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An analysis of grade-viii English textbook with gender disparity perspectives in the curriculum of Khyber Pakhtunkhwa

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ABSTRACT

This research was aimed to study the curriculum of English Textbook Grade-VIII in the Khyber Pakhtunkhwa province of Pakistan. A qualitative approach was adopted to study the textbook with gender perspectives. Gender presentation in school textbooks is a newly emerging field of study in academia. The ministry of education clearly states that "efforts will be made to eliminate gender bias in textbooks and curriculum" (Ministry of Education 2003b, 22). There is still a lack of practical application for gender equity in schooling tackling the obstacles in the way of such goals (Khalid and Khan 2006; Khan 2007). This study used the two main themes 1. Nature of narrations and 2. Sensitivity of illustrations. Nine steps were taken in this research process. All the themes and sub-themes have a male dominance though the 1973 Constitution of Pakistan has claimed to remove the gender disparities. , it is clear that schools textbooks promote the gender biased approach because men are shown in powerful, prestigious, well reputed and respectable jobs and women are shown in less visible and less valued positions. It was suggested that to improve feminine visibility, the government, the textbooks boards, and the directorate of the curriculum should assure the equal distribution of contents between the genders in Pakistan.

Keywords: curriculum, English textbook, gender disparities, grade-viii, Pakistan

Education is the potential instrument to empower women with knowledge, life opportunity, self confidence and skill that are important for the social and economic development a country. When our country utilizes the potential of men and women equally then economies grow faster, children's health improves and everybody can realize their individual capabilities. But unfortunately the deep rooted patriarchal convictions and traditional stereotypes predefine their roles in society, restrict their freedom and sets limits to girls expectations. Some researchers raised their concerns about Gender bias in

Schooling system, gender stereotyped career choices, academic achievement and stereotyped representation of women in textbooks in western Countries (Leder, 1992; Watt & Bornholt, 1994; UNESCO 2004; White & White, 2006).

If several decisive questions are not answered first, this function of education is less likely to be realized. For example, education does not play its part in social change and economic growth if society's problems are not tackled, such as gender discrimination, racism, and prejudices. Therefore, the significant decrease of gender disparities has become an essential component for governments and international organizations, mainly in the education field (e.g., Arbache et al., 2010; UNESCO, 2000, 2009; Ullah & Skelton, 2013; Worku, 2020). Several leading academic declarations have been made for the above-stated reasons. Some of the declarations that make girls' education and gender equality at the top of the international educational agenda are the "Women's Educational Equity Act (UNESCO, 1974)", the "World Declaration on Education for All (UNESCO, 2008)," and the "Dakar Framework for Action" (UNESCO, 2000, 2009) (e.g., Worku, 2020). The role of curriculum content in alleviating gender inequality and prejudices has been significant in global legal resources (e.g., Ministry of Education 2003a, 2003b; Ullah & Skelton, 2013). Gender-responsive learning material in the

curriculum may play a significant role in gender-awareness and related issues. They should provide a balanced and realistic view of the two genders' roles and their obligations.

Unfortunately, in most countries, educational materials have perpetuated gender disparity and discrimination by omitting or inadequately portraying femininity (Enguday, 2008; UNESCO, 2008, 2009). As researchers noted, the issue arises when the curriculum contains discriminatory social perceptions, values, and expectations that reflect gender inequality but are viewed as natural (e.g., Amini & Birjandi, 2012; Demir & Yavuz, 2017; Enguday, 2008; Ullah & Skelton, 2013). Moreover, Gachukia and Chung (2005) assert that gender bias come out from educators' unintended behavior and the teaching techniques they use. While many studies have identified that the tendency may be toward both genders, often against the female gender.

Some research papers (e.g., Hartman & Judd, 1978; Papadakis, 2018; Porreca, 1984) discovered it a widespread issue and provided early research in gender inequality in textbooks. Several prominent features were explored in an initial study, from which the most important ones were determined (Hartman & Judd, 1978; Musty, 2015). In comparison with males, one was said to be an omission, i.e., the degree to which females are underrepresented in a document giving authors a chance to test stereotypes (e.g., Musty, 2015).

Since curriculum content plays a crucial role in achieving structured educational objectives, it is worth noting its part in shaping the students' attitudes towards their society's cultural practices. Their effect on students' views on gender and gender-equality/inequality is also significant (e.g., Gachukia & Chung, 2005; Musty, 2015; Suwardi et al., 2017; Ullah & Skelton, 2013; Worku, 2020).

Textbook is defined as "a book used as a standard work for the study of a subject (i.e. Urdu, English, and Science etc.) (Simpson & Weiner, 1989, P. 1483)". These textbooks are the

main sources of socialization of young generation. By study these books, children know about their heroes, history as well as their material and non-material culture. Instead of these, they also learn their statuses and roles such as father who is judge who can make decisions of other family members. On the other hand, girls learn the role of mother such as cleaning, caring and cooking etc from these books because textbooks are usually reflecting the social structure of society to the children. Society will function effectively if the young generation learn and adopt these statuses and roles in their daily lives. Therefore, textbooks prepared for educational purposes must have equal material and illustrations for both males and females. This is because the images portrayed in texts would significantly affect gender and gender equality among learners (e.g., Jasmani et al. 2006; Musty, 2015; Worku, 2020). It is with this thought in mind; the present study was performed.

PROBLEM STATEMENT

In national and international educational discussions, policy papers, conferences, and declarations, gender equality has been at the most prominent position. However, several studies conducted in various parts of the world have investigated gender discrimination, racism, and stereotyping in curriculum materials (Islam, 2018). For example, UNESCO (2008) stated that femininity had been portrayed in highly stereotyped positions in many nations' textbooks. (e.g., Blumberg, 2008), it was reported that, although several attempts were made to eliminate gender inequality in textbooks through policies, the results achieved so far have been unsatisfactory. Gender bias in textbooks was an invisible barrier, according to the study, that bashed the equality of women in education and beyond.

The systematic review method starts, like any research design, by clearly defining the purpose of the analysis. In this context, this study examines whether the English Textbook of

Grade-VIII of Khyber Pakhtunkhwa Pakistan is a gender-responsive curriculum content. More exactly, the goal was to explore the presented passages, tales, role models, illustrations and to analyze gender-sensitive pedagogy's fundamental concepts in the textbook to compare gender equality.

METHODS

Design

This research article focuses on studying the English textbook for Grade-VIII used in the schools of Khyber Pakhtunkhwa. A qualitative content analysis approach was used to achieve this goal. One of the commonly used techniques in the social sciences is content analysis, which focuses on determining trends in texts studied by researchers (e.g., Fraenkel & Wallen, 2006; Krippendorff, 2004; Worku, 2020). The discovery of the meanings of underlying messages is concerned with qualitative content analysis. In the course of content review, various scholars propose various steps that need to be taken. The actions and procedures suggested by Fraenkel and Wallen (2006) were given due attention in this report.

Data and sources of data

Concerning the above title, the research focuses on the secondary data curriculum of Grade-VIII English textbook for analysis. The secondary data was analyzed in the light of primary data from traditional materials such as;(1) The Constitution of Pakistan, 1973 [(Article 25, 25A; Article 26 (2); Article 27; Article 30; Article 37; & Article 38 (a));(2) The Dakar framework for action (EFA Goals by UNESCO, 2000); (3) The EFA textbook with gender perspectives global monitoring report UNESCO (2008);(4) Promoting gender equality through Textbooks: A methodological guide of UNESCO (2009); (5) Universal Declaration of Human Rights (Assembly, 1948).

Data collection

The data was collected from the following sources.

Table 1

Data sources for Research questions

Theme	Primary/Secondary data	Purpose	Contents and Articles
1. Grade-VIII English Textbook	Secondary Data	RQ. 1	1. The Holy Prophet Justice 2. The Strange Voyage of Sindbad 3. The Hazards of Flood 4. Computer and Internet 5. The Dawns Awake 6. The Founding Father of Pakistan 7. The Handcrafts of Pakistan 8. A Letter to the Editor of Newspaper 9. Someone Who Works Hard To Earn 10. What a Blessing 11. The Devoted Mate 12. The Chinese New Year 13. Ibne Seena the Great Muslim Scientist 14. The King Fisher 15. A Family Trip to Naran 16. The Life We Build For Ourselves 17. The Guest House 18. Cleanliness is Next to Goodliness

19. Etiquettes of Traveling

20. The Farmer's Dog

2. Constitution1973 Pakistan	Primary Data	RQ. 2	21. Articles 25, 25 (A), 26 (2), 27, 30, of Pakistan 37, 38 (a), b 263 (a) (b)
3. The Dakar framework for action (EFA Goals) UNESCO 2000		RQ. 2	22. EFA (Gender Perspectives)
4. The EFA global monitoring report UNESCO-2008		RQ. 2	23. EFA (Gender Perspectives)
5. Promoting: gender equality through Textbooks A methodological guide of UNESCO-2009		RQ. 2	24. Gender Equality
6. Universal Declaration of Human Rights (Assembly, 1948)		RQ. 2	25. Gender Equality

Research process

An adapted gender analysis framework (e.g., Worku, 2020) was used. The nine significant steps of the research process, i.e. "(1) determining objectives, (2) defining terms, (3)

specifying unit of analysis, (4) locating relevant data, (5) developing rationale, (6) developing sampling plan, (7) formulating coding categories, (8) maintaining reliability and validity, and (9) analyzing data were pursued.

Furthermore, the two themes, i.e., (I) the "nature of narrations" and (II) the "sensitivity of illustrations" were coded for results as suggested. The "Constitution of Pakistan, 1973", the "Dakar framework," and the "universal declaration of human rights (Assembly, 1948)" helped to frame the themes. To complete the research process; the steps studied by Worku (2020) were adopted, given as:

Determining research objective

1. To analyze gender equality established in the curriculum contents of Grade-VIII English Textbook of Khyber Pakhtunkhwa Province.
2. To suggest critically, the textbook review in light of the Constitution of Pakistan, 1973 and other international laws related to gender discrimination.

Define terms

Article	A written section of the Constitution
Bias	An unfair judgment by favoring or opposing a gender against the other
Constitution	A constitution is a combination of core rules or eVIIIisting precedents that comprise an individual's legal foundation, association, or another form of entity and generally
Gender	The term applies to the social standards, laws, and norms associated with masculine and feminine
Gender analysis	The organized compilation and analysis of gender knowledge to accept, acknowledge and resolve disparities and make social connections
Gender Equality	It means ensuring equal terms, care, and opportunities for full equality and opportunity to understand their full potential, civil rights, and equality, both men and women

Responsiveness to	This relates to taking steps to correct gender bias to guarantee gender equality and equity.
Stereotype	A set concept or picture of a specific gender that several individuals have, but in truth, that is often not valid.
Textbook	A textbook is literature that includes a detailed collection of content to illustrate it.

Specify the unit analysis

Before starting the analysis, the units used to conduct and report the analysis should be defined (e.g., Fraenkel & Wallen, 2006), such as phrases, words, paragraphs, sentences, stories, illustrations, and passages are shown in Table 1.

Locate relevant data

The relevant data aimed at analysis is located in Table 1 above. The textbook contents were analyzed in the light of the appropriate laws as given in Table 1.

Develop a rationale

The English Grade-VIII textbook was selected because there is no evidence to study the stated book with gender perspectives. The detail is given in the problem statement.

Develop a sampling plan

According to the researchers (Fraenkel & Wallen, 2006), a qualitative study should have a purposive sampling. Due to the fact, in this study, the English textbook of Grade-VIII was selected. Furthermore, all contents were considered without making any further sampling.

Formulate coding category

As stated above, the following research themes were formulated in this study: "nature of narrations" and "sensitivity of illustrations" (e.g., Worku, 2020). Issues of gender visibility, pictures, and independence were given due attention within the first theme. Similarly, the focus was given to occupational roles and power relations in the second theme.

RELIABILITY AND VALIDITY

According to Leung (2015), the five methods are improving process and outcome reliability: reputational analysis, continuous comparison of data, systematic use of data, the inclusion of the strange case, and use of tables. This research has confirmed all the stages. Furthermore, it was stated that, in qualitative research, validity means "appropriateness" of the instruments, procedures, and data. The choice of methodology is appropriate for answering the research question. The design is valid for the method. The sampling and data analysis is proper, and virtually the findings and conclusions are useful for the sample and context if the research question is valid for the desired outcome. In this context, the research questions are reasonable and appropriate for the desired effect, and the data source is also useful; therefore, the validity is confirmed.

Analyze data

The stated above two main themes were studied with seven sub-themes as given below to complete the data analysis process;

- 1) "Nature of narrations" with sub-themes; visibility of the feminine, gender differences in portraying an image, male dominancy, Uneven distribution of roles between genders
- 2) "Sensitivity of illustrations" with sub-themes stereotyped occupational roles, the home-public dichotomy, and patriarchal power relationship.

RESULT AND DISCUSSION

Analysis for Objective 1

Nature of the narrations

This primary purpose of this study was to analyze the nature of the contents given in the English Textbook Grade VIII of Khyber Pakhtunkhwa province. There were 20 narrations/ lessons in the stated textbook, of which 10 were non-gender, and 10 were gendered. The stated above 10 clearly-gendered narrations were analyzed with four themes, i.e., visibility of feminine,

gender differences in portraying an image, male dominancy, Uneven distribution of roles between genders.

Visibility of Feminine

The females are less visible as compared to males, evident from the table below.

Table 2

Visibility of feminine as compared to male in lessons or narrations

S.No	Lessons or Narrations	Gender	Page-Page
1	The Holy Prophet Justice	Male	01
2	The Strange Voyage of Sindbad	Male	13
3	The Hazards of Flood		24
4	Computer and Internet		34
5	The Dawns Awake		44
6	The Founding Father of Pakistan	Male	54
7	The Handcrafts of Pakistan		63
8	A Letter to the Editor of Newspaper		72
9	Someone Who Works Hard To Earn	Female	80
10	What a Blessing		90
11	The Devoted Mate	Male	98
12	The Chinese New Year		110
13	Ibne Seena the Great Muslim Scientist	Male	122
14	The King Fisher		133
15	A Family Trip to Naran	Female	141
16	The Life We Build For Ourselves	Male	151
17	The Guest House	Male	162
18	Cleanliness is Next to Goodliness		173
19	Etiquettes of Traveling		184
20	. The Farmer's Dog	Male	194

Table 2 shows among the 10 lessons, only 2 are feminine gender (showing contents about females), while the remaining 8 lessons are masculine-gender. It will be just an exaggeration considering the ratio of women and girls to men and boys. Mostly, the stories explain the deeds of male-only, except for the one lesson; which is a story of an old lady who works hard to earn on page number 80. The Grade-VIII English textbook lacks stories and narration of females' work from different walks of life, such as science, culture, health, engineering, doctors, etc. Expressly or impliedly, it seems a violation of human rights in terms of gender as explained by national and international laws. The Constitution Pakistan (1973) in Article 25(2) has stated that "there shall be no discrimination on the basis of sex alone."

The administration should ensure the proper proportion of female inclusion in the text. UNESCO (1960) has explained under Article 3(a); "...In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties there to undertake: To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education." Furthermore, to study other gender-related issues, the book's different parts were analyzed given as following.

Gender differences in portraying an image

An uneven distribution between the genders was found in portraying their images, as given below.

Table 3

Descriptive analysis

Lesson	Description
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The Holy Prophet Justice	This lesson explains the about the institution of justice established by the Prophet Muhammad (Peace Be Upon Him).The lesson describe the events related to the justice of the companions of Holy Prophet (a male with a positive role).
The Strange Voyage of Sindbad	Story of The Strange Voyage of Sindbad is related to the rich man who spent his money generously (male's positive role).
The Founding Father of Pakistan	The lesson describes the good qualities of M.A Jinnah (a male with a positive role)
A Letter to the Editor of Newspaper	The letter is written by a female to the Editor of newspaper (a female with a positive role)
Someone Who Works Hard To Earn	This lesson is related to the hard work of a poor old lady (a female with a positive role)
The Devoted Mate	The lesson is about the story of Hazrat Hassan Basri polite behavior adopted by Asfandayar who changed the negative attitude of jack. (males with a positive and negative roles)
Ibne Seena the Great Muslim Scientist	It is an historical lesson about the life and deeds of great Muslim philosopher Ibne Seena (a male with a positive role)
A Family Trip to Naran	Female characters with adventure(Female with adventurous role)
The Life We Build For Ourselves	This story is all about the works and activities of Amjad a carpenter(male role)
The Guest House	Poet of the poem is Maulana Jalaludin Rumi a male writer

GENDER DIFFERENCES IN PORTRAYING AN IMAGE

Lesson Description

This lesson explains the patience and justice of the Holy Prophet Muhammad (peace be upon him) (a male youth with a positive role).

This lesson describe a Story of The Strange Voyage of Sindbad is related to the rich man who spent his money generously (male's positive role).

The lesson describes the good qualities of M.A Jinnah (a male with a positive role).

The letter is written by a female to the Editor of newspaper (a female with a positive role).

The lesson The Devoted Mate is about the story of Hazrat Hassan Basri polite behavior adopted by Asfandayar who changed the negative attitude of jack. (Males with positive and negative roles)

The lesson Ibne Seena the Great Muslim Scientist is an historical lesson about the life and deeds of great Muslim philosopher Ibne Seena (a male with a positive role).

This story is all about the works and activities of amjad a carpenter (male role).

Poet of the poem The Guest House is Maulana Jalaludin Rumi a male writer.

The content of the lesson The Founding Father of Pakistan shows the word "Founding Father" while the Constitution of Pakistan (1973) explains in the Article-263(a)(b):"(a) Words importing the masculine gender shall be taken to include gender; and (b) Word in the singular should include the plurals, and words in the plural should consist of the singular."

Women with a slightly narrower range of positions than men were depicted in course books, defined by caring careers (Gupta & Lee, 1990) and subordinate employment (Sakita, 1995), males were overrepresented (Mineshima, 2008) with better visibility in passages and illustrations (Mukundan&Nimehchisalem, 2008; Worku, 2020). So, it's no wonder that content from gender-biased course books has adverse effects on learners. The stereotypical content can lead female students to limit their social, interpersonal, and textual

MALE DOMINANCY

Almost all of the passages show male dominancy, as evident from the table below.

Table 4

Male dominancy in passages and stories

Lesson	Description
The Holy Prophet Justice	The story of our Holy Prophet (male) and his copanions about justice (males)
The Strange Voyage of Sindbad	Story of The Strange Voyage of Sindbad is related to the rich man who spent his money generously (male's positive role).
The Founding Father of Pakistan	The lesson describes the good qualities of M.A Jinnah (a male with a positive role)
A Letter to the Editor of Newspaper	The letter is written by a female to the Editor of newspaper (a female with a positive role)
Someone Who Works Hard To Earn	This lesson is related to the hard work of a poor old lady (a female with a positive role)
The Devoted Mate	The lesson is about the story of Hazrat Hassan Basri polite behavior adopted by Asfandayar who changed the negative attitude of jack. (males with a positive and negative roles)
Ibne Seena the Great Muslim Scientist	It is an historical lesson about the life and deeds of great muslim philosopher Ibne Seena (a male with a positive role)
A Family Trip to Naran	Female characters with adventure
The Life We Build For Ourselves	This story is all about the works and activities of amjad a carpenter(male role)

The Guest House	Poet of the poem is Maulana Jalaludin Rumi a male writer
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Among the 10 lessons, 8 were addressing men. Mostly, the stories in the stated lesson addressed men, except one story that expressed the struggle and hard work of an old lady.

Boys and men have been portrayed as brave inventors, scientists, and rulers in several narratives and sections of the Eight English Textbook Grade-VIII (see Table 4). The above table shows male dominance in almost all lessons, except two out of the ten. An equal inclusion of genders in education mitigates the gender function of stereotyping in young children and extends their ambitions and range to make it more specific for the present research scope. Position options that they consider acceptable for their gender (Demir&Yavuz, 2017). Bussey and Bandura (1999) interpret gender conceptions and role actions as social factors' outcomes in their social cognitive theory of gender role formation and functioning. Similar to this research, different researcher (e.g., Ansary&Babaii, 2003; Bahman&Rahimi, 2010; Carroll &Kowitz, 1994; Ghorbani, 2009; Hamdan, 2010; Holmqvist&Gjörup, 2006; Mose, 2013; Otlowski, 2003; Poulou, 1997; Tutar, 2008; VIIaoping, 2005) have studied the gender-exclusive language, male dominance, and stereotyped gender roles, and found a male-dominancy.

The different Articles in the Constitution of Pakistan,1973 confirming the equal rights of male and female, for example, Article 25(A), Article25(1)(2), Article-26(2), Article27, Article30, Article37, Article38(a), and Article263(a)(b). Therefore, it can be stated as a violation of these stated Articles regarding non-equal participation of male and female.

UNEVEN ROLE MODEL PRESENTATION

Ten role models were presented in various sections of the Khyber Pakhtunkhwa Grade-VIII English Textbook.

Seven of the role models, however, reflected the male gender (see Table 5).

Table 5

Uneven distribution of roles between genders

Name	Role	Sex
The Holy Prophet Justice	the role Model of justice (Prophet)	M
The Strange Voyage of Sindbad	generosity (Sindbad).	M
The Founding Father of Pakistan	Model of good qualities (M.A Jinnah)	M
A Letter to the Editor of Newspaper	The letter is written by a female to the Editor of newspaper (a female with a positive role)	F
Someone Who Works Hard To Earn	This lesson is related to the hard work of a poor old lady (a female with a positive role)	F
The Devoted Mate	Respect and polite behavior (Hazrat Hassan Basri)	M
Ibne Seena the Great Muslim Scientist	Muslim philosopher and scientist(Ibne Seena)	M
A Family Trip to Naran	Female characters with adventure	F
The Life We Build For Ourselves	Dishonesty (Amjad a carpenter)	M
The Guest House	Poet of the poem is Maulana Jalaludin Rumi a male writer	M

As given in the table above, seven out of ten lessons are nominating males. It is possible to integrate traditional roles more subtly. There are many areas where adjective use can be found. It is inadvisable to use rather gender-specific words such as 'manly' to perpetuate stereotypes and rebuke inverse relation in nature (Musty, 2015) .Similarly, all the lessons are about boys and men except Someone Who Works Hard To Earn In brief, there was an uneven distribution of curriculum contents in the Grade-VIII English textbook of Khyber Pakhtunkhwa,

SENSITIVITY OF ILLUSTRATION

The English textbook Grade-VIII is showing more illustrations. Among the 58 drawings portraying characters are used in the textbook. Also, 25 images are shown that are not linked to gender, i.e., pictures showing non-human beings. Among the human-beings, 21 are showing male, and 3 are showing female. Hence, an examination of the latent messages of these illustrations is provided in this section. The collected data and the results obtained are summarized in the following three sub-themes (i.e., Worku, 2020).

UNEVEN DISTRIBUTION OF ROLES BETWEEN GENDERS

Stereotyped occupational roles

Almost all lessons except one "Someone Who Works Hard to earn "are describing the positive roles of males. For instance, among the 20 curriculum contents, a female has described in only one lesson. All the males were shown with great deeds, while the female was demonstrated as having old age and can do nothing more for this world or herself. The Convention against Discrimination in Education (UNESCO, 1960) has claimed in Artic-3(a) that; "(a) to abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education."

Similarly, Amadio (2009, p. 9) has noted that;

"The main challenge with integration is that "mainstreaming" had not been accompanied by changes in the organization of the ordinary school, its curriculum, and teaching and learning strategies. This lack of organizational change has proved to be one of the major barriers to implementing inclusive education policies."

THE HOME-PUBLIC DICHOTOMY

Among the 10 lessons, some were found with doing jobs; for example, a man is selling fruits and vegetables with dominant position (page 83) while the old lady was shown with

selling bananas with weak position (page 82), which develop a sense of discrimination in students. A sense of work should be developed in students, whether they are male or female.

PATRIARCHAL POWER RELATIONSHIP

Among the 58 pictures, 25 were excluded as they were not gender-related, while among the remaining 33 pictures, 21 were of male personalities. For example page 55 shows the pictures of the great leader and the founder of Pakistan, but here a sense is created about Fatima Jinnah's role, his sister, which could be mention here. On the same way, pages 63 and 64 have 3 pictures of males and 1 picture of female, giving the impression of male patriarchal power. While on page 99, pictures of 3 men, create a discrimination sense. On page 81, one picture old women was given. There is a hidden message of gender discrimination by favoring men. For example, on one side, the males are doing decent jobs and leading the country, while the female described in words as stated above in the Para from the text, which have blown their lives, and now, they have no meaning for someone.

Objective 2

According to multiple gender analysts (Blumberg, 2008; Gachukia & Chung, 2005; UNESCO, 2008, 2009), gender inequality and stereotypes are eminent in textbooks and images. It was claimed that narrations and diagrams provided in textbooks represent one gender as passive, frail, and powerless while indirectly making the other active, dominant, and powerful. Consequently, this article sought to investigate the Grade-VIII English textbook's verbal and non-linguistic characteristics with this thought in mind. This study's findings are similar to the other research works by different authors (e.g., Amini&Birjandi, 2012; Blumberg, 2008; Bahman&Rahimi, 2010; Pesikan&Marinkovic, 2006; Solomon, 2014; Ullah& Skelton, 2013; Worku, 2020).

It is suggested that there should be an analysis of school-curriculum for gender disparities by the government and institutions such as DCTE (directorate of the curriculum), Textbook Board Peshawar, and other policymakers concerned. The removal of such content that causes discrimination might be carried out, and equality between the genders should be assured by giving equal representation in the curriculum.

CONCLUSION

Blumberg (2008) studied different countries for gender discrimination in textbooks and found a significant gap in theory and practice. Furthermore, it was claimed that, though a change was found in the laws of different countries to remove gender-gaps in textbooks, still no practical application was seen. Discussing laws, different articles of the Constitution of Pakistan explain the equality of women. For example, Article 3 points out that the State is committed to removing all forms of exploitation. Article 25(1) ensures that "all citizens are equal under the law and are entitled to equal protection under the law."

Furthermore, Article 25(2) specifies that "no discrimination based on sex alone shall occur." Article 27 forbids discrimination based on sex, color, religion, or caste for government jobs. Article 34 states that 'steps shall be taken to ensure that women are completely engaged in all fields of national life.'

Therefore, to confirm whether there is any gap in theory and practice, it was found that there is gender discrimination in the English textbook of Grade-VIII in Khyber Pakhtunkhwa province of Pakistan. It was suggested that the government, textbook board Peshawar, and directorate of curriculum Abbottabad should take concrete steps in removing the gender disparity in textbooks as per explanations by the different Articles of the Constitution (1973), adding more about females.

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