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Knowledge of Primary School Teachers on Gender Bias in Textbooks

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Abstract:

One of the most important components of education is the textbook and it is also a significant knowledge source, which serves as a fundamental means of socialization, information, and value transmission. Textbooks are a core vehicle for the delivery of quality education, which connect the learners with the actual social context and reflects the current state of society. So, the representation of gender and their contributions are crucial in the textual material for all disciplines mainly the primary level because primary education is a sensitive and critical stage when a child experiences uncertainty about who they are and what they want to become in the future. At the primary education level, children learn foundational skills such as Reading, writing, and numeracy that prepare them for life, work, and active citizenship. Learners' minds are fundamentally educated about gender roles by schools and textbooks. The teacher is the most important person in the construction of curriculum and teaching-learning material because of their knowledge, experiences, and competencies. The present research is intended to determine primary school teachers' knowledge of gender bias in textbooks at the primary level. The total sample was 240. Out of the 120 D.El.Ed. trainee teachers and 120 govt. aided in-service primary school teachers were chosen as a sample for this current study. The sample has been chosen using a random sampling technique. For data collection used a self-made questionnaire in this research and simple percentage calculation were used for data analysis, and the study's results were presented graphically. It was found that in-service Primary school Teachers have Very High knowledge of gender bias in textbooks than trainee teachers.

Keywords: Knowledge, Primary School Teachers, Gender Bias, Textbook.

Introduction:

In the contemporary scenario, gender bias is a vital educational and social issue. The words 'gender' and 'sex' are often used interchangeably. The word 'Gender' came from the Greek word "Genus." Gender is defined as the behavioral, social, and cultural expectations associated with being

a male or female. The concept of 'Gender' refers to the socio-culturally imposed boundaries between being feminine and masculine, it is a concept that explains how society establishes the roles that men and women play in society. Gender refers to the social and cultural categorizations of men and women. Gender is related to cultural and social division into "masculine" and "feminine. So, gender is socially, and culturally determined roles that men and women play. The word 'Sex' came from the Latin word "Sexus." Sex can be understood as a biological concept, individuals are classified as male or female based on their sex organs, or genetics and reproductive organs. sex as a biological idea. The term "sex" is used to describe the biological distinctions between males and females as well as their biological traits or inherent biological variances, such as variations in reproductive organs. After a discussion of gender and sex, it is clear that "gender bias" is prejudice or favoritism for one gender over another. The unequal disparity in treatment between men and women is known as gender bias. The act of favoring males and/or boys over women and/or girls is most frequently referred to as gender bias.

Education prepares future generations to take their proper role in society. It is critical that subpar educational goals, resources, and methods of instruction are not preserved but are brought up to date with advances in the social, cultural, and scientific sectors. The curriculum is the main root of action that can confirm the supply of effective and efficient human resources for a progressive society and the development of a nation. It helps to generate and to promote among the children's language ability to listen, speak, read, write, think, value, creativity, social interaction, and positive attitude and create an atmosphere of cooperation, develop interpersonal relations, create to help the academic and social relationship, communication skill for social living.

Textbooks are the direct real and particular manifestation of curriculum and it is a key instructional media that play an important role in the field of education and the child's mental and social development. The textbook is one of the agents to socialize cultures including the concept of gender. As an agent of socialization, the textbook must describe the real world. If the textbook consists of such gender issues without further understanding, students may get confused. Gender representation in coursebooks affects learners, especially among young learners who are still rapidly developing their understanding of the world including gender roles. So, the portrayal of gender and their contributions to textual material is extremely crucial in all subject areas. Textbooks may be a key contributor to cultural biases and gender bias because exposure to textbooks and other learning materials can act as a potent channel for nurturing young people into dominating patterns of gender relations and gendered behaviors that can continue into adulthood.

In the education system, gender significantly impacts social life in school, particularly among students. Some research validates concerns about gender diversity in learning materials. Gender representation in textbooks must be studied. This type of research will assist instructors in avoiding

social issues that may be present in textbooks, such as gender prejudice, which can be conveyed during instruction. As a result, teachers may choose the best textbook for their pupils. Gender equality may be addressed if everyone is aware that there is gender equality in society, regardless of color, religion, culture, or tribe. Textbook assists and supports teachers in accomplishing their instructional objectives. It enables teachers to adapt and modify it to meet the needs of all learners. Further, it helps teachers design class activities that motivate students. Teachers play the most important role in the creation of curriculum and teaching-learning materials because of their knowledge, experiences, and competencies.

Gender is a socially constructed term. Gender discrimination also originates from society. Schools are miniature versions of society. Thus, gender discrimination in education is observed. Important components of education are textbooks and teachers. Various previous studies have been conducted on gender inequality in textbooks and teachers' attitudes toward gender inequality. The main objective of this present study is to determine whether Primary school Teachers' knowledge of gender discrimination in textbooks is appropriate.

Review of Related Literature:

The textbook is female-dominated in terms of picture, subject, and language utilized; gender is not evenly represented in the textbook; the author was aware of the gender-bias issue in Indonesia, concluded by (Sani, 2022) ^[1]. Both genders were allotted a similar number of appearances. Similarly, the results indicated that occupational gender stereotypes occurred in the three textbooks found by (Aguilar et al, 2021) ^[2]. The findings demonstrate that gender representation in English textbooks for Art Programme students is unequal in two dimensions. This may be deduced from statistics on gender representation in terms of language items in monologue texts, which are 92 males and 33 females, with a 48% difference, and drawings in images, which are 11 males and 7 females, with a 22% difference. The aggregate total with a percentage of those two criterion dimensions is 103 or 72% for males and 40 or 28% for females (Aguilar, 2021). ^[3]. The findings revealed a presence of an imbalance of gender among the authors, reviewers, editors, and designers as well as the presence of gender biases, and gender stereotyping in the content, illustrations, and student activity, in research done by (Yuden et al, 2021) ^[4]. Every textbook has varying degrees of gender prejudice. Males dominated three categories: priority, activity, and occupation. Meanwhile, females are just dominating in terms of visibility. According to the findings, the majority of EFL textbooks used in Aceh are still biased towards women, investigation done by (Nashriyah et al, 2020) ^[5]. The findings show that, despite efforts to minimize gender bias, females are still traditionally represented in several categories. When females are shown conventionally in textbooks, pupils form stereotypes of female students, research by (Julianti et al, 2019) ^[6]. It has been discovered that the portrayal of stereotype and non-stereotype activities in the English Language textbook differs significantly. It has

also been discovered that there is a considerable variation in the overall number of occupational activities included in the English Language textbook for boys and girls, by (Shah, 2019) ^[7]. The findings indicated that there is no equal representation of males and girls in various gender-related features. Males outnumbered females in terms of names (54.77%) and pronouns (52.97%) male was noticed, studied by (Zegeye, 2019) ^[8].

From the previous related literature, it was revealed that most studies have looked at gender bias in textbooks through content analysis, but no research has previously looked at teachers' knowledge of gender bias in textbooks. This inspires the researcher to investigate “Knowledge of Teachers on Gender Bias in Text Book at Primary Level.”

Statement of the Problem:

The investigation stated “**KNOWLEDGE OF PRIMARY SCHOOL TEACHERS ON GENDER BIAS IN TEXT BOOK.**”

Rationale of the Study:

- The textbook is an important part of education, as well as a key knowledge source that helps as a fundamental means of socialization, transmission of information, and value transmission. Textbooks are vital for delivering quality education because they attach students to real sociocultural settings and reflect the current societal situation also, textbook assists and supports teachers in accomplishing their instructional objectives. It enables teachers to adapt and modify it to meet the needs of all learners. Further, it helps teachers design class activities that motivate students. Consequently, the portrayal of gender and their contributions to textual material is extremely crucial in all subject areas.
- Primary schooling is crucial because it is a sensitive and critical stage in a child's life. In primary school, children learn foundational skills such as reading, writing, and numeracy, which prepare them for life, work, and active citizenship. Learners' minds are fundamentally educated about gender roles by schools and textbooks.
- Teachers play the most important role in the creation of curriculum and teaching-learning materials because of their knowledge, experiences, and competencies.

Therefore, the study was justified on the above-mentioned grounds.

Objectives of the Study:

Objectives of the study were-

1. To study trainee teachers' knowledge of gender bias in textbooks.
2. To study trainee teachers' knowledge of gender bias in textbooks in terms of locality.
3. To study the knowledge of in-service primary school teachers on gender bias in textbooks.
4. To study the knowledge of in-service primary school teachers on gender bias in textbooks in terms of locality.

5. To study the knowledge of in-service primary school teachers on gender bias in textbooks in terms of teaching experience.
6. To compare knowledge on gender bias in textbooks between trainee teachers and in-service Primary school Teachers.
7. To explore trainee teachers' viewpoints regarding useful gender-friendly classroom management strategies.
8. To explore in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Research Questions:

Research questions of the study were-

1. What is the knowledge of trainee teachers on gender bias in textbooks?
2. What is the knowledge of trainee teachers on gender bias in textbooks in terms of locality?
3. What is the knowledge of in-service primary school teachers on gender bias in textbooks?
4. What is the knowledge of in-service primary school teachers on gender bias in textbooks in terms of locality?
5. What is the knowledge of in-service primary school teachers on gender bias in textbooks in terms of teaching experience?
6. Are there differences in the knowledge of gender bias in textbooks between trainee teachers and in-service Primary school Teachers?
7. What are the trainee teachers' viewpoints regarding useful gender-friendly classroom management strategies?
8. What are the in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies?

Definition of Important Terms Used in the Study:

- **Teacher:** In the study, teachers refer both trainee teachers and in-service primary school teachers. Trainee teachers are those who are pursuing D.El.Ed. program under the West Bengal Board of Primary Education and in-service teachers are those who are in service in govt. primary schools under the primary education board of West Bengal.
- **Gender bias:** Gender bias is prejudice or favoritism for one gender over another. The unequal disparity in treatment between men and women is known as gender bias. The act of favoring males and/or boys over women and/or girls is most frequently referred to as gender bias. In this study, gender bias refers to prejudice or favoritism against one gender over another in the linguistic and pictorial representation of textbooks.
- **Knowledge:** Information and understanding about something which gains through learning and experience. In the research, knowledge refers to both trainee teachers' and in-service

primary school teachers' knowledge regarding prejudice or favouritism against one gender over another in the linguistic and pictorial representation of textbooks.

- **Textbook:** “Text Books as “a book for regular study by the pupils, especially an authority and standard in the study of a particular subject.”- The World Book Dictionary (1979). The study refers to, textbooks which are the official, sole, and standard resources of primary schools (I-V) provided and distributed by the School Education Department of West Bengal.

Methodology of the Study:

- **Method Adopted for the study:** The current research used a descriptive survey method.
- **Approach of the Study:** The researcher used a qualitative research approach for the current research. Qualitative analysis was done to carry out the study.
- **Population of the Study:** All the D.El.Ed. Trainee teachers and in-service primary govt. aided school teachers of the Bankura district were considered as the population for the study.
- **Sample and Sampling procedure:** Total sample was 240. Out of the 120 D.El.Ed. trainee teachers and 120 govt. aided in-service primary school teachers were chosen as a sample for this current study. The sample has been chosen using a random sampling technique.
- **Instrument for Data Collection:** The researcher used a self-made questionnaire as a tool for data collection.
- **Procedure for Data Analysis:** A simple percentage calculation was used for data analysis, and the result of the study was presented graphically.

Delimitations of the Study:

The research has the following delimitations, which have been mentioned below-

- The study was delimited to only D.El.Ed. trainee teachers and govt. aided primary school teachers under W.B.B.P.E.
- **Data Analysis and Interpretation: Objective Wise**
- Data has been presented and analyzed objective-wise-

Analysis of Objective 1- To study trainee teachers' knowledge on gender bias in textbooks.

Table i: Percentage of levels of knowledge of **trainee teachers** on gender bias in textbooks.

Levels of Knowledge	No of respondent	Percentage (%)
Very High (81 and above)	33	27.5
High (61-80)	39	32.5
Average (41-60)	31	25.83

Low (40 and below)	17	14.16
	120	100%

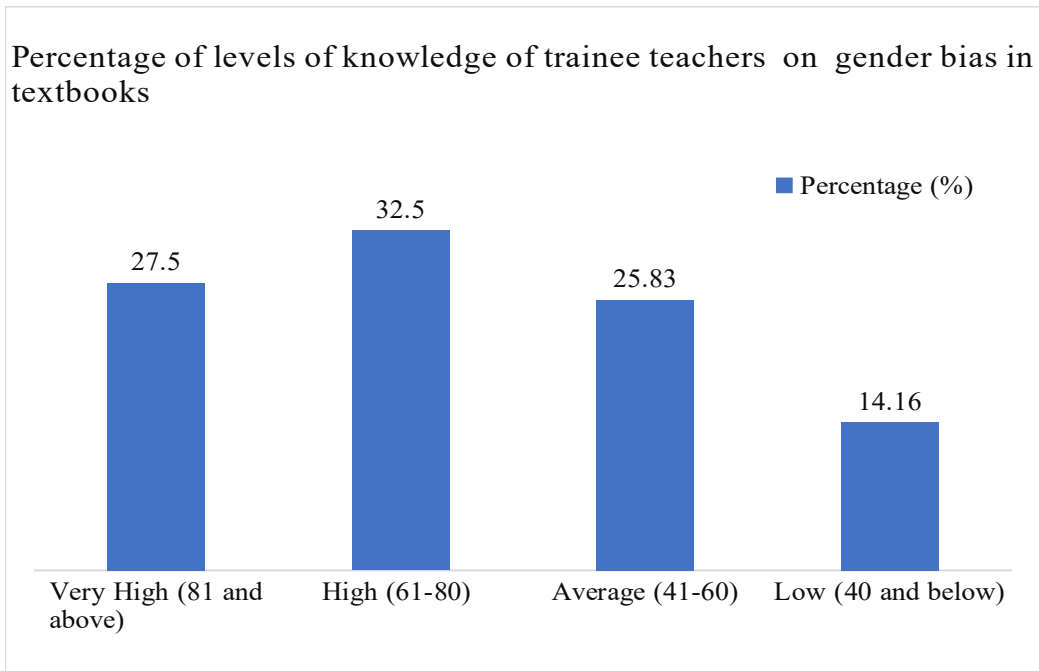


Figure i: Percentage of levels of knowledge of **trainee teachers** on gender bias in textbooks

Interpretation:

Above table no i and figure no i demonstrated that out of the total respondent, 27.5 % respondents have Very High knowledge, 32.5 % respondents have High knowledge, 25.83 % respondents have Average knowledge, 14.16 % respondents have Low knowledge on gender bias in text books.

Analysis of Objective 2- To study the knowledge of trainee teachers on gender bias in textbooks in terms of locality.

Table ii: Percentage of levels of knowledge of **trainee teachers** on gender bias in textbooks in terms of locality

Levels of Knowledge	No of respondent		Percentage (%)	
	Rural	Urban	Rural	Urban
Very High (81 and above)	14	19	23.33	31.66
High (61-80)	17	22	28.33	36.66
Average (41-60)	19	12	31.66	20.00
Low (40 and below)	11	6	18.33	10.00
Total	60	60	100%	100%
	120			

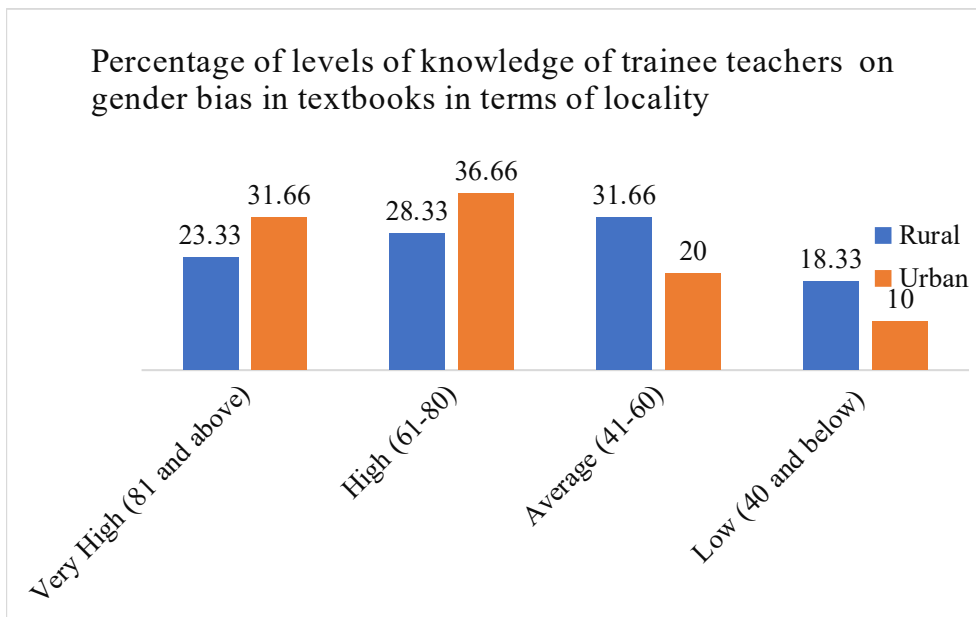


Figure ii: Percentage of levels of knowledge of **trainee teachers** on gender bias in textbooks in terms of **locality**.

Interpretation:

Above table no ii and figure no ii demonstrated that out of the total **Rural** respondent, 23.33 % respondents have Very High knowledge, 28.33 % respondents have High knowledge, 31.66 % respondents have Average knowledge, 18.33 % respondents have Low knowledge on gender bias in text books.

Above table no ii and figure no ii demonstrated that out of the total **Urban** respondent, 31.66 % respondents have Very High knowledge, 36.66 % respondents have High knowledge, 20 % of respondents have Average knowledge, 10 % respondents have Low knowledge on gender bias in textbooks.

Analysis of Objective 3- To study the knowledge of in-service primary school teachers on gender bias in textbooks.

Table iii: Percentage of levels of knowledge of **in-service** primary school teachers on gender bias in textbooks.

Levels of Knowledge	No of respondent	Percentage (%)
Very High (81 and above)	37	30.83
High (61-80)	47	39.16
Average (41-60)	23	19.16
Low (40 and below)	13	10.83
	120	100%

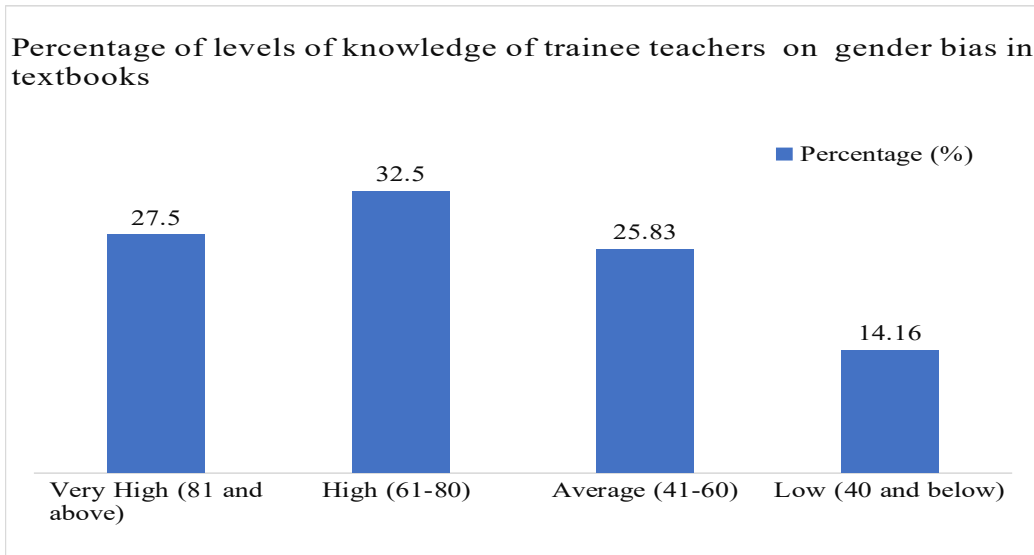


Figure iii: Percentage of levels of knowledge of **in-service** primary school teachers on gender bias in textbooks.

Interpretation:

Above table no iii and figure no iii demonstrated that out of the total respondent, 30.83 % respondents have Very High knowledge, 39.16 % respondents have High knowledge, 19.16 % respondents have Average knowledge, 10.83 % respondents have Low knowledge on gender bias in text books.

Analysis of Objective 4- To study the knowledge of in-service primary school teachers on gender bias in textbooks in terms of locality.

Table iv: Percentage of levels of knowledge of **in-service** primary school teachers on gender bias in textbooks in terms of **locality**

Levels of Knowledge	No of respondent		Percentage (%)	
	Rural	Urban	Rural	Urban
Very High (81 and above)	13	20	21.66	33.33
High (61-80)	15	19	25.00	31.66
Average (41-60)	17	13	28.33	21.66
Low (40 and below)	15	8	25.00	13.33
Total	60	60	100%	100%
	120			

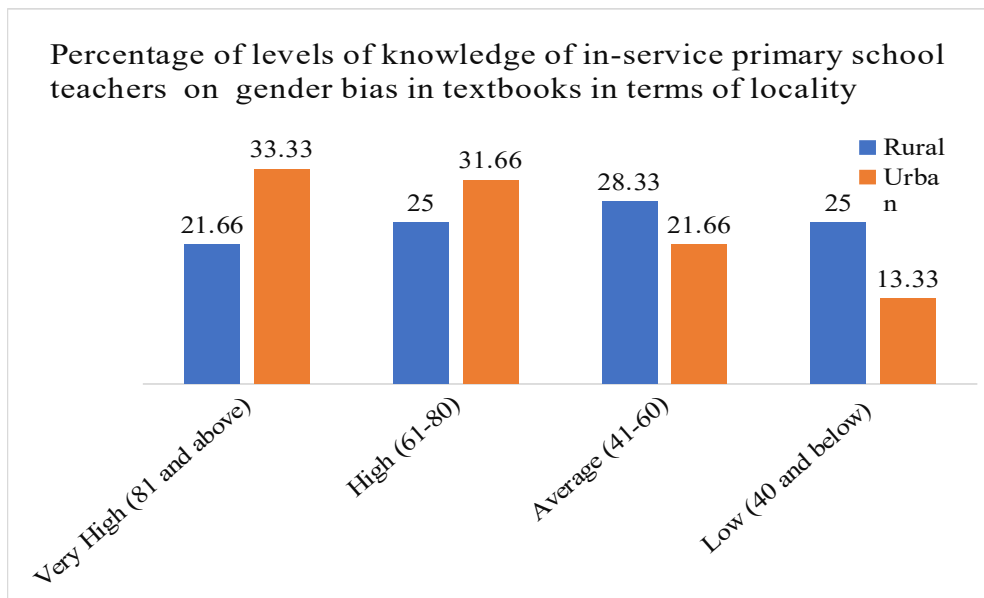


Figure iv: Percentage of levels of knowledge of **in-service** Primary school Teachers on gender bias in textbooks in terms of **locality**

Interpretation:

Above table no iv and figure no iv demonstrated that out of the total **Rural** respondent, 21.66 % respondents have Very High knowledge, 25 % respondents have High knowledge, 28.33 % respondents have Average knowledge, 25 % respondents have Low knowledge on gender bias in text books.

Above table no iv and figure no iv demonstrated that out of the total **Urban** respondent, 33.33 % respondents have Very High knowledge, 31.66 % respondents have High knowledge, 21.66 % of respondents have Average knowledge, 13.33 % of respondents have Low knowledge of gender bias in textbooks.

Analysis of Objective 5- To study the knowledge of in-service primary school teachers on gender bias in textbooks in terms of teaching experience.

Table v: Percentage of levels of knowledge of in-service primary school teachers on gender bias in textbooks in terms of teaching experience.

Levels of Knowledge	No of respondent			Percentage (%)		
	Below 5 years	5-10 years	10 Years and above	Below 5 years	5-10 years	10 Years and above
Very High (81 and above)	3	11	27	15.00	25.58	47.36

High (61-80)	6	19	18	30.00	44.18	31.57
Average (41-60)	9	9	10	45.00	20.93	17.54
Low (40 and below)	2	4	2	10.00	9.30	3.50
	20	43	57	100 %	100 %	100 %
	120					

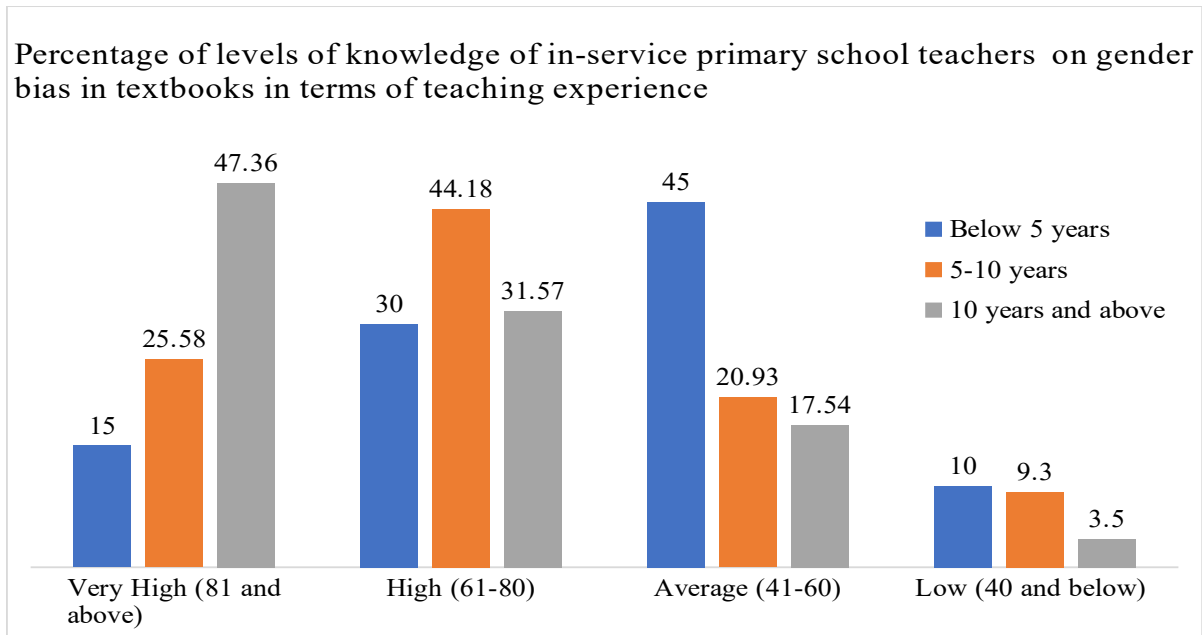


Figure v: Percentage of levels of knowledge of in-service primary school teachers on gender bias in textbooks in terms of teaching experience.

Interpretation:

Above table no v and figure no v demonstrated that out of the total respondent, whose teaching experience Below 5 years between them 15 % respondents have Very High Knowledge, 30 % respondents have High knowledge, 45 % respondents have Average knowledge, 10 % respondents have Low knowledge. Out of the total respondent, whose teaching experience 5-10 years between them 25.58 % respondents have Very High Knowledge, 44.18 % respondents have High knowledge, 20.93 % respondents have Average knowledge, 9.30 % respondents have Low knowledge. Out of the total respondent, whose teaching experience 10 years and above between them 47.36 % respondents have Very High Knowledge, 31.57 % respondents have High knowledge, 17.54 % respondents have Average knowledge, 3.50 % respondents have Low knowledge.

Analysis of Objective 6- To compare knowledge on gender bias in textbooks between trainee teachers and in-service Primary school Teachers.

Table vi: Comparison of knowledge on gender bias in textbooks between trainee teacher and in-service Primary school Teachers.

Levels of Knowledge	Trainee Teachers		In-Service Teachers	
	No of respondent	Percentage (%)	No of respondent	Percentage (%)
Very High (81 and above)	33	27.5	37	30.83
High (61-80)	39	32.5	47	39.16
Average (41-60)	31	25.83	23	19.16
Low (40 and below)	17	14.16	13	10.83
	120	100%	120	100%

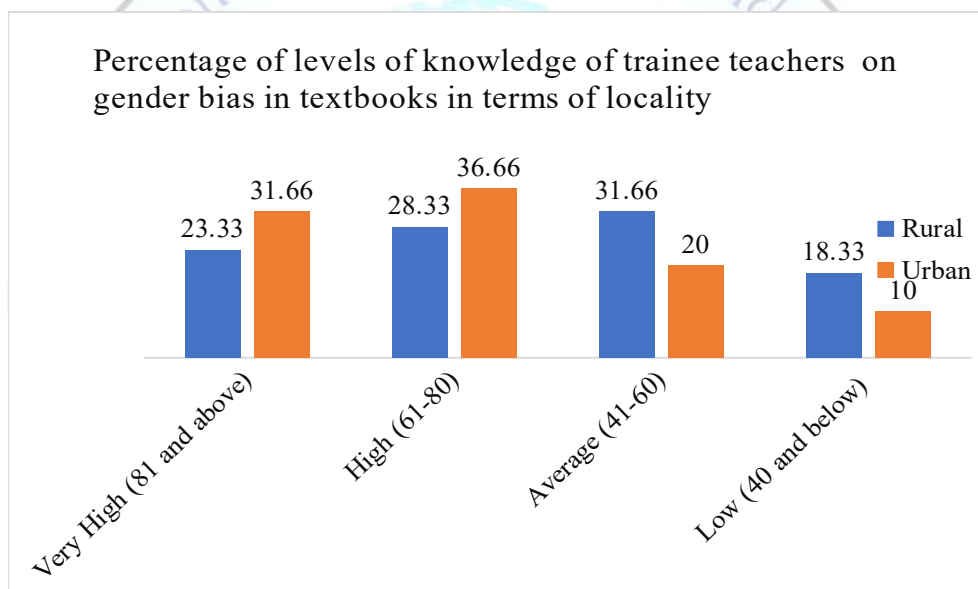


Figure vi: Comparison of knowledge on gender bias in textbooks between trainee teacher and in-service Primary school Teachers.

Interpretation:

Above table no vi and figure no vi demonstrated that out of the total respondent, 27.5 % respondents have Very High knowledge, 32.5 % respondents have High knowledge, 25.83 % respondents have Average knowledge, 14.16 % respondents have Low knowledge on gender bias in text books.

Above table no vi and figure no vi demonstrated that out of the total respondent, 30.83 % respondents have Very High knowledge, 39.16 % respondents have High knowledge, 19.16 % respondents have Average knowledge, 10.83 % respondents have Low knowledge on gender bias in text books.

Analysis of Objective 7- To explore trainee teachers’ viewpoints regarding useful gender-friendly classroom management strategies.

Table vii: Percentage of trainee teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Sl. No.	Strategies for maintaining gender-friendly classroom	No of respondent	Percentage (%)
1	Give gender-Inclusive Teaching	20	16.66
2	Use gender-friendly language	19	15.83
3	Maintain objectivity with every student	27	22.25
4	Arrange collaborative and project-based activities	6	5.00
5	Uses of Gender-Friendly Materials and Textbooks	15	12.5
6	Conduct training for teachers	9	7.5
7	Arrange Meetings, Seminar, and Workshop	13	10.83
8	All above	11	9.16
		120	100%

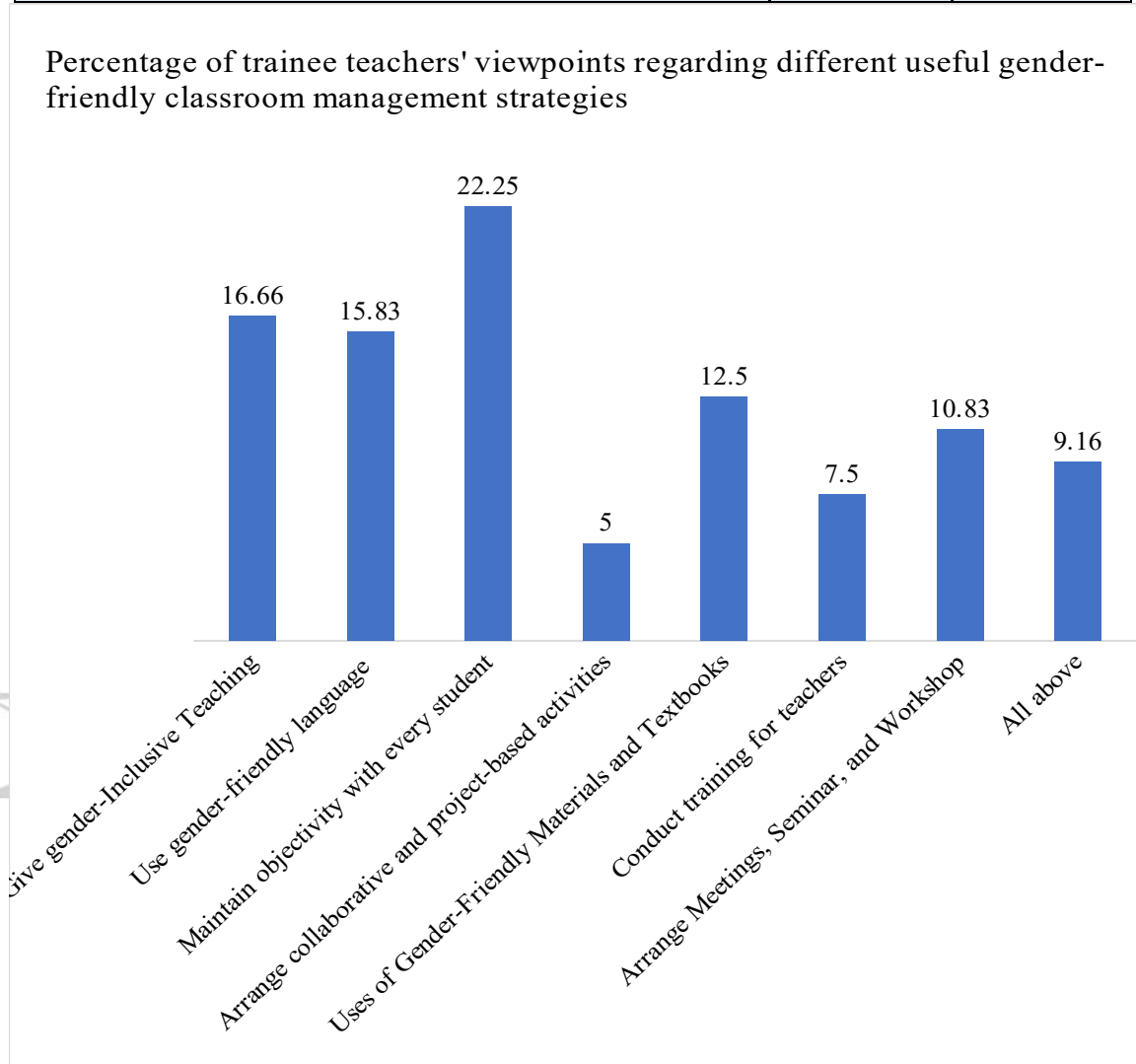


Figure vii: Percentage of trainee teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Interpretation:

Above table no vii and figure no vii demonstrated that out of the total respondent, 16.66 % respondents respond to 'Give gender-Inclusive Teaching', 15.83 % respondents respond to 'Use gender-friendly language', 22.55 % respondents respond to 'Maintain objectivity with every student', 5 % respondents respond to 'Arrange collaborative and project-based activities', 12.5 % respondents respond to 'Uses of Gender-Friendly Materials and Textbooks', 7.5 % respond respondents to 'Conduct training for teachers', 10.83 % respond respondents to 'Arrange Meetings, Seminar, and Workshop', 9.16 % respondents respond to All above regarding useful gender-friendly classroom management strategies.

Analysis of Objective 8- To explore in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Table viii: Percentage of in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Sl. No.	Strategies for maintaining gender-friendly classroom	No of respondent	Percentage (%)
1	Give gender-Inclusive Teaching	23	19.16
2	Use gender-friendly language	16	13.33
3	Maintain objectivity with every student	20	16.66
4	Arrange collaborative and project-based activities	13	10.83
5	Uses of Gender-Friendly Materials and Textbooks	17	14.16
6	Conduct training for teachers	13	10.83
7	Arrange Meetings, Seminar, and Workshop	9	7.5
8	All above	9	7.5
		120	100%

Percentage of in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies.

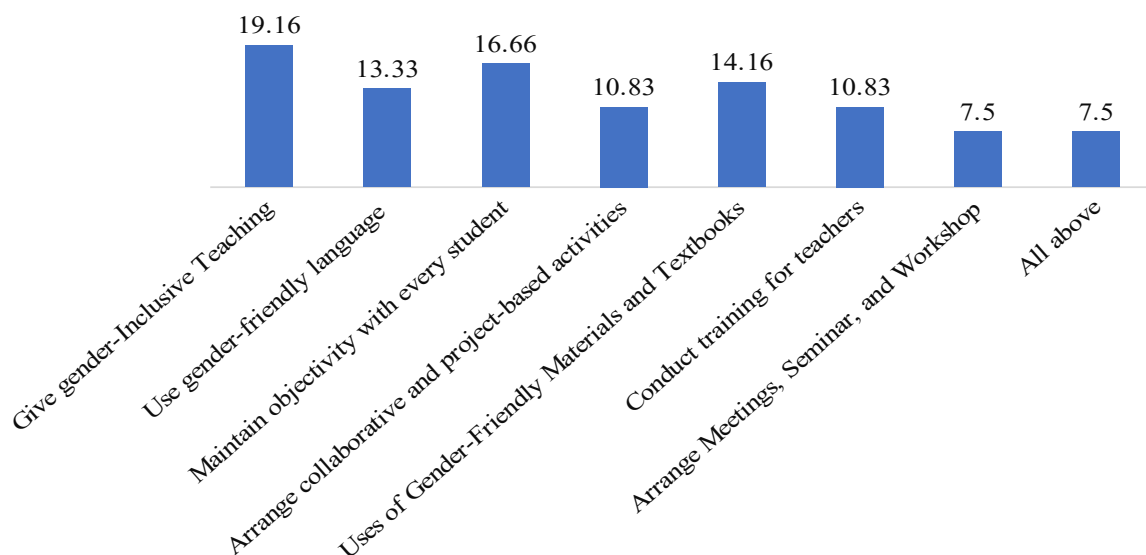


Figure viii: Percentage of in-service Primary school Teachers' viewpoints regarding useful gender-friendly classroom management strategies.

Interpretation:

Above table no viii and figure no viii demonstrated that out of the total respondent, 19.16 % respondents respond to 'Give gender-Inclusive Teaching', 13.33 % respondents respond to 'Use gender-friendly language', 16.66 % respondents respond to 'Maintain objectivity with every student', 10.83 % respondents respond to 'Arrange collaborative and project-based activities', 14.16 % respondents respond to 'Uses of Gender-Friendly Materials and Textbooks', 10.83 % respond respondents to 'Conduct training for teachers', 7.5 % respond respondents to 'Arrange Meetings, Seminar, and Workshop', 7.5 % respondents respond to All above regarding useful gender-friendly classroom management strategies.

Findings: Objective Wise -

The study revealed the following findings-

- It was found that (27.5 %) trainee teachers have Very High knowledge, (32.5 %) have High knowledge, (25.83 %) have Average knowledge, and (14.16%) have Low knowledge on gender bias in text books.
- It has been perceived that (23.33 %) rural trainee teachers have Very High knowledge, (28.33 %) have High knowledge, (31.66 %) have Average knowledge, and (18.33 %) have Low knowledge on gender bias in text books. (31.66 %) urban trainee teachers have Very High knowledge, (36.66 %) have High knowledge, (20.00 %) have Average knowledge, and (10.00 %) have Low knowledge on gender bias in textbooks.

So, urban trainee teachers have Very High and High knowledge than rural trainee teachers on gender bias in textbooks.

- It was revealed that (30.83 %) in-service Primary school Teachers have Very High knowledge, (39.16 %) have High knowledge, (19.16 %) have Average knowledge, and (10.83 %) have Low knowledge on gender bias in textbooks.
- It has been perceived that (21.66 %) rural in-service Primary school Teachers have Very High knowledge, (25.00 %) have High knowledge, (28.33 %) have Average knowledge, and (25.00 %) have Low knowledge on gender bias in text books. (33.33 %) urban in-service Primary school Teachers have Very High knowledge, (31.66 %) have High knowledge, (21.66 %) have Average knowledge, and (13.33 %) have Low knowledge on gender bias in text books.

So, urban in-service Primary school Teachers have Very High and High knowledge than rural in-service Primary school Teachers on gender bias in textbooks.

- It has been observed that in-service primary school teachers whose teaching experience is

below 5 years most of them High knowledge (30.0 %) and Average Knowledge (45%) on gender bias in text books; in-service primary school teachers whose teaching experience is 5-10 years most of them have Very High knowledge (25.58 %), High knowledge (44.18 %), and Average knowledge (20.93 %); in-service primary school teachers whose teaching experience is 10 years and above most of them have Very High knowledge (47.36 %), High knowledge (31.57 %), and Average knowledge (17.54 %).

So, in-service primary school teachers whose teaching experience is 5-10 years and above they have more very high and high knowledge than in-service primary school teachers whose teaching experience is below 5 years on gender bias in textbooks.

- It has been discovered that (27.5 %) of trainee teachers have Very High knowledge, (32.5 %) have High knowledge, (25.83 %) have Average knowledge, and (14.16%) have Low knowledge of gender bias in text books. (30.83 %) in-service Primary school Teachers have Very High knowledge, (39.16 %) have High knowledge, (19.16 %) have Average knowledge, and (10.83 %) have Low knowledge on gender bias in textbooks.

So, in-service Primary school Teachers have Very High knowledge on gender bias in textbooks than trainee teachers.

- It has come to view that out of the total trainee teachers 22.55% noticed that 'Maintain objectivity with every student', 16.66 % noticed that to 'Give gender-Inclusive Teaching', 15.83 % noticed that to 'Use gender-friendly language', 12.5 % noticed that to 'Uses of Gender-Friendly Materials and Textbooks', as useful gender-friendly classroom management strategies.
- It has come to view that out of the total in-service primary school teachers 19.16 % noticed that to 'Give Gender-Inclusive Teaching', 16.66 % notice that to 'Maintain objectivity with every student', 14.16 % noticed to 'Uses of Gender-Friendly Materials and Textbooks', 13.33 % noticed to 'Use gender-friendly language', as useful gender-friendly classroom management strategies.

Conclusion and Discussion:

As an agent of socialization, the textbook must describe the real world. If the textbook consists of such gender issues without further understanding, students may get confused. Textbooks assist and support teachers in accomplishing their instructional objectives. Further, it helps teachers design class activities that motivate students. Gender representation in coursebooks affects learners, especially among young learners who are still rapidly developing their understanding of the world including gender roles. So, the portrayal of gender and their contributions to textual material is extremely crucial in all subject areas. Teachers play the most important role in the creation of curriculum and teaching-learning materials because of their knowledge, experiences, and

competencies. Therefore, every teacher must have knowledge and consciousness about gender inequality in the curriculum and textbooks which will help to develop gender friendly textbooks and the healthy development of the student's thinking which builds a harmonious and gender-friendly society.

Implications of the Study:

According to the researcher, the importance of this investigation is mentioned below-

- Through this research teachers should receive regular training on gender issues and how to select books that are free of gender bias.
- By the study Department of Education should create a more gender-inclusive curriculum and bias-free textbooks.
- Additional research on gender representation in textbooks is anticipated by this investigation.
- The result of this research enriched the field of gender studies.
- The result of the study will add knowledge to the existing field of study.
- The result of the study acts as a review of the literature for future research.
- The result of the study will be helpful for the welfare of society.

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