



RESEARCH PAPER

**Gender Discrimination through Stereotype Role Depictions: Conter
Analysis of a Textbook used in a Developing Country**

Lenny Farnon ¹ Dr Martin Thomas* ² Syed M. Jaffer Hassan Gardezi ³

1. Senior Master, Beacon House School System, Karachi, Sindh, Pakistan
2. Associate Professor, Department of Education, Forman Christian College (A Chartered University), Lahore, Punjab, Pakistan
3. Lecturer, Department of Education, Forman Christian College (A Chartered University), Lahore, Punjab, Pakistan

PAPER INFO

Received:

June 30, 2021

Accepted:

October 03, 2021

Online:

October 06, 2021

Keywords:

Exclusion,
Feminism,
Gender Bias,
Gender
Discrimination,
Gender Stereotype,
Hidden
Curriculum,
Sexist Language,
Underrepresented

***Corresponding
Author**

thomasmartin06
17@gmail.com

ABSTRACT

Gender discrimination in Pakistan is strongly discouraged, yet it has been one of the greatest concerns throughout the history of Pakistan. The textbooks currently being used in Pakistan present and represent stereotypical roles that reinforce gender discrimination. This study aims at identifying and exploring the elements of gender stereotypes and related roles in the Sindh English Textbooks that are part of the curriculum for grades ninth and tenth in the matriculation system of Education in Pakistan. The research carried out is a blend of quantitative and qualitative method employed to study the extent of gender discrimination, based on two indicators drawn from the feminist theory. The two indicators, namely, exclusion of women and quality representation in the textbooks were further broken down into 21 categories. Data was analyzed by using descriptive analysis techniques and the results were interpreted in the light of the feminist theory. The findings of the study revealed that the theme of male dominance exists and is prevalent throughout the contents of the selected English textbooks. The study recommended revision of the content, within the prescribed books of the curriculum to avert ideologies that further the concept of gender biasedness, hence further reinforcing social and domestic roles discriminating against women to an ever-increasing percentage.

Introduction

The progress of any country depends on inclusion of both genders especially after it has been established that half of the population in most countries around the globe happens to be female (Dixon, 2016). Gender inequality prevails when women have less power and this starts from home when both genders are extended differential treatment such as the male members being given preference over the

female ones. This gender disparity could be eliminated by education (Asrar, 2017). Despite the increase in number of educational institutes, female members are still being oppressed and discriminated against at their homes, work places and educational institutes. To further elucidate the oppression and discrimination of women the feminist theory has been applied in this context. It focuses on gender inequality and suppression of women in this male dominated society where a woman is oppressed via the use of language, her perceived role in the society and her exclusion in many domains of life. (Mercer-Mapstone & Mercer, 2018). Male domination shapes family values which get embedded into society and in turn a female's status is considered to be the subordinate of a man. To tackle this vice in society, schools are often proffered as the best place to reinforce gender equality, provided the textbooks do not portray a woman's role with a narrow mindset that limits her duties to look after children, other jobs that are simply associated to the kitchen or decorating the house whereas men are shown to be doing jobs that require strength and courage (Abida, 2017). The textbooks might reinforce these stereotypical roles that discriminate against women on the basis of their sex and other biological traits like, physical appearance, personality types, attitudes, interests, social relations, and occupations. A female is depicted as elegant, delicate in physical appearance, sensitive and gentle being. Most of the time, a woman holds an occupation like a nurse or a teacher and she is seen to be involved in activities such as shopping and decorating the house (Craeynest, 2015).

Education is regarded as the most effective tool to address gender inequality in a society as it can empower women by preparing them to participate in different spheres of life and work shoulder to shoulder with the members of the opposite gender. Albeit, the textbooks being used in educational institutions have played a pivotal role in depicting gender biased thoughts. Therefore, textbooks need to be reviewed to give a balance in the overall coverage of both genders in their subsequent portrayals, content, language and illustrations (Maluwa-Banda, 2004, Muzaffar, et. al. 2017). Books are the tools that explicitly or implicitly transfer norms and values and bring a social change through text and images. The change has a chance to be positive but could turn out to be negative as textbooks reinforce gender inequality and discrimination. This leads to demotivation and underachievement of the women in several fields of academia as it becomes the very source of gender misrepresentation. Therefore, attention needs to be paid to both text and illustrations to present male and female characters, in the same way without any distinction in status, ability, leading roles, and number of characters, professions, language, strength and dependency. In this way, textbooks could prove to be a powerful tool to bring about a social change where males and women are encouraged and motivated to fulfill their desires irrespective of their sex or gender (Brugeilles & Cromer, 2009).

The above-mentioned reasons have led to the conviction of this study as the Sindh Textbook of English currently being used to grade ninth and tenth have been taught by the lead researcher for sixteen years and the same book was studied by the lead researcher when he himself was a pupil in school. This particular area of research was also chosen so that it arouses consciousness in the teachers and educationists. The

use and inclusion of unbiased gender material would develop a child to have a positive attitude towards women and gender equality (Abida, 2017).

Literature Review

Theoretical framework for the current research

The conceptual framework of this research would be based upon the Feminist Theory which focuses on discrimination and exclusion with respect to sex and gender, social and economic inequality, power, oppression and stereotyping of roles (Crossman, 2018). Therefore, the percentage of male and female authors of the book, gender inequality and sexist language were selected as the main variables of the study. In a gender biased book, the facets of gender discrimination could be traced by breaking the three variables into sub categories; starting from the language used, the social roles of men and women, the attributes given to them, their representation through pictures, lead characters, gender-biased titles, also their domestic and social roles. In the context of content analysis, the Sindhi English Textbook Board Books for class ninth and tenth would be analyzed under the light of the stated factors to explore the gender disparity.

Creating a classroom situation that treats both genders equally is imperative for learning. Gender discrimination does not stop with the instructor. Similarly, it is important that the resources being used during a lesson support equal treatment. Textbooks used in a classroom might contain the elements of gender discrimination in exercises, photographs, or words which in turn may lead to de-motivation. Such resources strengthen gender discrimination which can result in fewer opportunities for female students at a later stage in their academic lives (Masud, 2017).

Research by Islam and Asadullah (2018) on gender stereotypes and education performs a comparative content analysis of Malaysian, Indonesian, Pakistani and Bangladeshi school textbooks further highlighting the discrimination against women. A comparative analysis of the findings shows the outcome that all the books carry elements of gender discrimination. The Pakistani textbooks showed the highest percentage of these stereotypes related to exclusion. In addition, this research mainly focuses on the textbooks of Punjab and Khyber Pakhtumkhwa (KPK) leaving room for research to be done on the Sindh textbooks.

One of such studies targeted to evaluate the Zimbabwean School Curriculum. The study evaluated history books and interviewed a focus group of students to investigate gender sensitivity and imbalance. This study also utilizes Gramsci's notions of identity and hegemony to monitor the patriarchal values embedded in the Zimbabwean school curriculum. The interviews revealed that girls felt denied and boys had more opportunities as compared to girls. This study did not have any specific indicators to measure the gender inequality (Mutekwe & Modiba, 2017). One more research regarding the Zimbabwean O-level students, this research has helped the current study to adapt to the scale made to indicate the extent of female invisibility

as high, moderate or low. The findings revealed that all four books were gender biased despite some of the text being authored by women (Dudu, Gonye, Mareva & Sibanda, 2008).

Another research on gender discrimination in higher education in Pakistan reveals that gender discrimination is found in every domain of life. The study investigates the current scenario with regards to gender discrimination in higher educational institutes in Pakistan. This area is mainly investigated by a questionnaire that was filled by 180 faculty members and the questions mainly focus on decision making, professional development, and utilization of resources, academic affairs and job satisfaction. The findings of the research revealed that women have been excluded in decision making which further proves the prevalence of gender discrimination (Shaukat et al., 2014).

Craeynest (2015) looks at gender stereotyping by analyzing advertisements, children's books and EFL books. This research takes content for analysis from western societies who claim to promote gender equality. The study bifurcates content analysis into linguistic analysis, critical discourse analysis and visual analysis to be more specific. Linguistic analysis, enables to determine the use of grammar to describe men and women and in what position they appear in the sentences in order to look deeper into the relationships between characters that depict gender stereotyping. The findings of the research reflected that, men were represented twice as much as women in the images in the book and even the male characters appeared more frequently in the book as compared to the female characters. The sorts of occupation and activities of female characters were more related to health, leisure and family.

Material and Methods

A set of methods and procedures was used to gather data and analyze the measures of the variables related to the research problem. Descriptive research was chosen as the research design for this study as it does not fit particularly into the definition of either quantitative or qualitative research methodologies and it can seamlessly employ the elements of both. This study quantifies data by using frequency count, percentages and then interpreting it from the feminist approach. Another reason of using the descriptive research design was that it treats description as a tool to organize data into patterns that is quite useful during analysis. These patterns help in understanding a qualitative study, its implications and this study is a content analysis that would provide word frequencies and percentages (Bhat, 2018).

Content analysis was chosen as the research technique and concepts were operationalized into comprehensible terms. It served the purpose of this study as language had to be studied and content analysis makes provision to analyze data by categorizing it into codes which makes it easy for analysis and interpretation. Furthermore, the sample technique used for this research was Judgmental sampling. In this technique the authority has the choice to select the sample (Muzaffar & Javaid, 2018). The Sindh Textbook Board English for class ninth

and tenth were chosen. The pictures in both of the books were divided into the pictures of things and the pictures of people to trace the elements of gender stereotyping. The data collected was then processed and the information was coded into themes which were adapted, with slight modifications from earlier researches. Patterns were analyzed and statistical methods were used to narrow down the data for interpretation. The research was mainly based on quantitative data which is supported by the deductive approach and this approach best suits the positivist approach, which allows the plan of speculations and the factual testing of anticipated outcomes to an accepted level of probability. Qualitative method was also used to analyze and interpret meaning of the pictures within the book and interpret data from the Feminist lens. Finally, the findings showed if the research questions were answered or not (Rose, Spinks & Isabe, 2015).

To analyze the frequency of female inclusion the following scale was used for each indicator:

Gender	Percentage of Inclusion	Intensity
Female	80-100%	Very High
	55-79%	High
	46-54%	Moderate
	31-45%	Low
	16-30%	Very low
	0-15%	Overshadowed

(Dudu, Gonye, Mareva & Sibanda, 2008)

Results and Discussion

The findings of this study with respect to women being excluded or underrepresented is illustrated in Table 2. The numerals in the Table depict the inclusion of women in the textbooks, in terms of percentage against each indicator which will later be discussed and interpreted from the Feminist approach.

Text content: non-pictorial	Male Book 1	Male Book 2	Female Book 1	Female Book 2	Female percentage
Words					
Names (total)	150	147	30	24	15
Names range	70	56	18	12	19
Nouns (total)	258	315	61	69	18
Pronouns (total)	183	147	79	24	23.7
Attributes (total)	43	11	14	-	20.5
Attributes range	37	11	14	-	22.5
Social role	32	48	09	03	16
Professional occupation	27	36	06	03	15
Activities range	47	59	06	05	09

*Gender Discrimination through Stereotype Role
Depictions: Content Analysis of a Textbook used in a Developing Country*

Total	847	830	257	174	-
Percentage of female representation in Book 1			23		
Percentage of female representation in Book 2			17		
Overall percentage of female representation			20.4		
Sentences					
Conversation lead	12	20	02	02	11
Dialogue	26	95	11	24	22
Total	38	115	13	26	33
Percentage of female representation in Book 1			25.4		
Percentage of female representation in Book 2			18.4		
Overall percentage of female representation			20		
Stories					
Author	08	12	03	04	25.9
Leading character	12	10	04	04	26.6
Total characters	32	50	32	06	31.6
Title of chapters	07	06	02	00	13
Total	59	78	41	14	-
Percentage of female representation in Book 1			41		
Percentage of female representation in Book 2			15		
Overall percentage of female representation			28.6		
Visual representation					
Pictures					
Total number of pictures	03	03	06	01	53.8
Centeredness (of the picture)	03	03	06	01	53.6
Indoor activity (in the picture)	-	-	-	-	-
Outdoor activity (in the picture)	-	-	-	-	-
Total	06	06	12	02	
Percentage of female representation in Book 1			66.6		

Percentage of female representation in Book 2	25				
Overall percentage of female representation	53.8				
Total (Overall)	950	1029	303	182	-
Percentage of female representation in Book 1	25				
Percentage of female representation in Book 2	15				
Overall percentage of female representation	19.6				

(Islam & Abdullah, 2018)

The overall depiction of female characters with respect to female inclusion in both of the Sindh Textbook English for class IX (ninth) and X (tenth) is 19.6 percent; whereas, representation of female characters in Book 1 and 2 is 25 percent and 15 percent respectively, taking into account the frequency of the broad indicators that is, words, sentences, stories and visual representation which are further broken into categories.

The other indicator to analyze is the quality of female presentation which was broken down by having a frequency count of the domestic and social roles, the terms used to address female characters and the professions associated with them. The tables below give the frequency count for both genders.

Table 3
Female and male in domestic roles

Indicator	Male Book 1	Male Book 2	Female Book 1	Female Book 2	Female Percentage
Domestic role	00	00	09	11	100

(Islam & Asadullah, 2018)

Table 4
Terms used when addressing female characters

Terms used to address female characters	Frequency Book 1	Frequency Book 2	Terms used to address male characters	Frequency Book 1	Frequency Book 2
Miss	05		Mr.	-	14
Mrs.	02		Hero	01	
Lady	05		Gentleman	01	
Begum	08		Leader	01	
Madam	-	06	Sir	02	02
			Dr.	04	

Total	20	06	09	16
Overall percentage of terms used to address females	50.9			

(Islam & Asadullah, 2018)

**Table 5
Most stated professional roles/occupations by gender**

Female Professions	Frequency Book 1	Frequency Book 2	Male Professions	Frequency Book 1	Frequency Book 2
Poet	02	03	Poet	06	08
Teacher	02	-	Emperor	01	01
Secretary	01	-	Musician	01	-
Nurse	01	-	Civil servant	01	-
Brigadier	01		Farmer	03	02
Verse writer	01		Craftsman	01	-
			Professor	01	-
			Philosopher	01	2
			President	01	1
			King	02	02
			Miller	01	
			Soldier	03	01
			Mason	01	-
			Weaver	01	-
			Driver	01	01
			Cobbler	01	-
			Policeman	01	-
			Butcher	-	01
			Milkman	01	-
			Postmaster	01	-
			Shopkeeper	01	01
			Qazi	-	01
			Fisherman	-	03
			Manager	-	01
			Governor	-	01
			Foreign minister	-	01
			Leader	-	01
			Juggler	-	01
			Vice chancellor	01	
			Viceroy	01	
			barrister	01	
			Major	01	
			Commanding officer	01	
			engineer	01	

			technician	01
			labourer	01
			Head master	-
			Manager	01
			Prime minister	02
			prince	01
			Essayist	02
			sweeper	01
			Acrobat	01
			conjurer	01
Total	08	03		38
Percentage	17.3	6.9		82.6
Overall percentage of Female Characters			12	

(Islam & Asadullah, 2018)

Table 6
Sexist Language to Discriminate Against Females

Books	Frequency of words
1	26
2	27
Total	53

(Islam & Asadullah, 2018)

From the above four tables it is clear that females have been underrepresented in terms of quality. Females are depicted 13.5 percent in social roles whereas 100 percent in domestic roles. Furthermore, the overall female characters linked to some profession in both of these books amount to a minute figure of 12 percent. There is the usage of sexist language and 53 words have been used in both books to discriminate against females.

Discussion

This study has been divided into two main themes "Female exclusion in the text and pictures" and "Quality representation of females".

The above stated themes have been analyzed and interpreted through the use of language in both books along with the pictures in the light of Feminist theory and the use of sexist language.

The percentage of female names and pronouns used in the books is not even half of that of males, whereas, the Feminist theory focuses on females not being excluded from any field so as to protect half of the world's population from being left out (Crossman, 2018). Further analysis shows that in Book 1 (English book for class IX) there are only 18 names of women mentioned in the whole book and out of 18 names 14 are mentioned in the chapter, "The Role of Women in the Pakistan

Movement". This means out of 21 chapters most of the names of women are mentioned in this chapter. The remaining 4 names are mentioned in the chapter "Helen Keller and Nursing". All the other chapters are male dominated that have a total of 70. Upon repetition in the text, they amount to 150. 'The Role of Women in the Pakistan Movement' is a chapter that revolves around women but these women are depicted as helpers to men or recognized by their male family member, for instance "Begum Ra'ana Liaquat Ali Khan worked as an honorary secretary and typist to Liaquat Ali Khan (her husband)". Fatima Jinnah "...looked after her illustrious brother... she helped her brother in the struggle for the establishment of Pakistan". BiAman is introduced as "aged" and "the mother of Moulana Mohammad Ali and MoulanaShaukat Ali, two brave and noble brothers". The stated examples clearly highlight the stereotyped depiction of female characters. According to the Feminist philosophy, self is the salient feature of great significance. Considering females as the 'Other' portrays her as the non-person, degrading her as if she has no identity and the books being analyzed clearly ignore the female identity. Other than male dominated names and pronouns, the male oriented nouns used also outnumber female ones and the way they are used clearly excludes women, for instance the sexist language is used that discriminates against women. Words like, "brotherhood", "mankind", "his", "man", "he", "himself" and "fellowmen" in Book 1 and words like, "he", "brotherhood", "brethren", "men", "boy", "lord" and "man" in Book 2 have been used either for both genders and at times excluding a female in a context where both genders need to be included. Research shows that the use of sexist language has been reduced to a great extent, however, the books under analysis has 53 such words (McAuliffe, 2018).

Furthermore, there are expressions that give importance to a male over a female in Book 2 (English book for class X) such as the expression, "The proud father announces the birth of a son by rifle shots" mentioned in the chapter: 'The Customs of various Regions of Pakistan', vividly depicting the gender biased happiness of a father. In addition, the poem 'The Man Who Wins' illustrates how one can be successful but purely in the context of a man. "In addition to this, rivers have served man in another way" are some of the expressions that exclude and discriminate against women by giving dominance and importance to the male gender. These expressions also have an element of sexist language and it should be avoided as it is discriminatory and establishes an unjustified bias against the females. Such language used in a classroom can be very degrading to female students and even create a wrong image. The reinforcement of such words will lead to students and teachers using them. However, avoiding such language alone cannot do much as using director for a female instead of directress, may still not make her happy as she still may not get the privileges a man in the same position gets. Apart from not using the sexist language, the general attitude needs to be changed and that will only happen when equal opportunities would be given to females to treat them equally and not as the Other (Lei, 2006).

Furthermore, the adjectives or attributes used for both genders are also stereotypical as the stereotyped way of seeing a successful woman is that she should

be nurturing, physically attractive and passive whereas a man should be aggressive, tough and dominating (Wood, 1993). Some of the adjectives used in Book 1 for male characters are: great, learned, famous, illustrious, brave, patriotic, wise, and faithful. Male characters are also addressed as a king, hero and a saint. In contrast female characters are hardly described and when described words such as wonderful, kind and patient are used and when the word competent is used it is used in a sort of negative connotation or if she chooses to perform within the bounds placed on her. It is generally observed that gender biased books describe a woman through her role, attribute or language that she is compassionate and man on the other hand is described as competent, logical, brave and active (Smith, Rosenstein & Nikolov, 2018). Similarly in Book 2 words like: wise, well dressed, proud, angry, heroic and brave whereas no adjectives have been used to describe female characters. On the other hand, men are also addressed as warriors, soldiers, leaders, masters, kings and princes that show their authority and dominance. The male gender rules with a high percentage when the social role, profession and activity range mentioned in both of these books are taken into account. Overall percentage of women in these social roles, professional roles and activity range, in both Book 1 and Book 2 is at about 16 percent, 15 percent and 9 percent respectively. The male characters were seen actively addressing people, having followers, exploring, discovering, earning for the family, serving society and providing justice. The male characters were seen in a variety of roles and to further mention some of them they were involved in the professions of education, agriculture, trading, fishing, farming, ruling a state. As for the other gender's role in agriculture, the female was responsible for the food crops and the male for the cash crops. In other words, he was the one to earn and support his family and women were passed on the responsibility for preparing food or managing the kitchen. There were names of some renowned male personalities used in the textbooks like Quaid-e-Azam and Allama Iqbal's contribution in the Pakistan movement, Shah Abdul Latif composing poetry and inventing a musical instrument, and the rule of King Faisal. On the contrary, a chapter on Helen Keller focused more on teaching and another female personality that was discussed in the book was Florence Nightingale with respect to the nursing profession. The impact that is left on students is that females are more suitable for teaching and nursing, whereas, men do the jobs that require strength and they are more able to rule and lead.

After the analysis of words used in both of the text books, it can be concluded that female representation is only 20.4 percent which means that females are excluded to a great extent, which falls in the low category of female invisibility.

The conversation in the chapters and also the number of dialogues spoken by both genders. The conversations in both of these books were mainly between male characters or the male took the lead in the conversation. In chapter 'Dignity of Work' of Book 2, there are 18 dialogues and 16 of those were spoken by the two male characters and the female character just spoke two dialogues which seemed to just fill in the gap. The overall dialogues spoken by female characters were 22 percent.

Whereas, taking the dialogues and the lead of the conversation with respect to gender, it is seen that females are just given 20 percent depiction in this area.

The next category for analysis under the indicator of exclusion is story, which specifically looks into the number of female authors, leading characters, total characters and the number of title of chapters based on either gender. Female authors in Book 1 and 2 are 3 and 4 respectively amounting to 25.9 percent, whereas, male authors make up 74 percent, which strengthens possibility of the books being gender biased. In addition, the editors are also males. Similarly, female leading characters in Book 1 and 2 amount to 4 each making the percentage 26.6 percent. Female characters in Book 1 are equal in number to that of male ones because the list of female names with a sentence or two about them were featured in the chapter 'The Role of Women in the Pakistan Movement' making up 32 characters equal to the number of male characters though the remaining chapters happen to be mainly male dominated. The overall percentage of female inclusion in both books appears as 31.6 percent which is still lesser than the male characters.

Analysis of the titles of the chapters reveal that in Book 1 there are two chapters that relate to women whereas, in Book 2 there is none, making an overall 13.3 percent of titles reflecting chapters revolving around a female character. To sum up, the female representation in the category of story is 28.6 percent which is also quite low.

The last category in the indicator of exclusion is visual representation where pictures in the books have been analyzed though the books have very few pictures. In this area, the total number of pictures of both genders is taken into account along with centeredness of the picture; that is which gender is in focus in the picture and the pictures portraying the indoor and outdoor activity each gender is involved in is also counted in terms of percentage. This is the only category where women have a slight edge over the number of males. Females depicted through pictures in both books are 53 percent. Although, when the books are seen separately then it is seen that Book 2 has only one female picture whereas Book 1 has 6 female pictures out of which 5 pictures are in the chapter 'The Role of Women in the Pakistan Movement'. These pictures show no activity or authority in fact they seem like passport pictures. In contrast the pictures of men are in military uniform, a man riding a horse playing tent pegging and a king. In this way women are still underrepresented. It is evident from the analysis of the overall break up of categories that fall under the Indicator of Exclusion that women are excluded and discriminated against in both books.

Women scored a hundred percent in domestic roles. The stereotyped role assigned to the female gender was to look after children, cook, decorate the house, shop for groceries and sacrifice for her children; in short, she was mostly limited to the home chores with a few exceptions which will be discussed later in discussion about the professions in the books.

Often men are described in terms of their profession and women in terms of their relationship to men as traditional honorifics used for women such as "Miss,"

“Mrs.” denote her marital status but that is not the case with men, as it is just “Mr.” for them. This emphasizes that a woman is recognized by her husband or as someone’s wife rather than just simply her as an individual identity (Presley, 2017). There were many terms used to address men and women in these two books as well. The overall terms used for women were madam, begum, lady, Miss and Mrs. that made up 51 percent of the terms. These terms may appear as respectable; however, they may not mean the same or be equal to that of the male term, as “Sir” is a term used in respect for men whereas, “madam” can be used in respect and carries a negative connotation at times. “Madam” can also be used for a woman who runs a brothel. Similarly, every person cannot be called a “lord” but every female can be called a “lady” (Dudu et al., 2008).

In both the books women are only associated 6 professions which are that of a poet, nurse, teacher, secretary, verse writer and a brigadier of women national guards. On the contrary, a variety of 44 professions and occupations are assumed by male characters in both books, which passes on the message that men are found performing in every aspect of life which again limits women to professions that are more academia oriented. In Book 1 and Book 2, the percentage of professions assumed by female characters is 17.3 and 6.9 percent respectively whereas professions and occupations held by male characters in both books is 82.6 percent and 93 percent which shows a big difference. The overall percentage of professions assigned to female characters in both books is 12 percent

Lastly, there are 53 words used that exclude females such as specific titles and pronouns are used that are male oriented but applied to both sexes for example, the pronoun “he” and nouns such as “mankind”, “boy” and “man” have been used frequently for both sexes. The sexist language used in both books lead to discrimination against women by excluding them and putting their identity at stake. Though alternatives to the use of “man” could be “humanity,” “humankind,” or “people”, that can be used to refer to both genders without creating a discrimination, and the generic pronoun “he” can be written as he/she. Several studies revealed that children reading stories that used “he” generally for both genders, as opposed to children reading stories with “he/she” or “they”, came up with stories that revolved around male characters, which clearly depicts how women are excluded through the use of language (Presley, 2017).

Both English Sindhi Textbooks for class IX and X are rife with the themes of gender discrimination as they show fewer women characters as compared to men and can have serious effects on students accepting these stereotypical roles as a reality. The female students may experience a sense of exclusion, isolation and devaluation, deprived of many rights that the other gender is getting in society (Gharbavi & Mousavi, 2012).

Conclusion

The main theme of this study was “Female exclusion and underrepresentation”, which was withdrawn from the four research questions. The data categorically presents women being excluded to 80.4 percent as they were mostly presented in roles that did not create an impact. The research questions were answered as the percentage and interpretation of data through the feminist lens indicate that women were presented in stereotypical roles. Most of the chapters revolved around male characters as 26.6 percent were female characters and only 13 percent of the title of chapters was female orientated in both books.

Recommendations

This study recommends teachers to make adaptations when teaching these English Sindhi Textbooks for class IX and X to reduce gender discrimination against females.

Further study in the following areas would be very useful in aiding the current research:

- As this research is limited to the subject English with respect to the Sindhi Textbooks for class IX and X due to time constraints, it is recommended that the current research may further be extended by taking into account the impact of gender discrimination on students studying the book and the teachers teaching it.
- This research analyzes the exercises and activities in the book with respect to gender discrimination can be done.
- In addition, comparative research may be conducted on the publications of governmental educational boards, which are mainly used by the matriculation system and books being used by the O Levels students to analyze the ratio of gender inequality and the impact on students and teachers.
- This study reflects that the reforms in education with respect to gender discrimination are the need of the hour. This can be done by revisiting not only the English Sindhi Textbooks for class IX and X but also books of other grades and other subjects. It is the time to rethink the proposed suggestions made in this study and address the issue of gender discrimination. The findings of this study shed light on the content, language used in the books and the images that portray gender stereotypical roles that need to be evaluated and changed.

References

- Abida, F. (2017). *International Journal of Gender & Women's Studies(IJGWS)*. <http://ijgws.com/>
- Schneider, S., & Soto, A. M. (1989). Sexist language: should we be concerned?. *Journal of the American Medical Women's Association* (1972), 44(3), 80-83.

- Alvi, M. (2018). *Pakistan's literacy rate stands at 58pc*. <https://www.thenews.com.pk/print/309542-pakistan-s-literacy-rate-stands-at-58pc>
- Asrar, Z. (2017). *Discussing Gender Inequality in Pakistan*. <http://file:///C:/Users/sarah.BSS-ROS-PDC/Downloads/38461-41543-1-PB.pdf>
- Brugeilles, C., & Cromer, S. (2009). *Promoting gender equality through textbooks. A methodological guide*. United Nations Educational, Scientific and Cultural Organization
- Craeynest, F. (2015). *Gender representations in EFL textbooks: a quantitative and qualitative content analysis*. https://lib.ugent.be/fulltxt/RUG01/002/212/638/RUG01-002212638_2015_0001_AC.pdf
- Crossman, A. (2018). *What is Feminist Theory?*. <https://www.thoughtco.com/feminist-theory-3026624>
- Dixon, A. (2016). *Equal opportunity to women benefits all*. <http://blogs.worldbank.org/endpovertyinsouthasia/equal-opportunity-women-benefits-all>
- Dudu, W., Gonye, J., Mareva, R., & Sibanda, J. (2008). The gender sensitivity of Zimbabwean secondary school textbooks. *Southern African Review of Education with Education with Production*, 14(3), 73-88.
- Gharbavi, A., & Mousavi, S. A. (2012). A content analysis of textbooks: Investigating gender bias as a social prominence in Iranian high school English textbooks. *English Linguistics Research*, 1(1), 42.
- Islam, K. M. M., & Asadullah, M. N. (2018). Gender stereotypes and education: A comparative content analysis of Malaysian, Indonesian, Pakistani and Bangladeshi school textbooks. *PloS one*, 13(1), e0190807.
- Jabeen, S., & Ilyas, A. (2012). Gender role modeling in textbooks: Case study of Urdu textbooks of Sindh province. *Pakistan Journal of Women's Studies*, 19(1).
- Lei, X. (2006). Sexism in language. *Journal of Language and Linguistics*, 5(1), 87-94.
- Masud, H. (2017). *Curriculum, Textbooks and Gender Stereotypes: The case of Pakistan*. [online] Education International. https://worldsofeducation.org/en/woe_homepage/woe_detail/15405/curriculum-textbooks-and-gender-stereotypes-the-case-of-pakistan.

- McAuliffe, N. (2019). *This was the year sexist language declined and fell (and moved online)* <https://www.theguardian.com/commentisfree/2014/dec/31/sexist-language-online-twitter-rape-threats-amergate-misogynist>
- Mercer-Mapstone, L., & Mercer, G. (2018). A dialogue between partnership and feminism: deconstructing power and exclusion in higher education. *Teaching in Higher Education*, 23(1), 137-143.
- Mutekwe, E., & Modiba, M. (2012). An evaluation of the gender sensitive nature of selected textbooks in the Zimbabwean secondary school curriculum. *The Anthropologist*, 14(4), 365-373.
- Muzaffar, M. Javaid, A. & Sohail, F. (2017). Role of Pakistan Studies in Promoting Political Awareness at Secondary Level in Pakistan, *Bulletin of Education and Research*, Vol 39, Issue 3, 57-74
- Muzaffar, M. & Javaid, A. (2018). Curriculum and Political Socialization: a Case Study of Secondary Schools in Pakistan, *Journal of Political Science and International Relations*, Vol 4 Issue 2, 21-31
- Presley, S. (2017). *The Psychology of Freedom: How Sexist Language Harms Women*. <https://www.libertarianism.org/columns/psychology-freedom-how-sexist-language-harms-women>
- Rose, S., Spinks, N. & Isabe, A. (2015). *Management Research: Applying the Principles*. <https://www.amazon.com/Management-Research-Principles-Susan-Rose/dp/0415628121>
- Smith, D. G., Rosenstein, J. E., & Nikolov, M. C. (2018). The different words we use to describe male and female leaders. *Harvard Business Review May*, 25.
- Shaukat, S., Siddiquah, A., & Pell, A. W. (2014). Gender discrimination in higher education in Pakistan: A survey of university faculty. *Eurasian Journal of Educational Research*, 56 109-126
- Wood, J. T. (1993). Engendered relationships: Interaction, caring, power, and responsibility in close relationships. In S. Duck (Ed.), *Processes in close relationships: Contexts of close relationships* (Vol. 3, pp. 26-54). Beverly Hills, CA: Sage.