

Gender Representation in English Textbook-1 for Intermediate Classes, Published by Punjab Curriculum and Textbook Board (PCTB), Lahore (A Content Analysis)

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ABSTRACT

This study aims to study the gender representation in the English Textbook-1 for Intermediate classes published by Punjab Curriculum and Textbook Board (PCTB) Lahore. Based on qualitative content analysis, the description of male and female characters throughout 15 lessons is explored in terms of roles, activities, power of dynamics, and emotional displacement of the gender of characters. The results suggest the predominance of traditional gender roles in which men are typically represented as active decision-makers, leaders and rational individuals, whereas women are characterized as passive or supportive and spend most of their time in domestic environments. While there are a few lessons that buck tradition (e.g. Mrs. Jones in 'Thank You, M'am' who grounds herself in a way that challenges standard female stereotypes than the norm), for most the lessons reinforces patriarchal tones. Male characters are accorded greater agency, authority, emotional depth, while female characters are absent or shown in limited nurturing roles. It is an imbalance that reflects the deep embeddedness of gender roles in the cultural and social structures of Pakistan, and in the textbook's content. Additionally, key limitations in the study are identified, including limited visual content analysis and single textbook focus. Moreover, based on the results of the study, the paper suggests that there should be gender-sensitive content integrated in the curriculum, stronger female characters represented in the curriculum, and teachers should be trained in gender sensitivity. Finally, this study finds that though the textbook is essential in teaching, it is fragile and needs to be revised to present a more balanced and reasonable depiction of gender so it empowers students to conceive of different kinds of gender roles and fight down social presumptions that suppress both men and women.

INTRODUCTION

The linguists appreciate the vital function that textbooks have in enhancing learning as well as in changing the attitudes of school aged children towards issues in the world. It should come as no surprise that many factors are involved in the learning process, including learning materials and its evaluation, and among them the construction of gender is of paramount importance. Since students read the textbooks at their tender age, they learn the hidden practices of gender stereotypes, gender expectations, and gender identities. Such knowledge can either support the ideals of gender equity or pass down the age old gender images, which, in turn, will impact students' self-conception and other conceptualization in terms of gender. In Pakistan, where gender roles have always been stereotyped and patriarchal and tradition-bound, educational resources like textbooks are likely to have a strong reinforcing or reactive effect on the social order. The Intermediate English Textbook-1 published by Punjab curriculum and textbook board (PCTB) is one of the important intellectual resources for intermediate students (Grade 11) provincial wide. This textbook comprises a few short stories, essays, and plays containing language skills and moral development enhancement potentials. However, great proportions of attention have been accorded to such an analysis as "gender representation" that aims to examine what

is written about gender dynamics in literature. A lot has been done globally towards gender representation in textbooks. Gender representation, particularly, in the educational materials especially in the developing countries like Pakistan has always been a research area. In the past, it was often the case that textbooks showed men as the figures of leadership, decision making and social activity while women were mostly passive, homemakers and caregivers. Such images can curtail the dreams of little girls and further bolster the notion that it is only males who occupy positions of authority and power in the community while, the contributions of women, if any are, minimal and hidden. The aim of this study is to investigate and interpret the gender depiction in the Intermediate English Textbook-1, which looks at the representation of male and female characters and the activities in which they are engaged and their implications in as far as the representation of gender is concerned. Based on key lessons included in the textbook, an exploration of the following questions will be undertaken in this paper:

1. Do females and male characters occupy the same space in the textbook?
2. Are the active and decision-taking roles undertaken by men and women perhaps equal?
3. Do the various stories and narratives maintain traditional gender roles, or do they subvert them?

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This content analysis deals with particular referred textbook lessons focusing on paper illustrations supporting measuring gender attitude both affirmative and negative. As a result, the study aims at addressing such problems in order to take part in the ongoing analysis of educational literature and promote the gender equity that is desired in this area as per the expectations of society today. In a country such as Pakistan where the gender gap is prevalent in education and employment opportunities, it is essential to first combat gender discrimination in textbooks to get rid of the persistent gaps.

Schools have the responsibility of educating children positively. If such textbooks run the risk of perpetuating gender inequality, it is likely to be on information Western societies have acquired. On the other hand, students should not be restricted by these societal standards and aspirations as if they are some sort of ceiling, if schools offer a wider and affirmative view of both genders.

This analysis is particularly pertinent in relation to Pakistan's objective of attaining the Fifth Sustainable Development Goal (SDG) of the United Nations which is the aspect of gender equality and empowering all females and girls. However, efforts should be made toward the same and that lies in the fact that, gender concern should be cut across all levels of education including textbook content.

LITERATURE REVIEW

Gender issues in education materials such as textbooks have received a lot of attention in research studies on education worldwide. Education stakeholders consider that textbooks are not just tools of instruction; they are also reproducing and yielding socio-cultural and political perspectives to the societies within which they exist. A number of studies have been done on how gender is represented in the curriculum content, and the studies has affirmed that, there are gender inequalities in the language of the textbooks, which in turn promote gender stereotypes.

Gender Representation in Textbooks: A Worldwide Context

Research has shown that textbooks are filled with masculine imagery where men are generally presented as the head of society who leads, makes decisions, or takes action while women are often projected as inactive or less important in this context. Blumberg (2007) in another study addressing the issue of gender bias in educational resources, says that men are being disproportionately represented in the inside texts and pictures of the books and greater importance is provided to their achievements, leaders and social contributions. Women's images, on the other hand, are often confined to home environments where their activities involve nurturing and servicing emotions. Such discrepancies may cause students to view themselves and others in more limited roles than they may actually have. For example in Iran, it was revealed from an analysis of school textbooks that females were

presented predominantly as house wives and mothers while males appeared in docs and other professional and public jobs (Baghdadi, 2012). In the same way in India, Studies have demonstrated that school books continue to promote women into the background even in the subjects that concern their participation in past and present activities (Chick & Corle, 2006). These worldwide cover trends imply that textbooks could, in many cases, be called danger management tools for persistence of gender hierarchies hence the need for educational systems to overhaul their content to avoid gender discrimination.

Gender Representation in National Textbooks of Pakistan

Pakistan, like many other countries, has conducted several researches about gender representation in Pakistani Textbooks: those of geo-sciences and social studies. Various researches have shown that in the context of Pakistan, textbooks tend to ascribe to students' maximalist gender roles during the usual conservative societal setting. Traditionally, most male roles in Pakistan were active, skilled, and public; for example, Nayyar and Salim, in their study of school textbooks in Pakistan published in 2002, found men mainly serving as soldiers, politicians, and leaders, whereas women were mostly represented as housewives, mothers, and daughters. This pattern is indicative of stereotypical images wherein males are given authority and women centered around males. In another text by Mirza (2004) devoted to studying the issue of gender bias in the textbooks applied in Pakistan schools, it was highlighted that male characters were presented more frequently than females, be it in illustrations or in narration. In the findings, it was stated that most of the boys were depicted as taking part in outdoor activities or playing an authority figure, while girls were mostly presented as house helping or guardian like cooking food or looking after her small siblings. This unfair and unrealistic distribution of gender roles in the textbooks directly or indirectly leads to instilling among the people, especially the females, the notion that the primary obligation of the woman in the society is to be a housewife and focus on family matters while the men take up more proactive and career oriented responsibilities.

The Influence of Gender Representation on Students' Attitudes

In addition to the negative consequences on the self esteem of students, the effect of gender representation found inside the textbooks can be extended beyond the classroom boundaries to students' gender perceptions on the concepts. According to Wodak and Meyer (2009), textbooks are sources of what they call a 'hidden curriculum' in that they send messages that form part of patriotic devotion education, duties of students and social conventionalisms. Eventually, after prolonged contact with such conducive materials, the students may start inferring that the existing gender norms are biologically conditioned and hence efforts to alter

them are futile, leading to unfulfilled potential and the continued 'oppression' of women. This observation is consistent with Bandura's Social Learning Theory (1977), which posits that people, especially children, learn by watching, reading, or hearing what happens to others, or what others do and the consequences that follow these actions. When gender bias is perpetuated through content like textbooks it is quite possible that far ends of genders see those norms as useful because he or she will expect to fulfill. Consequently, it is likely that when girls look at the same scenarios over and over again where females are inactive and non-prerogative figures, they may shy away from positions of power or decision-making which is occupied by males. Apart from that, Blumberg (2008) for example considers whether the inclusion of gender imagery of females to male leadership holds any value with respect to gender studies in higher education students. It's concluded from the research that textbooks depicting non-stereotypical representation of both genders in a more equal manner can aid students in gaining a more realistic perspective on gender roles. On the contrary, textbooks that reinforce traditional gender roles can reinforce stereotypes and bring about disparity.

Gender Bias in Educational Content: Existing Issues and Effects

Gender bias can be found in educational materials, and even after recognizing it, steps taken to remedy the situation have been met with "pushback." This can be attributed to the fact that in many countries, Pakistan included, patriarchy is well ingrained. Gender based educational reform is fairly challenging owing to the rise of traditional forces who want the society as it is rather than reforming it. In the case of Pakistan, attempts to revise the curriculum and promote gender equality have been few and far between. According to a UNESCO report published in 2010, attempts made to enhance the gender sensitivity of some instructional materials were rather few and stalled. One problem is the gender insensitivity of textbook writers and curriculum planners due to lack of orientation and education on gender. This is because even when society intends to make certain changes, those changes are not able to deal exhaustively with the structural issues of gender discrimination that are embedded in the textbooks. In addition, as Ali and Muhammad (2016) note, there exists a quite prevalent ideological impression in Pakistan that textbooks and other forms of instructional materials are rational and non-partisan. Such an understanding of the situation does not facilitate defending the need for amendments to the syllabus, as any attempt to adapt published materials for the needs of women is mostly disapproved of or perceived as a breeding ground for exoticism.

Need for Gender Sensitive Educational Reform

As such, there is an opportunity to produce textbooks which are severe stereotypes of men and women and balanced providing positive publicity of all people

regardless of gender. This includes women in power, men as care-givers and both men and women in all sorts of activities. Gordon includes in the overt proposal those educational assistants encouraging both males and females to adopt an appropriate assortment of creative behaviors that may facilitate the achievement of gender development goals in a student's life rather than limiting herself or himself to certain popular objectives. Gender bias in textbooks is an important issue to address in Pakistan considering the pervasive gender issues in that country. Pakistan ranks quite poorly on the Global Gender Gap Index as it has a number of factors including imbalance education, employment, and even representation in political offices. Addressing the gendered narratives in the textbooks could be one of the steps, although small towards the reduction of these inequalities. This literature review analyzes changes in the representation of gender in the textbooks in different countries in the world and in Pakistan in particular and explains the pressing necessity for gender reform of educational materials.

MATERIALS AND METHODS

The present study uses qualitative content analysis to examine the gender representation of English Textbook-1 for Intermediate Classes, published by Punjab Curriculum and Textbook Board (PCTB) Lahore. Content analysis is a well-established research method that is used to pinpoint or establish particular features or trends within a collection of texts in a careful and scientific way. In the context of this study, it will be employed to investigate the images of male and female characters in the textbook including but not limited to issues of gender, theme, or tone, power relations, character, and the roles that each gender is portrayed with.

Research Design

This study is qualitative in nature and constitutes a case study because it focuses on a single textbook to analyze gender representation in detail. The primary objective accomplishment of this research design is to address the issues of textbooks' relevant texts where the bias could be identified or the equality promoted by means of the representation of all subjects is considered from the gender aspect. The study will focus on both the explicit elements of the content (character roles and activities) and the implicit elements of the content (societal beliefs and attitudes that these character roles contain).

Data Collection

The Intermediate English Textbook-1 utilized in the study has been obtained from PCTB and is prescribed in the curriculum of grade 11 in Punjab. The discussion embraces all the topics that are presented in the textbook. These are thematic units illustrated with prose works, drama, essays, and oratory with diverse characters and settings suitable enough for the study of gender. In particular, the analysis includes the following steps:

Selection of Lessons

A total of 15 lessons from the book which included prose, non-fiction, etc. were analyzed. There were a number of male-centered lessons and female-centered lessons included in the selected ones that looked at gender roles in different contexts.

Identification of Gender Representation Themes

The purpose of the current study is also to focus on narrowing down particular aspects of genders that the authors have touched upon such as:

Character Roles

Inclusion of only male and female character types, male and female protagonists, secondary supporting characters and dependency providing passive characters.

Character Activities

What kind of actions and activities do male characters and female characters have (e.g. leader, decision making, caregiver, etc.)?

Power Dynamics

How much authority, the right to make decisions, independence, or ingress was attributed to male and female characters?

Emotional Representation

Multiculturalism and Multinational Corporations which explains Logical Evenness of emotions like strength, or warmth or even decency and compassion.

Occupational Roles

The depiction of job and social structures (for example, How men are depicted within the working or public images or women within the household figures?).

Textual Quotations and Examples

Passages and quotes from the lessons were used to support the analysis, extracting certain passages and quotes to use. I think these quotations serve to illustrate in a concrete way the textbook's portrayal of gender, how they portray male and female roles and character in narrative as well as dialogue.

Data Analysis

Coding

All gender elements presented in the textbook lessons were collected in special forms, which were illustrated by a coding sheet based. This included male-female character portrayals, their acts and occupations, expressions, and positions of power and subjugation. The coding categories were operationalized on the basis of the strain of literature on gender equality in educational resources which existed.

Unit of Analysis

This study treats one full lesson as the unit of analysis.

Each lesson was assessed as to how it depicted gender relations in terms of the actions, speech and behavior of male characters and female characters. Patterns of stereotypical gender portrayals as well as non-stereotypical ones were also looked at in terms of narrative and dialogue content.

Frequency and Visibility of Gender

The actual number of male and female characters in the texts as well as the number of male and female characters in the short stories barring active participation was observed. This also enabled one to ascertain whether both female and male characters were represented equally in the textbook and there was no one gender being more of silenced than the other.

Contextual Analysis

Gender representation was examined in relation to the overarching theme of the lesson or the core message to be conveyed in the lesson. For example, when a female character's behavior is passive, is it regarded as a virtue, a flaw or does it not carry any praise or abuse? Such a contextual analysis helps determine whether the reinforcement is traditional gender norms and roles or overcoming such norms through the textbook.

Lesson Variations

In this sub-section, the representation of gender in different lessons was compared to learn any general trends or differences. For example, do female characters always assume the role of housewives across different lessons, or are they assigned different roles depending on the lesson on gender.

Reliability and Validity

In order to address these concerns regarding the reliability and the validity of the content analysis, the following measures were taken:

Triangulation

Validity of findings gathered through the insert triangulation was further enhanced by analyzing more than two lessons as well as matching and contrasting the identified themes of gender elemental hierarchy within the textbook under study with other existing studies about gender in textbooks including that of Pakistan. This validated the degree to which the findings fitted into the general trends of gender bias in textbooks.

Peer Review

An incremental study involving an academic peer who viewed the coding framework along with initial findings was done to improve the level of bias in the analysis. Any inconsistency or biases emanating from coding were sorted out through dialogue.

Rich Descriptions

Detailed textual quotes were presented in the results

section in order to increase the credibility of the research. It helps in ensuring that the attempts to interpret the stratification of gender in the lessons presented are based on the actual content of the lessons and not the readers' perceptions.

Discussion

Traditional Gender Roles Reinforced

Most of the lessons that have been analyzed from the textbook portray women's traditional departments, where male participants are seen as the active characters, who are in charge of all the actions while female characters often play subordinate or supportive roles. It is true with regards to lessons such as 'The Piece of String' and 'Overcoat' where there are no female characters or when they are depicted, they are in cameo appearances. Thus in stories such as 'Clearing in the Sky' and 'The Gulistan of Sa'di', where men appear as wise rational authoritative figures, traditional masculinity is also aggravated. The picture of male authority figures depicted in these lessons also reflects the ingrained tendencies in the society of Pakistan, where men are required to take up leadership positions in both the public as well as the private domains while women are largely relegated to household. Such deep societal vise of patriarchy is also evident in the contents of the textbook in question. Zaib-un-Nisa in 'God Be Praised' illustrates this very well. Every aspect of her being and emotional contentment hinges on her husband's achievements. These gender stereotypes are also depicted inside the classroom, and often quite convincing impact students' understanding of gender, since basic ideas about gender difference are being imposed on them.

Lack of Strong Female Representation

The analysis further reveals some of the most dramatic selling points such as the absence of strong female representation in many of the lessons. Rather, there are other narratives e.g. 'The Piece of String' and 'Overcoat' that do not have active female leads, even in their active female leads, they do not have any. Generally, in these stories, men are the only actors on stage who carry the action whilst women are absent or mute on the side lines. Furthermore, women are generally portrayed within the context of a woman's sphere, filled with emotions or at home and quite compliant. In the case of 'The Gift of the Magi', Della is portrayed as a woman who reinforces the notion that women are all about beauty and imbuing them with a wish to serve and sacrifice, as her character is primarily one of self-sacrifice. In 'Dark They Were, and Golden-Eyed' Cora is depicted as a worrisome spouse when it is Harry who plays the man, the active husband, the one in charge of everything in the family. While this still training on the weaknesses of the textbook, the shortage of dynamic women characters further marginalizes women in the textbook, and upholds the conventional context that women are to stay in their zone. Furthermore, the absence of such diversity in the

female characters would also expose the pupils to the limited scope of feminism from only ordinary women who are housewives and not to women who can help alleviate such stereotypes from society.

Gender Stereotyping Exceptions

Most lessons are oriented towards traditional gender roles, but several instances stand out where female characters take on more powerful and proactive roles. Mrs. Luella Bates Washington Jones, for instance, is portrayed as a woman with a firm hand in Roger, a boy she legally adopts, in the short story wherever she is mentioned in the story 'Thank You M'am'. Her presence defies the traditional stereotype that women must be quiet and are influenced instead of influencing the story. She is a decisive and independent woman able to change the course of the tale. This describes a more ideal situation such as in the fight against domestic stereotypes than most progressive children and adult learning materials that contain in predominance. There is nothing wrong with this Lady, Jones's character other than to show that women are dominant and emotionally active is rather a gender issue that has to be demonstrated to students. Still, the authors contend that such examples are rather typical of the textbook, meaning that although some of the lessons aim to subvert gender stereotypes, the subversion is not common and widespread in the curriculum.

Male Emotional Vulnerability and Complexity

Most interestingly, even though patriarchal values like strength, authority, and rationality are emphasized across numerous lessons, there are moments where male figures are represented as being weak or complex in their emotions. For instance in "The Piece of String," Mr. Hubert becomes distressed and emotional when confronted with a wrongful accusation of theft. His emotional story line points out that man also experiences feminist cycles which has been the cry against conservative ideology of women who want men to wear pants all the time. Just as, in "Button, Button," Arthur is defensible in ethical and moral ways; however, his don't press the button action indicates a deeper sense of imbalance towards the internal perspectives and fears that the consequence of pressing the button. These portrayals offer more qualitative aspect of masculinity and men where the range of emotions is not confined within strength and rationality. It is good that there is this level of complexity regarding male characters in the textbook since it expands the scope of masculinity representation. Men are portrayed as people full of emotion and with the capacity of being vulnerable, something that is contrary to the idea that men do not depict emotion and are always in control of situations. It is, however, worth noting that these displays of vulnerability are hardly revolutionary and even within the story structure, the women do not weaken the power order for men typically receive power and leadership.

Cultural Context and Gender Expectations in Pakistan

The indefinite notion of gender in the PCTB textbook also draws attention to the Patriarchy and how it shapes cultural views in Pakistan. Pakistan being a traditional society is characterized by the conventional family, where men earn and women take care of household chores including raising children. This cultural context contributes to the content of these textbooks because as noted they tend to show and complement these attitudes of society. Nevertheless, this also poses a significant problem regarding educators' and policymakers' efforts to further gender equality in education. Unless gender portrayed in textbooks changes, girls and boys alike will be at risk of being shaped into stereotypes and conditioned to utopian visions of men and women roles. It is easy to understand how little girls who are always shown women as housewives or subordinate worker bees would learn to limit themselves to such parameters. In the same manner, boys who are exposed to images of men's superiority may have an unrealistic concept Western patriarchy as being 'normal.' What needs to be ensured in Pakistan towards the fulfillment of the Sustainable Development Goal Five which is gender and equality for all the women and girl children is that educational materials are free and fair to all genders. If the images of men and women in books are abundant, rich and varied as well as positive, which is the case with the real world; this will help change the negative perceptions of gender relations that exist in society.

Educational Reform: Implications of the Study

This content analysis has some important considerations for curriculum development and educational reform in Pakistan. The English Textbook-1 under analysis here indicates the urgent necessity of extending the rational envelopment of gender stereotypes and unbiased representation of female and male images. This may be accomplished by:

- Depicting women who are active leaders and professionals in the new textbooks, instead of ordinary mothers, making them more relatable and belonging in society.
- Giving a humanized representation of both male and female characters without guilt and making their portrayal richer than stereotypical expectations.
- Including stories that depict gender equality in both the domestic and public domains, where men and women are equally present and active and contribute to achieving balance in gender roles.

It is evident that radical and more positive gender stereotypes can be incorporated in the changes in the content of the textbooks when young children are being developed. This improves the culture and the overall view of gender equality among the students and thus, eroding the mind of society on the traditional the role of women and men. The English Textbook-1 content evaluation for intermediate classes issued by PCTB, reveals that, the textbook more often than not, tries to reinforce the concept of gender roles in the society where by the male

figure is most of the time a leader, a decision maker and the one active while the female is portrayed most of the time as passive or domesticated. Such exceptions do exist where traditional gender roles are turned upside down. Nevertheless, the plot is predominantly very much male centered. That certainly has consequences on what gender roles and expectations the students of Pakistan are socialized. For the purpose of building a fair and just society, this means that educational resources should seek to provide both sides of the gender coin. The future textbooks must strive to move away from the traditional stereotypes towards representation of both men and women who are self-reliant, strong women and able men. This will mean that women and students in general are active partners of the transformation process by pursuing equality where they demonstrate leadership in society and the institutions that provide them with opportunity.

CONCLUSION

This content analysis of English textbook-1 for intermediate classes by Punjab Curriculum and Textbook Board (PCTB) reveals the traditional stereotyping of gender division where the position husbands and male figures occupy is logical and active whereas the female figure mostly is given emotional, domestic chores or is actively passive. This is an accurate analysis of one of the major criticisms of the book, in that, the book is substantially a reflection of the Pakistani society's notions of gender relations and support structures, limiting women's roles to the level of stereotypes. Even though there are some few exceptions such as Mrs. Jones of "Thank you, M'am", who for once does not complete the cycle stereotype by being obedient, authority figures with sense of morality, these cases are uncommon and do not much shift the general trend in the gender imbalance. Males are allowed to experience higher levels of emotional changes through means that are more restrictive towards the femininity image since complexity in emotion is usually rendered to male figures. Nevertheless, women are still marginalized in terms of active participation in every sphere including hierarchy and professions. Based upon the findings, there is the suggestion that educational material like textbooks influences young learners' the ways in which gender relations are constructed. The textbook is effective in reinforcing sexual discrimination through limiting women's agency in public and encouraging them to domesticizing women and other subordinated roles, all of which are sustained by emphasizing men's superiority. Such unrest should be understood in the context of Pakistan where gender issues of concern exist. Pakistan is obligated to advance towards gender-oriented policies as expressed in Sustainable Development Goal five. Gender should always be considered warmly and sensitivity to our future generations is important in the redesigning of textbooks. Both men and women should be represented and benefit from textbooks as they should be seen in different positions than the 'wife' and the 'husband'. Doing this has the potential of assisting young students

who are willing to embrace gender equality, who tolerate the irrationalities associated with gender norms, and who pursue whichever desirable and commendable roles in society.

To sum up, it is safely envisaged that in the forthcoming editions of the Intermediate English Textbook-1, gender bias in the text shall be as much less pronounced as general and instructional approaches and methodology remain deep in the language. Boys and girls need an education that consists necessarily in the removal of all barriers that might prevent one or the other from participating in every organizational activity and role imaginable or possible.

Limitations

Despite the important contribution this research makes into the issue of gender representation in English Textbook-1 for Intermediate Classes published by PCTB, there are some limitations which have to be taken into account when analyzing the results:

1. This content analysis focuses on the expository text within the lessons analytically. Pictures are also effective and can communicate subtle aspects for example gender related messages and either support or counter balance the stereotype in the text. Hence the study did not include any of the visual elements so as to limit the overall aspect of gender in the textbook.

2. The focus was specifically on a curriculum which had one textbook (English Textbook-1 for Intermediate Classes textbook 1) in what was essentially a broader curriculum. A wider research including all text books, all subjects and all grades in the school will be able to go deeper into the study of how gender is represented or is seen in the curriculum.

3. As a qualitative content analysis, gender is experienced through a subjective prism as it is raised in discussions of representation. However, the understanding of the character's action, role or power relations may differ according to the individual researcher. Subjective interpretation concerns many of the qualitative studies.

4. This study is not enriched with comments from the main audience of the textbook, students and teachers. In the absence of this feedback, the study is unable to evaluate the degree to which gender representation has an effect on the students' attitudes towards equality and preconceived societal roles.

5. Since it is evident that many lessons in the textbook hardly have or do not have female characters at all, this study's capacity to explore female roles is naturally very shallow. This prevents conducting cross-gender analysis in this text to the fullest extent possible.

Future Recommendations

In view of the findings and limitations of this particular study, several recommendations deserve further inclusion if gender equity practices are to be enhanced in educational resources especially textbooks published by the Punjab Curriculum and Textbook Board (PCTB) and also promote such a gender just learning space. These

recommendations seek to promote the development of books that are free from traditional stereotypes about gender roles and address the needs of both sexes' students irrespective of the sex.

1. It should be noted that there is a need to consider the issue of sex representation in forthcoming editions of textbooks, which probably will present both male and female characters in gender balanced proportions.

2. There is a need for more female representation across a wider range of roles in textbooks.

3. As noted above, text in the presented content is not the only area to be modified; the illustrations in the textbooks should also be focused on.

4. The PCTB must ensure that there is a set time for the revision of the existing textbooks so that resources remain relevant with the current and changing dynamics of socio-cultural gender preferential standards.

5. In order to counter act gender bias within the classroom, teacher gender sensitivity training must be conducted. Even when textbooks are revised, the way teachers interpret and present content is a determinant factor that defines the way students comprehend gender.

6. To ensure that the future textbooks cater for the specific needs of male and female students, it is vital to involve students, teachers as well as other stakeholders in the process of developing content.

7. Gender inseparability in the objectives of the curriculum should also reflect in the content of textbooks, activities of the classroom as well as educational objectives.

Based on the results achieved in this study, it is reasonable to assume that an improvement is required in the representation of gender in English Textbook-1 and other educational materials in Pakistan. A future effectiveness of the impact made by textbooks will help to ensure that the gender depiction is much fairer, which will foster gender equity in the classroom as well as outside it. In order to change rigid gender expectations, there is a need to change the old structures which include changing some textbooks, educating some of the instructors, and restructuring some of the courses to more liberal and progressive ideologies.

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