



Sexism in Textbooks: An Analysis of Gender Bias and Stereotypes in the English Language Textbooks of Cavite State University

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ABSTRACT

Considering that gender bias and stereotypes are not only reflected in the behaviors and expectations of parents, teachers, and peers in society, but are also accentuated in language, literature, and fiction, this paper examines the long-standing problem of sexism in English language textbooks used in all educational levels at Cavite State University. The following categories of sexism were examined in this study using the content analysis technique: gender visibility, firstness, occupational-role representations, activities, and character traits. The findings revealed different gendered word counts, with males having a higher quantity. The findings also showed that every frequent category of sexism examined in every textbook is classified as sexist. All categories are dominated by males. Additionally, it was discovered that every textbook that was studied is sexist. The unawareness of writers about sexism and the statistics (such as population, education, employment, and economic relations) of men and women in the Philippines may be the causes of the aforementioned findings.

RESUMO

Considerando que o preconceito de gênero e os estereótipos não são apenas refletidos nos comportamentos e expectativas de pais, professores e colegas na sociedade, mas também são acentuados na linguagem, literatura e ficção, este artigo examina o problema de longa data do sexismo em livros didáticos de língua inglesa usados em todos os níveis educacionais na Cavite State University. As seguintes categorias de sexismo foram examinadas neste estudo usando a técnica de análise de conteúdo: visibilidade de gênero, primeira-idade, representações de papéis ocupacionais, atividades e traços de caráter. As descobertas revelaram contagens de palavras de gênero diferentes, com os homens tendo uma quantidade maior. As descobertas também mostraram que cada categoria frequente de sexismo examinada em cada livro didático é classificada como sexista. Todas as categorias são dominadas por homens. Além disso, foi descoberto que todos os livros didáticos estudados são sexistas. A falta de conhecimento dos escritores sobre sexismo e as estatísticas (como população, educação, emprego e relações econômicas) de homens e mulheres nas Filipinas podem ser as causas das descobertas acima mencionadas.

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Introduction

"Who is a superior sex, is it the male or the female?" This is a longstanding question that nobody can answer up until now. This inquiry is within the realm of sexism. According to Amini and Birjandi (2012), the word sexism was initially coined to refer to the practices and ideas that relegate females compared to males; but, at the present time, it is used to pertain to the practices and ideas that unfairly treat either sex. In addition, Sunderland (1994) mentioned that sexism is a system of beliefs that spread through all the aspects of human lives from the social associations and traditions to the lives inside homes, professional choices, incomes, and even the use of language. It can even be seen in different kinds of domain like sports (Friedman et al., 2019), advertising (Khandeparkar & Motiani 2017), workplace (Jones & Clifton 2017), law (Hart, 2018), and leadership (Collado et al., 2024). In the same vein, Tarrayo (2014, p.26) stated that sexism or "gender stereotypes are not only seen in the actions and expectations of parents, teachers, and peers in the society but are also magnified in language, literature, and fiction".

As mentioned above, sexism can also be observed in language. According to Amini and Birjandi (2012), language is not only used for communication but also for the reflection of cultural, political, and social attitudes. Additionally, they stated that "certain language can help reinforce the idea of male superiority and female inferiority" (p.134).

Sexist language frequently infers the superiority or dominance of male in many fields of life. Moreover, sexist language conveys prejudice in favor of one sex and deals with the other in a biased way. An example of this is that of the study made by Mills and Mullany (2011) wherein females are depicted in a negative manner by dint of stereotypical words. Examples of these are: (1) the use of "man" as generics – referring to both men and women (no man is an island); (2) the use of masculine pronouns (he, him, and his) which pertain to both genders or sexes (someone should be conscious of his health); (3) the usage of terms that are male-biased because they have the word "-man" while these terms can actually apply to both genders or sexes (policeman, chairman); (4) the use of the feminine nouns that can only be made by attaching a certain bound suffix to the noun (prince – princess, lion - lioness, waiter - waitress); and (5) the use of gendered words with connotative meanings (governor is a person selected to rule a state or province, while governess is a nurse-maid).

Thus, academicians have claimed that the English language is sexist (Sunderland, 1994; Sakita, 1995; Renner 1997) and contains male-as-norm elements (Ruddick, 2010). So, since English was claimed as a sexist language, it is possible that teachers who are teaching or using the English language may disseminate sexism without the knowledge of doing so. They can unconsciously instill sexism in the mind of the students just by using the English language.

On the other hand, as mentioned by Sunderland (1994), sexism can be seen in all aspects of human lives, and one of those aspects is education. Schools serve as the leading institution for imparting social knowledge and attitudes, thus facilitating social change (Islam & Asadullah 2018). Yet, school classrooms can ironically serve as a place for fostering sexism.

Conversely, Kobia (2009) mentioned that the most important elements that form the educational discussion are the curricula and textbooks, which can control gender typecast and social power. In line with this, according to the Global Education Monitoring Report Team (2015) of Education for All (EFA) 2000-2015, gender bias is rife in textbooks. This is a severe issue given the fact that “textbooks take up the lion’s share of class time for both teachers and students and reflect a nation’s curricula” (Blumberg, 2007; p.33). Learners spend 80-95% of their classroom time using textbooks (Islam & Asadullah 2018) while teachers used textbooks as the central base of teaching in 70-95% of classroom time (Benavot & Jere 2016).

Thereby, textbooks are one of the most prevalent instructional materials used inside the classroom (Ruddick, 2010) and they are an essential part of the teaching-learning process (Sydney, 2004). Moreover, textbooks provide academic and technical knowledge that the teachers want the learners to achieve during their years in school (Ruddick, 2010). Similarly, Al Qaydi (2015) stressed that textbooks are considered important basis of knowledge in all countries while Cocking et al. (2000) stated that textbooks are one of the most commonly used learning support resources and provide premium factors for a successful educational reform implementation in any country.

Alternatively, “the nature of using textbooks that requires teachers and learners to read and revise the text numerous times may contribute to the conditioning of the attitudes about self, gender, occupations, life expectations, and life opportunities” (Yasin et al., 2012, p.54-55). Furthermore, textbooks play a significant role in the building of social and cultural standards as much as a gender relation is concerned (Bahiyah et al. 2008), and also play a significant part in channeling particular gender beliefs or principles (Ariyanto, 2018).

Since students use textbooks most of the time in the classroom, they are exposed to gender-bias contents, like in the topics, texts, pictures, reading passages, samples sentences, discussion questions, and many exercises or activities, contained in the textbooks (Arikan, 2005). Thus, learners’ unintended internalization of the textbook contents and the information about appropriate qualities of masculine and feminine characters they learned from their teachers, takes place (Yasin et al., 2012).

Conversely, in order to end sexism in textbooks, international agencies (for example, World Bank; United Nations Educational, Scientific and Cultural Organization or UNESCO; Ford Foundation) have endorsed policies and programs to deal with sexism in textbooks (Benavot & Jere 2016). However, in spite of the efforts to promote gender equality, some studies showed that sexism in textbooks is still pervasive in many countries, including Georgia (Asatoorian et al., 2011), Pakistan (Shah, 2012), Nigeria (Mustapha, 2012), and Iran (Foroutan,

2012); and some developed countries, such as Australia (Lee & Collins 2009). In most cases, such gender bias is in favor of males and against females.

Additionally, Islam and Asadullah (2018) said that researches on practices inside the classrooms from developing countries showed that teachers reproduce sexist textbooks instead of challenging them, while learners passively accept what their teachers taught to them. So, the issue of sexism will only worsen because teachers and students do nothing about it.

In the same vein, the Global Monitoring Report (2015, as cited in Islam & Asadullah 2018) highlighted the need for every country to revise the contents of textbooks and reinstate gender equality and also push students to question sexism in the community. Additionally, UNESCO's 2019 Gender Report stated that out of the five sector plans they have, one plan stressed the need to still reform curricula and textbooks because of gender issues. Nevertheless, according to Islam and Asadullah (2018), not all countries have been evenly successful in dealing with sexism. For example, in the case of Pakistan, the 2011-2015 EFA action plans also recognized the need for textbooks to be free of sexism. However, in spite of the policy initiative and clear evidence of sexism in learning resources in the researches done in the 1990s and 2000s, Islam and Asadullah (2018) still found evidences of sexism in textbooks across grades, subjects, and provinces of Pakistan.

In the Philippines, initiatives were also proposed to end sexism, specifically in education. Last 2017, "the Department of Education (DepEd) issued the enclosed Gender-Responsive Basic Education Policy (GRBE) in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710, RA 10533, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others" (DepEd Order 32, s. 2017).

However, in spite of this policy, sexism in learning materials such as textbooks had been reported to contain sexist contents. According to Calasanz (2017), Sunstar Baguio reported that it was discovered that a Grade 8 book on Edukasyon sa Pagpapakatao (Values Education) has 11 entries that compare a boy and a girl in terms of work, intelligence, and strength. The same problem was seen in Grade 2 book for the same subject. In addition, even a Mathematics book implied the weakness of females through illustrations showing a frightened girl crying as the dog barked at her. Thus, according to the report of Pineda (2018), the National Economic and Development Authority (NEDA) – 6 Senior Economic Development Specialist and GAD Alternate, Ira Pahila, said that there is a need to review and revise educational materials in schools to uphold gender- sensitivity.

Considering all the above-mentioned information, it was seen that "linguistic sexism and gender stereotyping are barriers to gender equality" (Yasin et al., 2012; p.53). Even though

the majority of the work force worldwide is consisted of females, they are still being discriminated as the weaker sex associated with stereotypical and domestic roles (Amini & Birjandi 2012).

Moreover, because students are highly exposed to textbooks and may internalize the textbooks' contents, care should be taken in relation to any kind of prejudice or possible damaging elements, such as sexism, that might be found in the said textbooks (Ruddick, 2010). The manners frequently shown in books and other media may slowly alter students' insights concerning sexism and stories about other sex (Amini & Birjandi 2012). Hence, it is essential that teachers tend to sexism, especially in language, because language is not value-free, lifeless, or free of political bias (Beebe, 1996).

Alternatively, according to Islam and Asadullah (2018); "compared to other school-specific drivers of gender inequality, textbook content is less researched and frequently overlooked in the policy debate" (p. 2). Thus, this present study will deal with the sexism found in textbooks, specifically English language textbooks used at Cavite State University (CvSU).

The research project generally aims to analyze sexism in the English language textbooks used in the different education levels of CvSU. Also, the study aims to propose a committee or a program that will revisit, review, and recommend how to lessen or eliminate gender inequality in the aforementioned textbooks used by the English language teachers and students in their teaching-learning process.

To study sexism in English language textbooks in CvSU, the following objectives are specifically posed: 1. Analyze the aspects of sexism which may be present in the English language textbooks of the following education levels of CvSU: (a) Elementary Level, (b) Secondary Level, and (c) Tertiary Level; 2. Find the similarities and differences of the English language textbooks used in CvSU with regard to the following aspects of sexism: (a) gender visibility, (b) firstness, (c) occupational-role representation, and (d) activities; 3. Look for the similarities and differences of the English language textbooks used in CvSU with regard to the following types of character attributes: (a) ability, (b) age, (c) emotionality/ state of mind, (d) environmentally descriptive, (e) environmentally induced, (f) intellect/ education, (g) normality/deviance, (h) personality traits, (i) physical appearance, (j) physical state/ condition, and (k) rapport/reputation; 4. Propose a program or a committee that will make sure that all of the textbooks that will be used by the teachers and students at CvSU will be sexism-free.

Materials and Methods

This study used the Content Analysis technique in investigating sexism portrayed in the English language textbooks used in elementary, secondary, and tertiary levels of CvSU. In total, there were 11 analyzed textbooks in this study: six textbooks from CvSU Child Development

Center (Elementary), four textbooks from CvSU Science Laboratory School (Secondary), and one textbook from CvSU - Don Severino delas Alas Campus (Tertiary).

On the other hand, since the study dealt with a sensitive topic, the anonymity of the titles of the books, names of the publishing houses, and the authors of the books, were rest assured. Thus, the textbooks used in the elementary level were represented as ET (Elementary Textbook) 1, ET2, ET3, ET4, ET5, and ET6. While in secondary level, the textbooks were labeled as ST (Secondary Textbook) 1, ST2, ST3, and ST4. Then, the textbook that was analyzed in the tertiary level was represented as TT (Tertiary Textbook).

Conversely, all data were manually collected from all the textbooks from the different education levels of CvSU. All textual and illustrative contents that showed the five aspects of sexism (gender visibility, firstness, occupational-role representations, activities, and character attributes) were included in the data. To gather, code, and analyze the data that were examined for sexism, the following procedures were done:

First, in determining gender visibility, the researchers counted the number of appearances of both genders in each of the text and illustration of the textbooks. Then, all gathered data were tabulated. This category would be labeled as sexist if it contained more males or females and non-sexist if it contained the same number of males and females.

Second, in determining firstness, the researchers counted the number of times that males or females were mentioned first in phrases or pairs (e.g., his/her, girl and boy). With regard to illustrations, characters in the foreground were considered as “first” and characters in the background were considered as “second”. After that, all data were tabulated. If the number of instances where males were the first in the order existed more than the number of instances where females were the first in the order, or vice versa, this category would be labeled as sexist. However, if the number of instances where both sexes were the first in the order became equal, this category would be labeled as non-sexist. Regarding illustrations, if the number of males in the foreground were higher than the number of females, or vice versa, this category would be labeled as sexist. But, if the number of both genders in the foreground were equal, this category would be labeled as non-sexist.

Third, in determining occupational-role representations, the researchers listed all the occupations related to both sexes in the texts and illustrations. Then, the data were also tabulated. If the number of the occupational roles associated with both genders were equal, this category would be labeled as non-sexist. But, if the number of the male occupational roles were higher than the female occupational roles, or vice versa, this category would be labeled as sexist.

Fourth, in determining activities, the researchers listed all the activities associated with both genders in the texts and illustrations in the textbooks. All data were also tabulated. If the numbers of activities associated to males were higher than the activities associated to females,

or vice versa, this category would be labeled as sexist. However, if the numbers of the activities associated with both genders were equal, this category would be labeled as non-sexist.

Last, in determining character attributes, the researchers listed all the character attributes given to both sexes in the textbooks. All of the gathered data were tabulated as well. If the number of character attributes associated with both genders were equal, this category would be labeled as non-sexist. However, if the number of male character attributes were higher than female character attributes, or vice versa, this category would be labeled as sexist. Moreover, all character attributes were categorized into 11 headings given by Porreca (1984), namely: (1) ability; (2) age; (3) emotionality/state of mind; (4) environmentally descriptive; (5) environmentally induced; (6) intellect/education; (7) normality/deviance; (8) personality traits; (9) physical appearance; (10) physical state/condition; and (11) rapport/reputation.

After the procedures above, all descriptions were summed up. As mentioned, there were five aspects that were analyzed in this study; so, if there were three aspects labeled as sexist, the textbook was also labeled as sexist in general. However, if there were three aspects labeled as non-sexist, the textbook was labeled as non-sexist, generally. Furthermore, the researchers used the descriptions as basis for the conclusions and pedagogical implications in teaching. Additionally, the researchers invited three inter-coders for the analysis of textbooks to ensure reliability of all the procedures.

Results and Discussions

After all the analysis done by the researchers, the following results were obtained. With regard to the aspects of sexism which could be found in the English language textbooks of the three education levels of CvSU, all aspects of sexism were present.

Table 1
Aspects of Sexism in All Education Levels

Aspects of Sexism	Education Level		
	Elementary	Secondary	Tertiary
Gender Visibility	Sexist	Sexist	Sexist
Firstness	Sexist	Sexist	Sexist
Occupational-role Representations	Sexist	Sexist	Sexist
Activities	Sexist	Sexist	Sexist
Character Attributes	Sexist	Sexist	Sexist
Overall Description	Sexist	Sexist	Sexist

As shown in Table 1, all aspects of sexism were labeled as sexist in general. Almost all of the aspects of sexism analyzed in each textbook were sexist. In the elementary level, only the aspect of Occupational-role Representation in ET1 and Occupational-role representation and Character Attributes in ET2, with regard to textual contents, were labeled as non-sexist. With regard to illustrations, only ET3 was labeled as non-sexist. On the other hand, in the textbooks

used in secondary level, only the aspect of Occupational-role Representation in ST3 was labeled as non-sexist. Regarding the textbook used in the tertiary level, all aspects of sexism were labeled as sexist. Some of the aspects of sexism in the textbooks of secondary and tertiary levels were not labeled for they did not contain any data of sexist texts and illustrations.

1. Gender Visibility

Presented in Table 2 is the breakdown of the number of gendered words used in all the examined English language textbooks of CvSU with regard to the aspect of Gender Visibility.

There was a total of 10,222 characters found in all the textbooks used at all education levels of CvSU. Out of all these characters, 5,747 (56.22%) were males and 4,475 (43.78%) were females. This means that in all the textbooks examined, males were more visible than the females with regard to textual text contents.

Table 2
Gender Visibility in Textual Contents

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	4849	55.85	3833	44.15	8682	100	SEXIST
Secondary	712	60.49	465	39.51	1177	100	SEXIST
Tertiary	186	51.24	177	48.76	363	100	SEXIST
Total	5747	56.22	4475	43.78	10222	100	SEXIST

Note: *f* – frequency ; % - percentage

Presented in Table 3, regarding the illustrations found in all the examined textbooks, there were 3,731 characters found. Out of these characters, 2,463 (66.01%) were males and 1,268 (33.99%) were females. Same with the textual contents, illustrations also contained more males than females; so, males were more visible than females.

Table 3
Gender Visibility in Illustrations

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	2093	65.84	1086	34.16	3179	100	SEXIST
Secondary	8	72.73	3	27.28	11	100	SEXIST
Tertiary	362	66.91	179	33.09	541	100	SEXIST
Total	2463	66.01	1268	33.99	3731	100	SEXIST

Note: *f* – frequency ; % - percentage

On the other hand, with regard to the most visible gendered text in the elementary level textbooks, “he” was the most visible male character with 1,052 (50.26%) entries and “her” was the most visible female character with 746 (68.69%) entries. While in the secondary level, “he”,

with 190 (26.69%) entries, was the most visible male character, while “she”, with 91 (19.57%) entries, was the most visible female character. In the tertiary level, “he” was the most visible male character with 37 (19.89%) entries, while “she” and “her” were the most visible female characters, both with 34 (19.21%) entries.

Thus, it can be concluded that all textbooks were sexist in favor of males because the number of visible males was higher than those of the females. So, sexism was depicted in the English language textbooks used at CvSU by the unequal number of males and females.

2. Firstness

Shown in Table 4 is the breakdown of paired gendered words (e.g., he/she; man and woman) used in all English language textbooks used in the different education levels of CvSU with regard to textual contents.

Table 4
Firstness in Textual Contents

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	211	79.32	55	20.68	266	100	SEXIST
Secondary	44	91.67	4	8.33	48	100	SEXIST
Tertiary	22	81.48	5	18.52	27	100	SEXIST
Total	277	81.23	64	18.77	341	100	SEXIST

Note: *f* – frequency ; % - percentage

There was a total of 341 paired characters found in all the examined textbooks. Out of these paired characters, 277 (81.23%) were entries wherein males were mentioned first and only 64 (18.77%) were entries wherein females were mentioned first. This means that there were more paired gendered characters where males were mentioned first than paired gendered characters where females were mentioned first.

On the other hand, presented in Table 5 is the breakdown of the number of males and females in the foreground of all illustrations found in all English language textbooks used in the different education levels of CvSU.

Table 5
Firstness in Illustrations

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	70	60.34	46	39.66	116	100	SEXIST
Tertiary	3	60	2	40	5	100	SEXIST
Total	73	60.33	48	39.67	121	100	SEXIST

Note: *f* – frequency ; % - percentage

As shown in the table above, there were a total of 121 characters found in all the illustrations of the textbooks used in the Elementary and Tertiary levels. There were no entries found in the textbooks of Secondary level. Seventy-three (60.33%) of these found characters were males while 48 (39.67%) were females. This means that there were more males in the foreground of the illustrations in all the examined textbooks than females.

On the other hand, with regard to the most mentioned paired gendered texts in the elementary level textbooks, “his or her” was the most mentioned paired gendered text wherein males were mentioned first with 39 (18.48%) entries and “Grace and James” was the most mentioned paired gendered text wherein females were mentioned first with three (5.45%) entries. On the other hand, in the secondary level, “he/she” was the most used male-firstness while “our daughters and our sons”, “Camille and Chris John”, “Irene and Marlo”, and “Mary and John” were the only used female-firstness. Conversely, in the tertiary level, “he/she” and “his/her” were the most used paired gendered texts wherein males were mentioned first, both with seven (31.82%) entries and with regard to the most used paired gendered texts wherein females were mentioned first, “mother/father” was the most used with two (40%) entries.

Thus, when it comes to firstness, all textbooks were considered as sexist in favor of males. It can be concluded that when it comes to firstness, sexism was depicted in the English language textbooks used at CvSU by the imbalanced number of male and female first-mentions.

3. Occupational-role Representations

Table 6 reveals the frequency and percentages of male and female occupational-role representations used in all the examined English language textbooks used at CvSU.

Table 6
Occupational-role Representations in Textual Contents

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	152	76	48	24	200	100	SEXIST
Secondary	39	68.42	18	31.58	57	100	SEXIST
Tertiary	15	53.57	13	46.43	28	100	SEXIST
Total	206	72.28	79	27.72	285	100	SEXIST

Note: *f* – frequency ; % - percentage

As presented in the table above, there was a total of 285 occupational-role representations found in all the analyzed textbooks. Out of these occupations, 206 (72.28%) entries were related to males and only 79 (27.72%) entries were related to females. This means that there were more occupations related to males than to females in all the examined textbooks.

With regard to illustrations on Table 7, there were a total of 153 occupational-role representations found in the analyzed textbooks of elementary and secondary levels while there were no entries found in the textbook of the tertiary level. Out of these occupations, 90 (58.82%) entries were related to males while 63 (41.18%) were related to females. This means that there were more occupations given to males than to females.

Table 7
Occupational-role Representation in Illustrations

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	89	59.33	61	40.67	150	100	SEXIST
Secondary	1	33.33	2	66.67	3	100	SEXIST
Total	90	58.82	63	41.18	153	100	SEXIST

Note: *f* – frequency ; % - percentage

Conversely, regarding the most used occupations in the elementary level, “president” was the most mentioned male-related occupation with 31 (20.39%) entries, while “teacher” was the mostly used female-related occupation with 17 (35.41%) entries. In the secondary level, “president” was also the mostly used male-related occupation, while “principal” was the most mentioned female-related occupation with two (11.11%) entries. Regarding tertiary level, the mostly used male-related occupation was also “president” with two (13.33%) entries and the mostly used female-related occupation was “professor” with two (15.38%) entries.

On the other hand, when it comes to the kinds of occupations given to both sexes, high-paying occupations and higher positions, such as president and CEO, were associated to males, while low-paying occupations and lower positions, such a secretary and housewife, were associated to females. Even though there are some high-paying jobs with high positions related to females, the number of high-paying jobs with higher positions related to males was higher. Moreover, female occupational-role representations were more associated to service jobs (ex. secretary and housewife) whereas male occupational-role representations were more related to professional jobs (ex. president, CEO, pilot).

Thus, when it comes to occupational-role representation, all textbooks were considered as sexist in favor of males, excluding the illustrations of secondary level textbooks, wherein it is sexist in favor of females. It can be concluded that when it comes to occupational-role representation, sexism was depicted in the English language textbooks used at CvSU by the unequal number of male and female occupational-role representations and also the kinds of occupations associated to both genders.

4. Activities

Presented in Table 8 is the breakdown of activities associated to males and females that were used in all the examined English language textbooks used at CvSU.

Table 8
Activities in Textual Contents

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	264	55.46	212	44.54	476	100	SEXIST
Secondary	22	43.14	29	56.86	51	100	SEXIST
Tertiary	9	69.23	4	30.77	13	100	SEXIST
Total	295	54.63	245	45.37	540	100	SEXIST

Note: *f* – frequency ; % - percentage

As shown in the table above, there were a total of 540 activities found in all the examined textbooks. Out of these activities, 295 (54.63%) were associated to males and 245 (45.37%) were given to females. This means that there were more male-related activities than female-related activities found in all analyzed textbooks.

Table 9
Activities in Illustrations

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	1521	69.80	658	30.20	2179	100	SEXIST
Secondary	10	58.82	7	41.18	17	100	SEXIST
Total	1531	69.72	665	30.28	2196	100	SEXIST

Note: *f* – frequency ; % - percentage

There was a total of 2,196 activities found in the illustrations of the examined textbooks of elementary and secondary levels while there were no entries found in the textbook of the tertiary level. Out of these activities, 1,531 (69.72%) entries were given to males while 665 (30.28%) were used to females. So, there were more activities related to males than to females.

Alternatively, when it comes to the mostly used activities in the elementary level, “reading book”, “watching tv”, “writing”, and “cried” were the most mentioned activity related to males, all with two (0.76%) entries, while “washing the car” and “took pictures” were the mostly used female-related activities, both with two (0.94%) entries. In the secondary level, “playing tennis” and “cooks breakfast” were the mostly used male-related activities, both with two (9.09%) entries and “sings” was the mostly used female-related activity with four (13.79%) entries. With regard to the tertiary level, all entries had only one count.

On the other hand, when it comes to the types of activities both genders were given, more physical and outdoor activities were related to males (ex. playing sports, planting, carving), while domestic and indoor activities were related to females (ex. preparing dinner, studying lessons, playing with dolls).

Thus, when it comes to activities, all textbooks were considered as sexist in favor of males, excluding the textual contents of secondary level textbooks, wherein it is sexist in favor

of females. It can be concluded that when it comes to activities, sexism was depicted in the English language textbooks used at CvSU by the imbalanced number of activities given to males and females and also the kinds of activities associated to both genders.

5. Character Attributes

Table 10 shows the breakdown of character attributes associated to males and females that were used in all the examined English language textbooks used at CvSU.

Table 10
Character Attributes in Textual Contents

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	300	65.65	157	34.35	457	100	SEXIST
Secondary	63	52.07	58	47.93	121	100	SEXIST
Tertiary	4	44.44	5	55.56	9	100	SEXIST
Total	367	62.52	220	37.48	587	100	SEXIST

Note: *f* – frequency ; % - percentage

As presented in the table above, there were a total of 587 character-attributes given to males and females in all the analyzed textbooks. Out of these character attributes, 367 (62.52%) were related to males and 220 (37.48%) were associated to females. This means that, the number of character attributes used to males were higher than those used to females.

Table 11
Character Attributes in Illustrations

Education Level	Males		Females		Total		Description
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Elementary	198	55	162	45	360	100	SEXIST
Secondary	6	100	0	0	6	100	SEXIST
Total	204	55.78	162	44.26	366	100	SEXIST

Note: *f* – frequency ; % - percentage

With regards character attributes found in illustrations (Table 11), there were a total of 366 character-attributes. Out of these character attributes, 204 (55.74%) were related to males while 162 (44.26%) were associated to females. Therefore, there were more character attributes used to males than to females.

Thus, when it comes to character attributes, all textbooks were considered as sexist in favor of males, excluding the textual contents of tertiary level textbooks, wherein it is sexist in favor of females. It can be concluded that when it comes to character attributes, sexism was depicted in the English language textbooks used at CvSU by the unequal number of activities given to both genders.

On the other hand, with regard to the types of character attributes given to males and females in all the examined textbooks used at CvSU, the following results were obtained.

Table 12
Types of Character Attributes

Character Attributes	Males		Females		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Ability	9	47.37	10	52.63	19	100
Age	11	42.30	15	57.69	26	100
Emotionality/ State of Mind	32	61.54	20	38.46	52	100
Environmentally Descriptive	7	100	0	0	7	100
Environmentally Induced	5	71.43	2	28.57	7	100
Intellect/ Education	9	56.25	7	43.75	16	100
Normality/ Deviance	4	80	1	20	5	100
Personality Traits	47	50	47	50	94	100
Physical Appearance	14	56	11	44	25	100
Physical State/ Condition	17	56.67	13	43.33	30	100
Rapport/ Reputation	14	56	11	44	25	100
Total:	169	55.23	137	44.77	306	100

Note: *f* – frequency ; % – percentage

As shown in Table 12, there were a total of 306 varied character attributes found in all the examined textbooks. Out of these character attributes, 169 (55.23%) entries were associated to males and 137 (44.77%) entries were related to females.

The most used type of character attribute was Personality Traits, with 94 different entries. Fifty percent of these entries were associated to males (e.g., adventurous, altruistic, ambivert, antisocial, approachable, attention getter, brave, bully, busy) and another 50% were related to females (e.g., adorable, ambitious, attentive, brave, bully, careful, caring, clumsy, coward, cruel). With regard to the least used type of character attribute, Normality/Deviance was the least used with only five entries.

Thus, when it comes to character attributes, it can also be concluded that sexism was depicted in the English language textbooks used at CvSU by the unequal number and different types of character attributes associated to both genders.

6. Program Proposal

This section presents a proposed program with regard to ensuring that sexism in textbooks is addressed or corrected. Stated below are the title, rationale, objectives, and strategies of the program.

Title: Committee against Sexism on Textbooks (CAST)

Rationale: In 2017, the Department of Education (DepEd) issued a policy that is committed to the integration of the principles of gender equality, gender equity, gender

sensitivity, non-discrimination, and human rights in the provision and governance of basic education. With this, all learners, teachers, and non-teaching personnel and other stakeholders are expected to be involved in the promotion of gender equality and non-discrimination through their engagement in the curriculum, learning materials, teaching methodologies and support services that should not only aim at eliminating gender stereotypes, but also at transforming gender relations toward empowerment and social change.

However, as seen in this study, sexism in the Philippines is still prevalent, especially in textbooks. Thus, the policy issued by DepEd is not followed. This means that even though the Philippine government has done something or still doing something to end sexism, it is still not enough to totally eliminate gender bias and inequality.

Therefore, it is really necessary to build a committee that will make sure that all of the textbooks that will be used by the teachers and students in different education levels of CvSU will be sexism-free. This committee will be the one that will check for any aspect of sexism present in the textbooks.

Objectives:

Specifically, this committee aims to:

1. revisit or review textbooks that are used in different education levels of CvSU for sexism;
2. check textbooks that are used in different education levels of CvSU for all the aspects of sexism;
3. give recommendations to instructional materials developers on how to eliminate gender inequality in textbooks that are used in different education levels of CvSU; and
4. conduct trainings and seminars about gender sensitivity, especially in textbooks, for all instructional materials developers, teachers, students, and other interested groups or individuals.

CAST must be consisted of the following:

- a. Chairperson – the overall in-charge of committee and checking and coding.
- b. Vice Chairperson – overall in-charge of communications
- c. Coordinators
 - 1) Language Coordinator – in-charge of checking language textbooks
 - 2) Science and Technology Coordinator – in-charge of checking science and technology textbooks
 - 3) Mathematics Coordinator - in-charge of checking math textbooks
 - 4) Engineering Coordinator - in-charge of checking engineering textbooks
 - 5) Accountancy, Business, and Management Coordinator -in-charge of checking accountancy, business, and management textbooks
 - 6) Humanities and Social Sciences Coordinator - in-charge of checking humanities and social sciences textbooks.

- d. External Checkers – helpers of the coordinators in checking sexism in different areas
- e. Coders and Inter-coders – in-charge of coding and rechecking, respectively
- f. Secretary – in-charge of communications
- g. Technical Staff
- h. Committee Members

Strategies:

1. CAST may follow the methodologies of this study with regard to the analysis of all the textbooks and all aspects of sexism
2. CAST must communicate to the textbook developers for the revision of the textbooks regarding gender sensitivity
3. CAST must approve first the use of textbooks in schools
4. CAST must provide manuals about the elimination of sexism in textbooks to material developers, teachers, and students.
5. CAST must conduct trainings and seminars about gender sensitivity, especially in textbooks, for textbooks developers, teachers, and students.

Final Considerations / Conclusions

All of the English language textbooks used in the different education levels of CvSU examined in this study have shown various and varied aspects of sexism. This can be because of the unawareness of Filipino authors, publishers, developers, teachers, and even students about gender sensitivity. Thus, Filipino authors and other people involved in the development of textbooks should have trainings and seminars regarding sexism and how it can cause serious problems like sexual harassment, bullying, physical and mental health problems, and discrimination. DepEd should revisit all the textbooks used in public and private schools and check not only the topics and physical attributes of the textbooks but also the gender sensitivity of all the textual contents as well as illustrations.

Additionally, to eliminate or at least lessen sexism in textbooks, Filipino authors should balance the number of male and female characters, firstness, occupations, activities, and character attributes in their writings. Also, the association of different types of activities, jobs, and adjectives to males and females can also diminish sexism in the sense that stereotypical activities, occupations, and character attributes related to both genders will not be used.

Briefly, considering all the aforesaid findings, sexism seems to be really entrenched in our language, our culture, and our minds that it is tough for us to avoid it in the production of teaching materials for language. However, if all the people involved in the development of instructional materials will give more focus to gender sensitivity in textbooks and in the programs proposed by the Philippine government, sexism will soon be eliminated.

Conversely, one implication of this present study is to raise consciousness and awareness in students with regard to gender-biased textbooks. By studying sexism in English language textbooks, students can be more confident and more conscious that they will not internalize sexist gender representations reflected in the textbooks since they will be aware of the aspects that make up gender bias and stereotypes. Furthermore, students, by the help of the present study, can also advocates of sexism-free textbooks in their schools or in the whole community.

Another implication is to raise consciousness and awareness in teachers when it comes to sexist textbooks. This study will be useful to teachers for they will have greater understanding on the realm of sexism be it on textbooks or in education in general. Knowledge of the existence of sexism could also improve their instructions because they will be aware of the aspects of sexism that they or the students may encounter. Moreover, teachers, if made aware can deal with sexist materials logically and present them in an unbiased way. Teachers, by the help of the present study, can also be advocates of sexism-free textbooks in their schools or in the whole community.

Moreover, one more implication of this study might be to raise consciousness and awareness in textbook developers and in school administrators regarding sexist textbooks, so as to help them initiate revisions and programs regarding such gender disproportions. In order to raise awareness, DepEd and other involve departments should conduct seminars and training on sexism and gender sensitivity and then require teachers, textbook developers and publishers, and school administrators to attend. DepEd should also revisit the textbooks used in schools so that teachers and students will not be unknowingly instilling to themselves the different aspects of sexism.

On the other hand, this research endeavor also recognizes limitations to showcase continuous knowledge contribution by future studies. First, this present study reviewed only the five common aspects of sexism which are gender visibility, firstness, occupational-role representations, activities, and character attributes. Scholars may likely delve into the other categories like masculine generic constructions, titles (Mr. /Ms. /Mrs.), illustrations, and so on. Second, this study only examined English language textbooks used in different education levels of CvSU. Thus, for future studies, scholars can add more books and more subjects to the analysis. Lastly, future researchers can also compare the textbooks from private and public schools to know if the schools follow the policy of DepEd regarding gender equality.

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