PORTRAYAL OF GENDER ROLES IN KENYAN SECONDARY SCHOOL TEXTBOOKS: AN ETHNOGRAPHIC VIEW WITH SPECIAL REFERENCE TO ENGLISH.

BY

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DEDICATION

For my children Valiance Pedaiah and Vine Splendor for bearing my absence when I was away from home most of the time studying.

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ABBREVIATIONS

BK	Book
K.I.E	Kenya Institute of Education
NIE	New Integrated English
P/PG	Page

DEFINITION OF TERMS

Female	Women and girls
Male	Men and boys
Sexism	Ideas and practices that downgrade men, relative to women
Sexist language	Language that expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner.

ABSTRACT

The school textbooks are important mass media and are gender socialization agents which play crucial role in determining the students' worldview of gender roles in the society. Gender responsiveness is a vital issue in the education system in general and in particular, in textbook publishing in Kenya.

Gender bias is unfortunately still present in many societies especially the developing countries. Such prejudice is in most cases in favor of males and against females. The females are still being looked upon as the weaker sex associated with stereotypical roles as stay-at-home mothers whose main task is to carry out household duties such as taking care of children, washing clothes, cleaning houses, washing utensils, collecting firewood among others. Such prejudice if present in a society can be manifested through educational materials such as textbooks.

The main purpose of the present study is to examine the extent and types of gender bias that determine gender roles in four of the New Integrated English textbooks series at the secondary school level. Sexism has been investigated in five categories of *visibility, authorship, firstness in dialogues, generic masculine constructions, sex-linked occupations and activities*. The findings are expected to raise awareness regarding sexist practices in the *New Integrated English* textbooks learners, material developers and teachers.

This study examines the portrayal of gender roles in secondary school English textbooks using *"New Integrated Approach series"* published by Jomo Kenyatta Foundation.

The findings indicate under-representation of male gender in authorship. The findings reveal that male gender outnumber the female gender in usage of characters portrayed in photographs and firstness in dialogues. The study shows that the New Integrated English textbooks have tried to use gender inclusive, neutral and gender sensitive language in a few cases.

The study recommends training of education stakeholders on gender issues, developing elaborate assessment checklists for identifying gender stereotypes in textbooks and development of a more gender inclusive curriculum where men and women are equally represented in all areas.

CHAPTER ONE

Introduction to the study

1.1 Introduction

English language was introduced into the Education Curriculum in Kenya along the East African coast as early as 1877 by the European colonial powers. Down the years various policies were adopted about the use of English in the language situation in Kenya. Currently, English language is the official language in Kenya. It is also one of the leading media used in regional and international forums. In education, it is the medium of instruction and the language of examination in all school subjects except for other language subjects. Prior to 1985 at secondary school level, English and Literature were taught as two separate subjects. The integrated approach to teaching of English was introduced in secondary schools in 1985.According to this approach; English and Literature are to be taught as one subject. At curriculum level, the integration of English involves the use of knowledge, ideas and concepts primarily from literature which is closely related to language and from other school subjects to teach English. At skills level, integration of English entails a combination of reading, writing listening and speaking skills during English language teaching and learning. It also involves a combination of different learning resources such as graphics and three dimensional materials (K.I.E, 2002).

English being one of the teaching subjects in secondary schools in Kenya, it is compulsory to all students. Its influence therefore has an impact on many people who go through the Kenya 8.4.4 system of education. The learning and teaching materials used in secondary schools are textbooks and in this case the English textbooks. Teachers and students view textbooks as sources of authority. In some cases the textbook is taken to be the gospel truth. Obura, A.P (1991).notes that textbooks are the key instructional materials. Textbooks occupy a unique place in the instruction of the students and are the most potent instruments which help in building up the desirable attitudes in students. They remain the most versatile agents of socialization in the society. They are the source of information in teaching and at the same time play the role of image forming. The content in the textbooks shape attitudes by transmitting a society's culture. The manner in which female and male genders are portrayed in textbooks contribute to the type of images that

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learners develop of male and female in the society. Textbooks are therefore crucial tools in the teaching and learning process for they are basic carriers of the content that is delivered to the students at various levels of learning. They play a very important role in preparing the future actors in society i.e. the students by shaping their attitudes and giving them a general world view of gender roles.

Like any other country, Kenya regards education as a basic human right which should be enjoyed by all i.e. male and female particularly at basic level. The Kenya constitution has education as a fundamental human right. It is also true that many nations including Kenya consider education as a vital tool towards development. Education is seen as key to develop children's abilities and characters so as to render them into self disciplined, self reliant and self driven citizens. It should promote equity and equality, fostering positive attitudes to one another regardless of gender orientation.

It has been the policy of the Ministry of Education, Science and technology in Kenya to eliminate gender stereotyping in the education system particularly in the school textbooks. Through Kenya Institute of Education, the body charged with responsibility of curriculum development, the ministry revised the school curriculum in 2002 to include gender responsiveness as one of the emerging contemporary issues in the society. The publishers were expected to study and interpret the curriculum in order to produce textbooks according to the set guidelines by the Ministry of Education.

For a textbook to be approved for use in secondary school by K.I.E, it must pass some set criteria including gender responsiveness. These statements are aimed at publishing textbooks that are gender friendly. Gender stereotyping in regard to gender roles should therefore not occur in secondary school English textbooks.

The Ministry of Education has a gender policy in education that clearly state that high priority would be given to the gender imbalance and inequity in the education system at all levels. It recognizes the need for gender sensitivity in education through appropriate educational policies and practices.

The gender policy in education in Kenya addresses the areas of access, equity, quality, relevance, management, planning and finance at all three levels of the education system. Specifically, policies with quantifiable targets where appropriate and strategies to address the aspects of primary, secondary, tertiary and teacher education sectors were developed. It should be noted that gender focused initiatives outlined in the policy are directly more pronounced and visible in the policy-related areas of educational access, equity and relevance of the curriculum at all levels of the education system.

Nevertheless, the main challenge has been to put the gender sensitive policies into practice in the school management, learning environment and implementation of the curriculum. Furthermore, deliberate efforts need to be put in place to move away from paying lip-service to gender issues and begin to act in a gender sensitive way at all levels from the policy makers all the way to the content used for learning in the secondary school English text books.

While a lot of efforts have concentrated on policy making and strategies of engendering education in secondary schools, there is need to serious come up with realistic and practical strategies for ensuring that the content of the educational materials of the English textbooks is fully gender sensitive.

Clearly, we have had many changes in the national curriculum, content of the textbooks, teaching and learning methodologies. However, there are still gender stereotypes in relation to gender roles in the English textbooks that work against women and girls but promote patriarchy. This content has an impact on boys and girls differently, especially on how they view gender roles (Kobia, 2009)

1.2 Statement of the problem
Gender bias is unfortunately still present in many societies especially the developing countries. Such prejudice is in most cases in favor of males and against females. While females nowadays comprise a great majority of the workforce all around the world, they are still being looked upon as the weaker sex associated with stereotypical roles as stay-

at-home mothers whose main task is to breed children, wash the dishes and perform other domestic issues.

Such prejudice gets manifested in educational and learning materials. Therefore, the secondary school English textbooks are important agents of socialization. The images of men and women in these textbooks shape the perception of the students on the expectations and roles of each gender in the society.

It is expected that education and learning materials to be gender responsive. All education stakeholders should use gender mainstreaming to enhance attainment of gender equity and equality; this includes the publishers and authors of the educational and learning materials.

If gender insensitive attitudes and sexist language are used in textbooks, gradual distortion of learners' perception regarding gender role stereotypes and myth about either sex will result. Students learning English language might internalize sexist male and female representations reflected in their textbooks. It is thus possible that exposure to gender biased texts and materials may influence females' behavior in such a way as to restrict their social, behavioral, and gender roles. The African society is patriarchal in that men dominance is perpetuated while it emphasizes that women are second rate human beings who should only be recognized in relation to men. Women are therefore always in subordinate positions in relation to men because women are viewed as the supporting characters in the society Pearson, J. et al (1981) views women essentially as supporting characters in the drama of life i.e. men change the world and women help them.

Although a good deal of scholarly work on gender images in the mass media especially the newspapers, radio and advertisements have been done, little has actually been researched on the gender images in secondary schools English textbooks as a form of mass media in general and English language in particular.

Since the new curriculum started to be implemented in 2002, no intensive and systematic research as far as the writer is concerned has been done to determine the extent of portrayal of gender roles in the revised secondary school English textbooks.

The main purpose of this study was to examine the portrayal of gender roles in the English textbooks at secondary school level. The findings are expected to raise awareness regarding sexist practices in English educational materials to curriculum developers, textbook writers, teachers and learners.

1.3 General objective

To establish whether the Secondary school English textbooks are gender biased in relation to women and girls hence influencing the gender roles.

1.4 Specific objectives

1. To find out whether sexist language is being used in the English secondary school textbooks.

2. To establish whether there is equal representation of male and female in the English secondary school textbooks.

3. To find out whether the content in the textbooks reflect the male and female actual political, economic and social achievements in the society.

4. To find out whether the male dominated culture is perpetuated in the English secondary school textbooks.

1.5 Research Questions

1. Is the language found in secondary schools English textbooks sexist?
2. Are women equally represented as men in the secondary schools English textbooks?
3. Is the English language in the English textbooks molding learners to their gender roles?

4. Do the men and women represented in the English textbooks reflect their actual political, economic and social achievements in society?

1.6 Justification of the study

The study will highlight and elaborate whether and how the secondary school English textbooks are used as a tool to promote gender stereotypes that determine the gender roles that has result into the marginalization of women. The study will therefore sensitize the education stakeholders on the current negative portrayal of women in the secondary schools English textbooks.

The research is intended to call the attention of material developers and decision makers in Kenya to take action against gender bias in high school English educational and learning materials. It is a study that is used to sensitize on the use of gender inclusive vocabulary and images in secondary schools textbooks. The study will be used to draw the attention of the women and girls on how they are exploited, trivialized and sensationalized with an aim of prompting them and society as a whole to do something positive about it because gender stereotyping is a tool that works against gender empowerment.

1.7 Scope and limitation of the study

The study investigated whether the English secondary school textbooks use language that reflects gender biases towards the feminine gender. We therefore used the English textbooks currently used in secondary schools in Kenya, specifically, those that are approved by the Ministry of Education.

The integration approach of teaching English in secondary schools has the oral literature genres, composition writing, comprehension, dialogues and grammar put in a sole text. The textbooks contains pictures that accompany some of the above areas being covered, these pictures were also looked at. In this study the specific books analyzed were *the New Integrated English* books 1, 2, 3 and 4.

The secondary school students comprise majorly of teenagers, an age that is eager to learn and the people that take educational materials to be real truth, therefore whatever they read determines their character, attitude towards life issues and their entire world. It is realized that since they socialize a lot their talk is characterized by gender stereotyping that automatically exposes social attitudes. We therefore looked at the comprehension used in the English textbooks, dialogues, grammar, poems, oral literature genres, and artistic portrayals i.e. pictures and drawings.

CHAPTER TWO
Literature Review

2.1 Introduction

The term gender refers to the differences between males and females that are socially constructed. Gender therefore is a social construct. Many times the term gender is perceived to be the same as sex, which is not true. Sex refers to the biological make of an individual; it determines whether one is a male or a female.

According to King'ola (2008) cited in Wardhaugh (1986:315)'Gender is not a pool attributes possessed by a person ,… but it is something a person does as assigned by his / her culture,' He adds that, 'what it means to be a woman or a man changes from one generation to next and varies between races ,ethnic and religious groups as well as different social classes.' Wardhaugh (2002:314) says gender is to a large extent judged according to one's sex; psychological, social and cultural differences between males and females. Wodak (1996) says that gender is seen as a socially mediated expression of the biological given sex. Individual learn feminine or masculine behavior depending on their prior categorization as biological male or female with the social factors elaborating on the biological.

King'ola (2008) says 'Gender refers to socio- cultural and psychological aspects linked to males and females through particular social context,' she adds, 'although people are born either male or female, they become male or female through socialization. Within the discourse of gender', she says, 'certain traits, behavior and interests are assumed to be appropriate for people of that sex' .Women play narrow and conforming roles in the patriarchal society since they are stereotyped into these roles.

Gender roles on the other hand are roles that are socially constructed to be done by a male or a female. These roles are socially constructed and vary from one community to the other and even from one generation to the other.

Gender stereotypes refer to a type of behavior either defined or expected of each gender .It occurs when sexist attributes, opinions or roles are applied towards either gender. As a

consequence men and women are assumed to always behave in specific predefined ways that are considered ''appropriate'' or ''correct'' for each of their respective gender. A prejudice view is commonly referred to as *a stereotype*.

According to King'ola (2008) a stereotype is a fixed idea or image that many people have of particular type of person or thing but which is not often true in reality'', He adds ''gender role stereotypes are not biologically determined but are learned'', she says, 'in short the distinction between sex and gender essentially recognizes biologically and socio-cultural differences.' Sex is therefore biologically given while gender is socially acquired.

A lot of studies have been done in the area of gender in education in Kenya but not much has been done on gender portrayal in regard to gender roles in the secondary school English textbooks. The *ethnographic framework* has been elaborated well in regard to communication by the content of the English textbooks used in secondary schools. The said theory is a description of all the factors that are relevant in understanding how a particular communicative event achieves its objectives. Language has been used as a means of communication in the secondary school English textbooks in addition to artistic drawings.

Cameron, Deborah, and Don Kulick (2003) say that language is not only a means of communication but also a reflection of the political, social and cultural attitudes. Certain language can help reinforce the idea of male superiority and female inferiority. What is now termed *sexist* language often suggests an inherent male dominance and superiority in many fields of life. Sexist language is language that expresses bias in favor of one sex and thus treats the other sex in a discriminatory manner. The word *sexism* was originally coined to refer to ideas and practices that downgrade women relative to men.
Elgin (1993:209) cited by King'ola (2008) says that language consist of series of conventional and arbitrary symbols determined by culture through which communication between people who share that culture takes place.

Language and culture are inseparable for language helps in constructing aspects and concepts of gender. It is through language that the culture of a given society is expressed. The social, political and economic realities of a society are therefore expressed through language in educational materials such as textbooks.

Creedon (1989; 22) explains that language will communicate meaning of culture and cultural norms as perceived by those who make rules. According to Roberts (1998) cited by King'ola (2008) says that culture is the system of shared beliefs, values, customs, behaviors and artifacts that the members of society use to cope with their world and with one another and that are transmitted from generation to generation through learning. Thus culture is not innate; it is learned behavior through the process of enculturation or socialization. It is not genetically predetermined or instinctive but part of the peoples experiences.

King'ola (2008) says that culture is an indispensable component of human society. It is in culture that humans organize their activities and expectations .Cultural aspirations are expressed in symbolic forms like language .It is through language that analysis is possible and our present day realities are explained, our philosophies, world views, achievements in arts and sciences, our emotions, feelings and expectations are evaluated to meaning and expression. It is through language that we disseminate political goals and moral ideas .Language articulates artistic creativity. Thus language is a product of social interaction.

Language and language use can show gender biases. It can therefore be used to reflect society's values and attitudes towards the female and male gender giving rise to gender roles and stereotypes.

African society is predominantly patriarchal; its patriarchy can manifests itself in gender biases that can be reflected in the English language used in the secondary school English textbooks. The society's attitudes, values and world view of men and women are normally reflected in the English language used in the textbooks.

Graddol (1989) says that sexist uses of language reflects the place of a woman in the society and also helps to create that place. Language helps to enact and transmit all types of inequalities including that between sexes. Women are marked and their language is not only described against men's standard but also language generally reflects cultural biases against women that show the sexist language that promotes and maintains attitudes that stereotype people according to gender.

Language is a product of social interactions. Gender roles and gender stereotypes are therefore learned through the written messages found in the English secondary school textbooks which reach large audiences and therefore have impact on the population. Through the textbooks the society defines gender as well as other aspects of personal identity and collective life. Our views about ourselves and gender is well portrayed in these textbooks hence we are socialized to acquire gender roles.

The English language used in the secondary schools English textbooks shapes the students understanding of men and women and relationship between the sexes. It reflects and reproduces cultural ideas and expectations about gender. It suggests who we should be as women and men therefore people are aware of the cultural prevalence of traditional gender roles and that the content found in English textbooks for secondary schools contributes to this awareness influencing the views of the students about them and their views about gender.

Philips (1992) cited by Audrey (2008) observes that language has become relevant in the study of ideology because of its widely recognized involvement both in thought and in social action and for some because of its concreteness on materiality. Language is central to the creation, promulgation maintenance of ideologies. We experience the world through human interactions that is constituted by discourse and much of the ideational content of the human dealings is expressed and mentally experienced through language. In enforcing ideologies, language is manipulated to express particular view points for the dominant group, the ideas are made to seem natural, part of common sense and emanating from human nature.

2.2 Conceptual Framework

The research will be based on *Ethnographic Framework* and *the Feminist Reproduction Theory*. The Ethnographic Framework and the Feminist Reproduction Theory will both be used in analysis of portrayal of gender roles in Kenyan secondary school English textbooks. The two will be used to expose and analyze the gender inequalities within the content of the secondary schools English textbooks in regard to gender roles.

2.2.1 An Ethnographic Framework

This study will be guided by the ethnographic framework by Hymes (1974) cited by Wardhaugh, R (1992) which takes into account the various factors that are involved in speaking. Ethnography of a communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives. Hymes uses the word SPEAKING as an acronym for the various factors he deems to be relevant. These factors are: setting and scene, participants, ends, acts sequence, key, instrumentalities, norms of interaction and interpretation and genre.

a) The setting and scene of a speech (s)

The setting and scenes of a particular communicative event is very important. The setting refers to the time and space i.e. the concrete physical circumstances in which speech takes place. Scene on the other hand refers to the abstract psychological setting or the cultural definition of the occasion.

A particular bit of speech may actually serve to define a scene, whereas a another bit of speech may be deemed to be quite inappropriate in certain circumstances .Within a particular setting, of course participants are free to change the level of formality or as they change the kind of activity in which they are involved.

b) The participants (p)

It includes the various combinations of speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified roles. A two-person conversation involves a speaker and hearer whose roles change; a 'dressing down' involves a speaker

and hearer with no role change; a political speech involves an addressor and addressees (the audience); and a telephone message involves the sender and the receiver. A prayer obviously makes deity a participant. In a classroom a teacher's questions and a student's response involve not just those two as speaker and listener but also the rest of the class.

c) Ends (e)

It refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. For instance, a trial in a court room has a recognizable social end in view, but the various participants i.e. the judge, jury, prosecution, defense, accused, and witnesses, have different personal goals. Likewise, a marriage ceremony serves a certain social end but each of the various participants may have his or her own unique goals in getting married or in seeing a particular couple married.

d) Act sequenced (a)

Refers to the actual form and content of what is said; the precise words used, how they are used and the relationship of what is said to the actual topic at hand. This is one aspect of speaking in which linguists have long shown an interest, particularly those who study discourse and conversation. Psychologists and communication theorists, who are concerned with content analysis, have shown a similar interest. Public lecturers, casual conversations, and cocktail party chatter are all different forms of speaking; with each go different kind of language and things talked about.

e) Key (k)

It refers to tone, manner or spirit in which a particular message is conveyed; light hearted, serious, precise, pedantic ,non verbally by certain kinds of behavior, gesture, posture, or even deportment. When there is lack of fit between what a person is actually saying and the key that the person is using ,listeners are likely to pay more attention to the key than to the actual content e.g. to the burlesque of a ritual rather than to the ritual itself.

f) Instrumentalities (i)

It refers to the choice of channel e.g. oral, written or telegraphic, and to the actual forms of speech employed. Such as the language, dialect, code, or register that is chosen. Formal, written, legal language is one instrumentality; spoken Newfoundland English is another; code-switching between English and Italian in Toronto is a third; and the use of Pig Latin is still another. In Suriname a high government official addresses a Bush Negro in Dutch and has his words translated into the local tribal language. The chief does the opposite. Each speaks this way although both could use a common instrumentality; one may employ different instrumentalities in the course of a single verbal exchange of some length: first read something, then tell a dialect joke, then quotes Shakespeare, then use an expression from another language, and so on. You also not necessarily change topic to do any of these.

g) Norms of Interaction and interpretation (n)

It refers to the specific behaviors and properties that attach to speaking and also to how these may be viewed by someone who does not share them e.g. loudness, silence, gaze return, and so on. For example, there are certain norms of interaction with regard to church services and conversing with strangers. However, these norms vary between social groups, so the kind of behavior expected in congregations that practice 'talking in tongues' or the group encouragement of a preacher, in others would be deemed abnormal and unaccepted in a 'high' Anglican setting. Likewise, an Arab and an Anglo-Sax meeting for the first time are likely to find a conversational distance that each finds 'comfortable'.

h) Genre (g)

The final term refers to clearly demarcated types of utterance; such things as poems, proverbs, riddles, sermons, prayers, lecture and editorials. These are all 'marked' in specific ways in contrast to casual speech. Of course, in the middle of a prayer, a casual aside would be 'marked' too.

While particular genres seem more appropriate on certain occasions than on others e.g sermons inserted into church services, they can be independent: we can ask someone to

stop 'sermonizing'; that is, we can recognize a genre of sermon when an instance of it, or something closely resembling an instance, occurs outside its usual setting.

Ojwang' (1994) in Bukenya, Kabira and Okombo (editors), examines oral narratives as discourse within an *ethnographic framework*, giving the following components in communication: narrator, purpose, message, method, context and audience. In the present study, we shall limit ourselves to Hymes' model of Ethnography of SPEAKING as outlined above.

What Hymes offers us in his SPEAKING formula is a very necessary reminder that talk is a complex activity, and that any particular bit of talk is actually a piece of 'skilled work'. It is skilled in the sense that, if it is to be successful, the speaker must reveal a sensitivity to and awareness of each of the eight factors outlined above. Language in communication can have various functions such as regulating the behavior of people, maintaining social relationships and expressing personality. There is more to understanding how language is used than describing the syntactic composition of sentences or specifying their propositional content. When you learn to use a language, you learn how to use it in order to do certain things that people do with that language. The term communicative competence is sometimes used to describe this kind of ability. Whereas linguistic competence covers the speaker's ability to produce grammatically correct sentences, communicative competence describes his ability to select from the totality of the grammatically correct sentences a available to him, forms which appropriately reflect the social norms governing behavior in specific encounters.

The participants used in the English textbooks generally fill certain socially specified roles depending on their gender. For example, a political speech may involve the speaker who in most cases is the man and the listeners who are the majority the women. In a classroom, a teacher's question and a student's response involve not just those two as speaker and listener but also rest of the class as audience, since they too are expected to benefit from the exchange.

The setting and scene of speech in most comprehensions, dialogues, narratives, songs, poems among others, may show places where women are found and also the concrete physical circumstances where men are found. The participants may be described to be in the cultural defined occasions depending on gender of every participant. For instance the lullaby songs are sang by females i.e. the mother or the house help who will always be a girl .Normally, such songs are sang in the home environment which is the common environment for the women. In the English textbooks used in secondary schools, participants can be found within particular settings depending on their gender.

The outcome of such sexist language found in the English text books perpetuates gender roles and stereotypes. The culture of patriarchy is encouraged by the use of sexist language in these textbooks.

This ethnographic framework is therefore of importance in this research for it helps to clearly a analyze the gender portrayal in the English textbooks with regard to gender roles so as to meet the objectives of the study.

The instrumentalities used in the English textbooks is written and drawings. The choice of channel used is visual and written. Different instrumentalities are employed in these books in verbal exchange of some length, for instance, expressions from another language can be used in the textbooks. Quoting from other writers is also used, e.g. from other oral literature texts, poetry books, literature books among others.

The genres found in the English textbooks are varied, including poems, proverbs, riddles, lectures and editorials. The integrated approach of teaching English in secondary schools in Kenya entails the grammar of English language and the above mentioned genres.

The norms of interaction and interpretation in these textbooks are very clear. Specific behaviors and properties are attached to speaking e.g. loudness, silence, and gaze return and so on. For example there are certain norms of interaction with regard to church services and conversing with strangers, these norms vary from one group to the other and are learned through these textbooks through dialogues.

2.2.2 Feminist Reproduction Theory

The Feminist Reproduction Theory by Bourdieu (1998:5) indicates that society has embodied the historical structures of masculine order in form of unconscious schemes of perception and appreciation to an extent that breaking out of that circle lies in finding a practical strategy for objectifying the' categories of understanding with which we construct the world.

Dillabough (2003) continues with this argument in which he seemed to believe that questions about the nature of masculine domination can be identified in all social aspects. Also he argued that social institutions were the most influenced by masculine domination since they were responsible for the maintenance of social order which is a key national project. Boudieu is also said to point out education as central ideological site for the reproduction of gender inequality.

Marshall and Arnot (2008) illustrate this by citing the sociology of the curriculum in the 1970's in Western Europe countries in which the school curriculum could be viewed as a political arrangement and social construction. The relationship that is offered in institutions of education as knowledge, everyday local or regional knowledge and the creation of the conditions for the reproduction of social inequality nationally is shaped by the distribution of power and principles of power control. Further illustration of this is given by the fact that education institutions are understood to be 'productive' in that they create agency and social stratification through their knowledge producing work hence, their recognition in the role they play in social and cultural reproduction.

Dillabough (2003) argues that feminist reproduction theory has for nearly three decades been concerned with ways in which our 'categories of understanding' about sex and gender reproduce a fundamentally constant, if fluctuating, gender division of labor, embodied in public consciousness and asserted through class relations in education. The theory has critiqued contemporary misconception, including those made by gender theorist about any potential for the eradication of social inequality through liberal approaches stressing educational access and opportunity.

The Feminist reproduction theory can arguably be seen as a critical consciousness in the education field for understanding a system that largely privileges men over women.

The two theories will be handy in understanding the challenges that stand in the way of instituting gender responsiveness in the school curriculum. This will specifically touch on the textbooks messages.

CHAPTER THREE

Research Methodology

3.1 Introduction

This chapter entails the description of the methods used in carrying out the research study i.e methods of data collection and from which source. It includes the tools of data collection and analysis, the study area, research site and design, study population, sample population and sampling procedure.

3.2 Research Site

The research study was undertaken in Kenya. The English secondary school textbooks analyzed were the ones approved by the Ministry of Education and are being used country wide in learning and teaching of English in secondary schools in Kenya. The New Integrated English series was analyzed.

3.3 Research Design

The study mainly utilized the descriptive research design. Content analysis of the relevant texts was randomly done through desk study. The texts were sought from the library and facts about the portrayal of gender roles reported as it exists.

3.4 Study Population/texts

The study was not based on people as a sample population but selected texts. The approved secondary school English textbooks in Kenya formed the corpus for this study. However, for sampling purposes *New Integrated English* series, published by the Jomo Kenyatta foundation, was selected purposively for analysis in the study.

The approved English textbooks used in secondary schools in Kenya include: *Excelling in English text, Head start English text, New Horizon text, Top mark text, New integrated English text and the Explore text.*

3.5 Sample Population /Texts

The selected texts included four secondary school textbooks which were purposively sampled. To achieve the sample of four textbooks, the four were for form one, two three and four, all of them were of the *New integrated English* series. From each of the sampled textbooks, content, linguistic and artistic/pictorial analysis was done through simple random sampling.

3.6 Sampling Procedure

It was not practically possible to study all the secondary school English textbooks approved by the Ministry of Education in Kenya, due to time and financial constraints. Purposive sampling was therefore used to select *the New Integrated English* series published by The Jomo Kenyatta Foundation. Purposive sampling is a deliberate non-random method of sampling which aims to select a sample of the textbooks with predetermined characteristics. The predetermined characteristics in this case were English secondary school textbooks published by one of the oldest publishers in Kenya, who were already in existence during the revision of the Education curriculum in 2002 with an aim of making the curriculum gender responsive. The books analyzed are therefore the secondary schools *New Integrated English* series, before 2002 curriculum revision, the series was called *Integrated English*.

The contents of the following New Integrated English textbooks were analyzed in this study:

1. *New Integrated English*, Students' book 1, by Agnes Gathumbi (Dr),Eunice Kimaliro, Harriet Mugambi, Jane Bwonya, Julie Newman and Ngungui Kiio, Published by The Jomo Kenyatta Foundation, Nairobi, New Edition 2003, Reprinted 2009.

2. *New Integrated English*, Students' book 2, by Agnes Gathumbi,Eunice Kimaliro,Harriet Mugambi, Jane Bwonya, Julie Newman and Ngungui Kiio, Published by The Jomo Kenyatta Foundation, Nairobi, New Edition, 2006,Reprinted 2007.

3. *New Integrated English*, students' book 3, by Agnes Gathumbi, Eunice Kimaliro,Harriet Mugambi, Jane Bwonya, Julie Newman and   Ngungui Kiio,

published by The Jomo Kenyatta Foundation, Nairobi, New Edition 2006,Reprinted 2007.

4. New Integrated English, students' book 4,by Agnes Gathumbi,Eunice Kimaliro,Harriet Mugambi,Jane Bwonya,Julie Newman and Ngungui Kiio, published by The Jomo Kenyatta Foundation, Nairobi, First published in 2005,Reprinted jn 2007.

In content analysis of these secondary school English textbooks, to determine the depiction of gender images, illustrations and texts were examined. The following categories were selected for analysis in the textbooks to investigate the portrayal of gender roles.

1. Pictorial representation of male and female characters in the textbooks.

2. The authorship of the textbooks.

3. Occupations done by male and female characters in the textbooks

4. The activities done by the male and female characters in the textbooks

5. Language use in relation to female and male characters

6. The firstness of male and female characters in dialogues used in the textbooks.

3.7 Data Collection Method

This descriptive study used both quantitative and qualitative approaches. Content analysis of secondary English textbooks was used in analyzing the portrayal of gender roles. The researcher made notes out of what was analyzed in the sampled textbooks.

These books were gotten from the library. The internet was also useful on relevant materials for clarity of information. Notes making was therefore used as a tool of data collection.

3.8 Data Processing and Analysis

The researcher identified the stereotypes associated with men and those associated with women as reflected in language and drawings used for both genders .Qualitative and quantitative methods of data analysis were used. Quantitative methods involved the use of simple descriptive statistics as percentages, frequency tables and averages to show the portrayal of gender roles associated by each gender. Qualitative methods involved

describing the language use and artistic pictorials in the texts to show how they relate to the variables. The researcher made a conclusion to giving comprehensive gender perspectives as well as generalizations and recommendations.

3.9 Problems encountered in the field

Some pictures and drawings used in the texts were not complete or clear. It was not therefore easy to establish whether one was a male or a female. In this study, only the clear drawings and pictures were used to determine the pictorial representation of males and females. The names used for some individuals could not be used to establish their sex i.e. one could not be easily identified as male or female, it was therefore not possible to quantify the characters as either male or female and the personality traits. Characters representations in the texts as either male or female were therefore not established.

3.10 Ethical considerations

The researcher adhered to the code of ethics in conducting the research. The researcher acknowledged appropriately the authors of the English textbooks analyzed. Other sources of information was also acknowledged appropriately and put in the reference list. The researcher was not biased when analyzing the texts but evaluated them and gave positive criticism. Prior to the study, the researcher obtained a letter of introduction from the University of Nairobi to conduct the study of the textbooks that were used.

CHAPTER FOUR

Research Findings and Analysis

4.1 Introduction

The data generated by the above data collection methods was sorted out and interpreted in relation to research objectives. The data was cross-checked and rigorously analyzed to improve accuracy and validity.

4.2 Research Findings

Sexism in the texts has been studied across six categories including visibility, authorship, firstness, masculine generic constructions, occupations and activities associated with either sex .The visibility of females and males in pictorials was investigated. Female and male firstness _ the number of times when males or females were presented first in dialogues was recorded. To witness whether masculine generic constructions were truly generic, including sexes, or merely male referenced, the association between masculine generic nouns and pronouns and their referents was determined as well. The occupations in which females and males were depicted were identified and compared against. The type of illustrated and textual activities in which females and males participated was investigated.

4.3 Visibility

One of the main manifestations of sexism in textbooks has always been female and male visibility i.e. how male and female are represented in regard to pictures and drawings. When females do not appear as often as males, it implies that women are not as important as men, or that their accomplishments are not as worthwhile to mention as men's or that they themselves as human beings are not important enough to be included (Porreca 1984:706).

In Kenya, the number of females in recent years has consistently surpassed that of males. For the New Integrated English textbooks here investigated to be authentic and sex fair, they should reflect such demographic pattern. To see whether this is reflected in the New Integrated English textbooks or not, the number of males and females that

appeared in the visuals was manually numerated in book 1, 2, 3 and 4 students' textbooks at the secondary school level.

Table 4.1 below illustrates the pictorial representation of each gender.

BOOK	NO.OF FEMALES	% OF FEMALES	NO.OF MALES	% OF MALES
I	43	31.4	94	68.6
II	46	47.9	50	52.1
III	48	38.4	77	61.6
IV	21	17.8	97	82.2

As indicated in table 1, it was found that there were 94 male (68.6%) and 43 female (31.4%) drawings and pictures in Book I and 46 female (47.9%) and 50 male (52.1%) in BookII

BOOK 1

■ %of female   ■ %ofmale

31%

69%

BOOK II

■ %OF FEMALE ■ % OF MALE

48%

52%
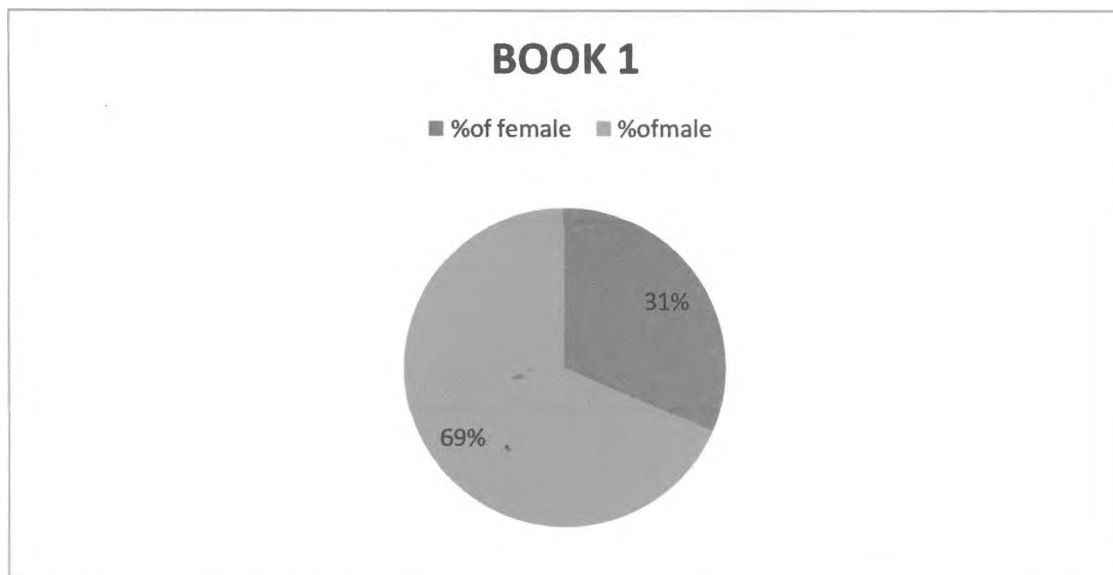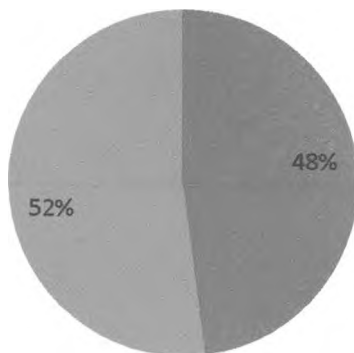
In Book III, 77 (61.6%) belonged to males and 48 (38.4%) to females. In book 4 the same trend was observed 21(17.8%) female and 97 (82.2%) male. The statistics presented here reinforce the assumption that women are underrepresent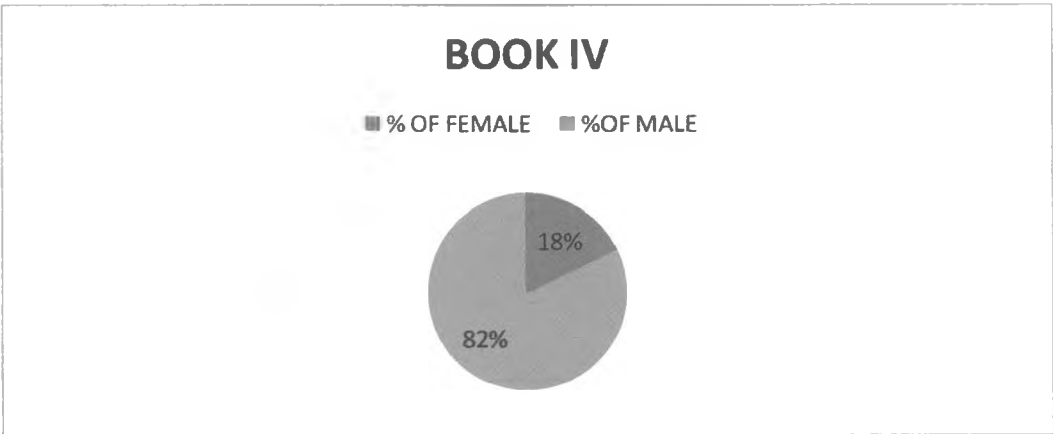ed in terms of visibility in number in New Integrated English secondary school textbooks in a way that does by no way reflect the reality.

BOOK III

■ %OF FEMALE ■ %OF MALE

38%

62%

BOOK IV

% OF FEMALE %OF MALE

18%

82%
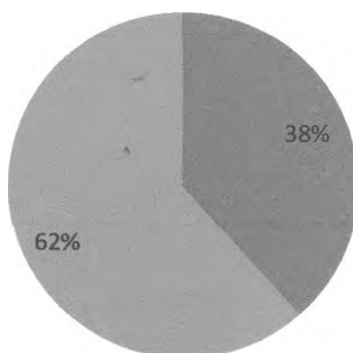
The findings appear to demonstrate over-representation of males in all of the textbooks, which may be judged to be biased against females even though the authors of all these books were all women.

4.4 Authorship

All the authors for New Integrated English secondary school textbooks are women. For instance, book 1 had 6 authors, 6 female and no male. Book II had 6 authors, 6 females and no male. Book III had 6 authors, 6 female and no male. Book IV had the same trend i.e. it had 6 authors, 6 female and no male. It happened that the authors for the secondary school New Integrated English textbooks series for form one, two, three and four were the same and all female. There was a clear bias towards the male gender. Table 4.2 below illustrates the authors of the texts.

Table 4.2: Authorship

BOOK	FEMALE AUTHORS	%OF FEMALE AUTHORS	MALE AUTHORS	% OF MALE AUTHORS
1	5	100	0	0
II	5	100	0	0
III	5	100	0	0
IV	5	100	0	0

It is ironical that all the authors of these texts are female yet the books are majorly male dominated in their content. This clearly portrays the patriarchal culture in the country, a country that practically has female population being higher than the male population, yet such demographic figures are not represented in the content of the learning materials.

4.5 Firstness

Firstness refers to the mention of men first in texts before women as if 'the masculine gender is more worthy than the feminine' (Poole 1946:21; cited in Eckert and McConnell-Ginet 2003:34).

In Kenya, men in most cases come ahead of women in most social practices. When walking together for instance, women usually follow their men. In public ceremonies and family functions men are served first. When referring to titles of spouses, Mr. comes before Mrs. it is always said, Mr. and Mrs....... rather than Mrs. and Mr........

To investigate gender firstness in New Integrated English secondary school textbooks, the present study examined all the dialogues in which the two genders were mentioned together and checked which appeared first.

Here are the findings.

Table 4.3 Book I Firstness of Each Gender

PAGE	INITIATOR OF THE DIALOGUE
34	MALE
112	FEMALE
145	FEMALE
152	MALE
181	MALE
208	MALE
241	FEMALE

Among the 7 dialogues where both the male and female were involve 4 male (57.1%) and 3 (42.8%) female initiated the dialogues.
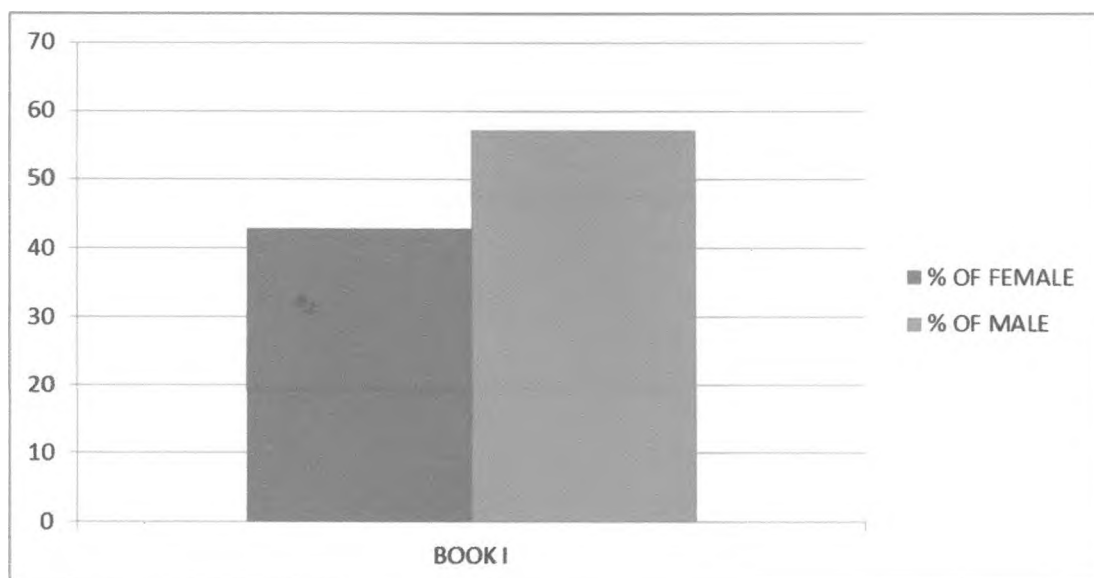
Table 4.4 BOOK II

PAGE	INITIATOR OF THE DIALOGUE
43	FEMALE
84	MALE
129	MALE
140	MALE
205	MALE
243	MALE

In book 2, among the 6 dialogues where both the male and female were involve, 1female (16.7%) and 5 males (83.3%) initiated the dialogues.
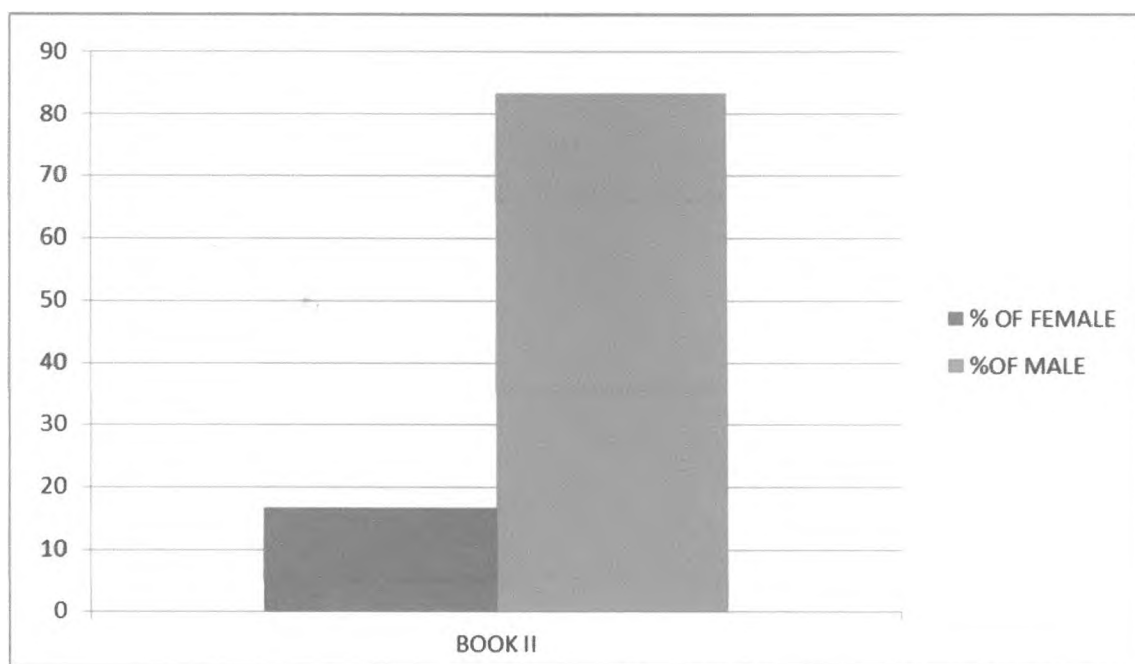
Table 4.5 BOOK III

PAGE	INITIATOR OF THE DIALOGUE
5	MALE
23	MALE
28	FEMALE
51	FEMALE
108	FEMALE
265	MALE

In book 3, among the 6 dialogues where both the male and female were involve, 3females (50%) and 3 males (50%) initiated the dialogues.

BOOK III

Table 4.6 BOOK IV

PAGE	INITIATOR OF THE DIALOGUE
45	MALE
53	MALE
145	MALE
259	FEMALE
259	MALE
260	FEMALE
268	FEMALE
268	MALE
269	FEMALE

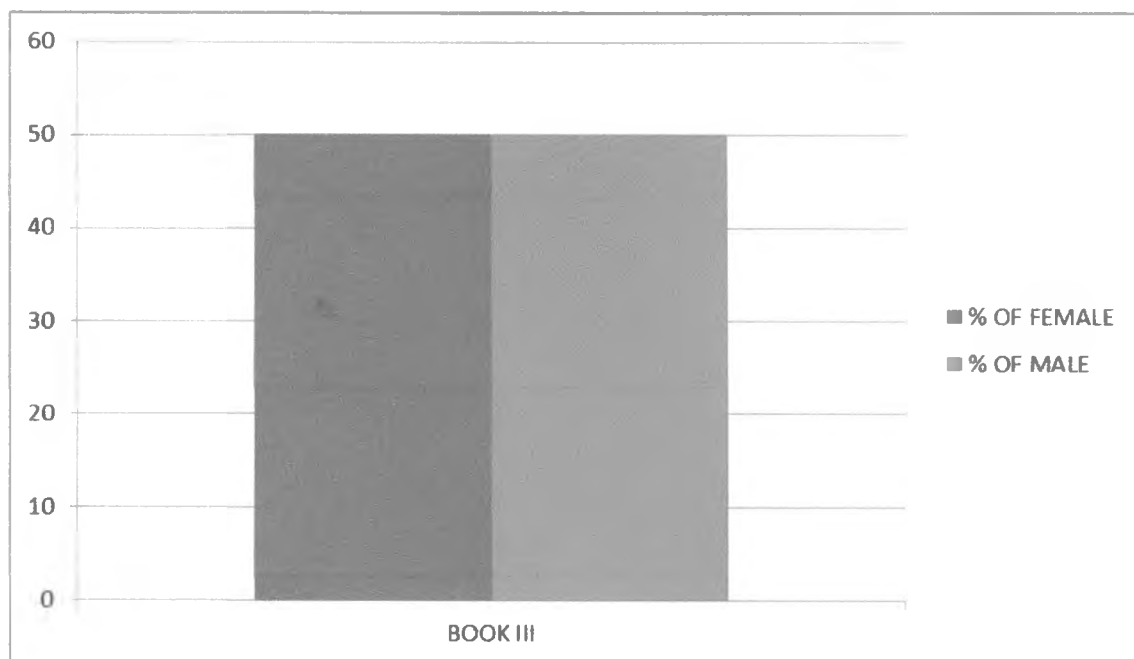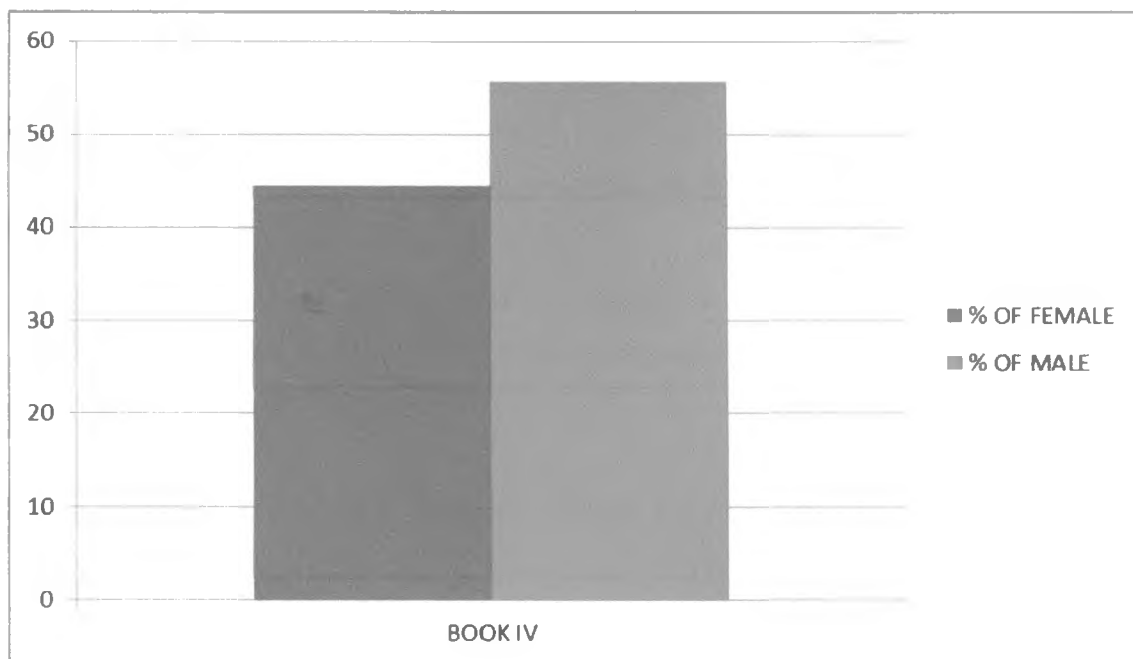In book 4, among the 9 dialogues where both the male and female were involve,4 females (44.4%) and 5 males (55.6%) initiated the dialogues.

Generally there was a higher percentage of male firstness than women. There was only one instance where the percentage of male firstness was at par with that of women. This was illustrated in book III. As indicated in the tables above, men in majority of the cases are mentioned first. Such subordination of females as mentioned earlier is deeply rooted in the Kenyan patriarchal culture.

4.6 Masculine Generic Constructions

One other manifestation of sexism is the use of the masculine generic constructions rooted in the grammar of the English language itself. In most cases where words like *man, person*, etc. and pronouns such as *everybody, somebody*, etc. are used in textbooks, people hardly ever conceptualize females when reading such constructions. Quite recently, however, masculine generics are being avoided in English textbooks. One strategy is to use paired pronoun expressions such as *he/she, him/her, his/her*, and *s/he*. To investigate this issue, occurrences of generic constructions were identified and analyzed to see whether masculine generic constructions were truly generic (including both females and males) or exclusively male referenced in the New Integrated English secondary school textbooks.

BOOK I

In book I there was a case of a masculine generic construction that definitely was male referenced.

1. **It is for the Head of State to extend his hand first.(p.34)**

However in this book, the author tried to be gender sensitive in language use by using paired pronoun expressions and use of the plural pronouns in a number of cases. One example is shown below.

An important person has attended your graduation party; introduce him/her to another guest. (p.34)

BOOK II

In this book, cases of masculine generic constructions that were male based were used. For example,

1. A glutton lives because he is generous.pg 304
2. **Everybody is carrying his chair into the hall.pg 25**
3. Each of the students wrote her name on the page.pg 25
4. Everyone has performed his duty well.pg 25
5. **Neither student wished to fail his exam.pg 25**

The writer also tried to use gender sensitive language as show in the sentences below.

1. A budget can help a person to control his or her spending. Pg 190
2. If anyone (wants/want) to leave early, let them.pg 26
3. **Anyone can do that if they are prepared to work hard.pg 25**
4. If anybody is still in the classroom, they can go to the library.pg 25
5. If someone comes to see me, you can show them in.pg 25
6. Somebody has left their newspaper on that seat.pg 25

Even though some indefinite pronouns are singular in form, in some cases they were used with plural pronouns as shown above.

BOOK III

In book three, there was an instance of masculine generic construction that was male-referenced and not gender neutral.

1 How long does it take a spaceman to fly to mars?
Oh about ninety minutes if he doesn't hit any meteorites. (p. 83)

In the same text, the author tried to use gender sensitive language with the use of indefinite pronouns.

Examples

   a) Each member should copy the corrected letter in their exercise book.
   b) Everyone must hand in their work on Monday.

BOOK IV

In book four, there were cases of masculine generic construction that were male – referenced.

1. Man has lived in the Stone Age, Bronze Age and now we are in the plastic age. (p.131)

2. As you have already learnt, a book that someone writes about his own life is called an autobiography.(p.209)

3 When one sets out to write a biography of a person, it means he finds the life of the subject interesting. (p.210)

4. Write an essay on the topic:
'How Forests Help man' (p.254)

5. The rapist has no regard for age race or social status of his victim. This makes all women potential victims of sexual abuse.(p.3)

6.Writing a biography involves not only recording the facts of one's life but also digging deep around the stories of other characters...............................it also involves.................but also his colleagues, friends, workmates and family in order to get the correct perspective of his life.(p.210)

However, the writer tried to use a gender sensitive and gender neutral language in a few instances as shown below.

a) Complete the head teacher's speech above, by adding four more sentences that explain how he or she feels about the performance. P. 16
b) Each person is expected to foot their own bill. P. 238

4.7 Occupation

The depiction of males and females in traditionally stereotypical biased occupations can be a reflection of sexism in the New Integrated English secondary school textbooks.

The tables below lists various occupations female and male characters were engaged in as far as texts and pictures were concerned in book I,II,III and IV.

Table 4.7 BOOK I

FEMALE OCCUPATION	MALE OCCUPATION
Dentist p.21	Teacher p.3
Doctor p.21	Author p.3
Teacher p 33	Lawyer p. 21
Matron p.41	Carpenter p.24
Author p61	Policeman p.31
Air hostess p.87	Professor p.32
Architect p.107	President p.34
Driver p.108	Doctor p.42
Marketer p112	Soldier p.52
	Politician p.74

FEMALE OCCUPATION	MALE OCCUPATION
	Shopkeeper p.105
	Herds boy p.107
	Marketer p.112
	Businessman p.139
	Emperor p.139
	Examiner p.142
	Chief p.181
	Cobbler p220

Table 4.8 BOOK II

FEMALE OCCUPATION	MALE OCCUPATION
Teacher p.42	Driver p.3
Adoption officer p.21	Author p.12
Ambassador p.221	Director p.14
Dentist p.223	Manager p.16
Actress p.225	Comedian p.20
Head teacher p.225	Driver p.35
	Principal p.36
	Athlete p. 41
	Teacher p.62
	Policeman p.100
	Doctor.129
	Lawyer p.200
	Counselor p.200
	Judge p.204
	Chief p.206
	Minister p.221
	Receptionist p.225

FEMALE OCCUPATION	MALE OCCUPATION
	Immigration officer p.225
	Priest p.238
	Singer p.250
	Employer p.251
	Dentist p.268
	Watchman 304

Table 4.9 BOOK III

FEMALE OCCUPATION	MALE OCCUPATION
Actress p.5	Security guard p.8
Footballer p.163	Publisher p 29
Footballer p.163	Commissioner of police p.30
	Nurse p31
	Writer p.31
	Driver p51
	Pediatrician p.51
	Judge p.75
	Businessman p.103
	Bursar p106
	Patron p106
	Principal/teacher p.106
	Reporter p.127
	Authors p.156
	Journalist p.192
	Prophet p 264
	Secretary p267

Table 4.10 BOOK IV

MALE OCCUPATION	FEMALE OCCUPATION
Writer p. 14	Author p.1
Managing director p.26	Teacher p. 2
Politics p.26	Doctor p. 10
Pediatrician p.26	Writer p.14
Bursar p.29	Industrialist p.37
Head teacher p.31	Marketer p.185
Curator p.31	Pilot p.209
Village elder p.39	Housewife p.243
Tailor p.57	Athlete.p69
President p.101	
Driver p.102	
Soldier p.112	
Businessman p.126	
Pot p.129	
Doctor p.149	
Chief p.213	
Police officer p.251	
Prison warden p.265	
Milkman p.247	
Painter p.227	
Professor p.180	
Athlete,p.146	

The number of times an occupation was repeated was not considered, either mentioned in texts or illustrated in pictures. Different jobs such as *engineers, bus drivers, police officers, doctors* and managers belonged to men, in some cases women were stereotypically depicted as *teachers* .It was clear that men were depicted in a variety of

manly jobs including *manager's Pilot s, hunters, and soldiers* among others. Women played their ever traditional roles as *nurses, teachers,* and rarely as *doctor.*

More men are depicted in more prestigious occupations such as doctors, managers, judges, politicians and lawyers. More women are portrayed performing less esteemed occupations as teachers, secretaries and nurses. However, the textbook has attempted to infuse gender responsiveness in few instances. For example: The occupations such as **dentist, doctor and architects in book 1 pages 21, 21 and 107** respectively were done by women. It was noted that there were more variety of occupations done by men than those done by women. This was evident in all the four analyzed books.

As noted earlier in chapter one, textbooks are important agents of socialization in secondary schools to the learners. The socialization for children who use the textbooks exposes boys to more role models of revered occupations compared to role models girls are exposed to. This kind of gender stereotyping based on occupation is presented according to the preconceived ideas about what people do and should do in the society as males and females.

4.8 Activities

Both men and women should be shown cleaning, cooking, making household repairs, doing laundry, washing the car and taking care of the children. In Kenya, men work out and most women usually stay in, taking hold of the house choirs; taking care of the **children, cooking meals, cleaning the house, washing the dishes,** etc. The Kenyan woman whether working out or staying at home.is solely in charge of the household and his man if kind enough may cooperate sometimes.

According to Kabira and Masinjila (1997), activities that human beings are involved in can be categorized into three. These are productive activities, which are done to produce goods and services for generation of income. Secondly, reproductive activities, which include **collecting water, nursing children, cooking, fetching firewood,** are performed at home for maintenance of family. Thirdly are community activities done for general community welfare like attending public barazas, church activities, funeral activities and

church activities. Reproductive and community activities are not paid for. To examine the presentation of females and males in Books 1, 2, 3 and 4, the activities in which females and males were involved in were located and studied. The table below displays the findings.

Table 4.11 BOOK I

FEMALE ACTIVITIES	MALE ACTIVITIES
Visiting p.21	Interrogating p2
Playing guitar p. 23	Studying p2
Flying across the ocean p 23	Fighting for rights of citizens p.18
Touring p.23	Beating drums p23
Collecting firewood p.27	Visiting sick mother p.23
Buying.46	Sawing p.27
Studying p49	Looking after sheep .31
Looking after children p.49	Playing volleyball p.47
Kicking ballp.55	Reading p.55
Cooking p56	Playing scrabble p.56
Collecting stamps p.107	Visiting park p.57
Watching birds p.108	Cooking p.142
Playing kayamba p.148	Setting exams p.142
Watching football p152	Building a house p.142
Digging p.153	Feeding cattle p.143
Painting p.155	Milking cattle p.143
Cycling p164	Watering animals p.143
Weaving p.258	Watching TV p.206
	Hunting p.207

Table 4.12 BOOK II

FEMALE ACTIVITIES	MALE ACTIVITIES
Going to the market p.11	Playing music p.11
Visiting p.24	Harvesting p.23
Growing tomatoes p.25	Visiting p. 24
Selling tomatoes p.25	Fixing a car p. 24
Cultivating p.37	Dancing p. 43
Preparing dinner p.37	Guest of honor p.74
Watching a movie p.37	Learning p.1228
General cleaning p.37	Interviewing p.139
Tending flower bed p.37	Master of ceremony p.157
Communal work p.37	Studying p.183
Preparing lunch p.37	Digging p.196
Shopping p.37	Shopping p.196
Praying p.37	Washing p. 197
Swimming p.37	Leading p.225
Studying p.41	Herding p.238
Bewitching p.59	Cultivating p.268
Sweeping p.173	Preparing a meal p.293
Diving p.222	
Driver p.221	
Singing p.225	
Gardening p.237	
Campaigning p.291	

Table 4.13 BOOK III

FEMALE ACTIVITIES	MALE ACTIVITIES
Serving breakfast p.5	Buying stationeries p.8
Making friends p	Protecting grazing lands p.26
Washing p23	Travelling p.31
Cookingp23	Cleaning p.45
Taking care of children	Fan makers p.45
Singing p68	Mountaineering p77
Smoking p153	Travelers p77
Playing football p163	Dancing p77
	Bird watching p77
	Playing piano p118
	Playing flute p118
	Fighting p.126
	Cycling p.162

Table 4.14 BOOK IV

FEMALE ACTIVITIES	MALE ACTIVITIES
Learning p.2	Learning p.2
Fighting p.5	Raping p.5
Buying p.10	Leading p.10
Cooking p.57	Cycling p.27
Writing .p. 68	Playing football p.53
Carrying baby p.69	Watching TV p.53
Plucking vegetables p. 82	Beating up some one p.57
Singing p.83	Shopping p.76
Washing baby p.82	Singing p.76
Travelling p. 104	Washing car p.76
Sewing p.167	Fishing p.76
Caring for children p.167	Teaching p.77
Studying p.227	Hunting p.82

FEMALE ACTIVITIES	MALE ACTIVITIES
Weeding p.274	Driving p.102
Fighting for girls 'rights p.287	Stealing p.103
Digging p.287	Spending wealth p.104
	Playing cards p.130
	Grazing p.165
	Slaughtering a goat p.177
	Watching animals p.237

It is revealed that the activities done by either gender do reinforce traditionally gendered roles; more females than males were engaged in various kinds of household chores. The author tried to involve men in some household chores such as cooking (book 1 p.142) and cleaning (bk.III p.45).It was evident that as much as other activities apart from household chores were done by women, most of the household activities were done by women as most men were involved in activities that are manly and outside the household.

Both men and women were involved in productive and reproductive roles. It was clear that most of the reproductive roles such as cooking, washing, visiting, collecting firewood, cleaning e.t.c. were done by the women. A few reproductive roles such as preparing food, visiting among others were given to men in rare cases.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

The present study was an attempt to examine the New Integrated English textbooks series in secondary schools to investigate how they portray the two genders both in texts and illustrations after 2002 curriculum revision, whose aim was to make the curriculum gender responsive.

5.2 Discussion

In every category there was evidence that sexism is still vividly practiced in the *New Integrated English* textbooks used in secondary schools. Although females comprise more than half of Kenyan population and are recently quite active in a variety of social roles, they suffered from low visibility in pictorials. It seems that the patriarchal culture tends to leave no room for female visibility in the New Integrated English secondary school textbooks. A woman in many communities in Kenya would better be invisible from the public eyes as much as possible. Within the family, in many cases she is not welcome in men gatherings. Out, she still gets called using her eldest son's name e.g. Otieno's mother or by her husband's name e.g. Mrs. Okoth rather than her own to avoid visibility. In some communities, upon a woman's death, on her funeral notice, her photo usually gets replaced with a flower.

Since textbooks reflect the social, cultural and religious ideologies and perceptions of their writers, it is no doubt there is not much room for women visibility in the Kenyan textbooks at the secondary school level. Regarding firstness, majority of cases men were mentioned before women in dialogues as is the case in the present Kenyan culture especially in traditional families.

In the four books studied here the masculine generic was in addition mostly male referenced. Considering occupation, gender inequality was perceived even more. In Kenya today, women comprise a high percentage of the work force, and a great number of women are involved in highly skilled, professional jobs. However, in the four Kenyan school English textbooks investigated, this was not realistically depicted. Women were

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mainly illustrated in traditional sex-linked occupations such as teaching and doing household chores. It was also very clear that women are not involved in variety of jobs. This is far from the reality and equity. Men seemed to be involved in a variety of occupations.

Currently women are proving more capable of the traditionally marked occupations, they are even seen as bus drivers, engineers, electricians, pilots, politicians among others in bigger towns where globalization is on the way. Nairobi city is such a practical example. Men had a variety of occupations than women in all the studied books.

Regarding the depiction of males and females in activities, women were overall stereotyped as stay-at-home mothers and mainly engaged in household choirs including cooking, taking care of the baby, and only sometimes had the chance of studying or watching *television*. Whereas men were mostly busy, *reading newspapers, fixing the car, swimming, finding a new job, buying different things*, etc. Males as bread winners were many times involved in buying things.

Overall, the four textbooks investigated over represented male characters both linguistically and visually in frequency and order of occurrence, occupation, stereotypical activities, and the linguistic manifestation of masculine generic reference. Sexism, it seems, is so deeply ingrained in our culture, our language, and our subconscious that it is difficult for us to avoid it in the production of language teaching materials.

5.3 Limitations of the Study

One of the limitations of this study is that it could not adequately conduct quantitative analysis of all the pictures represented in the texts since some were not very clear and therefore their sex could not easily be established. Those pictorials that were clear were therefore all analyzed. With all samples analyzed, this textbook could have been more accurately evaluated. Second, the findings are not suitable for generalization since this investigation concerns only one textbook series i.e. the New Integrated English series. It cannot be determined whether this series is exceptional or representative in terms of its

portrayals of females and males among the current English secondary school textbooks used in Kenya.

The personality traits of both the male and female were not analyzed since some of the names used to refer to them were not clearly suggesting the sex of the individual. This made it hard to accurately determine the personality traits of each gender as depicted in the textbooks.

5.4 Recommendations

One implication of this study is to raise awareness and consciousness in secondary schools English material developers regarding gender prejudiced materials so as to help make modifications regarding such inequities after many years of publishing the same gender-bias loaded materials with little change. Material developers and curriculum designers should pay attention to and consider the guidelines of gender-fair material development.

There should be frequent training seminars for classroom teachers on gender issues and how to select books that are free from gender bias. Publishers should develop an elaborate assessment checklist for identifying gender bias and stereotypes in textbooks. There should be constant in-house training programmes for editors, authors, designers, illustrators and photographers on various aspects of gender issues in the society.

Teachers, in addition, if made aware can deal with gender-biased materials logically and present them in an unbiased way (Sunderland et. al., 2001). They can select their own teaching materials with more care if allowed and if needed where the input of the course book reflects sexist practices or attitudes, they comment on them. They should also beware not to attribute any specific roles, domestic or societal to either gender so as not to inculcate any preconceptions in the learners (Mineshima 2008).

Authors need to be more sensitive to avoid gender stereotyping in the textbooks that they write. Authors and publishers should always strive to write and publish textbooks that have positive images of both female and male characters. Males and females should be equally represented as main characters, named characters and titled characters in school textbooks. Occupations for both genders should not portray the traditional roles assigned to each gender.

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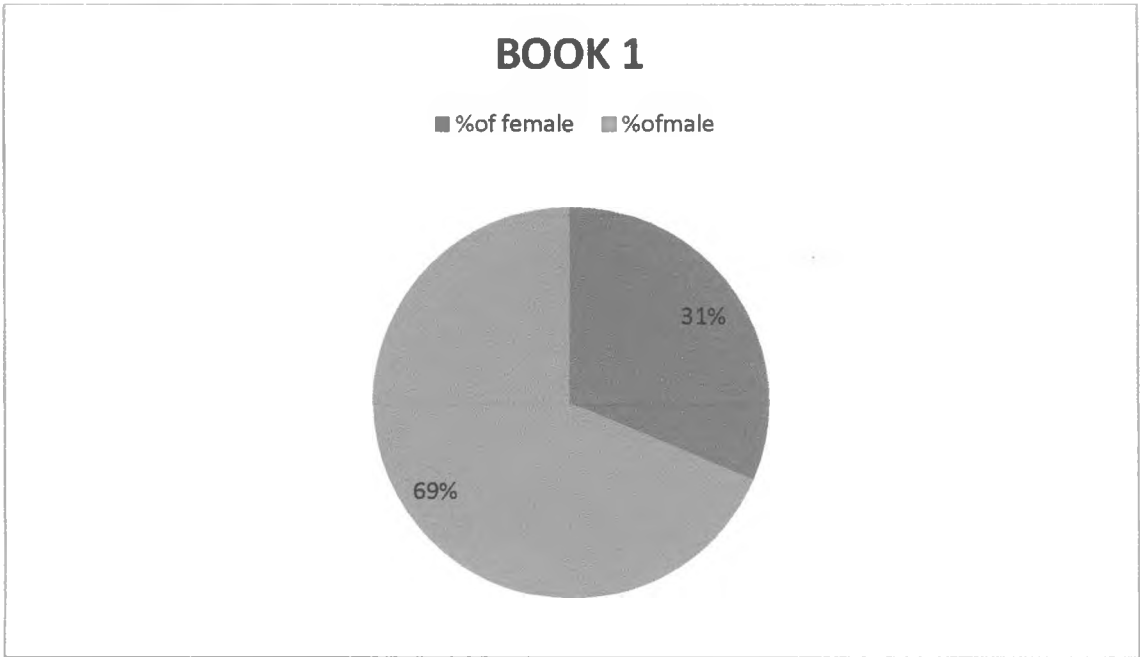
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APPENDIXES

APPENDIX I

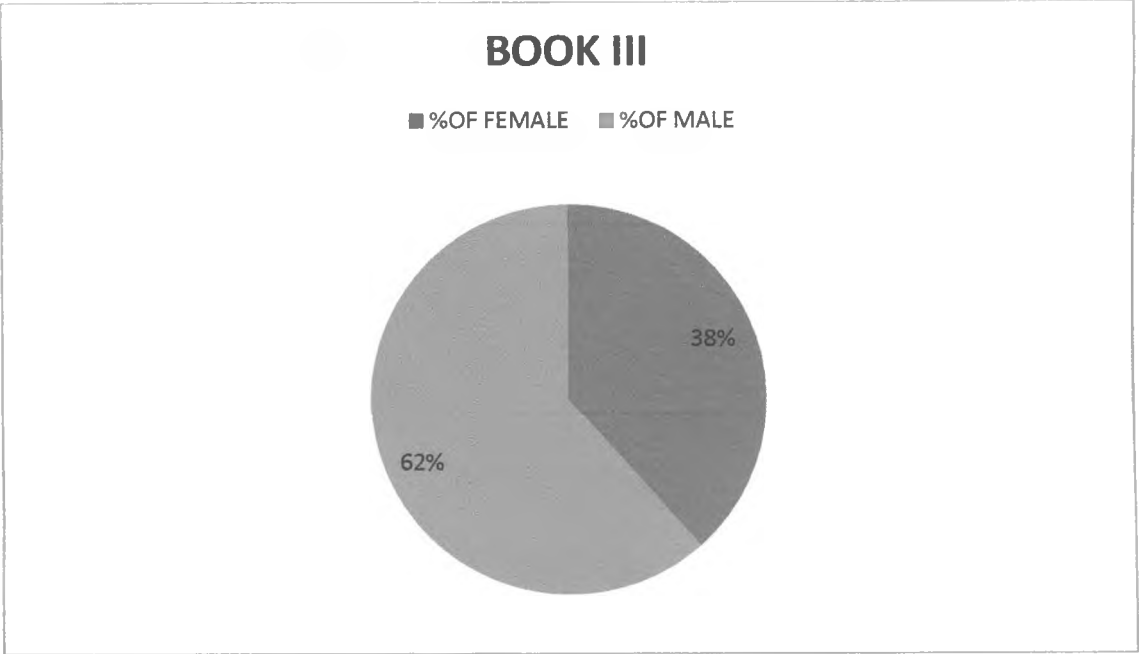Table 1. The visual/pictorial presentation of males and females in the Texts

BOOK 1

■ %of female ■ %ofmale

31%

69%

APPEDDIX II

Table 2 The visual/pictorial presentation of males and females in the Texts

BOOK II

■ %OF FEMALE ■ % OF MALE

48%

52%
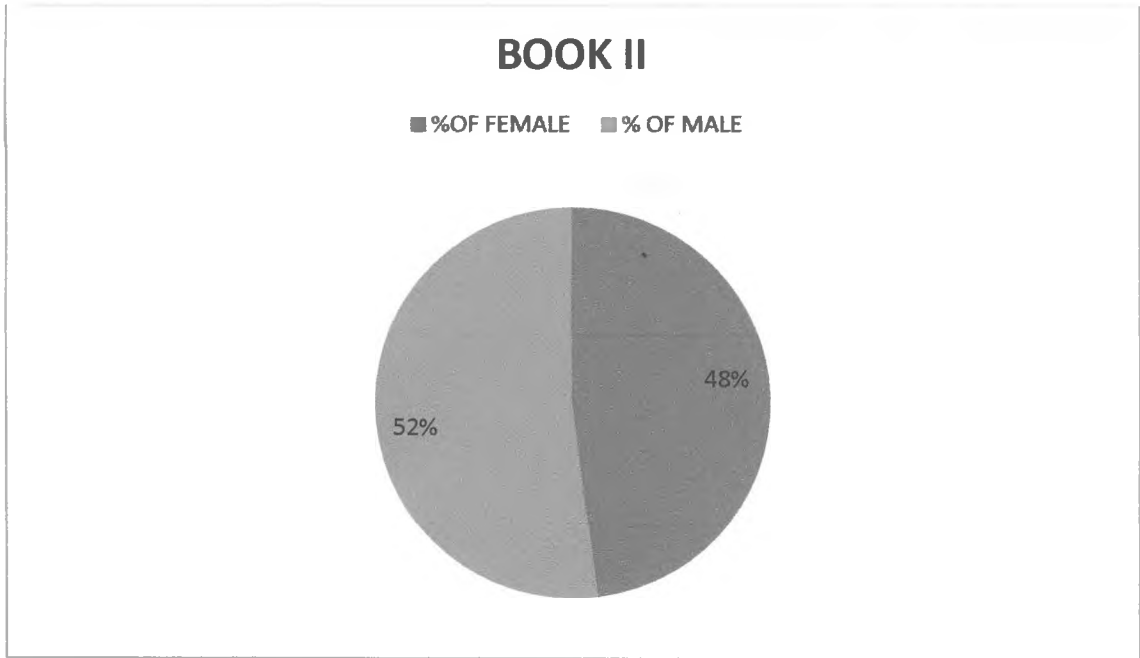
Table 3 The visual/pictorial presentation of males and females in the Texts.

BOOK III

■ %OF FEMALE   ■ %OF MALE

38%

62%

Table 4: The visual/pictorial presentation of males and females in the Texts.
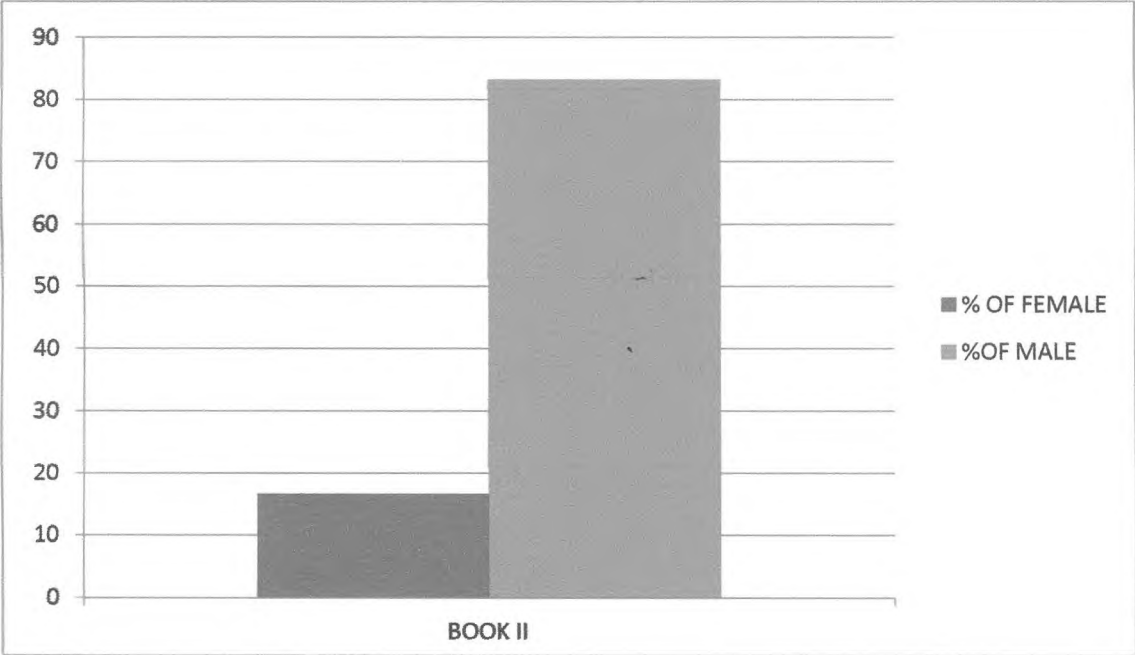
BOOK IV

■ % OF FEMALE   ■ %OF MALE

18%

82%
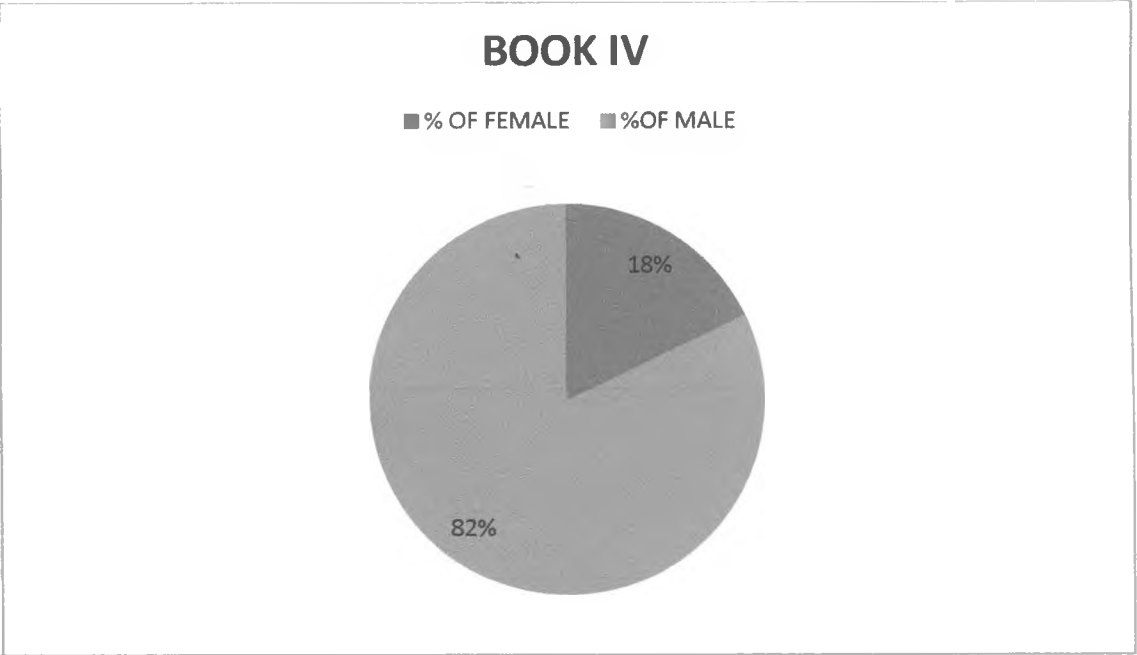
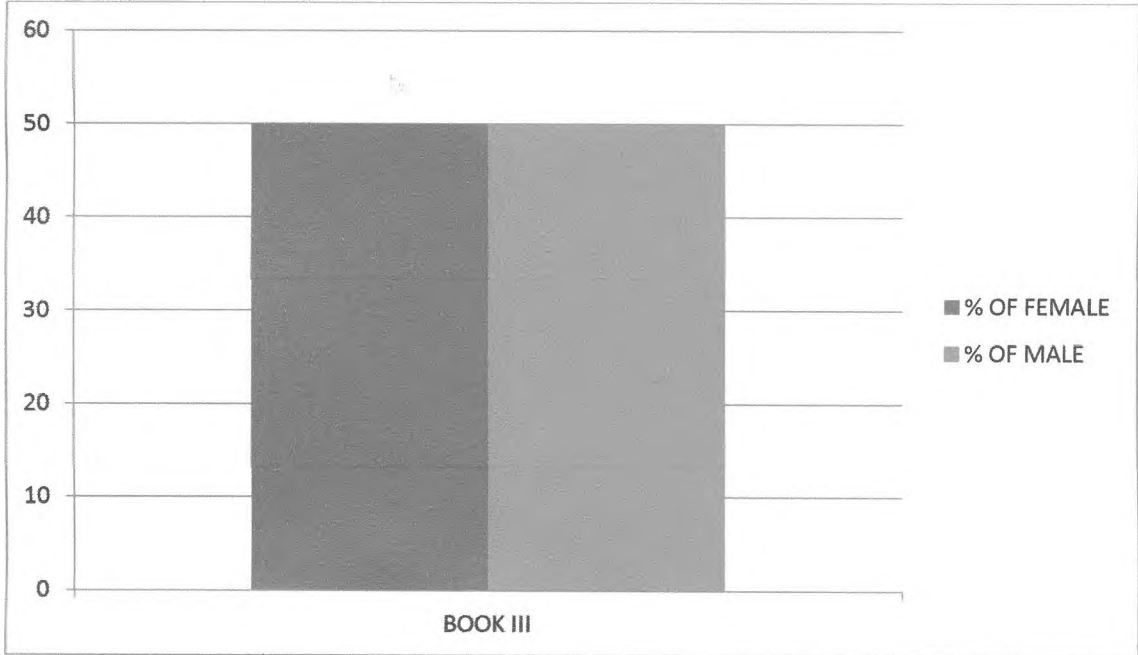# APPENDIX V

Table 5 Firstness in book I
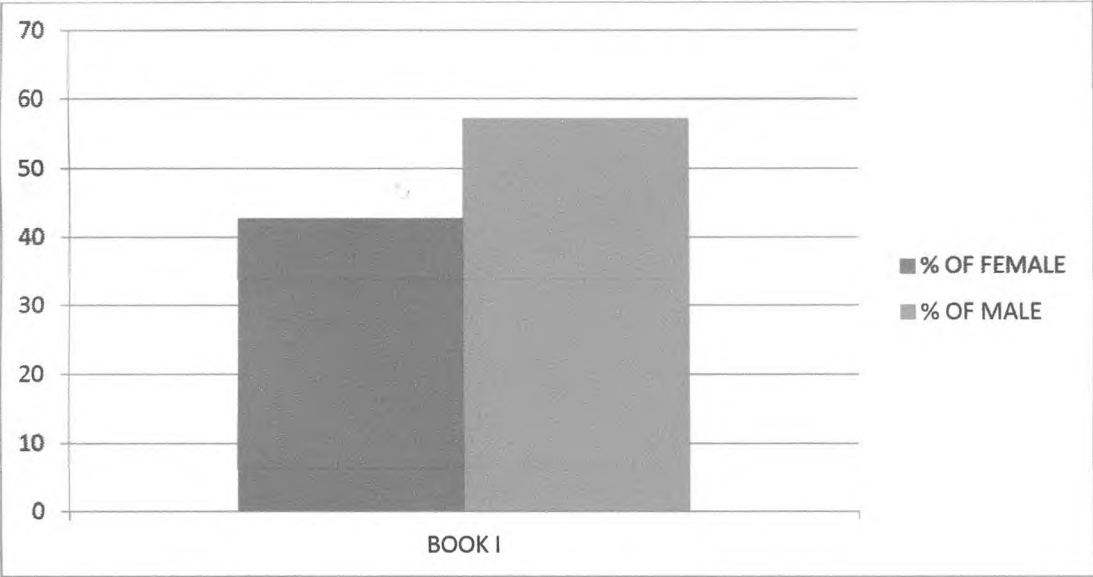
APPENDIX VI

Table 6 Firstness in book II

Table 6: Firstness in book III

APPENDIX VII

Table 6: Firstness in book IV