

When Genders are Not Stated Equal: A Textual and Visual Analysis on Selected Grade 1 Textbooks

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ABSTRACT

Textbooks serve as one of the fundamental media which constructs the benchmarks and norms demonstrated inside a classroom. The images of male and female portrayals in a book solidify children's ideologies of gender roles influencing their own self-image, attitude, behavior, expectations, and ambitions (Mirza, 2004). Using quantitative and qualitative textual analysis, this study examined four grade one textbooks were examined namely 1) Essential English: Worktext in Language and Reading; 2) Filipino: Paglalayag sa Wika at Pagbasa; 3) Mother Tongue: Based Multilingual Education 4) Cyber Science: Worktext in Science and Technology to unpack the family-related gender roles. Findings show that female's visual representation dominates male; male illustrations are always assigned to physical and mechanical virtuosity in doing household activities while female are attached to emotional, psychological and spiritual capabilities. Gender stereotyping is still present in the newly published grade one textbooks as marked by the unequal representation in the given portrayal to both sexes.

Keywords: *Gender equality, family roles, elementary textbooks, gender representation*

INTRODUCTION

The prominence of gender inequality in a global scale creates social drawbacks and economic consequences with both men and women standing as a significant human resource in a community. The exigency of elevating gender equality has been accentuated by the United Nation's Sustainable Development Goals providing an equitable opportunity for education of both genders and empowerment of women (UN, 2016).

Despite of the actions being arranged by the UN, the inequality in gender remains persistent due to the process of socialization being reinforced in the distribution of cultural knowledge taking place in education. Cultural intervention arises in the contents of the school curricula where bias in gender is emphasized and in the composition of textbooks through the stereotyped illustrations and language presented (UNESCO, 2009).

In a study conducted by Olivo (2012), women are massively excluded from the dominant narratives of American government and political textbooks and men are much engaged, praised, and less marginal providing an incomplete image of both the current and historical reality of American politics. In India, it is a difficult task to find identities of women active in national crisis presented on textbooks. Most names being studied in the curriculum are male (Sumalatha & Ramakrishnaiah, 2004).

Mukitil Islam and Asaduallah (2017) analyzed textbooks in English language from four Asian Muslim countries, namely Malaysia, Indonesia, Pakistan, and Bangladesh and discovered that the female presence in all four textbooks is nearly half of male presence. In addition, most female representations in the books reveals mediocrity and lowness in stature, while male are being glorified for their strength and intelligence.

In Philippine textbooks, gender bias is existent as characterized by the inequitable depiction of male and female in the three categories of human activities. Males are predominantly portrayed to much diverse roles which require toughness and formidable labor as females are presented to be limited to their reproductive functions (Java & Parcon, 2016).

According to Sabir (2008), textbooks serve as one of the fundamental media which constructs the benchmarks and norms demonstrated inside a classroom. The images of male and female portrayals in a

book solidify children's ideologies of gender roles influencing their own self-image, attitude, behavior, expectations, and ambitions (Mirza, 2004). Consequently, textbooks are socializing agents for they are the instruments that teach gender roles on children.

Socialization occurs for children when the books being studied present male image in a diverse and more distinguished jobs than female due to the deliberated perception and ideas on society's standard and expectation on the two genders (Mkuchu, 2004). This gender disparity is generated by various factors which include the unequal division in household labor and constrained position of roles within the family (Bailey & Calasanti, 1991).

Previous studies stated focus on the economic, political, reproductive, and community roles of gender which entails the wider picture of gender inequality. Analyzing its roots from the smallest unit in the community that is the family contributes to a detailed and in-depth justification of gender stereotyping and its implications on the psyche of a child, the main consumer of textbooks.

Moreover, the Philippines progresses in heading the Asia and the Pacific into further closing the existing gender gap (Global Development Research Center, 2012). According to the Philippine Progress Report (2003), this positive breakthrough developed through revising textbooks, modifying instructional materials and school curricula. One method of sustaining this advancement in Philippine school books is through evaluation of its gender roles portrayal mainly in their family as their primary environment. Grade 1 textbooks are specifically being assessed for according to Washington State Department of Social and Health Services, children aged ranging from 6 to 7 is in the stage of mastering reality, becoming aware of sexual distinctions, and maturing to be more comfortable with their gender identity. However, this study only focuses on gender roles in the family and does not include gender roles as a general entity. These gender roles are not necessarily neutral

Review of Literature

School is only the beginning on how constructionism of gender is molded because of the rationale that going to school is a necessity and has a purpose. It helps in articulating thoughts to serve as a guide in the organization of awareness when it comes to reality that goes along with it. the school has become a co-participant in constructing our own perception of identity (Hernández, et.al., 2013).

The issue of sexism in textbooks remains evident. Armini and Bijandi (2012) revealed that in Iranian high school textbooks sexism is depicted in terms of visibility, competence, general constructions, and gender-linked activities and labor. Women are looked upon as the weaker gender with roles as the stereotypical domestic worker.

Likewise, it is deduced that gender inequality in the Philippines is still in favor of males than their female counterparts. The dominance of the male gender is originated from the greater number of times male characters appeared in English textbook series used in Filipino primary schools. This results to the persistence of gender gap, despite the international effort to close it, mainly in economic and political spectrums (Curaming, 2014).

Family shapes its members, that is why a household can also be factor why a person's ideals and standards changes, which pictures the culture of the community. Family can also be a reason, why a person stay the same even though the society already changed, because family is not just an adaptive body, it is also conformist, for it treasures traditional value and norms (Medina, 2001).

Visual representation is universally known as a medium of objective communication; nevertheless, they can also be an instrument of false ideologies and myths. Dyrskog (2017) analyzed these certain gender ideologies being portrayed in English Foreign Language books. It was discovered that women are less frequently presented in these textbooks, are represented in their stereotypical roles, and commended less than men.

Similar findings were acquired by Tarrayo (2014) when he explored the issue of sexism in the Philippines through six preschool English language textbooks. It was revealed that while the textbooks featured both genders, males appear more than female and are always followed by the latter, implying

more favor to males. Women are mostly attributed by beauty and their attractive physical appearance while men are shown to be more aggressive and more dominant in physical activities.

Asadullah and Islam (2018) affirms that there is a male inclination in reading materials from Malaysia, Indonesia, Pakistan, and Bangladesh: the total female offer is 40.4% in literary and illustrations. Female jobs are generally conventional and less admired while the characters are overwhelmingly independent and uninvolved as far as identity qualities. Women are additionally appeared to be generally associated with household and in-door exercises while men have a higher manifestation in proficient parts.

In addition, English textbooks in Uganda do not contain enough positive female good examples and the dialect of the content is not comprehensive of females. That is why Barton (2012) contend that the substance of such reading material undermines the Ugandan government's responsibility regarding value and inclusion.

The study of Jacolbia, (2014) identified that when it comes to the earning materials, approaches and strategies, subject matter, and assessment, the future educators strongly agree that there is a gender equality in university. Also, according to the answers of the respondents, it showed that the male and females have a same insights about the gender equality in relations to the said factors.

When it comes to higher education, Frenchette (2009) stated that gender discrimination is believed does not exist, however, academe works according to an order which give rewards, status and benefit, along these lines, representing the prominence of ladies inside the institution in political and financial, is actually susceptible. As a time passed, the institution that free and tie ladies have improved, which gives courage and possibilities for the next generation that will enter the academe.

Bergstorm, Correll, Jacquet, et. al, (2013) found out that female authors of a single-authored papers in academe are understated compared to the men. And when women express their thoughts, they are frequently seen as unpleasant, aggressive, and unfeminine.

According to Frenchette (2009), the ideas of male and their masculinity still control the basic features of the academe, for gender discrimination is still evident. Double standards and other hindrances because of gender are common to experience in the institution, which describe discrimination and dilemmas for the women in academe.

Theoretical Framework

Gender Schema theory, a cognitive theory by Sandra Bem (1981) says that sex is linked through characteristics that is passed on generation after generation. Gender based information or the cultural knowledge has already been tied up to "sex typing"- in which gender stereotypes and social constructs would most likely be deep-rooted in our society.

The school has used textbook as its medium for learning and has depicted the reproductive and productive roles in a biased way into the traditional femininity and masculinity. As soon as they incorporate what they learned to their biological sex, they will then conform to the culture's definition of masculinity and femininity that will serve as their norm until they grow.

Conceptual Framework

As presented in the Conceptual Framework, depiction of gender roles on this study focused on the illustrated and written portrayals of males and females inside the family. These variables were presented to examine if there are Grade 1 textbooks in the Philippines which contain gender stereotypes on a familial unit. Assadulah and Islam study's in 2018 affirms that there is a male inclination in reading materials from Malaysia, Indonesia, Pakistan, and Bangladesh: the total female offer is 40.4% in literary and illustrations. Female jobs are generally conventional and less admired while the characters are overwhelmingly independent and uninvolved as far as identity qualities. Women are additionally

appeared to be generally associated with household and in-door exercises while men have a higher manifestation in proficient parts.

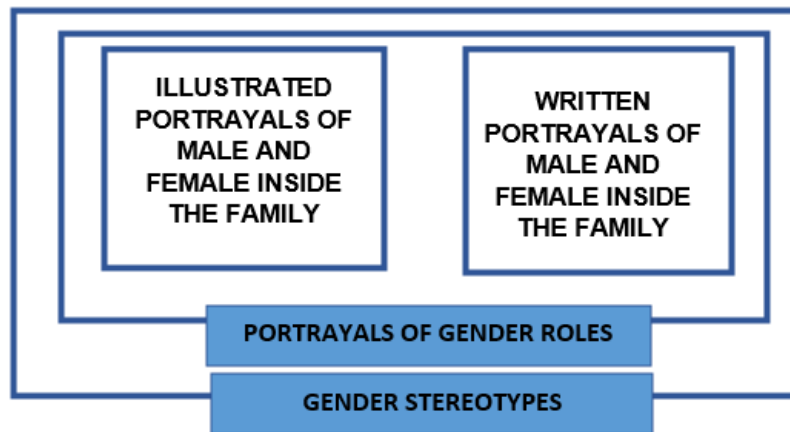


Figure 1. Conceptual Framework of the Study

METHODOLOGY

In this study, the researchers used the mixed methods research. Mixed methods research is the combination of the quantitative and the qualitative approaches for the purpose of better understanding of the study. The use of Quantitative method is to measure the numerical data that were gathered while doing the study, while Qualitative method is usually used to gain an understanding regarding the information that the researchers gained in the doing the research.

To quantify the frequency of the family roles, and the frequency of the textual portrayal of male and female in selected grade 1 textbooks, the researchers used the quantitative research approach, to achieve a better measured data on how many times does the gender roles inside the family were tackled in the selected textbooks.

After knowing the frequencies of the family roles, and the textual portrayal of male and female in selected grade 1 textbooks, the researchers used the Qualitative method to analyze the portrayal of gender roles inside the family. According to the study of Abowitz and Toole (2009) mixed method research is more complicated than one single approach, however it makes the results of the study more steadfast and valid, for it gives the researchers the opportunity to observe and analyze the data gathered.

Four pre-selected first grade textbooks were used in this study. All the books are under the K-12 program that is currently used by the children as their learning material. These books are: 1) Essential English: Worktext in Language and Reading; 2) Filipino: Paglalayag sa Wika at Pagbasa; 3) Mother Tongue: Based Multilingual Education 4) Cyber Science: Worktext in Science and Technology. All of these textbooks were selected to assess how grade one students depicts gender roles inside a group of family so as to assess how each lesson illustrate the work done by both sexes. These textbooks were approved and recommended for distribution and use by the Department of Education.

Fursich (2009) as cited by Reyes (2010) stated that the researchers will be the research instrument in determining the gender role portrayals in the selected textbooks for they have more knowledge about the meanings and hidden ideas between the texts.

This research is adapted from the study conducted by Java and Parcon (2016) regarding the gendered illustrations in Philippine textbooks, while the coding sheet is based on the study of Green and Peterson (2009) concerning the family roles. The collection of data was done through reading the selected Grade 1 textbooks and sifting the gender roles being depicted by the illustrations and statements relevant to the study.

The frequency distribution of each gender portrayal in the textbooks in terms of texts and illustrations is tallied and tabulated. The researchers initially coded the actions being done by both genders as depicted both visually and textually and then, enumerated them. The number of times the role is depicted for each gender will be counted along its sum and percentage.

The researchers had set aside their personal perceptions and biases especially when it comes to the qualitative part where the coding is done word by word to further understand and give meaning behind the sentences. For the quantitative part, the researchers used the cover to cover method and made sure to highlight and tally every family related topics.

Illustrations and statements which are present in the selected textbooks will be evaluated through categorizing them into different gender roles. They are interpreted through examining the frequency distribution of the existence of female, male, and gender-neutral depictions in familial activities.

Critical and in-depth analysis was done after getting the average and percentage of each family member that was portrayed for assessing the stereotypical gender representations of family roles in the textbooks. The analysis was done through coding and creating themes which surround the roles being implied in the images and texts. From the emerged themes, the general patterns have arisen. These patterns was used in creating the general stereotypes of the gender in the family on the selected textbooks.

RESULTS AND DISCUSSIONS

Distribution of Textual Representation of Gender in the Family on Selected Grade 1 Textbooks

Textual analysis was the method used for the purpose of describing and interpreting the structure and content in a text. This method of communication was used in order to fully understand and clearly identify the functions of the messages that are contained by the text. The researchers have conducted a total number of 188 textual interpretations based from the books; Essential English, Filipino, Mother Tongue and Science. Out of all the indicators, the highest count of textual frequency was under the Household Chores wherein this includes male and female cleaning preparing, gardening, cooking and farming. The frequency of Female household chore was 7.45% higher than the Male household chore. This is supported by a study published by Springer journal's Sex Roles that women of all age tend to do more household chores than men regardless of the both sexes contribution in the family income. Results also shows that when it comes to Female and Male Provision of Resources including the provision in financial support; Male Provision of Resources is 5.32% higher than Female Provision of resources which adds up to the supporting idea of Springer journal's Sex Roles in the result of the Female and Male Household chores.

Table 1. Frequency distribution of textual representation of gender in the family on selected Grade 1 textbooks

| Indicator | Female | | Male | |
|---|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Household Chores | 31 | 16.49 | 17 | 9.04 |
| Life Skills Support | 12 | 6.38 | 6 | 3.19 |
| Nurturance and Support | 23 | 12.23 | 15 | 7.98 |
| Maintenance and Management in the Family System | 24 | 12.77 | 17 | 9.04 |
| Provision of Resources | 12 | 6.38 | 22 | 11.70 |
| Entertainment | 7 | 3.72 | 2 | 1.06 |
| Total | 109 | 57.98 | 79 | 42.02 |

Distribution of Visual Representation of Gender in the Family on Selected Grade 1 Textbooks

As presented in Table 2, the total frequency of visuals which depict gender roles is in 6.70% of the total frequency of visuals in the four selected Grade 1 textbooks. Most of the examined visuals are from Baybayin: Paglalayag sa Wika at Pagbasa which counted to 10.59% of all the visuals. This book is published to teach students the basic system of reading and writing in Filipino, the first language used in the country. The book about science, Cyber Science: Worktext in Science and Technology, however, only calculated to 3.67% of the sum of the visuals. This book contains the least of scenarios of family roles for it contains more scientific illustrations. Moreover, it can be observed that the books which teaches the country's second language and the area's mother tongue relatively almost shares the same percentage with 5.57% and 5.38% respectively.

The total percentage of visuals which depicts gendered family roles in the textbooks implies that 284 of the illustrations and drawings seen in the books have the ability to influence the minds of the children for the visual improves learning due to its coherence and completeness which contributes to the level of comprehension even to those with lower degree of spatial intelligence (Bobek & Tversky, 2016).

Table 2. Frequency distribution of visuals on each selected Grade 1 textbooks

| Book Title | Visuals | Visuals depicting gender roles | Percentage |
|--|---------|--------------------------------|------------|
| Baybayin: Paglalayag sa Wika at Pagbasa | 1332 | 141 | 10.59 |
| Inang Wika: Mother Tongue-Based Multilingual Education Series in Tagalog | 390 | 21 | 5.38 |
| Worktext Cyber Science: Worktext in Science and Technology | 953 | 35 | 3.67 |
| Essential English: Worktext in Language and Reading | 1561 | 87 | 5.57 |
| Total | 4236 | 284 | 6.70 |

According to the data gathered of the researchers by examining the elements of every visual in the textbook which depicts gender roles inside the family, it shows that females have the most number of roles inside the family except in providing of resources. Meaning, males, by the grade 1 textbooks, is the one who is usually providing the family's resources.

There are total of 501 elements in the overall household visual of the chosen grade 1 textbooks. In Table 3, 10.78% displays that female are the ones who are doing the household chores while only half of it falls under males.

Moreover, when it comes in giving of Nurturance and Support in the family, females by the textbooks, exhibits 12.57% compare to males which shows 4.39%. However, when it comes in provision of resources inside the household, female display is 2.40% compared to males who exhibits 5.59%.

This numbers depicts how females and males are seen inside the family, the higher frequency of females that falls under household chores explains that women are more inclined when it comes in staying at home and doing the chores, also in giving nurturance and support in other family members. Males, on the other hand, get a higher frequency than females in provision of resources which means that men are the ones who have a job and financially capable inside the household. This data supports the study of Dedeoglu about the discourses of motherhood in 2006, in the study, the mothers are called as the 'main parent' inside the house because of their roles, also according to Welsh (2014), mothers are the one who assume the parent role.

Table 3. Frequency distribution of visual representation of gender in the family on selected Grade 1 textbooks

| Indicator | Female | | Male | |
|---|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| Household Chores | 54 | 10.78 | 29 | 5.79 |
| Life Skills Support | 18 | 3.59 | 16 | 3.19 |
| Nurturance and Support | 63 | 12.57 | 22 | 4.39 |
| Maintenance and Management in the Family System | 24 | 4.79 | 15 | 2.99 |
| Provision of Resources | 12 | 2.40 | 28 | 5.59 |
| Entertainment | 19 | 3.79 | 10 | 2.00 |
| Miscellaneous | 84 | 16.77 | 52 | 10.38 |
| Total | 274 | 54.69 | 172 | 34.33 |

General Patterns in the Visual and Textual Representation of Gender in the Family on Selected Grade 1 Textbooks

After calculating the frequency distribution of the visual and textual representation of gender in the family on the selected Grade 1 textbooks, the following patterns emerged:

Textual Exemplars of Gender Portrayals in the Family on Selected Grade 1 Textbooks

Male Household Chores

An example from the book, *Essential English: Worktext in Language and Reading* (p.335) by Tracylyn H. Umantal and published by REX Book Store on 2017 which is categorized in Male Household: “Dad unloads the van.”

Female tends to do more household chore than male but when it comes to strength-related household chores like fixing the fence or washing the car, it was always made sure that the rightful representation is a male. According to Armini and Bijandi, sexism is still visible in textbooks in terms of general constructions and gender-linked activities and labor. Meaning, streng-related activities is always linked with males.

Female Household Chores

Another example from the book *Essential English: Worktext in Language and Reading* (first example, p. 165) and from the book *Cyber Science: Worktext in Science and Technology* by Hayda Villona (Second example, p. 265): “Mom cooks food for lunch and snacks,” “Mother takes good care of the plants.”

Female are presented to be limited to their household functions, they are always linked with activities like cooking or preparing for the family unlike males where they are textually portrayed to be doing a diverse role. For example, males can also cook or prepare meal for the family, but females cannot do strength-related activities; this statement was also conducted from the data’s we have gathered. Female is portrayed to be good at maintaining household management not only inside the house but also when they step outside. Not only do they take care of their family members but also the living things that is considered as to how you can distinguish about the management in the house.

Male Life Skills Support

Another statement from the book, *Essential English: Worktext in Language* (p. 277) which falls under Male Life Skills Support states that: “One Saturday, he teaches these games to me and my friends.”

According Parcon (2016), males are predominantly characterized by toughness and formidable labor. Meaning, male’s approach of interacting with a family member is through sharing the knowledge he attains specifically the competitive side due to social construct that men should be tough and be involved in a strenuous game which helps in the life skills support of an individual.

From the book *Essential English: Worktext in Language and Reading* (p. 411) states that: “Dad said it will help me study better.”

Statistics shows that male helping with a child’s life skills and support is half of the female life skills and support with 3 out of 6. Meaning, male share half of the role that female does. According Pomerantz, Moorman and Litwack (2007), the extent of effort a parent has to offer serves as a motivation to a child, it also helps in the development of one’s cognitive functions. Support from their parents helps them become focused and knowledgeable of their surroundings.

Female Life Skills Support

The two statements that follow are from the book *Essential English: Worktext in Language and Reading* (p. 233 & 38) which is categorized under Female Life Skills and Support states that: “She goes home early and... helps the children with homework,” “Ana: May I attend her party? Mom: I will allow you to attend the party if you promise to finish your homework by Friday.”

Time can be considered in the division of labor regardless of the female’s errands and work done, it is accepted and ideal that female will be the one who teaches and helps her children when it comes to school works because that is how the society pictures a female’s function in the family. Female implementing regulations will help in the improvement of the child in terms of being disciplined wherein they find motivation to do what needs to be done for the sake for her own well-being. Females are portrayed as being expressive, and nurturing, suggesting asymmetry in gender roles (Emilia, et.al., 2017), that helps in the good upbringing of a child.

Male Nurturance and Support

One example taken from the book, *Baybayin: Paglalayag sa Wika at Pagbasa* (p. 114), written by Maria Wevenia Ricohermoso and published by REX Book Store on 2017 which categorizes in nurturance and support reads: “This is my father. He may help you cross the road. (Siya ang tatay ko. Puwede ka niyang samahang tumawid.)”

This statement implies that a male figure in the family possesses the role to assist another member of the family in crossing the road. This has resulted to the theme of nurturance and support for it exemplifies the role of assistance in the daily routine of member of the family. The role of nurturing and supporting includes providing comfort and reassurance to a member of a family (Peterson & Green, 2009). This, however, does not contain full responsibility in fulfilling the role for it uses the word “may”, meaning the task is still not an absolute assignment for the male gender.

Another statement which falls under the same theme is taken from *Cyber Science: Worktext in Science and Technology* by Hayda Villona (p. 44) by REX Books Store in 2017. The text states that: “Father drives the children to school.”

This is also a practice where a male figure gives assistance to another family member in their daily routine; therefore, falling under the theme of nurturance and support. This connotes that the male holds the responsibility of support through the utilization of machineries and technology such as driving a vehicle.

Female Nurturance and Support

Taken from the book, *Baybayin: Paglalayag sa Wika at Pagbasa* (p. 339), a theme has further broadened through adding the female figure as it reads: “It has been a practice of Filipinos for the mother to take care of the children. (Nakasanayan na ng mga Pilipino na ang nanay ang nag-aalaga sa mga anak.”

This exemplar shows that the female has the traditional role of taking care of her fellow family member. Recent studies have shown that the female holds the primary responsibility of childcare in the household over generations (Forste & Fox, 2008). It connotes that the role of nurturance and support falls directly and traditionally on female. This is supported by the poem written in *Essential English: Worktext in Language and Reading* (p. 104) which states: “The baby on the bus goes wah, wah, wah, wah, wah, wah, wah, wah. The baby on the bus goes wah, wah, wah. All through the town. The mommy on the bus goes, “I love you” “I love you”, “I love you” The mommy on the bus goes, “I love you” All through the town.”

The scene shows that the baby is crying on the bus and the mother is trying to stop her child from crying through giving comfort and affectionate remarks. This shows a female figure providing comfort and warmth to another family member showing the role of nurturance and support (Peterson & Green, 2009).

Male Provision of Resources

The two statements that follow are taken from *Essential English: Worktext in Language and Reading* (p. 159 & 233) to show the exemplars which is categorized to the provision of resources and the two states that: “Dad works in the office,” “Ana’s dad is a bank manager.”

These two sentences affirm that the male has a job and the ability to financially support the family. With this financial ability, he has the power to provide the resources needed in the family including the basic necessities for survival, money, and luxuries, and this instrumental role falls under the provision of resources (Peterson, Green, 2009). This also implies that the work being done by the male figure are office-oriented jobs. With the women commonly receiving satisfaction from being a homemaker, it has been a traditional role for men to be the breadwinner of the family (Forste & Fox, 2008).

Female Provision of Resources

From the book, *Baybayin: Paglalayag sa Wika at Pagbasa* (p. 329 & 399), it has statements implying that female has the ability to provide resources. One of them reads: “Mother left. She went to another country to work. (Umalis si mama. Pupunta raw siya sa ibang bansa para magtrabaho.)”

The statement expresses that a female is going to work abroad to be able to provide resources to the family. It is an instance where a female is assigned the role of working to financially support the family. Another statement that came from the same book as the preceded statement declares: “Mothers can also finally work. (Maaari na ring magtrabaho ang mga nanay.)”

This speaks that females have just recently acquired the ability to work. It suggests that once female has no jurisdiction in providing resources in the family through getting a job and has only been getting this role now. The two statements are both coded with female providing resources for both entails the female figure being an active member of the community outside the family to provide for the family. This emerging new role of women has progresses through time for according to Sattelmeyer (2014), the number of women that participates in the labor force has grown for the past 40 years.

Maintenance and Management of the Family System

This textual example shows the Male Maintenance and Management of the Family System which is taken from the book *Inang Wika: Mother Tongue- Based Multilingual Education Series In Tagalog Worktext* by Joy Juliano, Girame Mascariñas, Daisy Mendiola, Susan Molina, and Florita Matic that was published by REX Book Store: “Helen, jolens are only for boys. You can only play with dolls,” her brother said. (Helen, ang holen ay para lamang sa lalaki. Manika na lang ang iyong paglaruan,” wika ng kaniyang kuya.)”

The phrase, “Helen, jolens are only for boys.” (Helen, ang holen ay para lamang sa mga lalaki.) falls under maintenance and management of the family system because Peterson and Green (2009) stated that leadership, decision making, disciplining, and enforcing behavioral standards is a family roles under maintaining and managing the family system.

“You can only play with dolls, her brother said.” (Manika na lang ang iyong paglaruan, wika ng kaniyang kuya.)” Shows how his older brother which is a male, only want her to play dolls for it is a toy for girls. This depicts how a male inside the family enforce the behavioral standards of their female family members, even though it does not affect themselves.

The written example above displays that males inside the family can make a decision regarding on how females should behave themselves while growing up. They can also said their opinion openly on what things are can be used by girls and boys.

While this textual example shows the Female Maintenance and Management of the Family System which is directly quoted from the book *Essential English: Worktext in Language and Reading* (p. 12) by Traclyn H. Umantal that is published by the REX Book Store: Mom says I should always be polite.”

This phase of mother shows how she maintains the discipline of her children and also how she enforced behavioral standards towards them. Mother says that her children should always be good-mannered in every circumstance in their life.

These examples also show how grade 1 textbooks stereotypes the way the male and females enforce behavioral standards to their family members. Men dictates what should a woman play while, women tell to her family member how they should act in all times. Men in the textual of the books are often describe as authoritarian in enforcing a behavioral standards, while female are label as gentle and kind towards a family member (Tsao, 2008).

Entertainment

This textual example shows how does Male entertains inside the family is from the book *Essential English: Worktext in Language and Reading* (p. 285) by Traclyn H. Umantal that is published by the REX Book Store: “Dad plays basketball.”

This displays that father enjoys physical activities outside the home. Which also means that father find playing outside enjoyable than staying at home. This way of male entertainment connotes that men are into more activities that required body coordination.

The other example of Male Entertainment is also from the same book *Essential English: Worktext in Language and Reading* (p. 161 & 285) by Traclyn H. Umantal that is published by the REX Book Store: “(Picture of baby brother) play with ball”.

This shows that a male child are already into activities that could train their body, this can also mean that the play basketball and the toy, which is the ball are connected to the men compared to women. These pattern shows that mean even from the start are already expected to be into physical activities like basketball.

While this textual example shows how female entertains inside the family: “Mom dances the chacha”.

This phrase depicts that females find joy in dancing. Chacha is a type of dance that requires the dancer to be graceful, which explain that females inside the family are expected to still show beauty even in the times of enjoyment. Unlike men, women's way of entertainment still involves being soft and elegant.

Compared to men's way of entertainment, females are depicted to enjoy showing their beauty and grace, while men are portrayed to be delighted in showing their physical capabilities.

These textual examples are supported by the study of Tarrayo (2014), it was stated that even in the other six English textbooks in the Philippines, males are more inclined in doing the physical works while women, are only recognized by their appearances and beauty.

Visual Exemplars of Gender Portrayals in the Family on Selected Grade 1 Textbooks

Household Chores

In this study, the researchers aim to know how divisions of labor inside a household is delegated and as to how decisions are influenced through factors like income, marital status, working hours and childcare. The researchers surveyed 900 participants who have partners ages 25-43. Results shows that women of all age tend to do more household chores than men regardless of the both sexes contribution in the family income.

Upon observing and analyzing the visual content of the four books, it is discovered that males are portrayed to be exclusively doing their productive functions to labors that requires strength and hard work (ex. throwing the garbage, fixing house parts, cleaning the poultry house, cleaning the car. etc) (as seen in Figure 1.2) this supported the idea of Parcon (2016) that males are predominantly portrayed to much diverse roles which require toughness and formidable labor. Females are represented to be doing labors like cooking, preparing food, serving food, washing dishes, taking care of a child, sewing clothes and sweeping the floor and that they are presented to be limited to their productive functions (as seen in Figure 1.1).

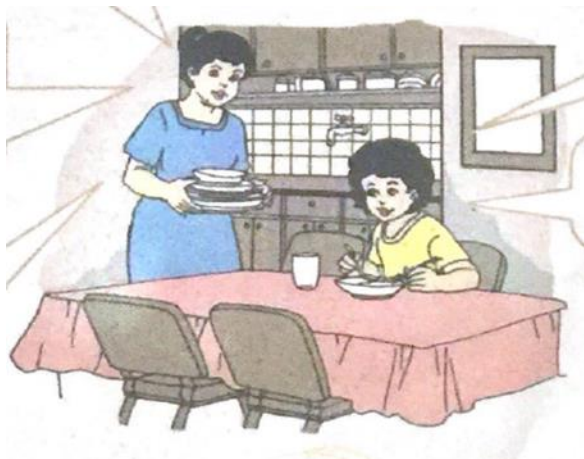


Figure 1.1 Mother preparing the table
Source: Baybayin: Paglalayag sa Wika
at Pagbasa (p.175)



Figure 1.2 Boy cleaning the car
Source: Inang Wika: Mother-Tongue-Based
Multilingual Education Series in Tagalog

The emotions in an individual's face are also analyzed to know the level of satisfaction in the role they are portraying. It connotes that male and female are always smiling while doing their tasks. Meaning, the books presented them as someone who is satisfied and fulfilled with their respective productive functions. (as seen in Figure 1.3 and 1.4) From these results and observation from all the textbooks,

children would see and accept that outdoor and strength-related tasks are performed by males while indoor tasks are performed by a female which is in accordance to what is stereotypically believed by the society wherein according to Sabir (2008), textbooks serve as one of the fundamental media which constructs the benchmarks and norms demonstrated inside a classroom. The images of male and female portrayals in a book solidify children's ideologies of gender roles.



Figure 1.3 Mother sweeping the floor
Source: Essential English: Worktext in Language and Reading (p.159)



Figure 1.4 Boy cleaning the electric fan
Source: Inang Wika: Mother Tongue-Based Multilingual Education Series in Tagalog

Life Skills Development

Enriching and strengthening the bond with family members is sustainable through physical, emotional interaction. According to Ginsburg (2007), parents engaging in the activities of their child are essential in an individual's development because it contribute in one's social, cognitive and well-being supported by the idea of Pomerantz, Moorman, Litwack,(2007) that parents making an effort in the involvement of their children's academic lives has a large impact in the success of an individual. Figure 2.1 shows how a mother helping her child with her homework. There is a small difference between the total number of male and female help in the life skills and development wherein female count is only 0.4% higher than male as seen in the visual tally this is relevant because the rest of the visual indicators has higher difference; it only implicates that there is an almost fair share of tasks when it comes to assistance in a life skills and development of a family member.



Figure 2.3 Mother helping her daughter on her homework
Source: Essential English: Worktext in Language and Reading



Figure 2.2 Brother helping his sibling on his homework
Source: Essential English: Worktext in Language and Reading (p. 110)

Nurturance and Support

As seen in Figure 3.1, a female figure is holding her crying child, trying to stop the infant from crying. This shows provision of comfort and warmth in able to grant the sense of safety and security to another family member. On the other hand, Figure 2.3 has shown a male figure feeding a bottle of milk to an infant family member as he carries the baby in his arms. His expression shows a slighter smile than the female figure as seen in Figure 3.3 which connotes that women tend to be represented as happier in doing the role of nurturance and support for a fellow family member than men. These illustrations are taken from *Essential English: Worktext in Language and Reading* by Tracylyn H. Umandal.



Figure 3.1 Mother carrying her crying child
Source: *Essential English: Worktext in Language and Reading* (p. 104)



Figure 3.2 Father feeding his son with bottled milk
Source: *Essential English: Worktext in Language and Reading* (p. 169)

Provision of Resources

The illustrations presented is taken from *Baybayin: Paglalayag sa Wika at Pagbasa* by Maria Wevenia Ricohermoso. Though results have shown that the male is dominating the representation of the role of provision of resources in the family, the Figure shown provides a variety of gender role portrayals. Based on Figure 4.1, it is seen that both male and female is portrayed to be coming home from work. This is implied through putting them in working uniform. It is also seen that the mother is walking first towards the house to greet their children home than the father. This connotes that though both gender is seen to be the financial support of the family, the female figure is more inclined to be directed towards home than the male.

On the other hand, Figure 4.2 shows the female figure wearing working clothes and a towel on his shoulders showing that he is an active member of the labor industry. The child is waving goodbye to him as she stands next to her mother illustrated to be wearing house clothes. This insinuates that the mother stays at home and takes care of the child. This is another visual representation of the father taking the role of providing the resources as the mother does the household chores.

Java and Parcon (2016), on their study in Philippine textbooks, that old textbooks represented neutral portrayals of gender in family roles. However, the new published ones have not successfully provided variety of jobs for both genders. Both gender is portrayed to be limited to their conventional workload with the care and nurturing occupations assigned to women while formal and prestigious jobs is assigned to men.



Figure 4.1 Children welcoming their parents who got home from work
Source: Baybayin: Paglalayag sa Wika at Pagbasa (p. 110)



Figure 4.2 Mother and daughter waving goodbye to Father who will go to work
Source: Baybayin: Paglalayag sa Wika at Pagbasa (p. 175)

Maintenance and Management of the Family System

In the Figure 5.1 and 5.2, which is from the book titled Baybayin: Paglalayag sa Wika at Pagbasa for grade 1 students, the mother is the one who is maintaining the discipline of her children, for she is reprimanding her children regarding on what should and should not do. Also it is noticeable that the mother is wearing a house clothes, therefore females are usually inside the home to maintain and manage their family.

This data is supported by Gillaniz, Hashmi, and Khurshid (2010) which quoted the study of Ansary and Babii (2003) which stated that females are more visible than males when it comes in indoor passive chores. Also, Gillaniz, Hashmi, and Khurshid (2010) stated that in the elementary books, female pictures are typically connected with service-oriented jobs like being a house wife.



Figure 5.1 Mother reminding her daughter to stop using the computer because it's past bedtime
Source: Baybayin: Paglalayag sa Wika at Pagbasa (p. 97)



Figure 5.2 Mother reprimanding her son to study first before playing outside
Source: Baybayin: Paglalayag sa Wika at Pagbasa (p. 21)

Entertainment

Based on the Figure 6.1 and 6.2, from the grade 1 textbook Baybayin: Paglalayag sa Wika at Pagbasa, there is a different way in picturing how mother and father entertain their children. Figure 6.1, show that the mother's way of making his son is happy is by playing or dancing with him. While Figure 6.2, visualized that father gives material thing to his daughter to make her happy. These images connote

that compare to females, males inside the family are financially capable to give gift to their family member, and females have a time to spend some time with their children.

According to the data of the researchers, females have a higher frequency than males in entertaining the family members. Motherhood, such as taking care or spending time with the children consume the women's time (Sauer-Sargent, 2016). Also, Chen, Ho, Ko, and Tran (2010) quoted the study of Beckert, et al. (2006) which stated that mothers find accomplishment in taking care of their children which is actually a maternal obligation, while fathers are normally the disciplinarian and financier of the household. These data and studies connote that men and women are depict differently by their duties and job inside and outside the household.



Figure 6.1 Mother dancing with her son
Source: Essential English: Worktext in Language and Reading



Figure 6.2 Father is giving a gift to his daughter
Source: Baybayin: Paglalayag sa Wika at Pagbasa

Miscellaneous



Figure 7.1 Mother kissing her daughter goodbye before the Father accompany them to school

Figure 7.1 shows the differences of the clothes of the mother and the father, and their roles to their children. The father is wearing working clothes and assisting their children to school. While the mother is wearing a house clothes and kissing the cheeks of her daughter who will go to school. Therefore, in this image, the mother will be the one who will stay at home, while the father will do his career outside of the household. Otlowski (2003) stated that the conventional roles of females as a

homemaker is still apparent in language textbooks. According to the study of Forste and Fox (2008) women are find satisfaction in doing the household chores, while it is common for men to be the financier of the family.

Gender Stereotypes in Family Roles Representation in the Selected Grade 1 Textbooks

The dominance of female representation in family roles

The newly published books under K-12 program obtain more female representation on their productive functions in the family compared to male. It is observed that delegated duty to males and how they are represented in a household activity always require physical strength and hard work. Females are portrayed to be focused on food preparation, childcare and nurturing activities.

Mothers are the one who usually teach or reprimand the children on how they should behave. Also, based on the data gathered in selected textbooks, women are always wearing a house clothes when managing the family. Therefore, females are most likely at home for them to disciple or observe the other member of the household, specially the youngsters. According to Craig (2006), compare to fathers, mothers are the ones who have a complete obligation in managing the home and taking care of the children. Females also dominates the role of giving joy to their family. Based on the data collected, women have a higher frequency compare to men in providing entertainment to the household.

The dominance of male representation in provision of resources

Though the female figure dominates almost all the representation in each family role, providing resources for the family is the exception. It has appeared that male figures, especially the father, serves as the financial and economic support in the family. This shows that most roles inside the family is assigned to women, and the roles which involves being an active member of the community to provide resources is assigned to men.

It has also been insinuated that the portrayals of female working has the domains of occupations relating health, education, leisure, and family; while the male is portrayed to be working in corporations and business enterprises. The results follow the stereotypical role of women in the community where it is commonly portrayed as teachers and where male is usually represented as businessmen (Van Craeynest, 2015).

Also, mothers in selected Grade 1 Textbooks are expected to play with her offspring to entertain them, however fathers are the ones who give gifts to their child as the way to make them excited and happy. This representation describes mother as someone who has a time to spend with her children and fathers are financially capable compare to women to provide material things to his children.

The gentleness of female and toughness of male portrayals in the family

When it comes to maintaining and managing the family system, the selected grade 1 textbooks show that women are most likely to maintain the discipline of her children. Compare to men, women on the books are represented to be gentler when it comes in enforcing behavioral standards towards other family member. Mothers are kinder when it comes in guiding the offspring compare to fathers (Blandon & Volling, 2008). In the study of Attili, Roazzi, and Vermigli (2010), mothers are portrayed as kind when disciplining their children, however, fathers only have few interactions with their child.

CONCLUSIONS

The textbooks do not completely discuss gender roles in the family. However, in the representation of family roles, the domestic and paid labor dichotomy is still persistent. The female figure

dominates the representation for family roles except for the provision of resources where the male figure is more represented. Despite the progressing improvement in these representation from past Philippine textbooks, there has been only minor portrayals of changing roles of both gender. These non-stereotypical depictions are insufficient to trigger change in the schema of genders in children's psyche, for both female and male are still majorly restricted in the depiction of their traditional roles.

Repeating patterns ultimately strengthens the marginalization of women doing indoor activities and the trivialization of men performing outdoor activities. Even in the context of the family, the female is painted to be bounded by her skills inside at home, even when she is described to be providing resources for the family. The male, on the other hand, is characterized to be holding eminent positions in the family as the one who labors as their financial support. Even in the division of reproductive roles, female is depicted to be utilizing her emotional, psychological, and spiritual capabilities while the male is rendered to be deploying his physical and mechanical virtuosity in doing household activities. Female and male textbook depiction in the family remains stagnant. Both gender still performs their conventional functions as seen on both texts and illustrations.

The upholding of gendered stereotypical representation in performing family roles is still the internal theme of the hidden curriculum found in textbooks. These portrayals are apparent materialization on civilization's outlook on feminine and masculine familial roles where there are clear limitations on both sides. This perpetuation of gendered family roles further massively impacts the continuing progression in gender equality.

With textbooks being agents of socialization for children in education, painting stereotypes in textbooks may hinder the pursuit for the promotion of gender equality especially for young audiences. It also conflicts in the existing environment that children may experience in terms of their actual family roles. Therefore, despite the trend for equality in this era, the textbooks which educates young people are not concurrent with the progress of the public's view on gender equality, which may contribute to a slow advancement in closing the gender gap in the country.

Recommendations

With the findings of the research study, it is suggested that authors of educational textbooks observe proper compliance on the policy regulated by the Department of Education (Dep-Ed) regarding the equality on portrayal of genders in their texts and illustrations.

The Department of Education, on the other hand, is recommended to promote gender equality in the curriculum through conducting regular effective workshops for the writers and publishing personnel to produce a more balanced gender representation on published textbooks. It is also proposed for their policy to include hiring of experts on the science of gender to conveniently and appropriately plan how to represent both genders and textbooks. They should also be the guidance for the writers before publication of their books in guaranteeing that the gender content is synchronic with the policy being provoked by Dep-Ed.

It is also recommended for the teachers and other instructing personnel to be trained in honoring gender sensitivity and observing gender neutrality in their discussion and teaching methods as to counterbalance the biases characterized by textbooks and similar teaching materials.

Moreover, for the authors of the textbooks, they are recommended to be more gender sensitive in writing their books. The reality of the positive development of gender in the Philippines could have been more prominent in the textbooks rather than the traditional roles of gender. In such light, both young boys and girls could liberate themselves from the intrinsic norms expected to them by patriarchy and be freely become comfortable in their own gender identity and the roles they desire to fulfill.

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