



Representing Gender Inequalities in the Curriculum of Punjab: A Content Analysis of Grade IX Textbook of English



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Abstract: *The construction of gender and imaging gender as a reason for inequality is a well-established field of linguistic research. This study seeks to investigate the representation of gender in English textbooks for grade IX published by the Punjab Textbook Board (PTB), Pakistan. In order to assess the textbook from a gender perspective, the qualitative research method was employed. The text is examined using content analysis from a gender viewpoint. In this study, secondary data watches the main subject. According to the data, the grade IX English textbook from the Punjab textbook board has more phrases that are specifically slang for men. Additionally, there is a representation of female gender-specific terminology in the ninth-grade English textbook. Despite the Constitution of Pakistan of 1973's stated intention to reduce gender imbalances, male supremacy permeates all of the themes and sub-themes. It is observed that the government, textbook boards, and curriculum directorate should ensure an equal distribution of information for both sexes to boost women's visibility in Pakistan.*

Key Words: Content Analysis, Gender Specifications, Visibility, Textbooks, Constitution of Pakistan

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Introduction

They go beyond other textbooks as pupils, particularly the ones they are taught in school. These texts unmistakably display similar gender ideas. The Punjab Provincial Board, often known as the Punjab Textbook Board, is responsible for writing textbooks for

all levels up to the intermediate level. Almost all public schools in Punjab teach books that were produced by the PTB. Oxford University Press is another Oxford-based business that creates textbooks for Pakistani schoolchildren. The textbooks published by OUP were created by a naive British author

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whose fight for gender equality has long been a problem in Pakistan. They are the products of Western society. that these manuals' gender representations are superior to that of the regional organ (Kouta &Kaite, [2011](#)).

The term "educational gender discrimination" refers to prejudice at the educational level. Education primarily serves to improve social conditions or individual living standards. A culture that practices this form of prejudice is unbalanced. There are two types of educational gender discrimination: one that stems directly from society and is directed at people, particularly women; the other is when women discourage themselves because of their culture or religious beliefs or feel unqualified to do something. My research will therefore focus on the gender representation in textbooks, which must include consistent graphics for both genders, as well as how and to what extent this affects students' minds (Andersson, Harnois, & Medicine, [2020](#)).

An excellent textbook helps students learn by acting as an outcome-based learning instrument. Because they act as a student's learning tool and reference guide, textbooks are crucial for all teachers and students. Gender socialization promotes the ideas, language, standards, attitudes, and role models that are associated with a certain gender (Amerian, Esmaili, & Research, [2015](#)).

Scholars have significant concerns about how gender is portrayed in textbooks. This demonstrates that gender education and awareness are important components of school curricula, demonstrating the necessity of including gender-related research in textbooks. To keep manuals consistent, the content should be examined. It is crucial to examine if textbooks contain vital signals or values that contribute to gender formation because Chung's past study demonstrates that textbooks have a significant impact on pupils. The targeted textbook's content is intricately entwined with the larger educational and societal context.

Due to Indonesia's heterogeneous social circumstances, students from many cultures can understand how men and women fit into various ideas on gender (Setyono &Widodo, [2019](#)).

In English, for instance, the terms "man" and "woman" can be used interchangeably. When this issue arises in a society, one way that schools socialize is through textbooks. Students may become confused if these gender concerns are included in the textbook before they are adequately understood. Because of this, textbooks serve as a tool for socializing cultures, including the idea of gender (Azhari, [2021](#)).

As a result, gender bias in textbooks has an impact on how students view men and women. Although most students are unaware of gender prejudice, the concept is addressed in textbooks and is understood by pupils. For instance, women are portrayed in the textbooks as doing housekeeping and listening to children. (DeVault, [1990](#)). From this, students can conclude that only certain jobs are frequently carried out by women. Women increasingly engage in these activities as well as outdoor jobs, just like men traditionally do. Sexes differ in various ways, one of which is gender discrimination. The finding by HT Wilson that gender is the basis for the distinction between how men and women engage in cultural and social life led to the creation of men and women (Wilson, [1989](#)).

Gender structures differ for males and females. It is challenging to distinguish between sex features since the process of socialization and reconstruction is lengthy and regular. Biological nature is an invention of society or a directive of God, just as a woman is good and powerful and a man is strong. The two have different roles and significant duties in terms of biology. In terms of their physical roles, women are responsible for taking care of the home, while males are made to work and face challenges. The findings of the construction, including the distribution of professional roles derived

from the gender construction's results for that purpose, showed the distribution of professional roles between men and women. So, if this encourages gender inequity in the workplace, don't be surprised (Wood and Eagly, 2012).

Education-related texts have an imbalanced gender structure. For instance, Litosseli concludes that women are underrepresented in both text and illustration in terms of (1) visibility, (2) nature, and (3) labour. Unbalabours are also evident in the representation of men and women in the household and public roles in textbooks. All genders have equal rights to manage development, equal access to justice, equal opportunity to participate in all areas, and equal and equal rewards from development (Smith, 2006).

Insights from Gaff and Helinger regarding the potential for gender inequality in numerous textbooks and textbooks in the UK and Germany have been made public. He claims that many novels are disproportionately gendered and that many books feature language patterns that differentiate between men and women. Training of this kind is necessary since it is beneficial.

Literature Review

A quick overview of Pakistan's existing gender ideals and systems, which are patriarchal and dictate that both men and women must submit. The impact on both men's and women's life expectancies is significant. More than half of Pakistani women are married to domineering and men, experience domestic abuse, honour killings, acid bombings, and forced marriage, among other things (Habiba, Ali, Ashfaq, & Science, 2016).

Before we discuss gender formation, how feminists see it, and how it is represented in children's literature and textbooks, it is important to quickly go through the gender structure that has been documented by

several researchers. This study is viewed from the standpoint of Pakistani society. Mentioning Pakistani society's strongly patriarchal and hierarchical perspective of relationships and how people of all genders, but notably women, should be viewed, is important. Numerous research and accounts indicate that each gender group in Pakistani culture is expected to think, act, and behave following historically determined gender standards, notably those of the female category (Pervez & Iraqi, 2018).

Role of Books in Gender Development

What happens in the novel is what society thinks ought to happen. Books written in a particular society often reflect that community's morals, values, beliefs, ideologies, and practices. Children's literature plays a big part in their education. They are paid to educate people on a range of subjects and to offer tips on how to get about. Children learn about the world around them—how things work, how people interact, what values society values, etc. Everything is described in detail in the books. A genuine business is being represented. Characters are portrayed with accuracy (Tsoo, 2008). In this way, these works can be used to transmit the civilization's culture to future generations. As was already mentioned, reading to kids can help them assimilate ideas about the world around them, other people, societal figures, and the environment. These objectives are usually considered when children's books are written. Children's novels are culturally motivating and "of immense educational, intellectual, and social relevance," according to Knowles and Malmkjær. (Knowles & Malmkjær, 2002)

Reading to children helps them grasp their place in society as both human beings and sexual beings (Hameed, 2012). Taylor emphasizes the notion that children's literature provides them with a gender perspective in addition to society's broader attitudes and expectations for kids. Based on

this reading, kids evaluate the traits and actions they think are gender-appropriate for them (Taylor, Rupp, & Society, 1993). In the realm of literature, they can learn about and become used to their place as social and sexual beings in society. The gender schema theory and Bem's ideas of social learning, as has already been mentioned, make it clear that children need a way to learn life patterns. The world of literature is for them a crucial resource for locating a style of life that suits the genre. They are active observers who study these patterns. Their societal assimilation is aided by this organization. Sugiyama agrees with this viewpoint and believes that the anecdotes in the text provide readers with the information they need to make hotel reservations in the area. A child who interacts with printed words learns to read by taking into account surface meaning and image as well as the deeper underlying meaning and image. Supporters of his cause have put the true message's substance online. This content has a big effect on how kids build their concepts. According to Freud, Jung, and their pupils, children's literature affects children's intellectual development (Kidd, 2011).

Issue of Gender Representation in Children's Books and Feminism

Despite making up a sizable portion of the world's population, women are often treated as second-class citizens in many civilizations and nations. His generation faced an unimaginable chasm in almost every aspect of existence. They are either not represented at all in written sources like newspapers, textbooks, and many literary genres, or they are routinely misrepresented. This problem of distorted thinking is not new or unique. In reality, the feminist movement's critique of women's roles as authors, readers, and characters marked a turning point in literature. Women have therefore started a fresh struggle with men to face their gender

group (McCabe, Fairchild, Grauerholz, Pescosolido, Tope and Society, 2011).

Beginning of the Feminism Movement in the Literary World

Feminism did not begin here, in a way. According to Belsey and Moore, the feminist perspective dates back to the 17th century, when Sornam and Maken highlighted the presence of women in large and prominent roles in some of the best literary works of the time (Balsamo, 1991). The development of feminist anthropology can be credited to Mary Wolston-romantic Craft's works in the 18th century after she saw that they portrayed women as helpless and frail beings. However, the term "feminist" was first used in a pamphlet in 1872 by a French dramatist by the name of Alexandre Dumas. Contrarily, feminist rights weren't recognized, debated, or established as a distinctive and respectable literary movement or tradition until about 1960. Academics can now evaluate a piece of literature or a subject from a feminine point of view thanks to the writings of Virginia Woolf and Simon de Beauvoir from the 20th century (Jardine, de Beauvoir, & Society, 1979)

Defining Feminism

According to the American Heritage Dictionary, "the movement organized around the belief in the social, political, and economic equality of the sexes" is what feminists are. The Penguin Dictionary of Literary Terms and Literary Theory describes it as "an attempt to describe and analyze (and reinterpret) women's experiences as reflected in many genres of literature" (Hameed, 2014).

Different Forms of Feminism

The movement's most prevalent subtype is liberal feminism. It makes an effort to establish where women fit into society. Its primary goals include bringing attention to how society mistreats women and making

the case for the importance of individual freedom regardless of gender (Baehr, 2007). Additionally, she asserts that "human nature is non-sexually discriminatory" for both sexes and calls for equal rights for men and women. On the other hand, liberal feminists are only interested in gender equality and do not care to point out other components of society that support the oppression of women. While actively combating the oppression of women in a society where men predominate, radical feminism, on the other hand, sees men as the "main adversary" and considers them as such.

Additionally, two new feminisms emerged: socialism and Marxist feminism. The social factors that contribute to women's oppression are given more weight. Up until the 1980s, the most major and well-liked subgroups of feminism were thought to be liberal, fundamentalist, and Marxist-socialist (Brenner, 2014).

One of the new types that emerged during these years and later gained recognition is psychological and metaphysical postmodern feminism. (Hepburn, 1999). The influence of psychoanalysis on women's rights gave rise to the two distinct Freudian and Lacanian feminist viewpoints. Freudian feminists, who take their name from Sigmund Freud, argue that human psychology contributes significantly to the development of a patriarchal society and adheres to the rules of the father, which is a masculine mindset. Lacanian feminism, on the other hand, criticizes society for exploiting language to support male supremacy. A Youngster culture with a wealth of cultural iconography when they learn a language. Their native tongue has "symbolic and cultural value. "Post-structural is known as postmodernist feminism, is a new "ambiguous [and] ambiguous" genre that is starting to take shape. The definitions of "masculine" and "feminine" are thus given as "social and linguistic systems, confined in time and space, determined by contemporary ideas

and beliefs." One of the more recent subsets of feminism is black feminism, which focuses on issues affecting women of colour (Hepburn, 1999).

Research Objective

The research process started by formulating the following objective:

- To study the gender equality constructed in the contents of the curriculum of the Grade-IX English Textbook of Punjab in Pakistan.

Research Methodology

This investigation focuses on looking at English school textbooks. A qualitative Content Analysis method was applied to achieve this goal. Content analysis, which focuses on discovering patterns in texts analyzed by researchers, is one of the most widely used approaches in the social sciences. Analyzing high-quality content is necessary to determine the significance of key messages. Different scientists offer different recommendations about how to proceed when reviewing the material. The measures and procedures suggested by Fraenkel and Wallen (2006) are the main subjects of this paper.

Data Collection

About the aforementioned title, the research focuses on the examination of secondary data from the Grade-IX English textbook curriculum. The primary data from conventional sources, such as

- The Constitution of Pakistan, 1973,

Research Procedure

The framework employed was synchronized gender analysis. "(1) Definition of objectives, (2) terminology, (3) unit of analysis, (4) search for relevant data, (5) reasoning, (6) (sampling planning, (7) coding categories,

(8) maintaining reliability and accuracy, and (9) data analysis" are the nine main stages of the research process. Additionally, the following factor was coded: "Narrative Nature". The concerns were formulated with assistance from the Pakistani Constitution of 1973, the Dakar Framework, and the Universal Declaration of Human Rights and actions have been modified.

Additionally, the theme "nature of narrations" was given a code to help determine the outcomes. The theme was framed by the "Constitution of Pakistan, 1973."

Specify the Unit Analysis

The units that will be used for analysis and reporting, such as phrases, words, paragraphs, sentences, stories, comparisons, and references, should be determined once the objective has been established.

Locate Relevant Data

The pertinent information was used to analyze the English textbook for Grade IX.

The information found in the textbook was examined in light of the pertinent laws.

Develop a Rationale

The choice of the English textbook for Grade IX was made because there is no justification for studying it from a gender standpoint.

Develop a Sampling Plan

The researchers contend that a model should be the result of a good investigation. This is why the study's choice of the textbook was an English textbook for Grade IX. Additionally, all of the material was covered without delay.

Formulate Coding Category

The research issue "nature of expressions" was examined in the study, as was already mentioned. This subject did a good job of addressing the issues of freedom, images, and gender identity.

Data Analysis and Discussion

Table 1

Visibility of Feminine as Compared to Male in Lessons or Narrations.

S. No	Lessons or narrations	Gender	Page#
1	The Savior of Mankind	M	1-11
2	Patriotism	M	12-20
3	Media and its Impacts	F	21-21
4	Hazrat Asma(R.A)	F	32-45
5	Daffodils	M	50-61
6	The Quid's Vision and Pakistan	M	62-72
7	Sultan Ahmad Masjid	M	73-80
8	Stopping by the woods on a snowy Evening	M	81-88
9	All is not lost	F	93-103
10	Drug Addiction	No gender pacification	104-110
11	Noise in the Environment	No gender pacification	111-122
12	Three Days to See	F	123-133

The gender specification is shown in the table above. Because the first chapter of "The Savior of Mankind" is about Hazrat Muhammad (PBUH), the last prophet of

Islam, the male gender predominates. Because Muhammad Ali Jinnah, the founder of Pakistan, is discussed in the second chapter, "Patriotism," it is assumed that men

are the subject of the chapter. Gender distinction is shown in the third chapter, "Media and its Impacts." Due to the female teacher named "Ayesha" in the Chapter, the gender that is mentioned in this Chapter is female. The fourth chapter of "Hazrat Asma (R.A)" contains a description of a woman, making it a chapter that is only intended for women. There is no mention of gender in the poem "Daffodils" in the fifth chapter, which is about how nature symbolizes death. The sixth chapter, "The Quid's Vision and Pakistan," describes once more the vision of a man who is credited as the country's creator. The seventh chapter, "Sultan Ahmad Masjid," provides details on a man named Sultan Ahmad, a former monarch. The Masjid was built by the king. Because the traveller in this poem is a man, the poetry "Stopping by Woods in a Snowing Evening" in the eighth chapter is written specifically for men. "All is not lost" is the theme of Chapter 9. Due to the nurse's narration of her own experience, the female gender pre-

dominates in this chapter. There is no mention of gender in chapters 10 and 11, which are both generic informational chapters. The narrative of Helen Keller, a blind and deaf woman, is told in the chapter's 12th section, making women predominate in this chapter.

In short, out of 12 chapters of an English textbook 6 chapters are with male dominance and 4 chapters are with female dominance, and two chapters are with no gender specification. In the English textbook of Grade IX, one can see the gender inequality though it is not much but the male gender is described more strongly than the female. It appears to be a violation of gender-specific human rights, as defined by national and international legislation, whether it is stated explicitly or not. There will be "no discrimination based on sex alone," according to Article 25(2) of the Pakistani Constitution from 1973.

Table 2

Gender Differences in Portraying an Image

Lesson	Description
The Savior of mankind	Hazrat Muhammad (PBUH) the last Rasool of Allah Almighty, has the greatest influence on mankind. His teachings and his life are a source of motivation and guidance for humanity. The author's purpose in writing this Chapter is to make aware of children about the life and teachings of Prophet Muhammad (SAW).
Patriotism	The unit is about the spirit of patriotism. It tells about the qualities of a patriot and how patriots look after the interest and progress of their country. The author's main aim to write this Chapter is to raise the spirit of patriotism in children.
Media and its impacts	The theme of the session is the emphasis on the role and influence of the media. It shows that the media can shape people's ideas and thoughts. It has a profound impact on people's lives. The media have transformed the world into a global village. The author's goal in writing this unit is to help students understand the importance of media and their good and bad effects.

Lesson	Description
Hazrat Asma (R.A)	<p>The theme of the unit is to appreciate the integrity and valour of Hazrat Asma(R.A) the cause of Islam. She is the role model for the Muslim Ummah due to her modesty, truthfulness, honesty, piety, bravery and generosity. The author's aim to write this Chapter is to increase religious knowledge among students.</p>
Daffodils	<p>We probably have some moments in our life that we replay in our memory-images to which photographs or videos cannot do justice because they cannot capture our feelings. In this poem, William Wordsworth captures both the images and feelings concerned with a special moment in his life. The poem is a tribute to nature and its manifestations in all its glory. The author's aim in writing this unit is to increase the students' interest in poetry and to make them understand the poetic language.</p>
The Quid's Vision and Pakistan	<p>The theme is national pride and the role of the hero in the art of nation-building. Our great leader Quid-e-Azam was profoundly concerned for his nation as well as for Pakistan. His goal was not only the achievement of Pakistan but also to stabilize the nation and the state simultaneously. For the accomplishment of this mission, he undertook countrywide tours at the cost of his health. He strived for the unity of the masses and the welfare of Pakistan and its people. The author's aim to write this Chapter is to make students aware of the founder of Pakistan and his vision.</p>
Sultan Ahmad Masjid	<p>The theme of this unit is to highlight the significance of the Islamic architecture. The world of Islam has a splendid heritage of art and architecture in which they excelled throughout history. Masjids have always been a prominent feature of the Islamic architecture. The essay not only highlights the glory of the Sultan Masjid but also throws light on the skill and ability of the architects of the time.</p>
Stopping by Woods on a Snowy Evening	<p>This poem refers to the seductive and captivating beauty of nature, as well as the need to attend to the daily affairs of life. The fantasy world is very exciting. However, a balance must be found between reality and fantasy.</p>
All is not lost	<p>Some people consider nursing as an underrated profession. It is not being valued like some other professions. So, this story highlights the importance of the nursing profession and how the sincere and strong determination of a nurse saves a patient from a near-crippling stage.</p>
Drug Addiction	<p>The plot revolves around the side effects of drug addiction. It also stresses the importance of rehabilitation centres in the treatment of drug addicts. It emphasizes the important role that counselling plays in healthy living.</p>

Lesson	Description
Noise in an Environment	This unit provides information on the negative effects of noise pollution on human health. It explains the main causes of noise pollution and how they affect mental and physical health. It also offers various solutions to the problem of noise pollution.
Three Days to See	An extraordinary woman, Helen Keller skillfully portrayed the feelings of the poor. According to the author, physical fitness is a blessing that at least for those who are lucky enough to enjoy it. According to him, we should always remember the blessings of Allah Almighty.

The above-mentioned table shows the description of all the chapters of the grade 9th English book of the Punjab board. In each Chapter, the researcher has tried to find gender specifications. In the course book, women were portrayed as having a little smaller range of occupations than males. The role of males is exaggerated in the textbook.

Not all the passages show male dominance but most of them show the male dominance in the textbook of English Grade-IX. Some of the narrations like "Hazrat Asma (R.A)" and "Three Days to See" is about women solely. The Narration "All is not lost" is also about a female nurse.

Table 3

Uneven Distribution of Roles between Genders

Name	Role	Sex
The Savior of Mankind	Prophet(PBUH) of Allah	M
Patriotism	Country Leader (Quid e Azam)	M
Media and its impacts	Teacher	F
Hazrat Asma(R.A)	Daughter of Companion of Prophet (PBUH)	F
Daffodils	Flowers(representing death)	No Gender specifications
The Quid's Vision and Pakistan	Country Leader (Founder of Pakistan)	M
Sultan Ahmad Masjid	King	M
Stopping by Woods on a Snowy Evening	Traveller	M
All is not lost	Nurse in a hospital	F
Drug Addiction	Safety of young people	No gender specification
Noise in the Environment	Negative catalyst	No gender specification
Three Days to See	Blind and deaf lady	F

Most of the narrations show the powerful and positive roles of males. Such as The Last Prophet (P.B.U.H), Quaid-e-Azam, The Sultan, etc. But most of the women's roles are passive. Such as blind and deaf lady and the nurse, etc. The role of women in the

narration, Hazrat Asma (R.A) the role of woman is strong or dominant.

Gender discrimination is any unequal treatment, including privilege and priority, on the basis of gender. The English textbooks of 9th which were selected from the Punjab

textbook board showed gender dominance in different narration. In the 9th grade English textbook not every chapter shows gender dominance because every Chapter is not about a female or male particularly. The analysis of the English textbooks of 9th grade showed that the text also avoided the use of gender-specific terms and there is a use of gender-neutral terms like human, people, children, students etc. Although not big in number gender-specific terms are also used in the text like he, she, her, and him but not frequently.

The findings showed that the 9th class textbook shows male gender dominance due to more use of male gender-specific words, like names of male characters in the text, use of the term “he” is more in the text than the use of the term “she”. The use of terms like human, student, people, and population, were the frequently used terms in the text.

Conclusion

Gender is such a minor element of texts that publishers, authors, and teachers often ignore it, as their primary concern is to provide students with effective instructional material. While reading may seem uninterrupted even in the early stages, it has a profound and lasting impact on a child's personality development (because gender is

an integral part of that personality). Gender bias can lead to the legalization of acts for all genders. When girls constantly receive the message that they are inferior to boys, they are more likely to accept it. On the other hand, if boys receive the message that women are inferior to them, later in life, they will see them as second-class citizens.

Women must do all the work at home, and all the work outside the home is accomplished or would be accomplished by the men. This idea is increasingly echoed throughout the text, telling female readers that they cannot have any job or occupation and work outside their area of expertise. The active and passive activities of men are also reserved for women. Gender differences were observed in all activities, with specific tasks defined for each gender.

Therefore, it was discovered that there is gender inequality in the Grade-IX English textbook in the Punjab, province of Pakistan, confirming whether there is a gap between theory and practice. It was recommended that the government, textbook board Punjab, and curriculum directorate Punjab should take decisive action to eliminate gender inequality in textbooks in accordance with the various Articles of the Constitution (1973), providing more information about women.

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