, the male character had leading role in 95% of the stories whereas only 5% of the stories depicted female as the main character. On the other hand, there were 81 male and 57 female characters in the stories written by girls. They also allocated central role to the male gender in majority of the stories (96.7%) (See Table in Appendix I).

For the semantic roles labelling, the very first observation was that students, both boys and girls, used labels of ‘actor’, ‘patient’, ‘experiencer’, ‘sayer’, ‘addressee’ and ‘variable’ more often than the categories of ‘phenomenon’, ‘value’ and ‘existent’ (see Table 5.1). Overall, boys were dominant in all of the categories of semantic roles. The responses from the girls and boys are presented and discussed separately below.

The boys depicted their own gender characters 217 times in action and 21 times only as recipient of action (goal). In contrast, they represented female characters as actors for 53 times and as goals 187 times. This difference emerged as they used their own gender figures in majority of the stories in central role (one as killer of the lion, one as climber of the highest peak, one who helped a girl in danger\(^50\) etc) whereas, a girl was usually the one who was helped by a male figure, was saved by a man, was rescued by the people\(^51\) (goals of actions) etc. In the category of ‘experiencer’ there were more girls than the boys, as the girls were shown scared and frightened in most of the stories by the boys. The boys represented males as ‘phenomenon’ for 33 times and girls for 41 times.

As compared to a common belief (that girls are more talkative than boys), it was found in the stories by the boys that characters of their own gender were talking more than the characters of the opposite gender while, girls were listeners for most of the times. Boys associated properties

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\(^{50}\) All of these examples are taken from the stories produced by the children in this activity.

\(^{51}\) These examples were taken from the actual responses.
with their gender more often than with the girls thus showing their gender in the semantic category of ‘variable’ for 89 times \((\text{Ali was a brave boy, Bilal was an adventurous man, he was successful})^{52}\) etc). There were not much examples found for the category of ‘value’. In the ‘existent’ role, male characters were more obvious than the females. (For data see Table 5.1 below)

Table 5.1

Children’ Responses on Semantic Roles Activity Sheet: Semantic Roles Labelling

<table>
<thead>
<tr>
<th></th>
<th>Male characters</th>
<th>Female characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>217</td>
<td>53</td>
</tr>
<tr>
<td>Patient/ Goal</td>
<td>21</td>
<td>187</td>
</tr>
<tr>
<td>Experiencer</td>
<td>71</td>
<td>92</td>
</tr>
<tr>
<td>Phenomenon</td>
<td>33</td>
<td>41</td>
</tr>
</tbody>
</table>

\(^{52}\) Examples are taken from the original stories.
Likewise boys, girls also represented male characters in more active roles than the females (255 times boys in action and 101 times girls in action) however, they depicted girls in action quite often than the boys did (101 times by girls and 53 times by boys). Similarly, boys were represented in the categories of ‘experiencer’, ‘phenomenon’ and ‘variable’ in majority than the girls. The reason was that the girls’ stories, in majority, were weaved around the male characters; so the boys were on and often found as looking for a prey, watching the lion’s movements, brave and powerful men, having a gun etc. In contrast to the boys, girls depicted their own gender figures involved in talking more often than the boys did (but majority of the times, they were asking for help). There was no boy represented in the ‘value’ category, only 4 girls were found in such roles. In the existent category, boys were depicted more than the girls (boys 23 times and girls for 12 times). The figures are presented in the table 5.2 below.

Table 5.2

<table>
<thead>
<tr>
<th></th>
<th>Male characters</th>
<th>Female characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayer</td>
<td>93</td>
<td>32</td>
</tr>
<tr>
<td>Addressee</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>Value</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Variable/ Possessor</td>
<td>89</td>
<td>41</td>
</tr>
<tr>
<td>Existent</td>
<td>28</td>
<td>17</td>
</tr>
</tbody>
</table>

These examples are taken from the stories written by the girls.
5.4.2 Responses of Pvt. Schools’ Students

The responses from the students of private schools were good in the sense that majority of the stories produced were complete (91%), with more than two characters (63%) and most of the times in proper and good English (87%). The researcher also observed the variety of themes and actions in these stories as compared to the stories produced by the readers of textbooks produced by PTB\textsuperscript{54}. However, these stories were patterned around males’ figures’ adventures most of the times just like the stories produced by the students of government schools.

In the stories written by boys, there were total 103 male characters and 72 female characters. In addition, boys played the central role in 86.7% of the stories. In contrast to the boys, 91 male and 83 female characters were found in the stories written by the girls. In addition, 78.3% of the stories by them portrayed male character in the leading role. (See Table in Appendix I)

\textsuperscript{54} The stories produced by the children of Govt. schools were monotonous in the sense that majority of stories were having settings of a jungle or an adventure in a hilly area etc.
For the category of ‘actor’, it was noticed that boys’ stories contained characters in the gender ratio almost 1 to 3 (1 female for 3 males). Majority of the stories were revolving around the actions of male characters (fighting with dragons, helping girls in danger, rescuing animals, diving in the deep waters\(^{55}\) etc). While girls, most of the times, (215) were placed in the ‘goal’ (receiver of the action) category. In the category of ‘experiencer’, there were more females (223) observed than the males (161) as sensing danger, fearing monsters and looking for help\(^{56}\) etc. Similarly, in the category of ‘phenomenon’ there were again found majority of female characters (88).

Conforming the typical belief (that girls talk more than boys do), there were more girls (168) found under the semantic category of ‘sayer’ than the boys (103) whereas, boys were ‘addresssee’ more frequently than the girls. The boys also associated a great number of adjectives with their own gender as well as had shown themselves as possessors more often than the girls (as ‘variable/possessor’ boys: 228, girls: 140). In addition, there were 59 girls and 11 boys were noticed in the category of ‘value’ and 81 males and 69 females in the category of ‘existent’. The table 5.3 below presents data.

Table 5.3

*Children’ Responses on Semantic Roles Activity Sheet: Semantic Roles Labelling*

<table>
<thead>
<tr>
<th>Pvt. Schools’ Students (Boys)</th>
<th>Male characters</th>
<th>Female characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>309</td>
<td>93</td>
</tr>
<tr>
<td>Patient</td>
<td>56</td>
<td>215</td>
</tr>
<tr>
<td>Experiencer</td>
<td>161</td>
<td>223</td>
</tr>
</tbody>
</table>

\(^{55}\) All of these examples are taken from the original stuff produced by the boys of private schools.  
\(^{56}\) Examples from the responses
The girls likewise the boys also showed more male characters in action than females; whereas girls were the recipient of action more often than the boys. The male characters were found as ‘active’ beings in 219 of the sentences and as ‘patient’ of action 45 times. The girls portrayed girls in ‘active’ roles 124 times (as one climbing mountains, helping small animals and even fighting with witches57 etc) and in ‘goal’ roles for 145 times. Similarly, the girls were ‘experiencer’ in 154 sentences and boys in 143 sentences.

The girls portrayed male characters as ‘phenomenon’ for less number of times than females (48 and 73 respectively). Moreover, the boys were ‘sayer’ in 88 sentences and ‘addressee’ in 70. The girls, in contrast, were engaged more often in talking than boys (see Table 5.4 for the data).

Likewise the boys, girls also portrayed males in more ‘variable’ roles than the females (190 and 84 respectively). In the ‘value’ category, there were 19 girls and 13 boys found in the stories written by girls. In the last category of ‘existent’ there were again more males (41) than the females (23). The data figures are presented in table 5.4 below.

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57 Examples from the girls’ actual responses in this activity
Table 5.4

*Children’ Responses on Semantic Roles Activity Sheet: Semantic Roles Labelling*

<table>
<thead>
<tr>
<th>Pvt. Schools’ Students (Girls)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male characters</td>
<td>Female characters</td>
</tr>
<tr>
<td>Actor</td>
<td>219</td>
<td>124</td>
</tr>
<tr>
<td>Patient</td>
<td>45</td>
<td>145</td>
</tr>
<tr>
<td>Experiencer</td>
<td>143</td>
<td>154</td>
</tr>
<tr>
<td>Phenomenon</td>
<td>48</td>
<td>73</td>
</tr>
<tr>
<td>Sayer</td>
<td>88</td>
<td>142</td>
</tr>
<tr>
<td>Addressee</td>
<td>70</td>
<td>105</td>
</tr>
<tr>
<td>Value</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Variable</td>
<td>190</td>
<td>84</td>
</tr>
<tr>
<td>Existent</td>
<td>41</td>
<td>23</td>
</tr>
</tbody>
</table>

5.4.3 Discussion and Comparison of Results

In both sets of responses, by the students of both PTB and OUP, male characters were in majority. The stories by government schools’ students depicted in all 154 male and 111 female characters whereas, there were 194 male and 155 female figures were observed in the stories of private schools’ students. The comparison between the data reveals that though the students of
private schools showed more number of characters but still their ratio for both gender characters was same as the ratio depicted in the responses of government schools’ students (5:4 for males and females respectively). This comparison is also shown in figure 5.37 below.

Despite of the fact that there were females depicted in good ratio\textsuperscript{58} with males, majority of the central roles were played by males in both sets of responses. The government schools’ students showed a more partial attitude in the sense that 95.9% (average of both girls and boys readings) of the stories portrayed male characters in the leading roles whereas, 82.5% (average) of the stories by private schools students were woven around the male protagonist. The comparison

\textsuperscript{58} The reason could be that the researcher asked the respondents to involve at least one character from each sex category.
reveals that readers of OME had better conceptions of female gender as main character than the readers of PTB. However, the overall impact that emerged from the responses (of students of both type of institutions) was not satisfactory as it still showed their biased attitudes towards the female gender. The comparison is clear in figure 5.38 below.

![Graph showing comparison of males and females in leading roles: Govt. schools vs. Pvt. Schools](image_url)

*Figure 5.38. Comparison of Males and Females in Leading Roles: Govt. schools vs. Pvt. Schools*

In the category of semantic labelling, it was a common observation that mainstream of the students portrayed male figures more than the female figures. The semantic categories like ‘actor’, ‘variable’, ‘existent’ and ‘experiencer’ depicted male characters in majority for both sets of responses (by the students of private schools and government schools). This tendency also reveals that male characters are considered suitable for active roles more than female characters because all of the above mentioned categories involve action or possession one or the other way.
In contrast, female figures are found in passive roles like of ‘patient’, ‘value’ and ‘phenomenon’ more than male figures. Such partial attitudes were visible in the responses of the students of both genders.

The comparison between the two sets of responses (produced by readers of OME and PTB) reveals that females were represented in active roles in better percentage by the private schools’ students than the students of government schools. The figures below make comparison of both sets of responses for various categories of semantic labelling.

*Figure 5.39. Comparison of Students’ Attitudes for the Semantic Label ‘Actor’*

No doubt that figure above demonstrates that men are more suitable for active roles, however students of private schools give better share to women as well in the roles of ‘actor than the students of government schools.
Figure 5.40. Comparison of Students’ Attitudes for the Semantic Label ‘Patient’

Figure 5.40 demonstrates the fact that the students of private schools allocate considerably more often than the students of government schools a patient role (though women are majority) for the semantic label ‘Patient’.

Figure 5.41. Comparison of Students’ Attitudes for the Semantic Label ‘Experiencer’

In the semantic category of ‘experiencer’, males and females are almost equal in number, however, the readers of textbooks by OUP have given more share to female gender than male as compared to the readers of textbooks by PTB (see figure above).
Figure 5.42. Comparison of Students’ Attitudes for the Semantic Label ‘Phenomenon’

In the above figure, there is a remarkable difference between the responses of students of private and government schools in representing female and male gender at the role of ‘Phenomenon’.

Figure 5.43. Comparison of Students’ Attitudes for the Semantic Label ‘Sayer’

The above figure also makes it clear that how the readers of two different sets of books differ in their views regarding each gender at ‘Sayer’ roles.
Figure 5.44. Comparison of Students’ Attitudes for the Semantic Label ‘Addressee’

In the semantic category of ‘addressee’ readers of textbooks by PTB have given more share to female gender than male as compared to the readers of textbooks by OUP (see figure above).

Figure 5.45. Comparison of Students’ Attitudes for the Semantic Label ‘Value’

There is minor difference between the ideas of students of government and private schools for the category of ‘Value’ (figure 5.45).
Figure 5.46. Comparison of Students’ Attitudes for the Semantic Label ‘Variable’

Within the framework of societal definition of gender roles, readers considered men as ‘variable’ (source of change) more often than the women, however the students of govt. schools also give place to females more than the students of private school did.

Figure 5.47. Comparison of Students’ Attitudes for the Semantic Label ‘Existent’

The above figure makes it clear that the students of Pvt. schools also give place to females more often than the students of Govt. school do.
All of these above figures (5.39 to 5.47) demonstrate the fact that students of private schools had better conceptions of gender for various semantic roles than the students of government schools. Further, they did not underestimate female gender as much as the students of government schools did. This difference was not much great but still enough to show that the students of private schools had better image of female gender likewise their textbooks had better representation of female gender than the textbooks by PTB. Finally, the results of this activity showed almost same kind of results as of the previous activities.

5.5 Summary
The activities formulated to study gender conceptions of the students revealed largely gender biased attitudes among all of the children. Their responses were, in majority, along the lines of behaviours and actions as defined by the society for each gender. They viewed male gender as superior to female and defined it with majority of the positive traits. Similarly, they, both boys as well as girls, associated more active and professional tasks with males than with females.

The first two activities were regarding the use of adjectives for each gender. In the first activity, they were given a list of adjectives to specify for male or female gender or for both. Their responses were rigid and they associated most of the adjectives to the either of gender. There were two to three items on the list for which students showed a bit mild approach. Similarly, in the second activity they were asked to define the concept of ‘boy’ and ‘girl’ gender with help of certain adjectives. Likewise the first activity, they divided adjectives into two categories with respect to the gender and for each concept their ideas were found to be fixed. These both activities clearly reveal that how children perceive each gender with respect to the attributes.
Likewise the first two activities, students’ ideas for different activities and tasks were also stereotypical in nature. They made a clear distinction between what a girl should do and what a boy should do. This distinction reveals the fact that students had pre-conceived beliefs about the nature of work and area of work as suitable for each gender. Similarly, the students’ responses on the semantic roles activity sheet were also not free of biased depiction of each gender. In this activity, they were given the task to write a brief account of an adventure involving at least one member of each gender. Due to the restriction made by the researcher, the stories contained male and female characters in good ratio. However, for all the other features that were examined by the researcher, their stories were in line with the stories found in their textbooks. They depicted male characters at central roles in majority (more than 90% of the total stories collected by the researcher) as well as in active roles. On the other hand females were presented as second rate characters like the ‘extras’ outside the boundary of action.

The comparison between the responses, by government schools’ students and private sector schools’ students, revealed that the later had better conceptions of both genders. They gave them more value and place in the life settings than the others in the same way as their textbooks presented better image of gender than the textbooks of PTB. This finding suggests that students’ ideas get affected by their textbooks. However, this difference was of few percents in almost all of the categories. To conclude, all of the findings, more or less, suggested the same idea, that is, boys are dominant and central division of a society and capable of doing more active and bold tasks than the girls.

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59 This term is taken from the cricket game terminology where extras refer to the players outside the boundary and only participate in the game if someone gets injured or ill otherwise they stay outside, just watch the game and provide the refreshment to the players. This is the researcher’s own feelings.
CHAPTER 6

FINDINGS, REFLECTIONS AND CONCLUSION

The primary objectives of this chapter are:

- To present a brief summary of the findings along with discussion
- To present conclusion of this study along with suggestions
- To give some recommendations for future research

In this chapter, a conclusion has been made to answer the major research questions posed in the beginning of this study. Before making a conclusion, the following paragraphs will describe the major findings of this study along with the discussion.

6.1 Summary of the Findings and Reflections

Reading not merely involves decoding and interpretation of the concepts lying on the surface of a text but it goes beyond it as well as our conscious level. As also suggested by the Psychoanalytic theory, it makes readers to absorb apparent as well as the core messages of the text (Jung). In this way, it helps them to construct and deconstruct their ideas about certain issues, consciously or unconsciously answered by the texts. Children as the acute learners and readers are more deeply affected by this procedure than elders, thus it is very important to pick, write and design books and especially textbooks carefully for them.
Apparently, gender seems to be an insignificant element of a text which is usually ignored by the publishers, writers and teachers as their main concern is to provide students with effective learning material. It also appears to be undisruptive in the early stages of reading’ however, it has profound and long-lasting effects on the process of personality development of a child (as gender is an essential part of this personality). The biased depiction of gender can lead to the legitimization of actions for each gender (Witt, 3). If girls continually receive the message that they are inferior to men, they are likely to accept it. On the other hand, if boys get the message that women are inferior to them, they will treat them as second class citizens in the future life.

Under the flag of Feminism (whatever branch it is), the researchers and critics started reviewing the books, for gender depiction and protested against the biased portrayal especially of female gender, long time ago. Since then, many researches on the books and textbooks for children have been carried out in different parts of the world. In this research, an analysis of English textbooks by two prominent publishing companies, working actively in Pakistan, was carried out to see what kind of gender descriptions and images have been depicted in them. The results were discouraging in the sense that gender prejudice appeared to be prevailing in all aspects of the texts including linguistic and non-linguistic. In all categories of the texts (defined for this study), the male gender outnumbered female gender with a ratio 3:1 respectively, creating an impression that it is men’s world. This impression seems to be superficial for the children living in a society comprising of equal number of men and women (census report of Pakistan, 199860).

60 This report is available at http://www.pap.org.pk/statistics/population.htm#tab1.3
The data reveals that males’ dominance was not only apparent in the texts but the pictures also portrayed them with distinction. In this regard, few categories of the pictures like the cover pages’ illustrations portrayed only and only male gender telling the readers at the very first sight (as she/he takes a textbook in her/his hand) that it is all about males. The detailed pictorial analysis was another important step to reveal that characters of each gender were represented in their typical settings, tasks and appearances. These pictures with gender polarized ideas convey to the readers how they are expected to act, behave and look like in terms of the society.

Women’s have all works to do inside home and men have tasks to accomplish outside home: this idea was incorporated by the texts on and often, thus telling the female readers that they were not capable to perform any professional or occupational task in the field outside their homes. Further, the active jobs were specified for men and passive for women. In fact, gender disparity was observed in all types of activities, defining specific tasks to do for each gender.

Likewise the non-linguistic features, language of the texts was also found to be malfunctioning with respect to the gender depiction. The use of adjectives was made in highly stereotypical sense dividing both genders into two categories groups where one was beautiful but not brave, loving but not powerful (women), ambitious but not caring, naughty but not polite (men) etc. Such stereotypical division has actually divided adjectives into two categories, one specified for the boys and the one specified for the girls. Similarly, in the categories of generic constructions and order of appearance male gender preceded female. Finally, the texts have also made distinction between the semantic roles on the basis of gender. The active roles were prescribed to males whereas females were shown in passive roles more often than the boys.
This study clearly goes along the lines of findings made by many local as well as foreign researchers who are exploring or have explored reading materials for children for gender images. For example, Lee and Collins (2004) found similar kind of gender images in the English textbooks for Japanese children. In Iran, Ansari and Babaii came up with similar kind of results. In this regard, Porreca’s (1984) analysis of 15 popular ESL textbooks is a key example (qtd. in Sherman, 2010, 28). She counted the number of male and female characters for six selected categories of omission, fitness, occupations, nouns, generic constructions and adjectives in texts and pictures of the selected material and almost in each category found unfair and partial depiction of female gender. Thus the following research and the other researches mentioned in this study clearly indicate that gender biased images are universal at the moment as far as the books for children are concerned.

Alongside the detailed analysis, a comparison was made between the ways each gender was represented in the two sets of textbooks published by two different companies (PTB and OUP). This assessment disclosed that textbooks by the western company (OUP) displayed better images of gender in comparison to the local company (PTB). It was observed that in almost all of the sections of the textual analysis, OME had come up with better percentage of female participation than the textbooks by PTB (except few cases). Moreover, the female gender was displayed in wider variety of roles and activities in the books by OUP than the textbooks by PTB61.

As the two sets of textbooks (selected for this study) varied in the bias-intensity towards gender, it was supposed that their respective readers would also vary in their gender conceptions.

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61 However, it should be clear that this better percentage holds true in the comparison, while as individual texts OME still depicted gender bias attitudes at large scale.
It was found quite true as the responses of the students revealed. These responses were taken with the help of four tools especially designed to see how children viewed each gender with respect to the attributes (adjectives), activities and occupations and semantic roles placing.

The very first observation of the responses on all four tools was that students’ conceptions were biased and partial in nature particularly with respect to the female gender. Majority of the students, including boys and girls, picked attributes and for each gender in line with the stereotypical ideas of gender as well as the way it was presented in their textbooks. For example, they viewed males as more active and powerful but rude and mischievous than the girls. In contrast, they considered girls as more loving and caring but coward and weak as compared to the boys. Such attitudes were also apparent on the semantic differential figures (see previous chapter).

Cultural stereotypes as depicted in the textbooks affect children’s career-beliefs and choices as well as their preference for certain activities in accordance with their gender. The students marked the given options of jobs and activities in correspondence the male and female specific tasks as defined in their textbooks (and by their society at larger level). The males were linked with more active and professional jobs and activities than the females. Similarly, the students related active semantic roles more to the boys than the girls for example in the role of ‘actor’ male characters were depicted more than the girls while girls were shown in ‘patient’ role in majority.

However, the responses taken from the two sets of institutions (government schools with PTB’ textbooks and private schools with OME in their syllabus) were different in the sense that readers of OME had displayed better ideas about gender than the others. Their responses were
mild as they associated attributes and activities as suitable for both boys and girls, more often than the readers of PTB. The two sets of responses varied for gender conceptions in almost the same degree as their respective textbooks were presenting them.

From all above findings, it is clear that textbooks contained gender biased images in abundance. At the same time these books from two different cultures have different gender ideas (though difference is not much prominent). Moreover, the students viewed gender in accordance with their textbooks’ depiction so there is difference between the responses of the students belonging to two different sets of schools. Finally, it can be deduced from these observations that textbooks play an important role in the transmission of gender ideas to young minds.

6.2 Conclusion

This study was set out to examine the nature of gender images displayed in the English textbooks for Pakistani children at elementary level. However, its particular objectives were to view and compare the types of gender conceptions displayed in two sets of textbooks created by two different publishing companies (namely Oxford University Press and Punjab Textbook Board) as well as to observe what type of gender views the readers of these textbook have.

To achieve the desired objectives, research was divided into two parts: the first part was related with the gender-based study of the selected textbooks, whereas in the second part the conceptions of the particular readers were analyzed. Mixed research method (combination of qualitative and quantitative) was used along with the different tools (varied and mutually reinforcing) to conduct the research.

The analysis of the textbooks showed that there was a frequency imbalance of male and female gender in the different categories like characters, pictures, titles etc. Moreover, the male
gender appeared to be overriding in variety of actions fixing females to certain fixed roles and activities. These roles were not only passive in nature but highly stereotypical as well. The language also played an influential role in creating polarized images of boys and girls. The adjectives used to describe the members of each gender group were conventional and prejudiced. Similarly, semantic roles also presented females and males in traditionally defined ways. 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 (that is, textbooks by OUP have shown female gender in better ratio as well as position as compared to textbooks by PTB).

Along the lines of textbooks materials, their readers displayed similar kind of gender ideas. The part two of this study showed that the students were habitual to describe female and male gender within the culturally defined framework of ‘behaving and doing’ for each gender category. The students described members of each sexual category with definitely biased conceptions where one gender was passive, coward, weak and dull but the other gender was active, brave, powerful and intelligent (categories are familiar for readers of this research as well, thus not mentioned by name here). Similarly, students of both sets of books picked activities suitable for each gender in harmony with the conventional ideas. Moreover, these students portrayed the characters of each gender in their clichéd semantic roles. However, it was worth noting that readers of textbooks by OUP have better gender ideas than the others.

Textbooks lend a hand in perpetuating stereotypical gender images in Pakistani society as the present study not only proved that English textbooks for children (analyzed in this research) contained biased ideas regarding gender, but also that readers of these textbooks were having almost same kind of gender conceptions. As the males in the textbooks appeared to stand at front rows of life and females as the back benchers, thus the students identified both genders in the
same kind of roles. At the same time, it is also crystal clear that textbooks with bit improved gender ideas have readers with same kind of gender images (readers of OUP vs. readers of PTB). Thus, it can be assumed that if Pakistani students will be provided with textbooks with gender fair attitudes, there will be definitely a positive change in their typical gender ideas.

The National Plan of Action (NPA) 2001-2015 outlined elimination of gender bias in the textbooks as an important step to achieve gender equality in the education sector of Pakistan (Mirza, Gender Analysis of School Curriculum and Textbooks). Out of the mentioned time period, eleven years have been passed without taking any serious or successful step (as the different studies’ results prove, done since 1989 till date, mentioned above in section 2.4). This recent study also came across the same gender biased environment in the textbooks for Pakistani children with no major progress.

There is a gap that is needed to fill as quickly as possible. The following paragraphs will outline some useful ideas and suggestions for the different stakeholders that can be implemented to make the situation better.

Firstly, the need of the hour is to focus on educational policies with a stern approach towards gender-equality notion. The textbooks publishers and authors should be provided with a comprehensive account of what to do in the light of devised policies. They should be given proper instructions to bring in gender-neutral approach while preparing textbooks. In addition, only the making of policy is not enough on their part, but they should keep a check whether the publishing companies are implementing it or not.

Secondly, the publishers play an influential role in the making and approval of the textbooks thus they are required to take authoritarian notice of gender fair policy. They, both
publishers of provincial boards as well as private publishing companies, should take notice that the books approved by them are not responsible for the spread of gender polarized attitudes among children. For this purpose, they should introduce a gender-based test of textbooks before the final approval just like the other tests that are applied in routine (for example readability and feasibility tests\textsuperscript{62}).

At the third place, the writers are the most important persons in creating gender neutral texts for children as Fox says,

“Teachers and writers have the power to change “gender-appropriate” behaviours and attitudes”.

They are the one who can free children from the chains of society’s expectations and beliefs more effectively than the other agents as they are the main source to create reading material for them. For this purpose, they should write about both of the genders as well as should give them equal chances to appear in the texts. They should place members of each gender equally at the central, leading roles. Similarly, girls and boys should be depicted in varied as well as randomly selected roles. They should use variety of adjectives to define each gender and should avoid the stereotypical usage of adjectives. In fact, they can use language to create powerful impressions of both genders on equal grounds. They should introduce the readers with a milieu full of opportunities for the members of both genders. While creating texts, they should keep in their minds that their texts are going to define the life patterns of our new generation. They should not always depict what the society thinks about each gender but how a society

\textsuperscript{62} These are type of tests to check the validity of textbooks before the final publishing process. (Zahra, 2007,410-432)
should think about them because the duty of a writer is to always bring a change, a positive change.

As quoted earlier, teachers have the potency to alter the gender conceptions of the children (Mem) thus they should focus their attention towards this issue. They are the one who are helping students to understand the texts, so they should be aware that students get affected not only by the apparent meanings but also by the hidden messages (gender ideas are often one of them). Before teaching a unit, the teachers should overview the text as well as the pictures carefully for the gender images. Later, they should discuss the different forms of gender bias hidden in the texts with the students and should inform them that it is something need to get changed. They should also discuss and ask students how to change these fixed beliefs. This activity would help students to think out of frame not fixing their minds in accordance with what they are observing at the first hand. In reality, this activity cannot be part of the regular teaching but they can give some time to it whenever they get time. Off and on, they should investigate the views of students about gender and help them to improve their stereotypical beliefs about gender.

Another useful technique that can be employed easily is that teachers should organise seminars and workshops for raising awareness about gender bias portrayal in textbooks, its role in refuelling gender stereotyping and how to handle such attitudes. These workshops or seminars can be conducted randomly in schools at lower level with the help of administration and at higher level in colleges and universities. Such activities will assist young minds to focus their attention (even unconsciously they will do it) on characters of each gender while reading their books and to think that whether or not they are depicted with biased approach. This thinking will, in future, guide them to think and act out of socially or culturally designed gender frame.
The gender messages, hidden or obvious, in the textbooks affect the most its readers. They develop their own gender ideals and beliefs, to some extent if not wholly, in the light of these gender-based textual images. Thus, it is essential for them to beware of these messages. This study has identified gender partial images in the textbooks for children at schools thus; it is recommended that they should take some active steps towards its realization and afterwards elimination. Along with their teachers, they can identify and locate these subjectively constructed images of each gender. Further, they can reconstruct the texts with positive descriptions of each gender. These are some of the ways described by which they can cope with this situation. They can also participate in different discussions and activities held to recognise gender based images in their textbooks. At the same time, they can independently perform these activities. Finally, it is worthwhile on the parts of the students to identify gender discriminated behaviours on their own because this way they can be less victim to it.

This study seems to suggest that curriculum plays an important role in shaping gender ideas of the students. As textbook plays a crucial role in the life of children for providing them with life patterns they are going to follow in the future, thus it should serve as a tool to eliminate gender bias instead of nourishing it. The need of the hour is to redefine these gender images in the textbooks in order to introduce both genders as active, independent and cooperative beings. Thus, textbooks should present tasks associated with each gender as their strengths and not their weaknesses. It should present both genders as equal in abilities and potentials and for this purpose some useful suggestions are presented in this study for different stakeholders. To conclude, we can alter the situation by using the same tool (that is textbooks) to promote gender neutral ideas instead of gender discriminated behaviours.
6.3 Recommendations for the Future Research

As the present study revealed that readers of the textbooks with better gender images (Oxford Modern English) had better conceptions of gender than the readers of the textbooks with stern kind of gender images (textbooks by Punjab Textbook Board), thus this finding is quite important and need to be researched further that by introducing good gender images, we can change the gender ideas of our future generations. Further, this study is conducted only at elementary level while there is need to research the other levels as well with the same objectives (mentioned in chapter 1).


Anwar, Muhammad. Images of Male and Female Roles in School and College Textbooks. Islamabad: Women’s Division, Govt. of Pakistan, 1982.


Mirza, Munawar and Malik, Ranaa. Gender Analysis of Primary School Textbooks in Punjab. Lahore: Department of Women’s Studies, Punjab University, 1999.


http://uir.unisa.ac.za/bitstream/handle/10500/1894/thesis.pdf?sequence=1


APPENDICES
APPENDIX A

For the purpose of checking types of texts, two categories of texts were defined namely, texts depicting local settings and the texts representing commune other than the local\textsuperscript{63}. The table below describes the findings for each textbook (For more details see table A-2 below).

Table A-1

Types of texts in the selected material

<table>
<thead>
<tr>
<th>Level</th>
<th>Texts depicting western community</th>
<th>Text depicting local settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

Table A-2

\textsuperscript{63} These categories were defined after observing the kind of texts found in the selected material for this study.
Detailed Analysis of OME Textbooks for types of texts

<table>
<thead>
<tr>
<th>Level</th>
<th>Texts depicting commune other than local</th>
<th>Texts depicting local community</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I Stood Tiptoe upon a Little Hill, How it Happened, The Newcomer, The Solitary Reaper, The Chowgarh Tigers, Last Lesson of the Afternoon, The Open Window, The West Wind, John Keats, To Autumn, Through the Iron Curtain, My Familiar, Bees, If, Baby Austin, The Inchcape Rock, Mother’s Day</td>
<td>The Silver Lining, Three Cups of Tea, Children Understand Him,</td>
</tr>
</tbody>
</table>

Table A-3 Details of Textbooks Chosen for the Study

<table>
<thead>
<tr>
<th>Name of the Book</th>
<th>Publisher Name</th>
<th>Publishing Year</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Book 6</td>
<td>Punjab Textbook</td>
<td>2009</td>
<td>Prof. Akhtar-ud-din</td>
</tr>
<tr>
<td>Board</td>
<td>Authors</td>
<td>Year</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>English Book 7</td>
<td>Qazi Sajjad Ahmad Ahmed Mian Siddiqui</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs. Shahida Rasul Rana Ahmed Shaheed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Book 8</td>
<td>Rafiq Mahmood B.A. Chishty Z.I.Farooqui</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mohammad Aslam Mrs.Sabiha Saleem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxford Modern English Book 6</td>
<td>Nicholas Horsburgh</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Oxford Modern English Book 7</td>
<td>Nicholas Horsburgh</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Oxford Modern English Book 8</td>
<td>Nicholas Horsburgh</td>
<td>2009</td>
<td></td>
</tr>
</tbody>
</table>

A-4 Name of the Schools surveyed for Pre-Analysis:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>OME is used/not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Anglo Arabic Public Secondary School, A-Block, RWP</td>
</tr>
<tr>
<td>2</td>
<td>Rehnuma Modern Secondary School, Sadiqabad, RWP</td>
</tr>
<tr>
<td>3</td>
<td>Asif Public School System, Al-Noor Colony, RWP</td>
</tr>
<tr>
<td>4</td>
<td>WISH International School of Excellence, RWP</td>
</tr>
<tr>
<td>5</td>
<td>Quality High School, Dhoke Gujran, RWP Cantt</td>
</tr>
<tr>
<td>6</td>
<td>Beacon Light School, Misrial Road, RWP Cantt</td>
</tr>
<tr>
<td>7</td>
<td>Greenfield Public School, New Shakrayal, RWP</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Can Public High School, Khayabane-Sirsyed, RWP</td>
</tr>
<tr>
<td>9</td>
<td>The Educators, Satellite Town, RWP</td>
</tr>
<tr>
<td>10</td>
<td>Siddique Public School, 6th Road, RWP</td>
</tr>
<tr>
<td>11</td>
<td>Beacon House School System, Murree Road, RWP</td>
</tr>
<tr>
<td>12</td>
<td>Excelsior Model High School, Misrial Road, RWP Cantt</td>
</tr>
<tr>
<td>13</td>
<td>Jinnah Public High School, Satellite Town, RWP</td>
</tr>
<tr>
<td>14</td>
<td>Zawiya Academy and School, Scheme 3, RWP</td>
</tr>
<tr>
<td>15</td>
<td>Aisha Lasani Model School, A.Q. Khan Road, RWP</td>
</tr>
<tr>
<td>16</td>
<td>Paramount High School, F-Block, RWP</td>
</tr>
<tr>
<td>17</td>
<td>The City School, Peshawar Road, RWP Cantt</td>
</tr>
<tr>
<td>18</td>
<td>Roots School System, Harley Street, RWP</td>
</tr>
<tr>
<td>19</td>
<td>Yasir Model High School, Amar Pura, RWP</td>
</tr>
<tr>
<td>20</td>
<td>Sardar Model School, Dhoke Sardaran, RWP</td>
</tr>
</tbody>
</table>

**APPENDIX B**

Adjectives Checklist

Name: ........................................................................................................................................
Gender:   Girl /   Boy   Age: .................................... (Years)

Class: ........................................................................................................

Institution: ..................................................................................................

Note: This activity is designed to check how you view members of each gender with respect to certain adjectives. There is no concept of right or wrong. Read the instructions before giving responses on the next page.

Instructions:

Please tick in the column as you think an adjective is more suitable to describe a female (girl), a male (boy) or can be used for both genders (boys and girls).

✓ If you think an adjective can be used only and strictly for a boy, tick in the first column.
✓ If you think an adjective can be used for a boy (not a fixed deal), tick in the second column.
✓ If you think an adjective can be used for both genders (boys and girls), tick in the middle column.
✓ If you think an adjective can be used for a girl (not a fixed deal), tick in the fourth column.
✓ If you consider an adjective can be only and only used for a girl, tick in the last column.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Can be used only</th>
<th>Can be used for</th>
<th>Can be used for both</th>
<th>Can be used for females</th>
<th>Can be used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>for males</td>
<td>males</td>
<td>genders</td>
<td>only for females</td>
<td></td>
</tr>
<tr>
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<td>---------</td>
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</tr>
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</tr>
<tr>
<td>6</td>
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<td>10</td>
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<td>14</td>
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</tbody>
</table>
### Appendix C

#### Semantic Differential Score list

Please fill the following information carefully:

Name: ............................................................................................................................

Class: .............................................. Age: .........................................................

School: .......................................................................................................................
Gender: ............................................. (Boy or Girl)

Note: Please Read the following instructions carefully before giving responses. If you still find any difficulty while understanding it, you can consult the instructor. Feel Free

Instructions

The purpose of this study is to see how you view boys and girls with respect to some of the adjectives given on the scales below. There are two concepts with nine scales. You have to response on two separate sheets for each concept.

Use these scales in the following ways:

If you consider that a concept is very closely linked to one corner of a scale, mark it as follows:

**Mother**

Good ___√____: _____: _____: _____: _____: _____: _____: _____: _____: ______ Bad

Good ______: _____: _____: _____: _____: _____: _____: ___√___ Bad

If you consider that a concept is quite closely linked to an end of a scale, mark it as follows:

**Mother**

Good _____: _√___: _____: _____: _____: _____: _____: _____: _____: ____ Bad

Good _____: _____: _____: _____: _____: _____: _√___: _____: _____ Bad

If you consider that a concept is slightly linked to an end of a scale, mark it as follows:
Mother

Good _____: _____: __√____: ______:______: ______: ______ Bad

Good _____: _____: _____: _____:___√___: ______: ______ Bad

If you consider that a concept is neutral and cannot be linked with any end of the scale, mark it in the middle as follows:

Mother

Good _____: _____: _____: ___√___:______: ______: ______ Bad

Make Sure:

✓ You do not check a scale twice.

✓ You do not omit a scale.

✓ You put check mark exactly above the line and not on the boundaries.

✓ Your mark on each scale will show how you feel about a concept and how you describe it with the help of certain adjectives. There is no concept of right or wrong. So, feel free.

There are two concepts on two different pages. Follow the instructions while giving responses on each scale.
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Active</th>
<th>Passive</th>
<th>Coward</th>
<th>Brave</th>
<th>Intelligent</th>
<th>Dull</th>
<th>Slow</th>
<th>Fast</th>
<th>Kind</th>
<th>Unkind</th>
<th>Rude</th>
<th>Loving</th>
<th>Powerful</th>
<th>Weak</th>
<th>Calm</th>
<th>Angry</th>
<th>Indifferent</th>
<th>Caring</th>
</tr>
</thead>
</table>
Girl

Active: ______: ______: ______: ______: ______: ______: ______: Passive

Coward: ______: ______: ______: ______: ______: ______: ______: Brave

Intelligent: ______: ______: ______: ______: ______: ______: ______: Dull

Slow: ______: ______: ______: ______: ______: ______: ______: Fast

Kind: ______: ______: ______: ______: ______: ______: ______: Unkind

Rude: ______: ______: ______: ______: ______: ______: ______: Loving

Powerful: ______: ______: ______: ______: ______: ______: ______: Weak

Calm: ______: ______: ______: ______: ______: ______: ______: Angry

Indifferent: ______: ______: ______: ______: ______: ______: ______: Caring
Appendix D

Children’s Occupation and Activity-Attitudes Measure

Name: ............................................................................................................

Gender:  Girl   /   Boy      Age: ........................................... (Years)

Class: ...........................................................................................................

Institution: .................................................................................................

Note: This activity is designed to check which activities and occupations you think suitable for boys and girls. There is nothing like right or wrong. Read the instructions carefully before giving responses on the next page.

Instructions

✓ If you consider an activity or an occupation is suitable only for boys, please tick in the first column.
If you think an activity or an occupation is suitable only for girls, please tick in the last column.

If you think an activity or an occupation is suitable for both boys and girls, please tick in the middle column.

<table>
<thead>
<tr>
<th>Who should ................. (Perform each of the following activities)?</th>
<th>Boys Only</th>
<th>Both boys and girls</th>
<th>Girls only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive a car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash dishes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play cricket</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set table for dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fly a plane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catch thieves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care for children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair machines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean a house</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

Semantic Roles Check List

Name: .................................................................................................................

Gender: Male / Female Age: .......................... (Years)

Class: .................................................................................................................

Institution: .........................................................................................................

Activity: Write a short adventure story involving at least two characters, one boy and one

girl.

Note: The words limit for story is of 60 to 80 words. Use variety of verbs. You can also use the

back side of this sheet. The story can also include other characters, if needed.

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................

..........................................................................................................................
Appendix F

Consent letter

Dear kids,

The purpose of this study is to see how you view two genders of a male (boy) and a female (girl) with respect to different linguistic features. It is a simple study conducted by the researcher to analyze how your textbooks help you to frame your concepts regarding the behaviours and actions suitable for a boy or a girl. It is neither a test to check your comprehension nor an intelligence test. There is no concept as right or wrong. You will also be not credited for these activities. Your responses would be your personal views and would not be disclosed to anyone. The activities are simple and detailed instructions are provided with them. At the same time, you can consult the test conductor for any kind of difficulty you face.

Thanks for your time and your cooperation.

Willing to participate?

Yes / No

Name: ..................................................................................................................

Gender: Girl / Boy Age: ........................................... (Years)

Class: ................................................................................................................

Institution: ........................................................................................................
Appendix G

Table G-1: Students’ responses on Adjectives checklist: Govt. Schools (Girls)

<table>
<thead>
<tr>
<th>Items</th>
<th>Male Exclusive</th>
<th>Gender Neutral</th>
<th>Female Exclusive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive</td>
<td>11.7%</td>
<td>8.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>3.3%</td>
<td>10.0%</td>
<td>86.7%</td>
</tr>
<tr>
<td>Charming</td>
<td>25.0%</td>
<td>16.7%</td>
<td>58.3%</td>
</tr>
<tr>
<td>Tall</td>
<td>76.7%</td>
<td>5.0%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Handsome</td>
<td>83.3%</td>
<td>11.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Untidy</td>
<td>85.0%</td>
<td>3.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Weak*</td>
<td>8.3%</td>
<td>8.3%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Passive</td>
<td>20.0%</td>
<td>13.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>coward</td>
<td>10.0%</td>
<td>8.3%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Brave*</td>
<td>88.3%</td>
<td>8.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Powerful</td>
<td>88.3%</td>
<td>6.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>strong*</td>
<td>73.3%</td>
<td>8.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Regular</td>
<td>21.7%</td>
<td>33.3%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Hardworking</td>
<td>28.3%</td>
<td>20.0%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Experienced</td>
<td>28.3%</td>
<td>16.7%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Ambitious</td>
<td>75.0%</td>
<td>6.7%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Bright*</td>
<td>68.3%</td>
<td>13.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Intelligent</td>
<td>55.0%</td>
<td>30.0%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Loving</td>
<td>11.7%</td>
<td>13.3%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Caring</td>
<td>5.0%</td>
<td>6.7%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Sweet</td>
<td>3.3%</td>
<td>11.7%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Naughty*</td>
<td>46.7%</td>
<td>31.7%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Serious</td>
<td>55.0%</td>
<td>20.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Careless</td>
<td>66.7%</td>
<td>18.3%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

*These categories have total sum of percentiles as 99.9% which is assumed as 100% because 100 divided by 3 (odd numbers) gives a recurrent decimal.
Table G-2: Students’ responses on Adjectives checklist: Govt. Schools (Boys)

<table>
<thead>
<tr>
<th>Items</th>
<th>Male Exclusive %</th>
<th>Gender Neutral %</th>
<th>Female Exclusive %</th>
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</thead>
<tbody>
<tr>
<td>Attractive</td>
<td>23.3</td>
<td>11.7</td>
<td>65.0</td>
</tr>
<tr>
<td>Fair</td>
<td>7.7</td>
<td>15.0</td>
<td>77.3</td>
</tr>
<tr>
<td>Charming</td>
<td>30.0</td>
<td>18.3</td>
<td>51.7</td>
</tr>
<tr>
<td>Tall</td>
<td>80.0</td>
<td>11.7</td>
<td>8.3</td>
</tr>
<tr>
<td>Handsome</td>
<td>81.7</td>
<td>15.0</td>
<td>3.3</td>
</tr>
<tr>
<td>Untidy</td>
<td>70.0</td>
<td>15.0</td>
<td>15.0</td>
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<tr>
<td>Weak</td>
<td>8.3</td>
<td>20.0</td>
<td>71.7</td>
</tr>
<tr>
<td>Passive</td>
<td>15.0</td>
<td>16.7</td>
<td>68.3</td>
</tr>
<tr>
<td>coward*</td>
<td>8.3</td>
<td>18.3</td>
<td>73.3</td>
</tr>
<tr>
<td>Brave</td>
<td>83.3</td>
<td>10.0</td>
<td>6.7</td>
</tr>
<tr>
<td>Powerful*</td>
<td>91.7</td>
<td>6.7</td>
<td>1.7</td>
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<tr>
<td>Strong</td>
<td>73.3</td>
<td>15.0</td>
<td>11.7</td>
</tr>
<tr>
<td>Regular</td>
<td>26.7</td>
<td>35.0</td>
<td>38.3</td>
</tr>
<tr>
<td>Hardworking</td>
<td>26.7</td>
<td>30.0</td>
<td>43.3</td>
</tr>
<tr>
<td>Experienced</td>
<td>28.3</td>
<td>20.0</td>
<td>51.7</td>
</tr>
<tr>
<td>Ambitious</td>
<td>73.3</td>
<td>11.7</td>
<td>15.0</td>
</tr>
<tr>
<td>Bright</td>
<td>55.0</td>
<td>30.0</td>
<td>15.0</td>
</tr>
<tr>
<td>Intelligent</td>
<td>70.0</td>
<td>18.3</td>
<td>11.7</td>
</tr>
<tr>
<td>Loving</td>
<td>10.0</td>
<td>8.3</td>
<td>81.7</td>
</tr>
<tr>
<td>Caring</td>
<td>15.0</td>
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<td>73.3</td>
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<td>Sweet</td>
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</table>

*These categories have total sum of percentiles as 99.9% which is assumed as 100% because 100 divided by 3 (odd numbers) gives a recurrent decimal.
Table G-3: Students’ responses on Adjectives checklist: Pvt. Schools (Girls)

<table>
<thead>
<tr>
<th>Items</th>
<th>Male Exclusive</th>
<th>Gender Neutral</th>
<th>Female Exclusive</th>
</tr>
</thead>
<tbody>
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<td>%</td>
<td>%</td>
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<td>Attractive</td>
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<td>5.0</td>
<td>21.7</td>
<td>73.3</td>
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<td>38.3</td>
</tr>
<tr>
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<td>11.7</td>
<td>18.3</td>
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<td>Passive</td>
<td>28.3</td>
<td>20.0</td>
<td>51.7</td>
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<tr>
<td>Coward</td>
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<td>18.3</td>
<td>71.7</td>
</tr>
<tr>
<td>Brave</td>
<td>80.0</td>
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</tr>
<tr>
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<td>40.0</td>
<td>28.3</td>
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<tr>
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<td>15.0</td>
<td>71.7</td>
</tr>
<tr>
<td>Experienced</td>
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<td>35.0</td>
<td>43.3</td>
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<td>30.0</td>
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<td>20.0</td>
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<td>35.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Loving</td>
<td>6.7</td>
<td>13.3</td>
<td>80.0</td>
</tr>
<tr>
<td>Caring</td>
<td>21.7</td>
<td>18.3</td>
<td>60.0</td>
</tr>
<tr>
<td>Sweet</td>
<td>6.7</td>
<td>20.0</td>
<td>73.3</td>
</tr>
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<tr>
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<td>20.0</td>
</tr>
<tr>
<td>Items</td>
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<td>Gender Neutral %</td>
<td>Female Exclusive %</td>
</tr>
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</tr>
<tr>
<td>Fair</td>
<td>3.3</td>
<td>16.7</td>
<td>80.0</td>
</tr>
<tr>
<td>Charming</td>
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<td>31.7</td>
<td>40.0</td>
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<tr>
<td>Tall</td>
<td>78.3</td>
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</tr>
<tr>
<td>Untidy</td>
<td>55.0</td>
<td>30.0</td>
<td>15.0</td>
</tr>
<tr>
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<td>23.3</td>
<td>68.3</td>
</tr>
<tr>
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<td>20.0</td>
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<td>35.0</td>
<td>43.3</td>
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<td>16.7</td>
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<td>68.3</td>
</tr>
<tr>
<td>Experienced</td>
<td>26.7</td>
<td>18.3</td>
<td>55.0</td>
</tr>
<tr>
<td>Ambitious</td>
<td>38.3</td>
<td>31.7</td>
<td>30.0</td>
</tr>
<tr>
<td>Bright</td>
<td>66.7</td>
<td>20.0</td>
<td>13.3</td>
</tr>
<tr>
<td>Intelligent</td>
<td>45.0</td>
<td>38.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Loving</td>
<td>3.3</td>
<td>11.7</td>
<td>85.0</td>
</tr>
<tr>
<td>Caring</td>
<td>28.3</td>
<td>20.0</td>
<td>51.7</td>
</tr>
<tr>
<td>Sweet</td>
<td>10.0</td>
<td>25.0</td>
<td>65.0</td>
</tr>
<tr>
<td>Naughty*</td>
<td>38.3</td>
<td>23.3</td>
<td>38.3</td>
</tr>
<tr>
<td>Serious</td>
<td>30.0</td>
<td>28.3</td>
<td>41.7</td>
</tr>
<tr>
<td>careless</td>
<td>55.0</td>
<td>18.3</td>
<td>36.7</td>
</tr>
</tbody>
</table>

*These categories have total sum of percentiles as 99.9% which is assumed as 100% because 100 divided by 3 (odd numbers) gives a recurrent decimal.
## Appendix H

Table H-1: Mean Values for Semantic Differential Score list: Govt. Schools’ Students

<table>
<thead>
<tr>
<th>Scales</th>
<th>Boys=60 Mean</th>
<th>Girls=60 Mean</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>2.2</td>
<td>2.9</td>
<td>Passive</td>
</tr>
<tr>
<td>Coward</td>
<td>6.2</td>
<td>5.7</td>
<td>Brave</td>
</tr>
<tr>
<td>Intelligent</td>
<td>2.3</td>
<td>3.0</td>
<td>Dull</td>
</tr>
<tr>
<td>Slow</td>
<td>5.2</td>
<td>6.1</td>
<td>Fast</td>
</tr>
<tr>
<td>Kind</td>
<td>4.3</td>
<td>5.2</td>
<td>Unkind</td>
</tr>
<tr>
<td>Rude</td>
<td>3.5</td>
<td>2.4</td>
<td>Loving</td>
</tr>
<tr>
<td>Powerful</td>
<td>1.8</td>
<td>2.1</td>
<td>Weak</td>
</tr>
<tr>
<td>Calm</td>
<td>4.6</td>
<td>5.2</td>
<td>Angry</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3.7</td>
<td>2.5</td>
<td>Caring</td>
</tr>
</tbody>
</table>
Table H-2: Mean Values for Semantic Differential Score list: Govt. Schools’ Students

<table>
<thead>
<tr>
<th>Scales</th>
<th>Boys=60 Mean</th>
<th>Girls=60 Mean</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>4.3</td>
<td>5.4</td>
<td>Passive</td>
</tr>
<tr>
<td>Coward</td>
<td>3.1</td>
<td>2.5</td>
<td>Brave</td>
</tr>
<tr>
<td>Intelligent</td>
<td>3.3</td>
<td>4.2</td>
<td>Dull</td>
</tr>
<tr>
<td>Slow</td>
<td>2.9</td>
<td>2.1</td>
<td>Fast</td>
</tr>
<tr>
<td>Kind</td>
<td>1.9</td>
<td>2.5</td>
<td>Unkind</td>
</tr>
<tr>
<td>Rude</td>
<td>5.7</td>
<td>6.0</td>
<td>Loving</td>
</tr>
<tr>
<td>Powerful</td>
<td>4.9</td>
<td>5.7</td>
<td>Weak</td>
</tr>
<tr>
<td>Calm</td>
<td>2.1</td>
<td>1.7</td>
<td>Angry</td>
</tr>
<tr>
<td>Indifferent</td>
<td>6.2</td>
<td>5.4</td>
<td>Caring</td>
</tr>
</tbody>
</table>
Table H-3: Mean Values for Semantic Differential Score list: Pvt. Schools’ Students

<table>
<thead>
<tr>
<th>Scales</th>
<th>Boys=60 Mean</th>
<th>Girls=60 Mean</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>3.1</td>
<td>3.3</td>
<td>Passive</td>
</tr>
<tr>
<td>Coward</td>
<td>5.3</td>
<td>5.9</td>
<td>Brave</td>
</tr>
<tr>
<td>Intelligent</td>
<td>3.3</td>
<td>2.9</td>
<td>Dull</td>
</tr>
<tr>
<td>Slow</td>
<td>4.6</td>
<td>5.3</td>
<td>Fast</td>
</tr>
<tr>
<td>Kind</td>
<td>3.9</td>
<td>5.1</td>
<td>Unkind</td>
</tr>
<tr>
<td>Rude</td>
<td>3.3</td>
<td>2.9</td>
<td>Loving</td>
</tr>
<tr>
<td>Powerful</td>
<td>2.2</td>
<td>2.3</td>
<td>Weak</td>
</tr>
<tr>
<td>Calm</td>
<td>3.9</td>
<td>5.1</td>
<td>Angry</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1.4</td>
<td>2.4</td>
<td>Caring</td>
</tr>
</tbody>
</table>
### Students’ Responses for the Person’s Concept “Girl”

<table>
<thead>
<tr>
<th>Scales</th>
<th>Boys=60 Mean</th>
<th>Girls=60 Mean</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>4.2</td>
<td>5.1</td>
<td>Passive</td>
</tr>
<tr>
<td>Coward</td>
<td>3.1</td>
<td>3.5</td>
<td>Brave</td>
</tr>
<tr>
<td>Intelligent</td>
<td>2.9</td>
<td>3.8</td>
<td>Dull</td>
</tr>
<tr>
<td>Slow</td>
<td>3.3</td>
<td>2.4</td>
<td>Fast</td>
</tr>
<tr>
<td>Kind</td>
<td>2.1</td>
<td>1.7</td>
<td>Unkind</td>
</tr>
<tr>
<td>Rude</td>
<td>5.2</td>
<td>6.4</td>
<td>Loving</td>
</tr>
<tr>
<td>Powerful</td>
<td>4.9</td>
<td>5.2</td>
<td>Weak</td>
</tr>
<tr>
<td>Calm</td>
<td>3.1</td>
<td>2.7</td>
<td>Angry</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5.5</td>
<td>6.1</td>
<td>Caring</td>
</tr>
</tbody>
</table>
Table H-5:

Mean Values for Semantic Differential Score list: Comparison of Govt. Schools and Pvt. Schools’ Students’ Responses

<table>
<thead>
<tr>
<th>Scales</th>
<th>Govt. schools’ students=120 Mean</th>
<th>Pvt. schools’ students=120 Mean</th>
<th>Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>2.6*</td>
<td>3.2</td>
<td>Passive</td>
</tr>
<tr>
<td>Coward</td>
<td>6.0*</td>
<td>5.6</td>
<td>Brave</td>
</tr>
<tr>
<td>Intelligent</td>
<td>2.7*</td>
<td>3.1</td>
<td>Dull</td>
</tr>
<tr>
<td>Slow</td>
<td>5.7*</td>
<td>5.0*</td>
<td>Fast</td>
</tr>
<tr>
<td>Kind</td>
<td>4.8*</td>
<td>4.5</td>
<td>Unkind</td>
</tr>
<tr>
<td>Rude</td>
<td>3.5*</td>
<td>3.1</td>
<td>Loving</td>
</tr>
<tr>
<td>Powerful</td>
<td>2.0*</td>
<td>2.3*</td>
<td>Weak</td>
</tr>
<tr>
<td>Calm</td>
<td>4.9</td>
<td>4.5</td>
<td>Angry</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3.1</td>
<td>1.9</td>
<td>Caring</td>
</tr>
</tbody>
</table>

*The values were rounded off because the numbers like 2.55, 5.95 were hard to present on the Semantic differential graph scale.

Table H-6:
Mean Values for Semantic Differential Score list: Comparison of Govt. Schools and Pvt. Schools’ Students’ Responses

<table>
<thead>
<tr>
<th>Students’ Responses for the Person’s Concept “Girl”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales</td>
</tr>
<tr>
<td>Active</td>
</tr>
<tr>
<td>Coward</td>
</tr>
<tr>
<td>Intelligent</td>
</tr>
<tr>
<td>Slow</td>
</tr>
<tr>
<td>Kind</td>
</tr>
<tr>
<td>Rude</td>
</tr>
<tr>
<td>Powerful</td>
</tr>
<tr>
<td>Calm</td>
</tr>
<tr>
<td>Indifferent</td>
</tr>
</tbody>
</table>

*The values were rounded off because the numbers like 2.55, 5.95 were hard to present on the Semantic differential graph scale.

Appendix I

Table I-1:
Students’ responses on Occupation and Activity-Attitudes Measure Scale: Govt. Schools
(Girls=60)

<table>
<thead>
<tr>
<th>Who should..........?</th>
<th>Boys Only (%)</th>
<th>Both boys and girls (%)</th>
<th>Girls only (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>70%</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>3.3%</td>
<td>15%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Play cricket</td>
<td>86.7%</td>
<td>10%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Set table for dinner</td>
<td>1.7%</td>
<td>10%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Fly a plane</td>
<td>81.7%</td>
<td>13.3%</td>
<td>5%</td>
</tr>
<tr>
<td>Iron clothes</td>
<td>3.3%</td>
<td>11.7%</td>
<td>85%</td>
</tr>
<tr>
<td>Catch thieves*</td>
<td>96.7%</td>
<td>1.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Care for children</td>
<td>5%</td>
<td>6.7%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Repair machines</td>
<td>93.3%</td>
<td>5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Clean a house</td>
<td>3.3%</td>
<td>15%</td>
<td>81.7%</td>
</tr>
</tbody>
</table>

* The data for this activity produces 100.1% because of the nature of values obtained. It was assumed to be 100% when rounded off.

Table 1-2:

Students’ responses on Occupation and Activity-Attitudes Measure Scale: Govt. Schools
(Boys=60)
<table>
<thead>
<tr>
<th>Who should………?</th>
<th>Boys Only (%)</th>
<th>Both boys and girls (%)</th>
<th>Girls only (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>85%</td>
<td>11.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Wash dishes*</td>
<td>1.7%</td>
<td>6.7%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Play cricket</td>
<td>85%</td>
<td>13.3%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Set table for dinner</td>
<td>0%</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Fly a plane</td>
<td>88.3%</td>
<td>10%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Iron clothes</td>
<td>0%</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>Catch thieves**</td>
<td>93.3%</td>
<td>3.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Care for children</td>
<td>3.3%</td>
<td>15%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Repair machines</td>
<td>90%</td>
<td>6.7%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Clean a house</td>
<td>3.3%</td>
<td>6.7%</td>
<td>90%</td>
</tr>
</tbody>
</table>

* The data for this activity produces 100.1% because of the nature of values obtained. It was assumed to be 100% when rounded off.

**The data for this activity produces 99.9% because of the nature of numbers obtained. It was assumed to be 100% when rounded off.

Table I-3:

Students’ responses on Occupation and Activity-Attitudes Measure Scale: Pvt. Schools (Girls=60)
<table>
<thead>
<tr>
<th>Who should………?</th>
<th>Boys Only (%)</th>
<th>Both boys and girls (%)</th>
<th>Girls only (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>73.3%</td>
<td>21.7%</td>
<td>5%</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>3.3%</td>
<td>15%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Play cricket</td>
<td>80%</td>
<td>18.3%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Set table for dinner</td>
<td>6.7%</td>
<td>15%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Fly a plane*</td>
<td>81.7%</td>
<td>16.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Iron clothes</td>
<td>5%</td>
<td>8.3%</td>
<td>86.7%</td>
</tr>
<tr>
<td>Catch thieves**</td>
<td>88.3%</td>
<td>8.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Care for children</td>
<td>6.7%</td>
<td>20%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Repair machines*</td>
<td>91.7%</td>
<td>6.7%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Clean a house</td>
<td>1.7%</td>
<td>10%</td>
<td>88.3%</td>
</tr>
</tbody>
</table>

* The data for this activity produces 100.1% because of the nature of values obtained. It was assumed to be 100% when rounded off.

**The data for this activity produces 99.9% because of the nature of numbers obtained. It was assumed to be 100% when rounded off.

**Table I-4:**

Students’ responses on Occupation and Activity-Attitudes Measure Scale: Pvt. Schools (Boys=60)
<table>
<thead>
<tr>
<th>Who should.........?</th>
<th>Boys Only (%)</th>
<th>Both boys and girls (%)</th>
<th>Girls only (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>78.3%</td>
<td>20%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>1.7%</td>
<td>10%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Play cricket</td>
<td>81.7%</td>
<td>15%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Set table for dinner*</td>
<td>1.7%</td>
<td>16.7%</td>
<td>81.7%</td>
</tr>
<tr>
<td>Fly a plane**</td>
<td>83.3%</td>
<td>8.3%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Iron clothes</td>
<td>3.3%</td>
<td>11.7%</td>
<td>85%</td>
</tr>
<tr>
<td>Catch thieves</td>
<td>88.3%</td>
<td>5%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Care for children**</td>
<td>3.3%</td>
<td>23.3%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Repair machines</td>
<td>85%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Clean a house*</td>
<td>1.7%</td>
<td>6.7%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

* The data for this activity produces 100.1% because of the nature of values obtained. It was assumed to be 100% when rounded off.

** The data for this activity produces 99.9% because of the nature of numbers obtained. It was assumed to be 100% when rounded off.

**Table 1-5:**

Students’ responses on Occupation and Activity-Attitudes Measure Scale: Govt. schools vs. Pvt. Schools (data combined for girls’ and boys’ responses)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Govt. Schools’ Students Responses</th>
<th>Pvt. Schools’ Students Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who should………?</td>
<td>Boys only</td>
<td>Both Boys &amp; Girls</td>
</tr>
<tr>
<td>drive a car</td>
<td>77.5%</td>
<td>18.35%</td>
</tr>
<tr>
<td>Wash dishes</td>
<td>2.5%</td>
<td>10.85%</td>
</tr>
<tr>
<td>Play cricket</td>
<td>85.85%</td>
<td>11.65%</td>
</tr>
<tr>
<td>Set table for dinner</td>
<td>1.7%</td>
<td>10%</td>
</tr>
<tr>
<td>Fly a plane</td>
<td>85%</td>
<td>11.65%</td>
</tr>
<tr>
<td>Iron clothes</td>
<td>3.3%</td>
<td>8.35%</td>
</tr>
<tr>
<td>Catch thieves</td>
<td>95%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Care for children</td>
<td>4.15%</td>
<td>10.85%</td>
</tr>
<tr>
<td>Repair machines</td>
<td>91.65%</td>
<td>5.85%</td>
</tr>
<tr>
<td>Clean a house</td>
<td>3.3%</td>
<td>10.85%</td>
</tr>
</tbody>
</table>

**Appendix J**

**Table J-1**

*Children’ Responses on Semantic Roles Activity Sheet: General Information*
### Table J-2

**Children’ Responses on Semantic Roles Activity Sheet: General Information**

<table>
<thead>
<tr>
<th></th>
<th>Boys’ stories</th>
<th>Girls’ stories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Govt. Schools’ Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of male characters in the stories</td>
<td>73</td>
<td>81</td>
</tr>
<tr>
<td>No. of female characters in the stories</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>No. of times for a male character at central role in the stories</td>
<td>57 (95%)</td>
<td>58 (96.7%)</td>
</tr>
<tr>
<td>No. of times for a female character at central role in the stories</td>
<td>3 (5%)</td>
<td>2 (3.3%)</td>
</tr>
<tr>
<td><strong>Pvt. Schools’ Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of male characters in the stories</td>
<td>103</td>
<td>91</td>
</tr>
<tr>
<td>No. of female characters in the stories</td>
<td>72</td>
<td>83</td>
</tr>
<tr>
<td>No. of times for a male character at central role in the stories</td>
<td>52 (86.7%)</td>
<td>47 (78.3%)</td>
</tr>
<tr>
<td>No. of times for a female character at central role in the stories</td>
<td>8 (13.3%)</td>
<td>13 (21.7%)</td>
</tr>
<tr>
<td></td>
<td>Govt. Schools</td>
<td>Pvt. Schools</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Total male characters</td>
<td>154</td>
<td>194</td>
</tr>
<tr>
<td>Total Female characters</td>
<td>111</td>
<td>155</td>
</tr>
</tbody>
</table>

**Appendix K**

**Pictures from OME by OUP**

1. Cover Page: Book 6
2. Cover Page: Book 7

![Cover Page: Book 6](image1.png)
![Cover Page: Book 7](image2.png)

3. Cover page: Book 8
(For details refer back to pg. 108)

4. Lesson #5, Book 8 (For details see pg. # 116)
5. Lesson #9, Book 6 (For details see pg. # 117)  
6. Lesson #17, Book 6 (For details see pg. # 117)

Pictures from English Textbooks by PTB

7. Cover page: Book 7  
8. Cover Page: Book 6
9. Cover Page: Book 8

10. Lesson # 16, Book 7 (Details: Pg. 117)  11. Lesson # 20, Book 8 (Details: Pg. 113)

(For details see pg. 108)
Hier is one people - the Kalash. They live at some town. Kalash women do not observe purdah. The dress decorated with buttons and shells. They wear trousers.

12. Lesson # 15, Book 6 (Details: Pg. 113)