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FUCULTY OF HUMANITIES

MASTER OF EDUCATION BY CW & RR

Gender representation in contemporary Grade 11 Business Studies textbooks in South Africa

A Research report submitted in partial fulfilment of the requirements for the Master's degree in Education, in the department of Curriculum issues at the Wits School of Education, Park town campus.

By

Mbali Tshabalala (Student No. 785829)

Supervisor

Dr Preya Pillay

Date: 30 April 2021

Declaration

University of Witwatersrand

Student No. 785829

Masters Research Project

I Mbali Tshabalala, declare that this research report: Gender representation in contemporary Grade 11 Business Studies textbooks in South Africa, is my own work. This research report has not been submitted for a degree at any other university. I have acknowledged all quotations and paraphrased ideas by using the APA referencing, (as described & requested by the University). I am aware that the University of Witwatersrand will take disciplinary action against me if my work suggests that I plagiarised and failed to reference.

Coarse name: Research Report

Coarse code: EDUC7031A

Student name: Mbali Tshabalala

Student Signature: 

Date: 30 April 2021

Supervisors name: Dr Preya Pillay

Supervisors' signature: 

Date: 30 April 2021

Dedication

This research study is dedicated to my mom, Hazel Tshabalala. You have raised me through the hardships and greatly contributed to the person I have become. Mom, I will forever be grateful for your support, resilience, love and recognizing my potential. I greatly appreciate you for all the sacrifices you made at all time to ensure my goals are achieved, given our disadvantaged background. No amount of words can measure my gratitude and love for you. Above all, I am greatly thankful to God for blessing me with you- you are a priceless gift that is engraved in my heart. I will always treasure you, thank you.

I also dedicate this research study to the young African women and men whose *gender* is in *trouble* because it's meaning shifts and slips within the discourses that constitute it. The meaning that is constructed and rigidified by our society through text. My interest is rooted in exposing the structures that keep excluding and marginalizing women and men that are seen as *different*. This study is dedicated to you.

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Abstract

School textbooks are a primary resource that is easily accessible for learners and teachers and recommended by the department of education. Textbooks are a dominant tool used to represent economic, political, and cultural ideologies. Therefore, textbooks can be considered as the main source of ideologies in the school curriculum. Importantly, there might be slight comprehension of ideologies that are embedded in school textbooks amongst teachers and textbook authors, due to limited awareness of the hidden grand narratives carried in textbooks. In addition, textbooks play a significant role in socialisation, they have the ability to construct and promote certain beliefs and attitudes about gender that learners often take to society.

The purpose of this study is to understand how gender is represented in three grade 11 Business Studies textbooks in South Africa and why gender is represented in this way by developing a theoretical explanation of the phenomena. The study has adopted the qualitative research method that is located in the critical paradigm and will use the tenets of critical discourse analysis as the method of analysis.

The findings expressed that textbooks are not neutral, they convey different representations of women and men that perpetuate patriarchal ideologies. This is evident because ‘males’ are put forth and pronounced first as ‘businessmen’ and ‘females’ follow. This endorses an idea of being superior, capable and masculine to the other. This representation also side-lines others who identify as gay men or lesbian women. Representations related to sexual diversity are absent, and intersectionality of gender, race is not promoted but rather idealises a male, heterosexual successful businessperson. In addition, occupational roles that are low-paid or domesticated are associated with women while occupations that are high paying with high status are associated with men. The three textbooks promoted Western grand narratives that perceive males as being naturally gifted in business.

Lastly, throughout the textbooks, the findings revealed the pervasive association of men with technology, as predominant users of technology and as being more competent than women. Therefore, this study calls for awareness of education stakeholders to interrogate textbook content and avoid passiveness towards the underlying messages conveyed in School textbooks. There is a need for textbook writers to question their own ideological assumptions of gender. This demands a vigorous introspection of possible stereotypes and uncritical assimilation of

gender ideologies that may be perpetuated. The possibility of implementing a gender-inclusive curriculum is through intensive critical reflection of oppressive gender norms. This research study aims to achieve this goal.

Key words: gender representation, ideology, textbooks, critical discourse analysis, Business Studies

Acronyms and Abbreviations

CAPS	Curriculum Assessment Policy Statement
CDA	Critical discourse analysis
CEO	Chief Executive Officer
DBE	Department of Basic Education
DoE	Department of Education
DoJ	Department of Justice
EMS	Economic Management Science
FET	Further Education Training
GETT	Gender Equity Task Team
NCS	National Curriculum Statement
OBE	Outcome Based Education
RNCS	Revised National Curriculum Statement
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNO	United Nations Organization

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Chapter 1: Introduction to study

1.1 Introduction

The purpose of this study is to explore how gender is represented in grade 11 Business studies textbooks in South Africa and why it is represented in this way. This introductory chapter aims to orientate the reader to the study by providing background, contextualisation and discussion of the key concepts relevant to this study. This chapter also presents the problem statement, research objectives, key research questions, research methodology as well as the structure of the study. The chapter concludes by providing an outline of the chapter that follows.

1.2 Background and contextualization of study

The current state of education in South Africa can be traced to the apartheid education that was used as the main tool to divide the society (Spaull, 2013). The education was deemed monocultural and inappropriate since it served to support the identity of one group of people over others. According to Kallaway (2002, p. 03) this education system “...has been recognized as one of the most dramatic cases of institutional educational injustice in the history of the twentieth century”. The education system including the curriculum was racist, sexist, and discriminatory. The apartheid policy in South Africa was structured to intentionally educate girls for domesticity and to occupy substandard positions in the workplace and in the society at large as women, whereas boys schooled to take up managerial and leadership positions, more importantly, to dominate in the social, economical and political spheres in the society (Kgosana, 2010 & De Wet, 2011).

The democratization in South Africa in the early 1990s highlighted education as one of the main vehicles that forge national unity and social cohesion. Several policy initiatives had been recommended to restructure education practices and equip learners to become critical-thinking citizens in line with international trends. The “new” South Africa Constitution established in 1996 documented that “South Africa belongs to all those who live in it and equality among gender and race should be prompted” Department of Justice (DoJ, 1996, p. 03)¹. Policies that supported this

¹The Constitution OF THE REPUBLIC OF SOUTH AFRICA (1996), Retrieved from:
<http://www.justice.gov.za/legislation/constitution/SACConstitution-web-eng.pdf>

statement were the Convention of Elimination of All Forms of Discrimination against Women (CEDAW) which acknowledged the necessity to eradicate gender stereotypes in education. The convention resolute, amongst many was that: “Any stereotyping concept of the roles of men and women at all levels and in all forms of education... should be eliminated... in particular by revision of textbooks and school programs” (UNO, 1979, p. 07). There was a need for curriculum reform, so that it may reflect the “ideology to remake nations” (Salm & Falola, 2005, p. 508). Hence there was a need to dismantle the social, cultural and epistemological ideology of the dominant. In addition to the implementation of the establishment of an inclusive constitution that protects human rights, there is anticipation that social values in the Bill of Rights will be reflected in the school curriculum and in all prescribed learning materials.

Curriculum reform was among the top priority of the newly elected government which was aimed at overcoming the wrongs of the past. Lucen and Ramsuran (1997) argued that curriculum modifications in South Africa were an attempt to bring about transformation and regenerate education that is based on equality. The curriculum that was introduced under the new democratic government was referred to as the outcome based education (OBE) which was underpinned by curriculum 2005. According to the Department of Education (2002), this curriculum was driven by the principles of equality, justice, non -racism, fairness and compromise in teaching and learning. This curriculum embodied a learner-centered learning approach that focused on assessing student performance empirically – in other words assessing what was referred to as outcomes (Spady, 1998). In addition, the OBE was introduced in response to the market’s demand for skills (Polakow-Suransky, 2002).

However, implementation of Curriculum 2005 in 1998 was critiqued and probed for a reassessment. Scholars (Jansen, 1997, Chisholm, Motala & Vally, 2003 & Waghid, 2001) argued that OBE should be reassessed because of: the complexity of the model and of its language, the problems of time management in the delivery of the curriculum, the need for highly qualified teachers, the burden of administration in terms of assessments and the difficulty of funding the resources needed to aid teachers to enhance lessons. The debate around OBE, persuaded the Minister of Basic Education, Angie Motshekga, and other education experts and officials to intervene and modify it – a much needed intervention, according to the Education Minister in her National Assembly address (Naidoo, 2015).

This intervention led to the introductory of the Revised National Curriculum Statement (RNCS), the National Curriculum Statement (NCS) in 2003 and more recently Schooling 2025, also called Curriculum and Assessment Policy Statements (CAPS) that was released for Grades 6 - 9 in 2010 and for Grades 10 - 12 in 2011. The CAPS is currently used in our South African schools to guide teaching and learning and in policy to reflect the bill of rights. CAPS states that the curriculum has the aim of “equipping learners, irrespective of their socio-economic backgrounds, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation as citizens of a free country” (DoE, 2011, p.3). CAPS provides every subject in each grade with a comprehensive policy document that provides full details of what teachers need for assessment and teaching. Textbooks are considered as the key instructional resource to support the goals of the current curriculum.

In the DoE’s publication of Curriculum News For 2010, the importance of textbooks is highlighted in the statement that “textbooks play a vital part in teaching and learning. Textbooks must be used by teachers and learners to enhance their teaching and learning” (2009, p. 06). CAPS requires every child to possess their own textbook, including the Social Sciences (DoE, 2011). In 2011, former President Jacob Zuma reiterated the prominence of textbooks in all schools in South Africa, during his State of the Nation Address in parliament when he emphasized that textbooks should be delivered in time, to ensure learning takes place and good learner performance is attained (Brandsouthafrica, 2011). In addition the Minister of Basic Education, Angie Motshekga, articulated that “textbooks are going to be used as an effective tool to ensure consistency, coverage, appropriate pacing and better quality in terms of instruction and content” (Motshekga, 2009). Motshekga further adds that the curriculum together with textbooks in the South African context, will be used to mirror the social justice ideology which intensely underpin the Constitution (2009).

The main standard for the approval of a textbook to be included on the DoE preferred list is its alignment and compliance to the NCS and CAPS requirements (Daivd & Maistry, 2018). Proceeding this standard, textbook authors then use CAPS as a guiding template to hand-pick disciplinary content and inscribe textbooks for use in classrooms (Daivd & Maistry, 2018). The information contained in the textbook offers educational support for the curriculum (Apple & Christian-Smith, 1991; Mikk, 2000 cites Merzyn, 1987). This is because content that is prescribed by the curriculum is communicated through textbooks and it is used by learners (Kahn, 1978).

While textbooks undergo compulsory tick-box style protocol for screening of prejudice and discrimination of gender, race, sexuality, disability etc. of concern is that limited attention paid to unveiling the hidden meaning of selected content in relation to the grand narratives and value systems that it presents (Maistry & David, 2018).

Gladney and Shapiro (2007) highlights that textbook authors often have preconceived notions, which might influence their content selection. Also, authors might attempt to impress their colleagues, get published or even media coverage. Thus, when writing textbooks, authors may have ulterior motives. In addition, socio-political aspects can influence textbook selection beyond its pedagogical influence, epistemological influence and its marketability, by promoting cultural and political interests of the dominant that are considered paramount (Apple & Christian-Smith, 1991). There is thus a need to unveil subliminal messages about the world embedded in the discourse of school textbooks to uncover the extent to which new powerful discourses have replaced apartheid ideology of discriminatory subject matters. The DoE (2011, p. 08–11) assert that Business Studies textbooks in South African are uniquely produced to serve a specific agenda, namely, to empower and enable learners to comprehend wealth creation progression and develop entrepreneurial interest. Ultimately, Business Studies textbooks are designed to meet official curriculum objectives. Of significance, is that how this agenda is documented in textbooks remains unknown. While textbooks are liable for the content taught to learners, minimal critical consideration is paid to the ideological source of their production (Apple & Christian-Smith, 1991). In addition, Pillay (2017) points to the expectation of gender sensitive school textbooks that include and represent women fairly in text as well as others who have been historically marginalised, since they are evaluated and approved by the DoE. This makes is critical to critique the representation of gender in Grade 11 Business Studies school textbooks

1.3 Focus and Purpose of study

The focus of the study is directed to gender representation in textbooks and how it manifests in three grade 11 Business Studies textbooks. The purpose of this study is thus to understand how gender is represented in three grade 11 Business Studies textbooks and to attempt to theorise current representations.

1.4 Location of the study

This study was conducted in South Africa. Textbooks which are used by Business Studies learners in secondary schools in the province of Gauteng were examined. These are three different grade 11 Business Studies textbooks used by diverse learners from various racial, socio –economic, political and contexts.

1.5 Rationale and Motivation

The desire to pursue this research study emanated from various reflections such as on the body of knowledge in textbooks as teaching and learning resources is rather scant and fragmented especially as it relates to the Southern African context (Bayaga, & Quan-Baffour, 2009). There is little critical contention that school textbooks are a trusted resource in classrooms. As such they are powerful artifacts in the hands of both teachers and learners. This is particularly the case in schools plagued by unqualified and under-qualified teachers and frequent disruptions to teaching programs (BrandSouthAfrica, 2011). Furthermore, national examiners for Grade 11 often take their cue from textbooks in determining content to be assessed. School textbooks thus play a vital role in influencing various aspects of the teaching and learning enterprise in South Africa. Given the significant role that textbooks play in the South African classroom, it becomes essential to examine which gender ideologies are being reflected and transmitted through school textbooks.

Historically, commercial subjects such as Economics, Accounting and Business Studies have been regarded as a masculine domain. Previous studies in South Africa on gender representation have revealed that women are marginalized, they are represented in high level positions in the work place, they are either domesticated or in low level status occupations (Pillay, 2013; Pillay, 2017; Nene, 2014). The findings are in contradiction with the South African school Act which emphasizes that the state rejects any form of prejudice content that oppress others based on gender (Ramaahlo, Tönsing, & Bornman, 2018). Therefore, it is imperative for Business Studies textbooks to be critically analysed in order to determine the extent to which they promote progression of women in Business. This will also determine the extent to which new powerful discourses that challenge the status quo have replaced dominant ideologies.

My professional motivation of conducting this research stems from my moral and ethical responsibility as an educator, which led me to read extensively on gender representation in school textbooks. My focus on Business Studies school textbooks draws from the concerns raised

regarding the role played by ideologies in business education. As an educator I play a key role in the promotion of social justice especially in the teaching of Business Studies. The educational experiences of learners and the representation of gender diversity in school textbooks have the potential to show us where the levers of change lay, more importantly, whether change is required. Denying engagement in these discrimination discourses that exists and ignoring new possibilities for change would strengthen the impact of gender discrimination.

To my knowledge, there is a gap of research in gender representation in Business Studies textbooks in the Further Education Training (FET) phase in South Africa. Hence, this study could contribute by unmasking hidden ideologies and discourses in Business studies textbooks. The findings from this study could also contribute critical insights of improving pedagogical practices that might advance gender diversity and encourage critical thinking.

1.6 Significance of the study

In recent years there has been many policies and statutory bodies such as (UNESCO, 2019), the Gender Equality Task Team (GETT), The Constitution of the Republic of South Africa, the Bill of Rights, and the National Curriculum Statement amongst the few which promote the idea of gender equity in schools. Yet the extent to which these policies are translated into practice especially in school textbooks are unknown. This to me is problematic as not knowing whose dominate worldview and ideologies are being foregrounded in the textbooks negates policies which serve to promote social justice in education. By conducting a formal study I bring to light the extent to which the principles outlined in the many policies and statutory bodies are reflected in Business Studies school textbooks. From this standpoint this study seeks to unearth the power relations if they do exist within the selected textbooks (Ferguson, Collison & Power 2006; Lee, 2009; Pillay 2013) and contribute to the scholarly debate to the representation of gender in Business Education.

This research study seeks to unveil, address, promote and implement a gender inclusive curriculum. The findings of this study will assist policy makers to set criteria for textbook authors, editors and publishers that is sensitive to gender equality. The findings of this study will also assist teachers, subject advisors and other stake holders involved in the selection of school textbooks with a 'trained eye' to unveil hidden ideologies in school textbooks. The development of a heightened sensitivity will be promoted when teacher educators, teachers, and learners engage with

such ideological persuasions. This can be achieved by a robust introspection with regard to their passive, uncritical assimilation of and complicity in a gendered ideology. It is only then that an idea of emancipation can be contemplated.

1.7 Research Aim

The aim of this study is to explore gender representations in the three selected grade 11 Business Studies textbooks with an attempt to determine the extent to which the representation promotes progression of women in Business. This study further aims to determine the extent to which new powerful discourses that challenge the status quo have replaced dominant ideologies and lastly, theorise the gender representations.

1.8 Research Questions

1. How is gender represented in selected Business Studies textbooks?
2. What ideologies are promoted through these representations?

1.9 Outline of research methodology

The study was guided by the critical paradigm because it provided me with a lens that enabled me to interrogate the representations in the Business studies textbooks. This paradigm seeks to unmask the hidden power relations in textbooks (Niewenhuis, 2007). Qualitative research approach was used for this study, as it provided the study with in-depth analysis of gender representations across the textbooks. As Creswell (2009) correctly argues that qualitative researchers emphasize on the depth of information and acknowledge that every phenomenon has multiple dimensions and they seek to uncover issues in their layered forms.

The methodology adapted for this study is Critical discourse analysis (CDA) because it offers guidelines for exploring how language is at the root of fabricating and maintaining power and social domination of some groups over others. Therefore, Fairclough's CDA method which uses a three-dimensional framework was used to analyse and interrogate in depth "the intersection of language/discourse/ speech and social structure." (Blommaert, 2005, p. 25). Machin and Mayr (2012) also developed a framework for analysing text and Kress and van Leeuwen's (1996; 2006) approach to analyzing visuals was employed to guide the preliminary analysis of this study. CDA provides an analytical tool because it grants me the opportunity to engage in visual and text

representations found in the textbooks, this will enable me to thoroughly analyse and understand the representation of gender in textbooks.

The sample of this study included three grade 11 Business Studies textbooks on the DBE's prescribed textbooks that are used for teaching and learning in South African schools. Purposive sampling was used to select textbooks, based on their accessibility, popularity and authorisation by the DoE. Although the selected textbooks are in the public domain, their identities will remain anonymous to avoid ethical issues. The trustworthiness was enhanced by analysing textbooks from different publishers, that were published in the same year.

1.10 Overview of the study

The structure of this study covers five chapters:

Chapter 1 introduces the study by providing the background of the study, purpose and rationale of the study, the significance and focus of the study, and lastly the research questions, aim and structure of the study.

Chapter 2 provides a discussion of the relevant literature on gender representation in school textbooks across different disciplines, which includes Business studies, Science, Social sciences and Language, amongst others. I commence this chapter with the background and importance of textbook research, then I discuss the pedagogical importance of textbooks. I further provide a review of the representation of gender in school textbooks and the implications of the literature. I conclude this chapter with a discussion of the theoretical framework used in this study.

Chapter 3 outlines the research methodology, research design in which I account to why I chose to engage with critical paradigm, CDA and the qualitative research approach for this study. This chapter concludes with a discussion of sampling issues, ethics, trustworthiness and methodological limitations.

Chapter 4 presents the findings of the study, found in the three selected Business Studies textbooks.

Chapter 5 concludes the study by providing a discussion of findings that emerge from the study. The chapter further outlines the limitations of the study and recommendations for further research.

1.11 Conclusion

This chapter has outlined the background of the study, rational, problem statement and significance of the study. Of importance is that this chapter highlighted a neglected body of research that this research study aims to endeavor. The subsequent chapter aims to present existing and relevant literature and the theocratical framework adapted for this research study.

Chapter 2: Literature Review and Theoretical framework

2.1 Introduction

In the previous chapter, the context of the study was presented in relation to the background the study, its purpose, focus, and rationale. This chapter provides an account of prior literature consulted for this study. A literature review entails the active search and evaluation of existing literature in a particular topic or field that has been previously researched (Bertram & Christiansen, 2014). Reviewing literature enables the researcher to acquire deeper understanding of the topic that has been researched, thereby disclosing the key issues of the topic, it also clarifies the need and relevance for the study (Hart, 2018). This is done by familiarising themselves with the latest developments and key theories in that topic (Creswell, 2014), and extend the scope of ongoing dialogue in existing literature and close the gaps by contributing to prior studies (Patall, Cooper & Allen, 2010; Marshall & Rossman, 2011). Firstly, this chapter presents literature relating to the conceptualization of gender norms in school textbooks and the importance of textbooks in schools. Secondly, this chapter discusses the theoretical framework that guides the study.

2.1.1 History of textbook research

Textbook research dates back to when educationalists were concerned about how historical text and images were manipulated for national purposes. The goal was to discover and understand how history textbooks could be improved to understand international conflict such as the world war (Auerbach, 1965). The United Nations Educational, Scientific and Cultural Organisation (UNESCO) aimed to diminish political conflict by introducing a foundation for co-operation. This led UNESCO to publish a guide that consist of a criteria for evaluating school textbooks by particularly looking at fairness and the level of world mindedness (Pingel, 1999). It is in this guideline that the textbook research methodology author, Pingel (1999) provided comprehensive structured guidelines for textbook analysis with detailed stages of analytical instruments. However, these intentions were not carried out as planned, some countries did not adhere to the guidelines, this was evident from the textbooks used in South Africa during the apartheid era as they passed down their own political ideology that favoured some groups over others (Pingel, 2008).

A trend was set by Europe where global views were promoted in curricula and textbooks and the modern democracy was made active through textbooks (Johnsen, 1993). Continuing in this fashion, in 1992 the International Textbook Research Network, was established by Georg Eckert,

a German educationalist and historian. This textbook research network consisted of active researchers from different parts of the world who dedicated their time to improve the quality of textbooks by evaluating and analysing textbooks. Subsequently, the International Textbook Research Network, commenced numerous projects on textbooks, focusing on identity construction and human rights which have contributed to the improvement of textbooks content.

Even though textbook research has significantly contributed to content and curricula changes, Pillay (2017) argues that the main shortfall in textbook research lies in the gap of theoretical framework and guidelines. Thus, some of Pingel's (2008) guidelines have weakness, as they are unlikely to uncover the concealed messages that reinforce ideologies and stereotypes and this aspect is significant to my study.

2.1.2 The pedagogical importance of a textbook

Previous textbooks research has been based on the premise that books are a powerful tool that provide learners with content knowledge and skills in various subjects across different grades (Apple & Christian, 1991; Ngubeni, 2009; Taylor, 2008; Devetak & Vogrinc, 2013). This premise still hold in the new era of technology, e-textbooks provides enormous support to learners (Flores, Sun & Tanguma, 2012). They are used as the primary reference of knowledge in the classroom. For example, some teachers use textbooks to introduce a topic to learners, by referring them to the chapters in the textbook (Grussendorff, Booyse & Burroughs, 2014); and some teachers use textbooks for their lesson plan, or as a source of activities for learners and to be on par with curriculum pace setter and maximise content coverage (Weishart, 2015).

Textbooks further inform the teachers about what learners must learn and what outcomes are expected from the lessons, what preparation needs to be made, what guidelines should be followed and lastly what questions should be asked during the teaching and learning process. Therefore, it is essential for textbooks to include accurate and relevant content that align to national curriculum, as teachers rely on them for as a source of content, support, structure, and guidance (Swanepoel, 2010). With refence above mentioned scholars, one can deduce that textbooks are crucial and widely used by teachers and learners to meet educational goals.

In the South African context, Business studies textbooks, hold an essential role in the FET phase, they provide learners with real life business knowledge so that they are exposed to the roles of

different stake holders and are exposed to numerous challenges that may influence the business (Umalusi, 2014). Business studies textbooks further seek to lay a sound foundation of essential entrepreneur and business “knowledge, skills, attitudes and values critical for informed, productive ethical and responsible participation in the formal and informal sectors” (DBE, 2011, p 08). Thus, textbooks have the power to stimulate and influence learners’ thinking and understanding of the content knowledge, as well as how they view the society (Foster & Crawford, 2006).

In addition, the DBE (2011) assert that business studies textbooks aims to enable the understanding of various business concepts such as Micro, market and macro environments; Contemporary socioeconomic issues; Management and leadership; creative thinking and problem-solving; Human rights, inclusivity and environmental issues. All these concepts are covered under four main topics, namely: Business environment, Business venture, Business role and Business operation. These topics are part of annual teaching plan that teachers use to deliver content knowledge as per curriculum requirements. Prescribed textbooks are thus seen as an effective pedagogical tool in educational institutions as they guide teachers in lesson preparation accompanied by appropriate activities and classroom debates and they constitute a fundamental resource for learners’ understanding of concepts that have been prepared and crucially for their use (Pingel, 2010). Young girls and boys generally see the world as it is presented to them, as depicted in the textbooks.

As means to consolidate a sound foundation for learners in Business Studies, the DBE launched a conference in 2018 on entrepreneurship in schools around Western cape, Gauteng and Free state to enforce and encourage to venture into business (DBE, 2018). In order to promote understanding and interest in business and entrepreneurship.

2.1.3 Textbook and ideology

Textbooks perpetuate selected values and norm, embedded in ideological discourses to encourage a particular worldview (Engelbrecht, 2008). Hence, the content in textbooks frequently results in debates about whose knowledge is more important, or what knowledge should be included or excluded in the textbooks and why (Pillay, 2017). Apple and Christian-Smith (1991, p. 03) argue that: “texts are not simply ‘delivery systems’ of ‘facts’. They are ... the result of political, economic and cultural activities, battles, and compromises. They are conceived, designed, and authored by people with real interest. They are published within the political and economic

constraints of markets, resources and power”. This implies that content selection is made based on what is considered most important and publishers are influenced by who is funding procedures and evaluation from Ministries of the Department of Education (Snydman, Werner, Heinze, Berardi & Tilney 1987).

Apple & Christian-Smith (1991) emphasize that knowledge in school curriculum is nowhere near neutral. It is purposely selected to benefit others and disadvantage others. Apple (1993, p. 05) further argues that “what counts as legitimate knowledge is the result of complex power relations, struggles, and comprises among identifiable class, race, gender, and religious groups”. This means the state and authors use textbooks to promote particular ideological discourses to promote their agenda (Van Dijk, 1998). The represented Ideology has great implications because it reflect economic interest of a particular group (Apple, 1991), this means are those who are excluded. More importantly, knowing that that textbooks are ideology-laden and not interest-free, it would be useful to discover whose knowledge is being foregrounded and values are been narrated in school textbooks, also what impact does these ideological patterns have on learners perceptions about reality.

Educational materials such as textbooks are regarded as “the first official and most powerful engine” for gender socialisation, this means textbooks have a great influence of how learners perceive gender (Foroutan, 2012, p. 771). As such, the role of textbooks is to shape learners views of society and alter their values during their formative years of schooling (Apple & Christian-Smith, 1991; Mkuchu, 2004; Foster & Crawford, 2006). Therefore, textbooks provide “cultural coherence” (Abdollahzadeh, 2010, p. 03). This means they perpetuate and enforce a system of believes that learners should expect in reality and continue with what is believed to be the norm.

2.1.4 Gender representation in textbooks

Various literature has showed that the representation of gender in school textbooks across multiple disciplines such as Languages, Social sciences, Business studies and accounting is not uniform. The representation of two genders have granted males power and dominance over females. I will use themes to gender review literature about in school textbooks.

2.1.4.a The representation of occupational roles

The literature review has revealed that occupational roles in relation to gender representation in school textbooks, portray a division of labour based on traditional roles. Historically, the role of women and men was seen as distinct, women were subjected to roles that required them to perform house hold duties, nurture and raise children whilst men worked to provided financial support for their families (Bem, 2008). The implication of this traditional division is that it maintained stereotypical expectations only men can perform tasks that entail travelling and thinking, since such work was associated with masculinity (Eagly, Wood & Diekman, 2000). These bias gender roles are perpetuated through media, textbooks and socialization and education (Eagly, Wood & Diekman, 2000).

Gender representation in school textbooks has gained attention since the 1970s, researchers from all over the world have studied gender bias and stereotypes by focusing their lens on occupational roles in textbooks (Ansary & Babii, 2003). Numerous findings in the nature of such studies have found that men are always represented masculine roles and women are always domesticated. Studies as far back as the 1980s have shown gender stereotypes, English Language books in Germany and in the United states represented less females in all roles and foregrounded men (Porreca, 1984). In the 2000s, Law and Chan (2004) studied gender representation in occupational roles in primary school Chines Language textbook, situated in Hong Kong. They used six textbooks to conducted a discourse analysis and found that women were mostly in house hold scenarios and men were (Law & Chan, 2004). Correspondingly, Mattu and Hussain (2003) conducted an analysis of human rights education in Asian school, they concluded that female learners are never represented engaging in outdoor sports, their roles are defined within the parameters of a family structure and their economic contribution to the country goes unnoticed. On the other hand, male learners are represented powerful, curious, and educated, this allows male learners to envision themselves as success (Mattu & Hussain, 2003).

Chen, Tang and Zhang (2010) have shown that a more recent version of school textbooks pay “more attention to gender equality compared with the edition of 2000, but there is still inequality of gender and some stereotypes”. A recently study, by Yang (2016) focusing on gender issues in primary textbooks in Hong Kong associated masculine qualities to male and feminine qualities with women. The findings revealed that textbooks associates physical appearances and

occupational roles with gender, for example only females wore skirts and had long hair, in feminine roles while males wore trouser and had short hair, in masculine roles. The representation of gender as a rigid entity is problematic, such narrative needs to be interrupted (Kearns, Mitton-Kukner & Tompkins, 2017).

A study in Pakistan Language textbooks conducted by Badshah, Khan and Kamran (2021) on patriarchal reflections of femininity and masculinity revealed latent power that perpetuates patriarchal values. These values are hidden in children's pictures, clothing and roles. For example, heroes, male characters and male prominent leaders are foregrounded than compared females characters and heroines (Badshah, Khan & Kamran, 2021). Fardon and Schoeman (2010) analysed a History text from a South African school and found that women were restricted to the domestic sphere and family unit and men were positioned in high status occupations. These findings resonate with Chiponda and Wassermann (2011) who conducted a study on History textbooks that focused on gender occupational roles conducted in a Malawi Junior secondary school found that women are "portrayed in stereotypically traditional feminine roles in a domestic environment" (Chiponda and Wassermann, 2011, p. 15). Females and males are represented to reinforce traditional values and norms.

It is worth mentioning that the analysis of gender representation in school textbooks has shifted from solely focusing on text to also considering visual representations. An analysis conducted by Nene (2014) focused on visual representations of women in grade 12 History textbooks, in South Africa. Findings revealed that women were foregrounded in unpaid low level occupational roles such as wife's, mothers and were also represented as vulnerable (Nene, 2014). In contrast, men were portrayed as intelligent in the work place and brave, the bias gender representation contrasted the Bill of rights and the Constitution of South Africa (Nene, 2014).

A recent study by Karama (2020) in first grade Mathematics textbooks available in Palestine classrooms, discovered gender stereotype representations. The findings showed females in occupations such as cooking, sewing, harvesting fruits and vegetable, and raising children. On the contrary, men were portrayed in the following occupations: painter, trader, manager, engineer, mathematics teacher, farm owner, president, accountant, carpenter and driver. From the qualitative analysis, it is evident that males were foregrounded in high status professions and

women were foregrounded in low status professions. In light of these findings, the Karama (2020) highly recommends curriculum reform in gender representations in textbooks.

Over the years, commercial textbooks have also been evaluated and analysed to assess issues of gender occupational roles. Davids (2012) conducted a qualitative study that explored ideologies that are embedded in Economics and Management Sciences textbooks, in the South African context using critical discourse analysis. The findings revealed stereotypical positioning of gender roles, women's success depended on the support from males. Learners are likely to accept gender roles are natural and ethical. This is similar to Tiets (2007) who conducted a study that examined the representation of gender in accounting textbooks and found inequality of representations between females and males and suggests that one method of eradicating gender bias is to depict both genders equally and in non-stereotypical representations.

Likewise, Pillay (2013) set out to explore gender representation in grade 10 contemporary Business studies textbooks in South Africa, using a qualitative approach and the critical discourse analysis tool. Findings exposed the prevalence of discourses in gender representation. Men were portrayed in high level occupations that paid more and had high-status than compared to women. The findings further revealed that women were mostly signified as subordinates and less capable of making decisions in the business environments as compared to men. The findings showed that there has not been any reform in textbooks, the discourses continue to portray and perpetuate gender bias norms and patriarchal constructions. This is done by promoting "Western ideals in which the western male white canons were reinforced as the norm for business success" (Pillay, 2017).

The literature had uncovered that previous research conducted in South Africa found countless bias gender representation in EMS, grade 10 and grade 12 business studies textbooks. The findings are concerning mainly because the representation of gender in school textbooks has become normative and accepted in the African society (Biraimah, 1988; Khoza, 1994; Michel, 1986 & Obura, 1991). The implication for these findings calls for the development of a more gender inclusive curriculum.

2.1.4.b Management, Leadership and entrepreneurship as masculine

Traditionally, men have been perceived as being more powerful and dominant than women. In this modern era, some societies still believe in male supremacy, that views males as leaders and

females as followers (Harrison, Leitch & McAdam, 2018). Leadership and management positions are mostly associated with men and are seen as masculine, suggesting that these roles are best suited for only men. This bias representation of management and leadership as masculine has become internalized by the society, as it seems to be the reality of many members of the society. A study conducted by Thomson and Otsuji (2003) in Japan on gender representation in Business textbooks found that there was minimal representation of females in management, entrepreneurial and leadership positions than males. On the contrary the researchers concluded that the depiction of gender does not mirror the reality because there is a number of successful Japanese Business women (Thomson and Otsuji, 2003). Therefore, because learners are not exposed to female role models who are success business women, they are likely to be discouraged from pursuing careers as entrepreneurs.

Gok, Ozdogru and Erdogan (2002) examined gender representation in Turkish textbooks accessible for grade 3 teachers and learners. Findings unmasked that males were presented as more competent leaders and managers compared to females. Another study conducted by Mkuchu (2004) reflected similar findings of gender roles in primary school textbooks situated in Tanzania. The findings revealed that females occupy low managerial positions and are taking care of their families in domestic settings (Mkuchu, 2004). Hence, the researcher concluded that there has been little efforts to write and publish non gender stereotype textbooks and there is a great need for gender inclusive textbooks. Similarly, Davids (2012) explored the gender ideologies embedded in EMS textbooks and found that entrepreneurship is not neutrally represented, it is gendered. The discourses provided the assumption that successful entrepreneurs are men. This is because men were foregrounded as intelligent, skillful and capable of running a successful business. In contrast, women were portrayed as subordinates who work under supervision and often had adaptable skills. Hamilton (2013) calls for the challenge in dominant discourses represented in entrepreneurship to address the inequalities that persist in textbooks.

More recently, Pillay (2017) analysed Business studies textbooks from the FET phase in selected countries from the Southern African Development Community (SADC) to understand and theorise gender representation. This qualitative study that engaged in feminist critical discourse showed that leadership, entrepreneurship and management is reserved for white males, they are scripted as knowledgeable and competent in the business environment. On the other hand, females are portrayed in low paying occupations. This study revealed that gender is not the only factor of exclusion, there is also race, disability and sexuality at play. To illustrate: Black women and men were excluded in high occupations, only White women and men were foregrounded (Pillay, 2017).

2.1.4.c The representation of gender personality traits

Femininity and masculinity are measures of “the extent to which the individual shows gender-appropriate traits, attitudes, and interests” (Pleck, 1975, p. 164). Femininity is often described as being a ‘nurturer’ that is ‘warm’, while masculinity is described as ‘assertive dominant’ (Bem, 1981; Williams & Best, 1990). While some would agree on these descriptions of femininity and masculinity in modern societies, these descriptions are socially constructed and they depend on time and context (Connell, 2005). Evans and Davies (2002) conducted a study on content analysis in elementary school textbooks, focusing on masculinity. The finding revealed the males are represented in a stereotypical light, they are shown to be argumentative, aggressive, and competitive. Their argumentative and competitive behavior portrayed them as intellectual and critical, and their aggressive behavior was portrayed as natural and was excused with rational (Evans and Davies, 2002). However, these behaviors are not natural, in fact, they are socially constructed and reinforced. In contrast to the male representation, females appeared in scenarios where they are overwhelmed, submissive, stressed, unable to cope with pressure in both their professional and personal spaces. To conclude, Evans and Davies (2002) argued that gender representation in the selected textbooks foregrounds women as subservient, limited to domestic duties and reinforce hegemonic masculinity by foregrounding men as tough, brave and dominant over women.

Yang (2011), examined the roles of females and males in grade 1 English Language textbooks, the study was located in Hong Kong. The study indicated that males were as aggressive and competitive than compared to females. Only few males were positioned as fathers and caregivers, and “never did a boy of any age play with a doll or house, sew or pick flowers” (Yang, 2011, p. 744). However Yang’s (2011) study was limited because it did not compare different Language textbooks to see if the representation is prevalent in other textbooks as well, the conclusion of the gender representation was made on very limited data. The author propose that a strategic method needs to be implemented to reduce hegemonic domination that privileges some groups over other. He maintains that reducing hegemonic masculinity can reduce exclusion and marginalisation.

Parker, Larkin and Cockburn (2017) found similar results in the study of gender bias anatomy textbooks. The researchers found that male characters were positioned as masculine in traditional roles. Parker, Larkin and Cockburn (2017) conclude that there is minimal progress made minimizing

sexism in school textbooks, as there is still males are still represented in a stereotypical light. The discursive construction of gender differences in the selected school textbooks invoked hierarchies which produced dichotomised, bias discourse of the gender which saturates reality. Rather than actively rejecting sexist assumptions that are reinforced in textbooks.

In addition, content analysis by Tyarakanita, Drajati, Rochsantiningsih and Nurkamto (2021) in English and Indonesian language textbooks has also shown the prevalence of stereotypical gender activities and personalities. The findings showed images of men contributing to the economic welfare, strong, muscular and women were depicted as dependent, primarily as caregivers, mothers who are fragile and passive. This men dominated pattern that has been reinforced and sustained in Arabic language textbooks has also been declared in other studies such as (Foroutan, 2008, 2012; Moghadam, 1999; Zurayk & Saadeh, 1995; Yasmeen, Hooker & Saikal 2004;).

Consequently, another study conducted in Spain focusing on gender difference in physical education textbooks, found that Images used in the textbooks showed differences in the kind of activities linked to females and males, which contributes to the stereotypes attributed to each gender. For example, males were mostly shown in competitive sports that resembled masculinity than females. This is problematic because girls might exclude themselves from such sports and resort to recreational sport that is less competitive (Taboas-Pais & Rey-Cao, 2012). Pillay and Maistry (2018) analyses of four SADC Business studies textbooks, under the theme of entrepreneurship, also found the four textbooks representing men as players in a deeply misogynistic, male-dominated culture where aggression and dominance of men against women is disturbingly common. They argued that the stereotype that men are not vulnerable or abused promotes the idea of hegemonic masculine violence as normative. The author's recommended that In order to implement gender equality in textbooks, deconstructing hegemonic discourse should be the most important task in any society to promote social justice.

2.1.4.d The representation of technological competence in the Business environment in school textbooks

The studies of stereotypical gender representation in textbooks extends to the context of technological competence. An early study of Language textbooks in Iran by Rifkin (1998) showed men represented as having technical knowledge to work, invent and fix technology, while women were not. Despite countless endorsements made to enforce gender fair writing and publishing, the analysis shows that gender bias representations are still present, particularly in

the field of technology. Women were portrayed as less competent, less knowledgeable, backwards about technology trends. Moreover, the text highlighted that women's reproductive responsibilities could be a reason that they are behind in technological advancement (Rifkin, 1998). There were no attempts to eliminate stereotypical representation in the textbooks used for the study. This was reiterated in an examination of English textbooks in primary school, published in Kenya where women were orientated at home, taking care children and in occupations that required filing in documents than compared to men (Kobira, 2009). Similar findings in Iran school Language textbooks showed gender bias representations (Foroutan, 2012). The content analysis revealed that women spent most of their time taking care for their families, as a result they has little to learn and develop an understanding of technology. The premature assumption was that women are not interested in the field of technology. From the findings, it seems there were inadequate mechanisms put in place to abolish gender stereotypes in school textbooks. Therefore, the ultimate goal was on producing school textbooks that matched the official curriculum (Foroutan, 2012).

A study by Pillay (2013, 2017) showed similar results. Pillay's studies showed men were represented as the dominant users of technology in the work place as they were using computers, cell phone and advanced machines whereas women were using pen and paper and the old filing system in the work place (Pillay, 2013). Pillay's study concluded that patriarchal thinking of the use of technology was promoted. By foregrounding technology as a male dominated field, subconsciously female learners may believe taken for granted assumptions that they are not capable of being successful in careers that involve technology. Similarly, a study conducted by Villar and Guppy (2015) that examined visual and written text from grade 7 Science textbooks found that women were not knowledgeable in technology and greatly relied on men for assistance and guidance in maneuvering technological gargets.

A more recent study by Papadakis (2018) examined gender representation in two EFL school textbooks by identifying elements of sexism and gender stereotyping using content analysis. The findings showed that to a great extent textbooks promote stereotyped prejudices of gender roles in relation to evolving technological competent. Men were foregrounded and women were under represented in the usage of technology. Men were potrayed as confident in the usage of technology. Papadakis (2018) argued that stereotypes inhibit women from pursuing careers in stereotypically

male-dominated fields, arguing that interventions that promote gender equality need to be implemented.

2.1.5 Conclusion for literature review

This section reviewed relevant literature to my study and the highlighted gaps that show inconsistencies between textbook content and policy documents gives relevance to my study. In the section that follows I will discuss the theoretical framework that underpins my study.

2.2 Theoretical Framework

This section is not presented in isolation to the literature review, it is a continuation. The previous section reviewed literature that relates to gender and textbooks as the two key phenomena of this study and other secondary sections that informed the study. This chapter engages with the theoretical perspective that informs my study.

According to Neuman (2014) the aim of a theoretical framework is to orientate ways to view and think about the social world and to provide assumptions, explanations and concepts, so that we may try and account to why things happen the way they do. Bertram and Christiansen assert that “theories provide a possible explanation for why things happen or they can provide models of how things happen” (2017, p. 117). This implies that theories assist the researchers to interpret the gathered data by using a particular viewpoint that limits the scope of the study to the relevant framework. This study uses the Feminist Post-Structuralist Discourse Analysis (FPDA) as my theoretical framework.

2.2.1 Feminist Post-Structuralist theoretical lens

The Feminist Post-Structuralist theory originates from the critique of Feminist theory, it is popularly associated with the works of critical theorists and philosophers, to name a few: Butler, Derrida, Deleuze, Foucault, and Kristeva (Agger, 1991; Butler, 1990). Post structuralism is used by Feminist to contest discourses, with the aim to discover hidden ideologies that hinder higher order thinking. Post-Structuralism acknowledge that the power embedded in discourse shapes reality. While Structuralism contributed in exposing hidden structures in texts (William, 2014), Post-Structuralism take us further, it examines how knowledge is constructed and produced (Foucault, 1980).

I have positioned my study in feminist poststructuralist paradigm because this will grant me a wider spectrum to examine the representation of gender and unveil any binary oppositions that may emerge and question demonstrations of truth regimes that may be foregrounded in the selected school textbooks. Scholars such as Butler, Derrida and Foucault have advocated for post-structuralism, for them, discourse is more than Language, but rather it constitute text, speech, visuals and actions (Dimitriadis & Kamberelis, 2006). The nature of post-structuralism raises critical questions as to how and why the relation of power-knowledge change across different times and in different context of various culture and politics (Wright, 2003). This study will draw on Butler's (1990), Foucault's (1981) and Derrida's (1981) feminist poststructuralist theoretical perspective on language and discourse, as I found it to be a useful analytical tool to assist me to deconstruct the language of textbooks and expose gender representation and possibly other constructs embedded in the discourse.

Butler's theory of gender magnifies the work of De Beauvoir (1952), Foucault (1978) and Althusser (1970) amongst others. Citing Beauvoir's famous mantra (1952, p.32), "one is not born a woman but becomes one". Butler elaborates about gender in the first chapter of *Gender trouble*, she identifies gender as performativity, and she adopts the idea that:

"Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a natural sort of being. A political genealogy of gender ontologies, if it is successful, will deconstruct the substantive appearance of gender into its constitutive acts and locate and account for those acts within the compulsory frames set by the various forces that police the social appearance of gender" (Butler, 1990, p.46).

The approach that sees gender as "the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance, of a 'natural' kind of being" (Butler, 1990, p. 32), suggests that the performativity of gender and sex is not a natural category but rather, the natural category is a consequence of discourse that is socially constructed (Fitzsimons & Lennon, 2002). These compulsory construct deceptive of gender that aim to regulate systems that trap people within particular grids of intelligibility by controlling and punishing behavior that does not conform to the norm (Jackson, 2004).

Butler (1997) assert that, this is “sedimented iterability” (p. 134), where language encourages people perform or replicate gender that comply to strict norms within a discourse. Butler (1990) further maintains that gender identity has been preserved through socially coerced performances of gender. To illustrate: for Butler, “gender is not a noun, but neither is it a set of free-floating attributes, for we have seen that the substantive effect of gender is performatively produced, and compelled by the regulatory practices of gender coherence” (1990, p. 34). This implies that gender is the direct product of acting and replication, it continuously changes because it is flexible.

Therefore, gender is not acquired at birth, it is an ongoing, continuous achievement (Cameron, 1998). As such, gender is different from sex, it is socially created by society, and must operate under restrictions and principles of cultural expectations, whereas sex is our biological make up. The two term are often used interchangeably and their meaning is misunderstood. Butler (1990) argues that sex is already gendered from birth, everyone is gendered from the commencement of their social existence. This implies that, no form of natural body pre-exists its culture. Butler (1990) sees cultural understandings of femininity and masculinity as imaginary constructs and asserts that we discover the world in different bodies. Hence, Butler argues that being male or female is not inherent, but it is constructed by narratives (1990). We are all born into a system of language and social expectation, which indoctrinates the social order, leaving gender as just one of many things to be decided by society. Such conditions influence children so early on that they will accept the grand narrative already awaiting them. Thus, language is powerful and formative because it has created boys and girls, females and males, men and women, rather than nature itself (Butler, 1990).

Butler cautions us not to confuse performance to performativity. Performance refers to an actor who follows a script, here an individual is expected to act out a particular scripted identity. Whereas performativity is a process that seeks to escape dualism, binaries of structure and agency (Butler, 1990). Therefore, Butler (1990) maintains that instead of viewing human beings as uniform, we should understand that human beings occupy multiple spaces and positions which leads to various identities. Cultural practices transmit particular discourses that function in contending discursive contexts such as gender. The performativity of gender and sex is not a natural category but rather, the natural category is a consequence of discourse that is socially

constructed (Alsop, Fitzsimons & Lennon, 2002). These obligatory reiterations construct deceptive heritage of gender that aims to impose systems that control people and punish any behaviour considered as abnormal (Jackson, 2006). According to Butler (1995, p. 34), this is the “sedimented iterability”, where language encourages us to imitate a gender that conforms to conventional norms in a discourse.

Similarly, according to Weedon (1987) Language is a sight where social meaning is created and contested. It is through spoken, written and visual language that people are able to communicate and provide meanings of the world. People internalize social norms and ideologies through language, which entails a thoroughly systematised presentation of reality granting them the social status of being members of the society (Hodge & Kress, 1993). Language is not only used to report and describe, it is used to create and recontextualize content. This means that language has the ability to mediate social constructions such as gender, sexuality, race and class (Becker, 2012). Gender identities are constructed and constituted by language, which means that there is no gender identity that precedes language. It is through language that gender has been defined in binary terms that provide oppositional and rigid explanations, hence the vigorous challenges against these static views provided by (Butler, 1990; Aikman & Unterhalter, 2005) amongst others.

In agreement with Weedon (1987), Butler consistently refers to language in a way that exposes it as constricting or repressive on our ability to understand sex and gender, and Althusser would agree that being “hailed” as a subject (male or female) by the process of “interpellation” is to be implicitly repressed and will result in one of two productions: what is acceptable or not acceptable to ideology (Althusser, 1970, p.22). Althusser (1970) and Butler (1990) are in agreement that ideology and language work together, and despite resisting ideology, one cannot escape it. In other words, children are born into a system of language and social expectation which indoctrinates the incumbent laws of social order, leaving gender as just one of many things to be decided by society. These conditions influence children so early on that they will accept these systems as universal, pre-linguistic, and “proper” (Butler, 1990, 116). Therefore Butler (1990) postulates that with language, ideology has created men and women, boys and girls, rather than nature itself. Butler explains (1990, p.68)

“...gender is not a noun, but neither is it a set of free-floating attributes, for we have seen that the substantive effect of gender [pronouns] is performatively produced and compelled by the regulatory practices of gender coherence. Hence, within the inherited discourse of metaphysics of substance, gender proves to be performative—that is, constituting the identity it is purported to be. In this sense, gender is always a doing, though not a doing by a subject who might be said to preexist the deed”

We are all born into a system of language and social expectation, which indoctrinates the social order, leaving gender as just one of many things to be decided by society. Such conditions influence children so early on that they will accept the grand narrative already awaiting them. Thus, language is powerful and formative because it has created boys and girls, females and males, men and women, rather than nature itself (Butler, 1990). Echoing the call for equality, I argue that women and men are equal. Thus, there is a need to deconstruct the association of the word “men” from being dominant and superior over the other and perceiving “women” as subordinates and submissive. The deconstruction of meaning expose binary oppositions and challenges ways of thinking and representation. Derrida (1981) challenges the socially constructed binary systems and disrupt the notion that meaning of language is stable to expose new possibilities of deconstruction and transformation of meanings by using the concept of *difference*. Derrida’s concept of deconstruction as a useful strategy to analyze gender in Business studies textbooks. According to Derrida (1991, p. 274) “deconstruction takes place, it is an event that does not await the deliberation, consciousness, or organization of a subject”. The term deconstruction cannot be reduced to a single meaning. Therefore, every text contains a vast number of deconstructive texts and meaning, and each of those is equally open to further deconstruction (Derrida, 2020). This point of view enlightens us to the power of text that we should not only be concerned with construction of text but also the manner in which a text is read because the reader is also reading from a particular point of view. Spivak, states that even though there are no rules or assembled system of reading, interpretation and writing, but the following is essential in text:

“To locate the promising marginal text, to disclose the undecidable moment, to pry it loose with the positive lever of the signifier; to reverse the resident hierarchy, only to displace it;

to dismantle in order to reconstitute what is always already inscribed. Deconstruction in a nutshell” (Spivak, 1976, p. xxvii)

The main point is that deconstruction is the active criticism of traditional norms and ideologies (Norris, 1991) because it aims to dismantle and expose the backgrounded and implicit codes in text, it unmask and defy binary opposites and expose the taken-for-granted power hierarchies within the text, with the aim of reversing and pulling them apart. Derrida’s (1991, 1982) work on deconstruction was very useful to my study because it opposes authoritarian text that favours other and marginalize others, which is what my study aims to explore.

For Butler (1990) gender identities are established and maintained by discourse, which implies that there is no gender identity that precedes discourse. It is through discourse that gender has been defined in binary terms that provide oppositional and rigid explanations. Butler engages Louis Althusser’s philosophy on ideology and the ideological state apparatuses in *Gender Trouble*, showing Butler’s interest in his idea of “interpellation” (Butler, 1990). Althusser (1970) defines “interpellation” as the means in which notions get into our heads and have great effect on daily our lives, so much that we believe that cultural practices are our own. Interpellation is thus a the development of internalizing cultural values. Butler (1990) consistently refers to discourse in a way that exposes it as constricting or repressive on our ability to understand sex and gender, and Althusser would agree that being “hailed” as a subject (male or female) by the process of “interpellation” is to be implicitly repressed and will result in one of two productions: what is acceptable or not acceptable to ideology (Althusser, 1970, p.22).

Althusser (1970) and Butler (1990) are in agreement that ideology and language work together, and despite resisting ideology, one cannot escape it. In other words, children are born into a system of discourse and social expectation which indoctrinates the incumbent laws of social order, leaving gender as just one of many things to be decided by society. These conditions influence children so early on that they will accept these systems as universal, pre-linguistic, and “proper” (Butler, 1990, 116). Such compulsory gender norms regulates and perpetuate having specific identities that are produced by particular power relations and discourses, “persons’ only become intelligible through becoming gendered in conformity with recognizable standards of gender intelligibility” (Butler, 1990a, p. 05).

For Foucault (1984), post structuralism provides a critical spectrum of the concept of causality, identity, truth, knowledge and power. Foucault (1984) contends that the nature power is relational, meanings that for power to exists, some people need to exercise power over others, power needs both participants and those in subordinate positions should resist domination. Foucault (1984) states that power does not only exists in institutions or amongst social classes, it is also experienced within the subordinate class and within institutions, where different level of power relations also exists. Power exists at a micro and macro level, at home, in our religious affiliations, every space we occupy consist of power relations. Foucault maintains that power is not absolute, the site of knowledge and power are prevalent in production, disputation and struggle (Foucault 1984).

Van Dijk (2014) is in agreement with Foucault and further contends that the dominant groups have the ability to influence and restrict freedom for the underprivileged people in numerous ways. It is through coercion, persuasion, reinforcement, and manipulation that power is enabled and sustained. Furthermore, Van Dijk (2014, 302) argues that subordinate groups or people can be controlled through text, spoken language, and everyday routine that are masked as natural and acceptable through which meaning is hidden. Foucault (1984) established that social injustice is accepted through integrating discourses into people subjectivity. Hence power and discourses of gender, truth, racisms, sexuality, subservience and dominance are overlooked and normalized.

Finally a Feminist post structuralist lens became suitable for my study because it complemented the method of data analysis, namely, the critical discourses analysis which aims to unveil hidden text that perpetuate gender inequalities by foregrounding norms and roles that are socially acceptable and backgrounding others. Also, the Feminist post structuralist approach enable me to expose patriarchal ideologies.

2.3 Conclusion

This chapter has reviewed literature that is in relation to the significance and the role of textbooks in teaching and learning; gender representation of gender in Business studies textbooks and an overview of gender analysis in school textbooks, this includes local and international literature. This chapter further presented the theoretical framework that underpinned this study to help me understand the representation of gender in grade 11 Business studies textbooks. In the next chapter I discuss the research design and methodology adopted for this study.

Chapter 3: Research Design and Methodology

3.1 Introduction

The previous chapter presented local and international literature on the importance of textbooks in teaching and learning; the representation of gender in school textbooks; and a framework that is rooted in the topic of gender. The objective of this chapter is to discuss research approach and the research methodology that guided the study. I will use the CDA model by Fairclough (2003) as a method of analysis and the framework developed by Machin and Mayr (2012) to critically examine the representation of gender. Lastly, I will discuss trustworthiness, ethical considerations and limitations of the study and the attempt to address them.

3.2 Research approach

The research approach for this study is qualitative because it will allow me to examine discourses in relation to gender that are represented in the various textbooks used for this study. Therefore, it will enable me seeks to examine in detail the representation of gender ideologies embedded in grade 11 Business Studies school textbooks as with qualitative research depth presides over breadth (Nicholls, 2009). The qualitative perspective provide rich & in-deep descriptions of a particular phenomenon (Scott & Morrison, 2006), it looks beyond the frequency of occurrence of words in texts to examining latent meaning in particular text. Therefore, qualitative research approach will help me to answer my research questions using in depth explanations of the representations of gender ideologies embedded in both visual and written texts. It will also allow me go give a profound description of the authors interpretation of how and why gender is represented in the way it is.

Another reason why this study is located within the qualitative approach is because I intend to understand the contexts in which the discourse provide meanings. Qualitative research approach also seeks to gain a holistic understanding of a phenomenon, unlike to break it down into simple variable (Creswell, 2009). In essence my study to gain in depth understanding of the data. Similarly, Zhang and Wildemuth (2009, p. 308) strongly argue that “qualitative research goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text”. Furthermore, the qualitative approach is used in my study as mainly inductive because it draws inferences from the representations in the three selected school textbooks.

3.3 Research paradigm

According to Schwandt (1989) paradigms are ‘worldviews’ about the reality, knowledge and beliefs. Correspondingly, Guba and Lincoln (1994) defines paradigms as worldviews or value systems that guide researchers.

The study is situated within the critical paradigm, which emerged from critical theory. Critical theory is historically connected with the leading critical theorists of original Frankfurt School namely Adorno, Horkheimer and Marcuse. According to Horkheimer (1982, p. 244) “Critical theory seeks human emancipation to liberate human being from the circumstances that enslave them”. Thus, critical theory interrogates the status quo and endeavors a democratic society . As it is predominantly troubled with power relations in the society and interaction of gender, education, class, race and other social institutes that contribute to a social structure and social system. Critical theory does not only put effort into exposing oppressive and power relations, it also aims to gain a just social society that is based on equality for all members of the society.

The critical paradigm is used in my study as a tool of exposing hidden assumptions and underlying ideologies that mask power relations by using representation in school textbooks. The epistemology and origin of the term ‘critical’ can be traced as far back as the Frankfurt School of Critical theory (Horkheimer & Adorno, 1972). Critical theory is concerned with how text is constructed but also in the manner in which it is read in order to expose the representations of oppression and dominance in texts for the benefit of learners and teachers. As a teacher I need to be aware of my attitude towards the subject, how explain and most importantly reflect on the ideologies that I pass to the learners both consciously and unconsciously. Critical theory scholars are aware of the discursive practices and how they produce ideology, and “help produce and reproduce unequal power relations” (Fairclough, 2011, p. 358), their focal point is on the consequences of social practices and distribution of power, and whose interests are served (Gee, 2011).

Moreover, the critical theory has given me a broad spectrum of knowing about how power can be represented in school textbooks and infiltrate the perceptions of learners. For critical theorists, school textbooks and the ideologies they portray, present unequal social and economic relations of a broader society (Apple, 1979, 1986). The paradigm argues that in most cases the manner in

which power operates in society is structured so that it not easily observed. The critical paradigm therefore challenges extremes of power as the outcome of hegemony.

In conclusion, the critical paradigm has provided me with the lens of being critical and aware of power/knowledge relations and regimes of ‘truth’ that are portrayed in school business studies textbooks. Moss (2005, p. 406) asserts that this regime of truth has the effect of limiting and constraining what learners can say in relation to gender, and these ‘truths’ can silence and exclude “alternative ways of understanding and speaking about the world”. These silences create exclusions and marginalisation’s whilst the dominant discourses remain unchallenged. In essence, these dominant ways of thinking become normalised and standardised. Thus, it is crucial to note that theory alone without practice is not useful. We need to thrive for social change and transformation for a better world and it is important to note that, reality is not reflected through language but rather it creates reality so that there are possibilities and hope for change.

3.4 Methods of research production

Critical discourse analysis (CDA) is an analytical research enquiry that studies how inequalities and the abuse of social power are produced, enacted and, legitimated, and resisted in social and political contexts. Critical Discourse Analysis studies originated in the 1980s in Europe, it was led by Norman Fairclough, a British professor of social linguistics, Teun van Dijk, a Dutch linguistic researcher and lastly Ruth Wodak, an Austrian professor of linguistics, amongst others (Wodak & Meyer, 2009). Subsequently, an academic network was established in 1991, where the founders of CDA as mentioned above, discussed the methods and theories of CDA (Wodak & Meyer, 2009).

The tireless contribution of CDA from Fairclough, Wodak, van Dijk focus on CDA has been entrenched in critical linguistics which is not constrained to discourse description but also goes further to examine why and how discourses is formed. CDA highlights the principles of critical theory, which intent to unmask pervasive messages embedded in text and provide necessary resolutions for change. According to Wodak and Fairclough (2013) CDA is concerned with creating change by means of understanding the relationship between spoken and written text. CDA also scrutinize the employment of power, as it analysis the positioning of words in text that have the ability to convert authoritative messages (Widdowson, 2000).

CDA has thus become a significant part of discourse analysis because it aims to:

“Systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles of power”. (Fairclough, 1995, p. 132)

According to McGregor (2003) CDA is an influential method that grants us permission to try and find explicit and implicit meaning in text. This point supports this research study because I will be examining and trying to find out the actual meaning of each text provided in grade 11 Business Studies textbooks. Hence the long-standing goal of CDA is to see what impact does texts have on causes and implications of the social justice issues. Hence, Mogashoa (2014, p.105) argues that CDA is a “detailed account of the relationship between text, talk, society and culture”. Also, McGregor (2010) points out that people should avoid the traditional and conventional way of reading text and should engage in a critical manner.

The following section discusses notions of ideology, power and hegemony in relation to CDA.

3.4.1 Ideology and Hegemony

Ideology in CDA is understood as a system of ideas that is used by leaders of powerful and dominant groups as well as institutions in order to establish and sustain relations of power. Fairclough (2003, p. 09) sees ideologies as “representations of aspects of the world which can be shown to contribute to establishing, maintaining and changing social relations of power, domination and exploitation”. Ideology is an essential concept in CDA located in the implicit proposition, that aims to make sense of why social beings accept or resist systems of representations that do not serve their interest, but choose to legitimise current existing power structures and bring to light the false of value-laden judgments that are presented as value-free (Fairclough, 2010). Similarly, for Lefort (1991) who describes ideology as being invincible, because it is structured in a manner that blurs characteristics of opposing ideologies. This is because ideology is an element that result in power relations being initiated, produced, maintained and transformed, all of this is executed silently, (Fairclough, 2010). Stubbs (1996, p. 93) states that:

It is necessary to identify the linguistic mechanisms which convey ideology. Ideology may also be viewed as a subtle yet powerful mechanism for the systematic cognitive distortion and manipulation of subjects' constructions of how society should be understood; thus serving a legitimizing function for the maintenance of relations of power.

This implies that ideologies are at the center of establishing and maintain inequalities. Apart from their social function of sustaining the power relation and dominance, ideologies have the epistemological function of organising social representation of knowledge and attitudes (Thompson, 1984). Apple (2004, p. 49) states that “ideology has been evaluated historically as a form of false consciousness which distorts one’s picture of social reality and serves the interests of the dominant classes in a society”. Ideology can be viewed as a form of manipulation, to have particular views of how the society should function, thus, legitimising and maintaining power relations, (Beaton, 2007).

Ideology exists in all contexts, including educational institutions, whether the goal is towards preserving or transforming the social order, and ideology cannot be understood without unpacking the relations that sustains dominance. Apple (2004) is interested in understanding the relationship between ideology and school experience as he believes that these are the basic regularities of school experience, and that ideologies are embedded in the hidden curriculum. Ideology operates in a manner that affiliates members of the society by supplying them with collective common values and norms because it is never neutral. CDA has influenced several scholars and made them aware of how discursive practices produce ideology, as their point of departure is on the implications of social practices and distribution of power, and whose interests are served (Gee, 2011). Therefore CDA scholars aim to expose ideas that claim to be ‘neutral’ and ‘value-free’.

Ideology is seen by writers and textbook authors as believes and values rooted in unequal power relations transmitted though language which will ultimately influence what is written in books an how it is written, (Cross & Orminston-Smith, 1996; Knain, 2001). It is also perpetuated through abstract ideas of domination that exists in the world, (Marx & Engels, 1970). Hence, Dean, Hartmann and Katzen (1983) warn textbook authors to ensure that they do not reflect the ideology of the dominant worldview.

Therefore, ‘hegemony’ is essential in exposing ideologies (Van Dijk, 2011; Fairclough, 2011). Hegemony was coined by Gramsci (1971), it refers to the dominance of one group over another, often supported by legitimating norms. Fairclough (2001, p. 17) defines hegemony as “the winning of consent in the exercise of power”. CDA primarily focuses on dominance, hegemony and inequality (Van Dijk, 2009).

Hegemony includes the rules of inclusion and the rules of exclusion. Rules of inclusion regulate what is included and represented. The rules of exclusion regulate what is not included and represented, it aims to marginalisation (Althusser, 2014). When using CDA to analyse how gender is represented in Business studies textbooks, I will be examining what is foregrounded and what is backgrounded in the text. This is essential because rules of inclusion are used as means to dominate control and disempower other by using representation. This study seeks to restrict the hegemony of exclusion and marginalization. Therefore, CDA is a tool that will help me to scrutinize dominant ideologies and hegemonic expectations. Moreover, the choice of CDA as my methodology for this study is because it gives me the opportunity to engage in both text and visual aspects of the textbooks which will ensure that the gender phenomena in the textbooks is thoroughly analysed and understood

3.5 Method of analysis

3.5.1 Textual analysis

For the purpose of my study, I have adopted a multimodal discourse analysis, meaning I will analyse both the text and images in the textbooks because I have put particular attention on the importance of language in the construction of hegemonic ideologies hidden in written and visual aspects of the textbooks. This study adopted Fairclough’s (2003) analytical model that consists of three stages of Critical Discourse Analysis, namely: the description stage; the interpretation stage; and the explanation stage. According to Fairclough (2003):

- The *description* stage is concerned with the with official properties of the text, punctuation, grammar, vocabulary, directness or indirectness of their expression, types of speech (Fairclough, 1989; 1995, 2001). A specific framework adapted from Machin and Mayr (2012), was used to guide the analysis in the description phase, as seen below in Table 3.1. Machin and Mayr’s (2012) framework consists of the main sections identified below, which I will use in my analysis. I have used the CDA protocol (Table 3.1) qualitatively, as

I seek to reveal any ideological and gendered positioning that might be hidden in the Business Studies texts. The features are numbered below.

1. Foregrounding; and backgrounding	Using keywords to highlight or foreground particular concepts; giving more importance to some parts of a text, either by their size, physical placement or by the emphasis given to them through syntactic structure or word choice (Foucault, 2000). The backgrounding of a concept arises when linguistic features like passive agency are used to suppress particular ideas.
2. Taken for granted words; and assumptions	Using certain words that take certain concepts or ideas for granted. Or using phrases that are assumed to be common sense. Therefore, a reader is less likely to question what is known to be common knowledge. Assumptions refers to statements that suggest that meaning of what is written is taken as absolute true or is certain to happen, although there is no accurate proof of this.
3. Modality and hedging	The tone of the text conveyed by the use of adjectives, modal verbs, and adverbs. Alternatively, modality can be associated with hedging terms, such as ‘should’, ‘will’, ‘certainly’, or ‘usually’ ❖ Epistemic modality: Is concerned with the author’s judgement of the truth of any proposition. In other terms, epistemic modals show how certain the authors are that something will

	happen, or is the case (e.g. “I think this might be incorrect”). ❖ Deontic modality: Is the persuasion of people and events. Deontic mode is about how we instruct others (e.g. “learners must do the homework”). ❖ Dynamic modality: This relates to capability and possibility, but is not subjective in the manner of the first two modalities (e.g. “You can pass the assignment”). Here the author is not so much expressing their judgement or trying to influence others, but they are indicating the ability to complete an action or the likelihood of event occurrence.
4. Aggregation	Is when participants are quantified or treated like statistics.
5. Omissions/lexical absences or suppression	Silence on pertinent issues, leaving out particular things; Omissions are identified through suppression and exclusion of information that can be politically or socially motivated.
6. Honorifics	The way people are represented through what they do can be achieved using ‘functional honorifics’. These are terms that suggest a degree of seniority or a role that requires respect. In short, it signals the importance of a social actor or specialisation (e.g. President, Lord, Sir).

7. Register	Single words that can suggest that spoken words ring true.
8. Insinuations; and connotations	Nominated words that have two meanings or that can be misleading; lexical choices which positively or negatively position events into specific discourses or frameworks of reference (Machin & Mayr, 2012); and also be in the form of metaphors (McGregor, 2003) providing persuasive thinking models to shape understanding; a metaphor which is a representation of an experience as another experience or a part of the world being represented as another (Fairclough, 1989)

Figure 3.1: The Analytical framework of the study

- The *interpretation* stage focuses on the connection between text and interaction. It sees text as the product of a procedure, and as a resource in the process of interpretation. CDA basically goes beyond describing the text and actually interprets the text. Of importance with the interpretation stage is the relationship between text and interaction. It is this stage that the linguistic features gained in the description stage are interpreted on the basis of discourse practice (Fairclough, 2001).
- The *explanation* stage focuses on the relationship between interpretation and the social context, particularly the social determination of the processes of production and interpretation, and social effects (Fairclough, 2001).

In summary, the description stage involves text analysis; the interpretation stage involves process analysis; and the explanation involves social analysis. Discourse analysis, therefore, entails the intensive study of the connectedness of texts, interaction and contexts.

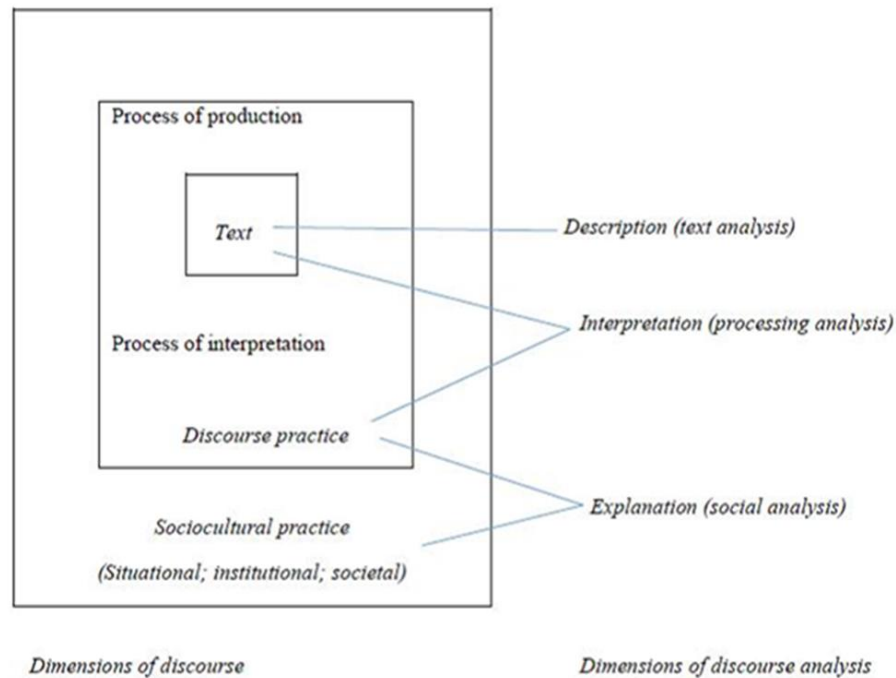


Figure 3.2: Three Dimensions of CDA (Fairclough, 2001)

In addition to the analytical stages noted above, I have used Henning (2007) process called open coding. Strauss and Corbin (1990, p. 61) define open coding as “the process of breaking down, examining, comparing, conceptualising and categorising data”. This process has assisted me to organize and categorize themes, as shown in chapter 2. This has enabled me to create descriptive and multi-dimensional categories that provide a preliminary framework for analysis (Strauss and Corbin, 1990).

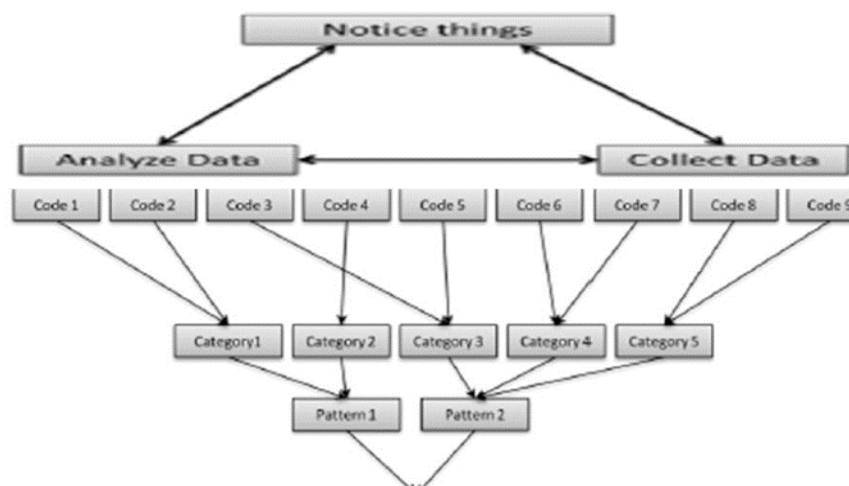


Figure 3.3: The open coding flow chart (Strauss and Corbin, 1990)

3.5.2 Visual semiotic analysis

The visual semiotic analysis was also employed in this study. The textual analysis is insufficient because textbooks also consists of visual data that learners are exposed to (Kress & van Leeuen, 2006). The textbooks have a variety of visuals such as drawings, comic strips, pictures, photographs, amongst other forms of visuals that take up a great deal of space in the textbook in order to impart knowledge, provide clarification or emphasis. As with textual analysis, there are also many pioneering frameworks and approaches that are used for the analysis of visuals. In this study, I followed Kress and van Leeuwen's (2006) method of visual analysis. Kress and van Leeuwen's (2006) framework considers seven categories for analyzing visuals, namely:

- i. In terms of Gender: How are women and men presented in the visuals?, How is the setting in visuals?. For example are women foregrounded in traditional settings at home and in the work place? (portrayed as mothers, wives, in feminine occupations) while men are represented as in masculine occupations such as construction, engineering, and so forth (Goffman, 1979).
- ii. If women and men are presented differently, why are the different genders represented in this way?;
- iii. What information about the image(s) is explicit or shared with the reader?;
- iv. What information about the image(s) is hidden or excluded from the text?;

- v. What is the implied meaning of the image(s) (connotation of image)? (
- vi. What is the preliminary meaning that an image is designed to capture (denotation of the image)?
- vii. The gaze, this refers to where the figure in the image is looking. This establishes a connection between subject and viewer.

The use of Kress and van Leeuwen (2006) method of analysing visuals has greatly assisted me decode the signs in images and discover hidden messages in visuals found in the selected grade 11 Business Studies textbooks.

3.6 Sampling

Sampling is the process of selecting part of a whole to represent a particular area of study (Suri, 2011). Purposive sampling was used for this study, as it has assisted me to sample and select relevant textbooks that addressed the research objectives. Textbooks, were also chosen because they are the primary resource used in the cluster area in which the research site is located, which is their accessibility and popularity, all of which were published in South Africa. I examined three grade 11 Business Studies textbooks, all of these school textbooks are approved and recommended by the DoE because they comply to CAPS requirements. An additional reason for selecting these three textbooks is that the publishers hold a good quality of reputation and the reason why I limited my study to three textbooks is to ensure that my research study is manageable.

The data generated in this study came from three grade 11 Business Studies textbooks (see table below).

Date Publication	Pseudonyms	Place	Publisher(s)
2012	<i>Textbook A</i>	South Africa	Maskew Miller Longman Pty.Ltd
2012	<i>Textbook B</i>	South Africa	Oxford University Press
2012	<i>Textbook C</i>	South Africa	Maskew Miller Longman Pty.Ltd

Figure 3.4: Textbooks chosen for data analysis

For ethical consideration, the three selected textbooks were given pseudonyms meaning that they were named as textbooks A, B & C. Although textbooks are in the public domain, a decision taken by the University of Witwatersrand was not to provide titles for textbooks used for this research study, as stipulated in the clearance. This was taken in an attempt to avoid ethical or litigious issues that could arise.

Why grade 11? The motive for choosing grade 11 school textbooks is after an extensive literature review, I established that this particular grade has not been researched in terms of gender representations. Grade 10 and grade 12 has already been researched by Pillay(2013) & Pillay (2017). Moreover, being an FET educator in this particular grade it was of interest to me. I observed that in my teaching of the subject certain ideologies were persistent.

Why Business studies? My rationale for analysing Business Studies textbooks is because historically the study of entrepreneurship and Business has been a male dominated space in the economic and education sector (Heshusius & Gilsdorf, 1975; Pomerence, Varner & Mallar, 1996). Many policies and initiatives are provided by South Africa to make provision for inclusion and gender equity at school and in the work place, like the ‘Gender Equity Task Team’, (DoE,1994). Therefore, I seek to examine whether Business Studies textbooks reflect gender inclusivity and whether they are equity orientation as outlined in policy.

3.7. Trustworthiness

In the field of research, data can be trusted if evidence of how data was collected is made transparent and also, if evidence of the method which was used to generate conclusions is provided. According to Henning (2007) it is less likely for a qualitative research to require standardized instruments to check trustworthiness of the data. This is because qualitative research usually engages in small and unique samples (Creswell, 2009). To ensure trustworthiness of my study, I have read the text more than once, I have also applied the open coding strategy, saved precise records of coding, and I was explicit on the analytical methods used for the study so that other researchers can engage in the study and use their discretion (Schwandt, Lincoln & Guba, 2007).

In addition, Lincoln and Guba (1985) state that one of the procedures for establishing trustworthiness is the member check. This process requires members to establish structural coherence, by testing and checking for any inconsistencies in the data and establish reference (Guba, 1981). This means as a researcher, I will seek scholarly guidance from professionals such as members of academic staff, the postgraduate department and from peers willing to help me improve the quality of the inquiry. I will also present my study at the cohort, seminars and Masters Classes.

3.8 Ethical considerations

Creswell (2009) defines ethics as broadly accepted principles that provides the expected behavior from the researcher and participants and also offers rules to be followed. For this study, ethical issues were not concern because there were no people participating in the study. Also, the official permission & approval from GDE not applicable as this is a study that will use textbooks that are in the public domain. However, I have applied for ethical clearance from the University of the Witwatersrand to conduct my research study and I was granted full permission by the Education ethics committee. I have also submitted this research study to be examined as per the plagiarism policy of the University, see appendix at the end.

3.9 Methodological Limitations

The study was limited to grade 11 Business studies textbooks in South Africa. Therefore, findings of the study cannot be generalized to other countries, as this was a small study which will only analysed three textbooks, and limited to the phenomenon of gender. This study was limited to CDA as the method of analysing data. CDA has its limitations such as the uncertain analytical designs and concepts that constitute it. This implies that there could be unknown differences in the methods of CDA that could be made between concepts and methods (Widdowson, 1995).

3.10 Conclusion

This chapter discussed the research methodology that was employed in the study. The research approach used for the study was qualitative which used multimodal as method of analysis to describe and interpret the representation of gender in the selected grade 11 textbooks. The following chapter aims to present findings of the study.

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Chapter 4: Data analysis

4.1 Introduction

In the previous chapter, I explained the research approach and the research methodology used for my study and how I aim to analyse the grade 11 Business studies textbook. In this chapter, I will present my findings by discussing the themes that emerged. Of importance is to note that in the previous chapter I mentioned that Fairclough's (2003) CDA will be used to analyse the data, I particularly adapted the Machin and Mayr's (2012) representational framework.

The main constructs appropriated for my study were the following: foregrounding, backgrounding and embellishments, silences and omissions, assumptions, nominalisation, modality, presupposition, pronoun versus noun, nomination, impersonalisation, personification, honorifics, synecdoche, aggregation and register. Using these constructs enabled me to analyse visuals, grammar, the selected vocabulary and language which has great social implications. This methodology answered the first research question: How is gender represented in the grade 11 Business studies textbook. These are the themes that emerged from the findings:

- Gendered Occupational roles
 - Disproportional and deficit representation of gender
 - Woman represented in a low-status, informal occupations
 - Women in traditional feminine occupational roles
 - Successful entrepreneurship and management scripted as masculine
 - Men in successful management and leadership roles
 - The representation of men as technologically competent in the Business environment
 - Women unable to handle stress in the Business environment
 - Masculine behaviour as key in the business environment
- } gendered
personality
traits

4.2 Gender occupational roles

This theme describe findings on occupational roles which positions women and men in particular occupations. The findings reveal that throughout the three textbooks women were mainly represented in low status, low paying occupations, traditional feminine occupational roles. The findings also reveal that although women were mentioned in the business sector, they were

constructed as a “failure”. Men on the other hand were positioned in successful leadership management and entrepreneurship as roles. The discussion that follows shows instances of how the writers of all three textbooks frequently positioned women and men unequally in terms of occupational roles

4.2.1 Disproportional and deficit representation of gender

In all three Business Studies textbooks the text and visuals seem to heavily rely on stereotypical representations to illustrate the occupational roles of men and women in the business sector. Men and women were represented through traditional “feminine” and “masculine” occupations. Table 4.1 shows the disproportional representation of men in prestigious occupations. The table reflects the deficit positioning of a woman across the three textbooks, where the author signals women in normative roles with lesser economic power as compared to males across the four textbooks.

Table 4.1: Disproportional representation of men in prestigious occupations

Occupations	Representation of occupational roles in the selected textbooks					
	Textbook A		Textbook B		Textbook C	
	F	M	F	M	F	M
Fetching water	3	0	1	0	1	0
Pilot	0	4	0	1	0	3
Shop manager	1	5	1	7	2	7
Teacher	1	0	5	0	3	0
Doctor	1	9	0	3	0	2
Nurse	3	0	2	0	1	0
Mineworker	0	2	0	4	1	7
CEO / manager	1	11	1	15	1	13
Hospice worker	7	0	4	0	2	0
Shop assistant	3	1	2	1	4	1
Secretary	18	0	6	0	3	0

Hairstylist	4	0	2	0	2	1
Crèche worker	3	0	2	0	2	0
Accountant	1	5	0	2	1	4
Engineer	1	7	0	4	1	2
Household shopping	5	0	7	0	3	0
Cooking for family	4	0	3	0	3	0
Technologist	0	4	0	8	0	3
Construction worker	1	3	0	3	1	8
Electrical fitting	0	3	0	2	0	2
Entrepreneur	2	11	2	13	2	10
Factory worker	8	1	6	1	2	1
Non-governmental organisation (NGO) worker	6	0	4	0	2	0
Florist	7	0	1	0	1	0

The above analysis shows that all three Business Studies textbooks give portrayals of women and men in stereotypical, biased and sexist representations. Women are mainly portrayed in positions of unpaid and low skilled labour that aims to only sustain household economies, such as looking after children, cooking and fetching water. Other unpaid occupations and low-paid jobs that were revealed from the findings included working at NGOs and in secretarial occupations. Furthermore, women were mainly represented in ‘typical’ stereotypical female occupations, such as being a nurse, hairstylist, florist or factory worker. In contrast, men were portrayed in a wide range of highly paid, high-status occupations such as managing director, doctor, engineer, etc. Men were also represented as dominant in the public setting. What is evident in this analysis is the limited representation of women in powerful roles, which strongly contributes to the stereotype of males traditionally projected as strong, powerful, competent, innovative and capable figures. This representation reinforces and perpetuates the ideological assumptions of the roles of males

and females in society. Both male and female students will be disadvantaged through this inculcation of questionable beliefs, values and attitudes presented through the text and visuals.

Further evidence of these stereotypical representations of women and men in stereotypical feminine and masculine occupations are elaborated in the discussion which follows below.

4.2.2 Woman represented in a low-status, informal occupations

Issues of gender and low status occupational roles are inextricably intertwined in the three textbooks. Throughout the three textbooks there is a pervasiveness of women represented in low-status, low-paid occupations, informal occupations. No men throughout the three textbooks were represented in small low-paid occupations, informal occupations. The discussion that follows shows the interconnectedness between gender and low status occupational roles in which mainly women are represented.

In Textbook A (p. 83, 2012) in the section detailing the entrepreneurial qualities and success factors in the business environment, the text employs the technique of foregrounding and overwording to emphasis women's participation in the business environment. The text states:

*Thuli Zimucha owns a business called wrap it up... She wanted to **earn extra money** as she is a single mother and her children are going to school. Her expenses keep increasing... Thuli set up a stall outside the local shopping centre to **earn extra money**, offering a gift-wrapping service* (Textbook C, p. 83, 2012).

The above text represents a female entrepreneur who owns a small low-status business. The text foregrounds the assumption that Thuli started her business due to financial helplessness rather than passion or expertise. The overwording of "earn extra money" portrays Thuli as "needing money" as the sole drive to her opening up her business. The lexical choice of words Thuli (sic) "wanted to make extra money as she is a single parent" and "her expenses keep increasing" registers negative connotations of Thulis participation in the business environment. These lexical choices of words lends to Thulis financial helplessness as a reason for venturing into business. Of concern is that the writers of these textbooks attempt to present a perspective of Thulis' involvement in business without elaborating on influences or factors which may inhibit her success in business environment. As a result, they produce somewhat unrealistic expectations in the reader, who may not be aware that there may be issues of women's participation in Business due to their dual roles

as mothers and entrepreneurs. The extract above is therefore an example of the deficit positioning of a woman, where the insinuation is that even though women have careers, they are still responsible for the running of their homes and caring for their children, pointing to the double burden that women have in comparisons to men (Beydogan & Sakalli-Ugurlu, 2002).

The suppression of pertinent issues with regards to Thuli's financial struggle reveals ideology at work as inclusion of the above implications of women's work would change the tangent of the discourse. It has thus become a taken-for-granted, common-sense notion that women's role are primarily to take care of the family, and so alternatives are almost ridiculed. Further, the text portrays Thulis' business as "small and informal" when it states "*it is a stall outside the shopping mall*". The text here shapes how readers are likely to perceive the type of business women are likely to pursue.

Textbook B (2012, p. 12) then goes on to detail another case study of women in low status, informal occupation. The text states:

Ruth Cele owns a mobile 'deli' stand, which she operates daily near a busy shopping area. She offers cool drinks, snacks and delicious boerewors rolls and hotdogs to shoppers and local office workers...every evening, she closes her stand and pulls it home. (Textbook B, 2012, p. 12).



Figure 4.2a: Women portrayed in a traditional role of cooking, in informal businesses (Textbook B, 2012, p. 12)

The text and visual represents a female owner of the local food stall. Ruth, like Thuli, is also an entrepreneur of a 'small' local business, which does not bring a huge amount of income. Further to this, Ruth's business is part of the informal sector as it is reflected in the sentence "*she operates daily near a busy shopping area*". As the case study progresses an image of Ruth and her mobile deli is foregrounded. The image foregrounds Ruth operating her business from a parking lot. This

further entrenches her business in the informal sector. Ruth is positioned in the middle center of the page, which makes it easy to focus on her and what is said about her, thereby giving prominence to her role in the business environment.

This is a way to draw the reader's attention, which is what Machin and Mayr (2012) label as salience. Two learner questions underpin the case study - "*Describe which micro factors presents threats to Ruth*" and "*How much control does Ruth have over the threats in the micro environment*". The two questions focus predominantly on the threat Ruth will face in the business sector and backgrounds the possibility of 'opportunities'. The text exclude the positive visual impact that informal trade has on a countries economy. Ideologically, it is crucial that a conscious choice is made to point out the negative impact of informal trade, while simultaneously omitting the positive impacts. I also observed the omission of women in desperate positions, such as the request of financial loan. Women had child bearing responsibilities and poor labour practices which often poses as threats to women's participation in the formal economic sphere gives weight to the projection of "treats" in women owned business as common sense and universal.

The text further foregrounds the stereotypical assumption of women's historical domestic role in society, which is to cook. Fairclough (2003) maintains that foregrounding stereotypical assumptions are ideologically significant, because meanings that are taken for granted become uncontested realities. Textbooks are seen as an authoritative source of content knowledge and the reader as a potential receivers of knowledge. For this reason, textbooks are powerful ideological tool as it legitimates the stereotypical occupational roles in the economic sphere.

Under the subsection, '*Introduction to business activities*' in textbook C (p. 177) a lengthy case study of the informal business sector is foregrounded. In this case study, the author highlights the following:

"Mpho never told her mother Nono, that she was HIV positive. A month after she found out, Mpho died. Mpho's husband abandoned the family after the funeral, so Nono took charge of her orphaned grandchildren...Two days after Mpho's funeral, Nono received good news for a change. Her neighbour, Glorian approved a loan of 2500 for her to start a small spaza business. Nono and the children now have food to eat and clothes to wear". (Textbook C, 2012, p. 177).

The above case study is associated with negative connotations which positions Nono as a helpless individual who is in need of support. The textbook authors portray Nono as burdened and is reduced to a condition of dependence. The text also portrays Nono in business which the authors refer to as “*small*”. This representation of Nono in a small business imply that women are not adequately skilled to own and manage a large businesses. This is emphasized throughout the three textbooks, where men are not included in “small” businesses. Further, the text mentions that Nono wanted to start a “spaza shop”. A spaza shop is also known as a tuck shop which is an informal convenient shop in South Africa, generally run from home. For some families spaza shops serve to supplement household incomes of the owners, by selling everyday small household items (Dinkelman & Vimal, 2010).

The text reinforces an implicit participation of women in the type of business they are likely to own. The extract above may serve to manipulate and strengthen value assumptions and provided account to why women are in small business, this claim seems to be pervasive throughout the text. These value assumptions suggest numerous implicit unwanted consequences, reduced access and benefits from owning a small business. Thus, the text appears to be biased towards women who own small businesses, given that it presents contested notions as taken-for-granted and common-sense notions. The case study points to the hardship women face with regards to access to the business environment. However, what is omitted is how women come to face such hardship for example abandonment, HIV aids and single parenting.

Moreover, the text does not question why the burdens of raising children remained the sole responsibility of women. Instead, the text simply validated the fact that such roles were traditionally expected of women. Further, Nono is represented as needy of financial assistance in order to lead a more prosperous life. Assistance is given by Glorian, a male neighbour. What is problematic about this case study is that the text constructed Glorion (a male actor) as the saviour with access to finance and Nono (female) as the victim, in need of finance. With merely the positive connotations being presented in relation to Glorian (men), the readers are being nudged in the direction of a particular position on the gendered nature of the business environment.

Further evidence of stereotypical depictions of women in informal trade is presented in text C on page 8 (shown below, figure 4.2.b).



Women
smiling

Figure 4.2.b: Women represented in informal small businesses (Textbook C, 2021, p. 36)

Textbook C further portrays women as entrepreneurs of informal small businesses. It is evident from the image above, where vegetables are placed on a small tray and kept on the floor. The image foregrounds this occupation as feminine through the exclusion of representing men in such occupational roles. Instead, men are positioned only as customers. This entrenches the pervasive stereotype of women in informal small businesses. The choice of the image is a crucial visual construct because it might legitimise a particular narrative of informal trade subjected to women. As a result, readers might view informal trade as gendered. In addition, the image of the smiling woman serve to symbolise the effect of a competitive business sector as it falls under the section “*Competition and invention of new products to the Business sector*”(Textbook C, 2012, p. 31). The ideology that is perpetuated here is that the interests of business are seen as acceptable while the disguising the key role that a business plays in inequality in the society.

In the three representations above, life is seen as difficult. All the representations depict women trading informally through small businesses to make a living. The presentation of information in this manner is most likely to create false assumptions that this is the ultimate reality for most African economies and families, that women are expected to occupy low-paying and informal occupations.

4.2.3 Women is traditional feminine occupational roles

All three Business Studies textbooks have representations of women in sexist, traditional stereotypical representations. This is evident from the written text in the pictorial depictions below.

The text and visuals excludes men from such occupational roles. The following are some examples which depict women in traditional occupational roles.

Textbook A (2012, p. 270) reinforces women's traditional feminine occupational role. The text reads:

CONTRACT OF EMPLOYMENT

Entered into between:
Christelle van der Merwe
(herein after referred to as "the employer")

Address of employer:
.....
.....
.....

and
Thembu Magakwe
(herein after referred to as "the employee")

3. Job description
Job Title *Child minder*
(e.g. Domestic worker, child minder, gardener, etc)

Duties
.....
.....
.....

Figure 4.2.c: An employment contract and a wage guideline between employer and employee
(Textbook A, 2021, p. 270)

.....*Contractual agreements are often signed when successful applicant has accepted the employment offer. The contract may be negotiated.*

Analysis of the picture reveals the deficit positioning of a woman, where the author signals women in roles as child-minder, an occupation historically associated with females working with children (Pillay, 2013). This is not a high-paying occupation in South Africa and as reflected in the contract, it is in the same category as the "Domestic worker" and "Gardner". The positioning of African women in low-status occupations is problematic as learners can internalise such representation as their fate in reality.

An additional phenomenon that comes to the fore is white privilege. The authors in all three textbooks have chosen to portray African women in low paid occupations as opposed to white

women. The position of a child minder is usually considered inferior to the family by whom they are employed (Shireen, 2010). Christelle van der Merwe is a white Afrikaner female who is the employer of Thembi Magakwe, a black African female. The inference is that Christelle van der Merwe has financial mobility and her racial status gives her gender privilege over Thembi, who is referred to as the employee. What is problematic about this case study is that the authors fail to invite learners to question why different racial groups are employed in specific sectors of the economy; they fail to propose a critical perspective on the unequal playing field of our South African economy.

The critical analysis of this extract reveals the linguistic features of modality and hedging, that is used to determine a slippage between assertive statements to slightly more equivocal declarations. The use of hedges (often) and the low-commitment modal (may) appears to reduce the impact of this extract , which signals the text’s point of departure on the notion of employee agreement in relation child minding work. The low modality implies that this type of work often is declined or rejected. The reason for the rejection or declination is omitted. The omission of information is deliberate because the inclusion of all features could alter the transmission of the information. Knowledge that is omitted is relevant and essential for the provision of an in-depth understanding of the presented case study, as it could generate a different mental representation in the reader. Furthering the hedging often adds to this notion “ideological work at play” in learners understanding of the different types of employment. The uncritical manner in which the information is presented reinforces the low paid occupations of women. While the authors may have had good intentions in showing how contractual agreements protect childminders, they fall prey to contradiction and superficiality where their attempts at inclusivity remain at a decorative level. This is because there is a lack of space created for learners to question what is written in the text, or what they see in the pictures

Another example is presented in textbook B (2012, p. 18) of women in traditional stereotypical, and sexist representation, seen below.



Figure 4.2.d: Women positioned as customers, Left, (Textbook B, 2012, p. 18), and right (Textbook B, p. 28).

The two images are example of women in the role of customers in purchasing clothes and daily meal related commodities as opposed to being business women or entrepreneurs. The connotative meaning of these images serves to echo women as supporting those who are entrepreneurs which have been predominantly foregrounded in all three business textbooks.

On page 160 of Textbook C is another example of a women in stereotypical feminine occupation. The text states: “*ProceSSIONal nurses play several and important roles in public hospitals, and private practices. They make up the major health care occupation*” (Textbook C, 2012, p. 160).



Figure 4.2.e: Women portrayed as caregivers (Textbook C, 2012, p. 160)

The visual image seem to have been purposively selected to convey a particular meaning, and reinforce the ideology of and legitimize the role of women as nurses. The image reinforces the traditional stereotyped idea of women as care workers. Throughout the three textbooks there

was absence of omission of men engaging in caring for the sick, reinforcing the taken for granted assumption that nursing or caring for the sick is a feminine occupation. According to Harvey (2007), stereotypical assumptions are made dominant when they are regarded as common sense, taking these assumption for granted engrave the hidden ideology. Machin and Mayr (2012) state that to salience and/or to foreground, aims to draw attention to particular elements. One element seen in this image is the smiling face of the women to take care of the sick. The image shows a woman, smiling warmly down at a patient in the foreground with a stethoscope around her neck, indicating that both of them are happy. The inclusion of happy nurse and patient portrays a kind, helpful and positive representation, while obscuring the bias gendered occupational role presented in the textbooks. Subsequently, this biasness can a notion of common sense and undisputable because it appears in a textbook. Fairclough (2003) concurs that due to the pervasive discourse, the transmission of ideology then become legitimised.

Lastly from the text the term “several” indicates aggregation. Actual responsibilities of nurses are not mentioned which demises the “several important roles that nurses contribute to. Of interest too is that the text indicates “[Nurses] *make up biggest health care occupation*” but omits the low pay which nurses receive in South Africa (Karama, 2020). In particular from image above we can assume that the nurse in the image is auxiliary type nurse who perform basic nursing procedures, for example bathing patients and ensuring that they take their medication, which is a less specialized occupation and it requires supervision of a registered nurse. This assumption emanates from the fact that South African registered nurses use uniforms which have distinguishing devices such as epaulettes and badges which indicate their capacities, role and function (Slatyer, Craigie & Davis, 2018). The distinguishing devices consist of different coloured epaulettes; different coloured bars, different coloured badges, and a brooch which serves of their specific specialisation (Slatyer, Craigie & Davis, 2018). From the image above no epaulettes are seen. Hence not only does the text position women in stereotypical feminine occupations, it also positions them as low salaried with limited specialisations. The “many” roles in this instance is betrayed by the image presented.

Textbook C further elaborates women in traditional feminine occupations- child rearing

Textbook C (2012, p. 35) presents a case study of Zando who lives in an “*informal settlement and is unemployed. She takes care of her small child....*”.Further down the case study statistics are

given “After 2010, the highest unemployment rate recorded was in August 2011 at 42.20% and the lowest in January 2012 at 21%.” This case study is taken from the theme “*The impact and challenges of socio economic issues on business operations*”



Figure4.2.f Women in poverty stricken environment and as child bearers (Textbook, C, 2012, p. 35)

From the text the author positions Zando as unemployed and excluded from the formal labour sector. The assumption from the text is that her unemployment is due to her child rearing responsibilities. Yet, the text did not interrogate why the burden and pressures of caring remained only the responsibility of women. Throughout the three textbooks there is the omission of a male figures in child rearing roles. This adds to the impression that the writers are excluding and concealing vital pieces of information that could give a negative slant to their endeavors of creating awareness of the challenges of socio economic issues on business operations. According to Rezaian and Sofer (2010) domestic duties such as caring for children are mostly associated with women and regarded as insignificant in the economic sphere, hence there is no credit given to women who perform such duties. This unpaid work hinders women’s ability to participate and advance in the formal labour sector. The impact can result in poverty because of their limited access to paid employment (Rezaian & Sofer, 2010). Poverty is reflected through the image. Zando is informally dressed, positioned in close shot and, because of her full gaze directed at the reader, it appears as if she is engaging with the viewer (Machin & May, 2012). Her surroundings are informal and full of clutter.

In addition, the smile on the face of Zando sends out a message of assumed contentment. Yet unemployment and the added responsibility of taking care of a child is stressful and burdensome

(Partridge, 2010). Of concern is that whilst the image and text appears to projecting awareness of the socio economic issues on business operations there is an absence of knowledge on the unequal South African economic context which invites learners to discuss economic participation from a position of informed judgement. Of interest is that, the image presents Zondo as happy, as she is seen smiling. This representation is obscured because it send a message to the reader that this is an acceptable situation, and the authors do little to challenge these assumptions which reinforce poverty and unequal social patterns. Lastly, the unemployed figures above may be misleading. This is because there is no certainty of how the unemployment rate has been rendered. Nehring (2014) assert that the comparative determinant provides an impression of precision of evidence, however, the text does not account to how the issue of unemployment is being dealt with.

4.2.4 Success entrepreneurship and management scripted as masculine

In all three textbooks, the text depicts men as having entrepreneurial, leadership and management expertise. In the section of different levels of management, all three textbooks use male figures to explain successful management and leadership roles. The absence of women in successful management and leadership roles gives learners the impression that appears to be a real-life experience, and reinforces traditional stereotypical assumption of women's participation in the business sector.

The discussion that follows shows how Leadership, management and entrepreneurship were represented as masculine.

In textbook B the text reads:

“Trappers Trading was founded in 1976 by Rob Topham after getting a consignment of winter coats in the Durban harbour... All of Rob's coats were sold out due to the cold and his good prices... The increased sale of a range of outdoor products soon encouraged Rob to offer local farmers and outdoor enthusiasts everything from gumboots to Leatherman tools. Robs business quickly built a reputation for providing communities with reputable outdoor brands at affordable prices from someone they knew and trusted... Since then, new franchise continues to be opened and the group now stands at 25 outlets. Further new opportunities are to be expected” (2012, p. 130).

The authors introduce the case study by using individualisation and specification. Both individualisation and specification allow the reader to identify the role of the person responsible and show appreciation towards the individual. In the same sentence the authors makes it explicit that Rob Topham, is an experienced entrepreneur by stating “*Trappers Trading was founded in 1976 by Rob Topham*”. What is noticeable is that throughout the case study ‘Rob’s’ name is continuously foregrounded as opposed to the company’s name. Machin and Mayr (2012) states that by focusing on the individual as opposed to the “collective company” a covert message is being depicted which gives importance to the individual .So the language used seems to shape the picture that the writers want to establish as they make lexical choices to communicate this message of masculine success in the business environment. In this case emphasise is on Robs success. This case study further add to these contestable assumptions when the texts makes make no specific reference to exact percentage of “*increased sale*” and prices - “*affordable prices*” These clues show that these hypothetical examples are used to show that the concept illustrated is not meant to fully explain an actual social reality. They are used merely to depict the reality that the writer wants the reader to acquire, and not disrupt the foundations of these assumptions of masculine economic success.

The lexical choice of words “*good prices*”, “*lower opportunity cost*”, “*quickly built a reputation*” and “*someone they knew and trusted*” involves a register of positive value connotations and feeds into the image of strong and powerful males in the business sector. The presuppositions “*new franchise continue to be opened and the group now stands at 25 outlets*” assumes that entrepreneurial success leads to expansion of businesses. This is seen as a positive aspect, as through expansion of businesses is likely to create job opportunities. Throughout the case study there is also an absence of challenges the business could have faced since its establishment. This is an attempt to present entrepreneurship as a salient feature of only success which is no so in reality. Of significance is that there is absence of modal adverbs, modal verbs and modal adjectives. This signals the belief of the authors that this is the absolute truth and a certainty which will result from Rob’s business.

Further evidence of men in successful entrepreneurial roles is seen in text C:

“*In 2003 Mark and Grant Pointing bought a failing clothing brand business and immediately worked to grow it, and increase sales. The company now includes private label range targeting*

the modern South African Market, in addition to selling well-known brand name goods from companies such as Jeep, Garmin, Bushnell and so on..... The business is 32 years ago and is growing well. Mark and Grant stated “Success is not possible without the perseverance and dedication” Furthermore; the quality of perseverance is reflected in the company’s values, specifically optimism. To have a ‘can-do’ attitude means that even when things are going wrong, they believe they can do whatever is necessary to resolve the problem” (2012, p. 90).

The text “*bought a failing clothing brand business and immediately worked to grow it, and increase sales*” feeds into the image of strong and powerful males. The implicit message is that men have adaptable skills and that they have the potential to successfully add value to a business endeavor. Mark and Grant are presented as running a successful business and is attributed with positive characteristics (*perseverance and dedication*). What is also implied is that if it was not for the intervention of the male businessmen, the company would not be successful. While the intervention may have had a positive outcome, the way in which the information is presented paints the image of an omnipotent male intervening in a failing business to give air to the image of strong and powerful males.

The overt meaning that the authors might be projecting is that typical entrepreneurs need to have the features described by the above adjectives. Mark and Grant Branson are seen as giving advice on how business can be successful, yet it is just his opinion and not by citation of research. This creates the impression that they are experts in this field. Furthermore by excluding other factors that aided in the success of the company, such as hardworking employees and resources, the author entrenches a taken for granted assumption that Mark and Grant are solely responsible for the success of the business. The deontic modality used: “*they believe they can do whatever is necessary to resolve the problem*” aims to express high degrees of certainty to convince people that men can solve challenges, which is a necessary trait in the business environment (Machin & Mayr, 2012).

In text A on page 31 the stereotypical discourse of men as successful entrepreneurs are also reinforced:

... Walmart Founder and CEO Doug McMillion said the company is expected to complete the R16,5-billion transactions to buy a 51% stake in Massmart within weeks.....I believe many people will benefit from this venture (Textbook A, 2012, p. 31).

The text *“is expected to complete the R16,5-billion transactions to buy a 51% stake in Massmart within weeks”* come across as strong categorical facts because of the absence of words suggesting modality or tentativeness. Words that suggest tentativeness are, for example, perhaps, possibly and may, which are absent in this excerpt. This text creates the impression that Doug McMillon is an expert in this field of entrepreneurship; this Founder and CEO just does not think but he *“believes”*, once again implying the absolute certainty of his convictions. The lexical choice has been deliberately chosen to manipulate the potential readers, by implying positive values and connotations associated with Doug McMillon. The word *‘many’* reflects aggregation. We are given the impression of objective research and credibility, yet not given specific of the figures. Numbers are replaced by abstractions. Fairclough (2000) maintains that when statistics are replaced by abstractions we can ask, what ideological work is being done. The overt meaning that the authors want to project are that males are as strong, powerful, competent, innovative and capable figures. they have adaptable skills and that they have the potential to successfully liberate people.

Textbook B (p. 16) makes reference to advice given by Bill Gates a prominent Businessman on what entrepreneurs need to do to succeed in the business environment. However his advice has implicit assumptions to who is unlikely to succeed. The text states:

Bill Gates, the head and powerhouse of the Microsoft organisations, has been quoted as saying: “over a quarter businessmen do not like to work hard and do their best; some of our overall performance in the business suffers as a result...” Next to this text, the following image is foregrounded:



Figure 4.2.g Image portraying a men sleeping in the workplace (Textbook B, 2012, P. 16)

From the extract above, the functional honorific ‘head and powerhouse of Microsoft’ is used to suggest a degree of respect, signaling the importance of the social actor (Bill Gates) and his endeavors. The text depicts the prominent businessman (Bill Gates) giving advice on working in the business environment. The text alongside the illustration details how lack of hard work attracts failure which in turn impacts on business performance. The use of verbs in present tense (*work, performance, do*) renders his advice as a strong declaration because they carry a tone of certainty and factuality. Yet, the aggregation of the text “*over a quarter*” adds a sense of vagueness to the text, even though the text gives the impression of providing factual justification. In fact the aggregation contributes to the text’s strategic suppression of the lack of concrete and precise evidence. Pronouns can be used to align the text to particular ideas (Fairclough, 2003; Machin & Mayr, 2012), and in this extract this is evident in the use of the inclusive pronoun *us*. In this instance the text makes a particular lexical choice to represent Business success in a manner that is not overtly communicated. In addition, there is an embedded implication that the text has the power to speak on behalf of the reader.

The picture is positioned at the bottom of the page, right at the end. This implicitly means that although the image is less important, of concern is the portrayal a picture of a man with feminine attributes such as longer hair, and is almost confused for a woman, if not thoroughly analysed. This raises questions of why the man’s face is hidden and not made clear that it is a man not a woman. The intention might have been for the reader to think that it is women, to foreground them as less likely to be success in the business environment. Additionally the text above reflects biasness. The authors could have used a more neutral pronoun such as ‘businessperson’ instead of ‘businessman’ to ensure equity. In the absence of the female pronoun ‘businesswoman’, the message that is reinforced is that entrepreneurship and owning of businesses is exclusive and best suited for males.

Throughout the three textbooks women were represented twice as owning businesses but that ownership was subjected to failure.

On page 6 of Textbook A (2012), a case study of Rasheeda: entitled “*Change the structure and become successful*” is foregrounded. The case study reads:

“Rasheeda Chicktey was an accountant with a large accountancy firm. However, she did not find job satisfaction and decided to take over the family carpet manufacturing business in KwaZulu-Natal. Many problems arose This caused significant delays in production” (Textbook A, 2012, p. 06).

An initial, superficial reading of the title conveys the impression of Rasheeda as a successful business woman. However, a deeper analysis reveals otherwise. There is a notable foregrounding in the textbook, which is that Rasheeda was in a position of privilege which allowed her access to become an entrepreneur. Rasheeda's family had financial means to start a family business and decided to appoint Rasheda as the manager of the business. This example just cited creates the assumption that women are not financially equipped to start their businesses. Implicitly, failure of Rasheed leadership is glorified, as the consequences of her failure are omitted. No elaboration is given on the statements “many problems arose”, giving the impression that the authors deliberately downplay the factors which caused the problems in the business. Ferguson et al. (2009) would call this dissimulation, the concealing or obscuring of an unpalatable issue to make it seem more harmless than it really is. The dissimulation of the statement is disturbing because the interrogation of possible factors of “the many problems” may cause the reader to make unwarranted assumptions about Rasheed's' business abilities. The word ‘many’ also reflects aggregation. Numbers are replaced by abstractions. Fairclough (2000) maintains that when numbers are replaced by abstractions we can always ask what ideological work is being done. By concealing the “many problems” that Rasheeda business incurred the ideological reinforcement that women are not suited for management is foregrounded

On the other hand, men are represented as successful entrepreneurs in the business environment, some of which embarked on entrepreneurship at an early age. Men were also portrayed as having the necessary qualities and abilities to be successful entrepreneurs by foregrounding their milestones and suppressing challenges that they may have faced in the business. They were glorified through lengthy case studies through a selective representation of linguistic and visual modality. For example, Textbook B introduces the entrepreneurship chapter using a lengthy case study that covered over nine pages (the whole chapter), of a successful business owned by a man, it describes how his business has triumphed over many years.

In textbook C (2012, p.25) a case study entitled “*Entrepreneurial qualities and success factors*” foregrounded the failure of Jackie Naidoo. The text states:

“Jacky Naidoo decided at the age of 36 to leave the teaching profession and try her hand at business. She started off by selling time-share units. It was very difficult to convince people to pay a lot of money for the right to use an apartment... She discovered a niche market for the distribution of school textbooks. Business went well initially until one of her customers who owed her almost R500 000 could not pay her.... This resulted in some financial problems”

Again this extract glorifies Jackie’s failure at Business. Two of Jackie’s Business attempts have failed pointing to her inability to start and manage a business successfully. Failure has become an overarching assumption projected as common sense and natural in the textbooks. Jacky faces challenges in her second business with a customer owing her “almost R500 000”. Also, Jacky started her business at the age of “36”, this is relatively an older age than compared to the age men start their business in the textbooks. This might signal that men recognise their potential of entrepreneurship at an early age and are more likely to succeed due to the early exposure. In both Jacky’s’ business endeavours she faces difficult challenges that threaten the success of her business. Her initial business attempt is described as “very difficult” and in her second business attempt her client owed her “almost R500 000”. The implicit message is that women cannot set up and run a successful business without failing. The authors exclude information on why it was difficult for Jacky to succeed. However, she is perceived as a person who never gave up after the first trial of entrepreneurship and tried a different business adventure of “distribution of school textbooks” than eventually resulted in “increased profit”.

The data further revealed that some women, who are entrepreneurs of formal successful businesses, attained their positions because of inheritance rather than competence. Thus readers may relate to the text without critical thought and therefore ideologies become rooted and embedded through these ‘common-sense’ notions (Fairclough, 1989). Reasons to why Jacky’s customers could not pay her are backgrounded because the money has negatively affected her success in Business. The backgrounding serves to channel the reader towards recognition of the problems faced and to create an awareness of the seemingly unsuccessful business owner (Machin & Mayr, 2012).

4.2.5 Men in successful management and leadership roles

The findings revealed that male characters were frequently portrayed in successful leadership and management positions such as Managing Directors and CEOs. On the other hand female characters, were only represented in one top managerial position, as compared to 16 times for males across the three textbooks . In sections on entrepreneurial management and leadership, the authors used lengthy and descriptive case studies along with images that portrayed men in successful leadership and management positions.

Textbook A (2012, p. 78) uses a lengthy “Case study: Advise from a master” to foreground the successful managerial role of a male CEO :

“As the CEO of Lease-for-Life, Ronaldo Scheinder believes in leasing computers, and with good reason. With more than 30 years’ of experience in the leasing industry, he makes a tight case for the benefits of leasing instead of buying... you would have seen many entrepreneurs lease their computers to free up their capital” (Textbook A, 2012, p. 78).

Ronaldo is presented as running a successful business and is attributed with positive characteristics. The title of the case study *“Advise from a master”* connotes that Ronald is an expert in his field of work and a successful entrepreneur. The number of years of experience in the business further foreground the excellence of Ronaldo management. The use of functional honorific, *“CEO”* further connotes legitimacy and makes the text appear more important and authoritative in its claim. The presence of epistemic modality *“Ronaldo Scheinder believes in leasing computers”* makes the text appear more important and authoritative and show the absolute certainty and confidence in his convictions. What is thought-provoking is the switch in the use of pronouns, from *“their”* to *“you”*. The use of *their* constructs the entrepreneurs as the more powerful and successful, while the use of *you* suggests that if you’re not an entrepreneur you are uncreative and without initiative. Fairclough (2003) assets that expected meanings like these are ideologically significant, because meanings which are taken for granted become our realities.

Another case study of a successful male in a managerial position is presented in Textbook B (2012, p. 170) titled: *For the love of money*

“In 1988 Ivan Epstein, aged 26, left an accounting career to become the Managing director of a computer company... He has added much value to the company and strives to do his best. His mission is to increase profit annually”. (Textbook B, 2012, p. 170).



Figure 4.2.h: A man represented as a successful entrepreneur in the computer industry
(Textbook B, 2012, p. 170)

This case study uses an honorific to positively highlight Ivan's status and abilities. His occupation suggests a degree of seniority that requires a degree of respect and because of his occupation potential readers may assume that the text is factual. The absence of modality adds to the factuality of the text. He has added much value to the company creates the assumption that he is very successful in his position. However, the absence of what value he has added creates a distorted picture. Profit making is also presented as a goal to his future endeavours, although there is uncertainty of the exact profit he wants to obtain. Meaning is also communicated through the image of Ivan which reinforces the message of successful management which writers convey linguistically. Ivan's gaze is intentionally directed to the reader and this creates a form of visual address which demands the attention of the reader (Machin & Mayr, 2012, p. 71). This is what Kress and Van Leeuwen (1996) refer to as the 'demand image' to foreground power and status. The image thus positions Ivan as powerful in the business environment thereby giving legitimacy to the text.

In addition, Ivan's gaze is intentionally directed to the reader, "this creates a form of visual address" which aims to "acknowledge" the reader (Machin & Mayr, 2012, p. 71). This is what Kress and Van Leeuwen (1996) refer to as the 'demand image', this kind of image is often accompanied by an unwelcoming gesture such as folding arms. In the image above, Ivan is folding arms serving to maintain a social distance from the reader. This signals that not everyone

can reach his high status in the business environment. The success of Ivan and his business partner is foregrounded by the presupposition: “their mission was to make money, lots of money” where there is over lexicalisation of the word “money”, which assumes the made huge amounts of profit in their business. There is also the presence of two lexicons in the presupposition, namely: the formal lexicon “make money” and informal lexicon “lots of money”. Combining two lexicons aids to immerse official discourse with populist voice (Fairclough, 2013). The authors suppressed challenges that Ivan and his business partner might have faced, only foregrounding their success. This might lead the reader to believe that there are not challenges in entrepreneurship.

Ivan’s case study continues, with a discussion that illustrates how masculine features and traits such as being a “tough” negotiator is presented as the norm for success in entrepreneurship:

After years of product development, acquisitions, tough negotiating and 7-day working weeks, the bet paid off. Today, softline is part of a multi-million global group and is a dominant player in its industry (Textbook A, 2012, p. 170).

The commitment and hard work of Ivan and his business partner is foregrounded by the use of the following phrases: “years of product development”, “tough negotiating” and devoting to a “70day working” routine for weeks as this resulted in their company being a “multi-million” and “dominant player” in the computer industry. We can pose questions such as, if they work 7-days a week, do they have families? If yes, who is taking care of their families, are their partners burdened with the sole responsibility of raising and caring for their families, while they focus on business and making money, and what implication does this have in term of power struggle in the household. Such social factors can affect the success or failure of the business. Below, Ivan provides his opinion of being an entrepreneur:

In my experience, people can learn the principles of entrepreneurship, but I think it’s very hard to train someone to be an entrepreneur... (Textbook A, 2012, p. 170)

The above statement suggests that entrepreneurship traits can be ‘learnt’ not ‘transferred’, Ivan’s opinion of being an entrepreneur seems to a universally reasonable and accepted standard of truth. The deontic modal verb “can” once again implies the absolute certainty of these

convictions. Learners could assume that because this entrepreneur is portrayed as a successful man, his opinions are taken as legitimate truths. Foucault maintains that

there can be no possible exercise of power without a certain economy of discourses of truth which operates through and on the basis of this association. We are subjected to the product the authors are convey of truth through power and we cannot exercise power except through the production of truth (1980, p. 93).

Therefore, knowledge has an effect on power relations and systems which also contribute the boundaries of knowledge production and whose opinion is taken as legitimate truth.

Textbook C further reinforce male success in managerial roles:

“De Letele, the GM of Dexter’s Meat Market and Dexter’s Hyper Meat Market outlets[He] stated ... while growing up in a family business , I got a taste of what it feels like to be a successful manager. “My father was a retail pioneer of his times. Thus, as the eldest son, I sunk my teeth in business at a very early age”, he recalls..... I believe people can learn the principles of good management if they trained adequately” (Textbook C, 2012, p. 135).



Figure 4.2.i Dexter Letele, an entrepreneur who started a business with him wife Notembe Letele (Textbook C, 2012, P. 135)

In the above extract, De Letele is functionalised by what he does. The functional honorific suggests a degree of seniority and a role that requires a degree of respect. The functional honorific makes De Letele appear more important and authoritative. De Letele is seen as giving advice on how to successfully manage a business, yet it is just his opinion and not by citation of research. The word ‘believes’ implies the absolute certainty of the characteristics required for managerial success.

This advice by De Letele creates the impression that he is an expert in this field. This is highlighted by the absence of modality and the declarative mode in which the sentences are constructed. De Letele father is also regarded as a “*pioneer of his times*” adding to male success. This inference assumes that men are more capable for positions of authority than women. The stereotypical idea seems to be natural and unintentional, but it becomes a serious issue as this mirrors gender stereotypes and forms part of a covert curriculum which is transmitted to pupils as natural and acceptable. Like Ivans’ gaze, De Letele gaze is also intentionally directed to the reader and this creates a form of visual address which demands the attention of the reader (Machin & Mayr, 2012, p. 71). The image thus position De Letele as powerful in the business environment thereby giving legitimacy to the text.

Again in textbook A successful male in managerial roles is foregrounded:

The executive manager team of Sunshine Chemicals meets of a monthly basis to evaluate the implementation of strategy and to revisit the business model. He starts the meeting with an overview of how the business has performed...The production manager is the only female and she barely contributes to any discussion, but takes a lot of notes and listen attentively to what everyone says (Textbook A, 2012, p. 250)

The text above makes explicit that the executive manager is a male, by using the pronoun “he” and the production manager is female by the use of the pronoun “she”. Although both male and female are represented management, how they are presented gives an ideological slant to this representation. The executive manager’s role in the company meeting is represented as forthright and active during the business meeting of the company. In contrast, the authors describe the female production manager’s role as inactive and passive by using the phrase “*barely contributes to any discussion*”. In addition there are certain aspects of knowledge that the author wants to downplay, for example, what are the reasons for the female passivity. Instead, the author covertly foregrounds the female as the person responsible for not contributing to business discussions. The backgrounding of this aspect is significant, since inclusion of factors such as her role in note taking or possible lack of inclusion to business discussions could negatively affect the implicit message that the writers want to portray, which is that women are incapable of managing a business. The exclusion of women from the discussion in this section marginalises the experiences of women and the positive role that women can play in the business sector. Additionally the text could have

stated “the production manager barely contributes to any discussion” however the identification of the gender to the text embeds the view of a taken-for-granted assumption that men are the successful leaders and managers, and the authors do very little or nothing to trouble this perception. What is noticeable is the female pronoun that was demoted to second place after the male pronoun, making masculine first in importance and female second. This is a subtle way of transmitting bias by suggesting that a female’s place is not in the corporate world. In the absence of the female pronoun ‘manageress’ the authors further reinforce the message that management of businesses as best suited for males.

4.3 The representation of men as technologically competent in the Business environment

In the discussion that follows I will be focusing on a recurring subtext in each data source, which presented a taken-for-granted assumption of men as technologically astute. Again, in all three textbooks there the authors use lengthy and descriptive case studies along with pictures to portray men mainly as technologically astute through selective presentation of images and text. This recurring ‘foregrounding’ silently excludes the female element

Textbook A on page 13 the text describes men as technologically astute:

Before the electronic era, architects used their drawing boards and mathematical instruments to design buildings; this took then weeks to complete. Today architects use electronic designs software programs that enable them to create their design within a matter of hours. This is more cost and time effective (Textbook A, 2012, p. 13).



Figure 4.3.a: Representing Men as technologically competent (Textbook A, 2012, p. 13).

The authors introduce the concept of how technology has improved our lives by using functionalism. This is when agents are nominated in terms of what they do, the use of

functionalization aims to either reduce people to their roles or to connote legitimacy (Machin & Mary, 2012). The linguistic tool of modality in the text reveals the text's commitment to the importance of technology in the world of work. The use of verbs in the present tense in the second sentence (is , use , enable create) renders this description as strong assertions, since a tone of certainty and factuality is created with the use of verbs in the present tense. Whilst the text reflects no bias, the image foregrounded point towards taken-for-granted assumption of who is the technologically literate architect. In this case it is a male. The author could have used a more neutral representation for example illustrating both genders in the visual. Thus the text appears to be biased towards a particular gender in relation to the use of technology , given that it presents contested notions as taken-for-granted and common-sense notions. The text and image also constructs men as having expertise and knowledge in the field of architecture. This is reflected in the text *"Today architects use electronic designs software programs that enable them to create their design within a matter of hours"*. This representation can serve to further legitimise the assumptions of men as knowledgeable in use of technology , as readers are likely to accept this as factual and incontestable because the textbook is seen as an authoritative source of information (Akincioglu, 2012). Lastly the text foregrounds the positive aspects of using technology through the positive value connotations of cost and time. The prominently positioned phrase draws attention away from the backgrounded negative reality that South Africa face with regards to socio economic factors which effect the success use of technology .

Textbook B further reinforces men as technologically competent:

"Brian and Tariq were retrenched from an internet design company. They used their pension fund pay-out to set up a business designing internet sites for clients. Their business grew quickly and within three years, it is doing very well" (Textbook B, 2012, p. 59).



Figure 4.3.b Men are represented as successful Information technology entrepreneurs
(Textbook, 2012, p.59)

Again the text foregrounds two males as entrepreneurs of an internet business. The lexical selection of positive value connotation of the text *“business grew quickly and within three years, it is doing very well”* creates an image of desirable qualities needed for success in the business environment. Of significance is the fact that text supports the biased assumption (albeit an unrealistic one) of a sexist ideology that men are more capable of running successful businesses and are technologically astute. Through omission of reasons for Brian and Tariq retrenchment, the text further legitimate male success and competency.

In textbook C page 105 a male figure is further foregrounded as a technology pioneer :

Despite the ultimate death of Steve Jobs in 2011, his legacy will live on in the cyber minds of many Apple products such as computers iPhones, electronic tablets. Steve Jobs worked for Apple in the eighties, but a power struggle with the board of directors’ cause him to leave. He re-joined the company in 1996 when Apple Inc was in some financial trouble. He was appointed CEO and by 1998 Apple Inc through its innovative products was once regarded as “top of the range” Today Apple Inc is the biggest and toughest competitor in the electronics market” (Textbook C, 2012, p. 105).



Figure 4.3.c: Steve Jobs represented as a successful businessman in technological (Textbook C, 105)

In the text the authors emphasise the notion of success as it relates to Steve Jobs and his technological innovation. The authors present the image of Steve Jobs as being successful in since the establishment of Apple electronic products such as computers iPhones and electronic tablets , in an effort to persuade learners to believe this concept of technological innovation

and success. The phrase *“his legacy will live on”* and *“He re-joined the company in 1996 when Apple Inc was in some financial trouble. He was appointed CEO and by 1998 Apple Inc was profitable again”* serves to strengthen the degree of his positive contribution towards the success of the company encourages the reader to celebrate Steve Jobs’ life because he played a significant role in contributing to technological knowledge and innovation of Apple Inc,. Of concern , the absence of elaboration on aspects presented in the text such as what forms or type of innovation the electronic devices had the impact of those products in relation to those of competitors adds to the foregrounding of Steve Jobs as competent and innovative in the field of technology. The implicit assumption created by this new innovative technology serves to strengthen the degree of certainty of the success of the Apple electronic products, although there is no factual proof or assurance of this. The omitted knowledge is essential and relevant for provision of an in-depth and balanced understanding of the concept, which could create a different mental representation in the reader. The reader can also be influenced by the context that the picture creates, the context of male success . This is reflected through the gaze which the image offer of Steve Jobs. His image presents him as confident and powerful.

Continuing with the imagery of men as technologically competent is this description of another male techno savvy example:

Mark Shuttleworth is a successful businessman who developed a complete suite of software for personal computers called Ubuntu. Ubuntu is an operating system that is available to anyone to use free of charge (Textbook B, 2012, p. 147).

In the above extract, Mark Shuttleworth is described as a successful businessman. The use of the African term *“Ubuntu”* in the example implies a connotation of a positive African value system. This term is generally used to describe the act of goodwill and helping others, and here it is the name of Mark Shuttleworth’s business . This term refers generally to interaction in the community which unselfishly benefits others. The writers use this term to invoke positive value connotations with regards to Mark Shuttleworth business. The implied assumption is that not only is Mark Shuttleworth successful, competent and technologically astute, He is also compassionate and supportive to the community. The language suggests that entrepreneurs belong and are “good” for society. The absence of modality and the use of verbs in the present tense reifies this message of the text.

On the other hand women are represented as incompetent, without the necessary technological skills.

The images and text across all textbooks, show a bias story of who is competent in information technology, women were represented as technologically illiterate. Authors used images of women using traditional filling system, using a marker and paper for business presentations, there is no technological device being used. The images and text across all three textbooks tell a biased story about who's knowledgeable in information technologists.

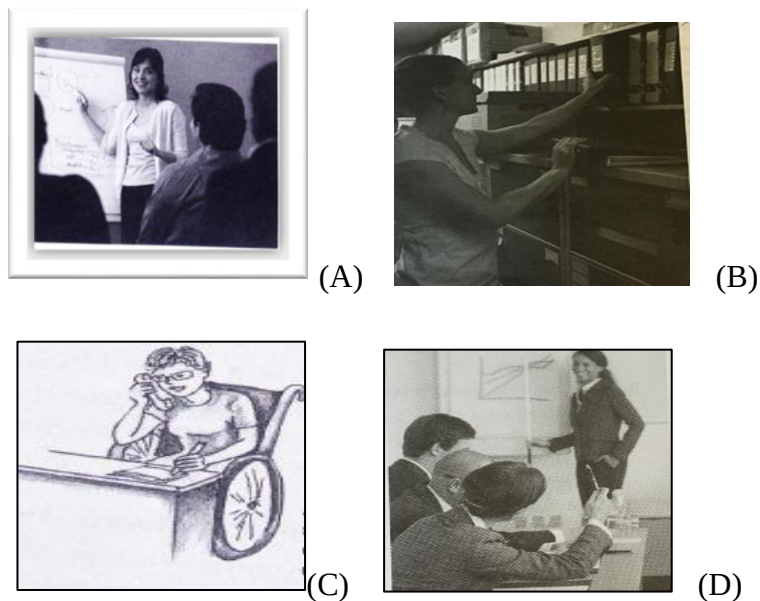


Figure 4.3.d: Women using traditional systems in the business environment (Top-left: Textbook B, 2012, p. 10, Top-right: Textbook B, 2012, p. 26, Bottom-left: Textbook A, 2012, p. 80, Bottom-right: Textbook A, 2012, p. 155).

The visual representation of women not using technology is in contradiction to the text below which foregrounds the importance of using technology in the business environment:

“Information is now collected, processed and stored on electronic computers and transmitted across networks to other computers and transmitted across networks to other computers. It is a huge problem if confidential information about a business’s customers, finances or new product is not appropriately stored. This could lead to business loss, lawsuit or even bankruptcy”(Textbook B ,2012, p. 26)

“Growing opportunities in e-commerce and the Information Technology industry are likely to be beneficial to many businesses operating in more conventional ways. For example, a business with the latest software might ensure efficiency.....” (Textbook A, page 19)

In the first texts above, consequences of not using information technology is foregrounded. The text considers not using technology as undesirable and detrimental to the success of a business. In terms of modality, this short paragraph contains unmodalised present-tense assertions which reveal a strong commitment to the notion that not using technology restricts opportunities and success in the workplace. The second text foregrounds the benefits of using technology in the workplace. However the hedging in the use of the modal adverb likely reinforces the sense of avoidance of committing to beneficial claims of information technology, which creates an ambiguity in these claims. The modals used (might) is an example of a lowered modality, as if the writers do not want to commit themselves to the “assumed benefits of Information Technology”, which may be speculation

As foregrounded by the text and visuals, the representation of women using technology reflect bias. The text clearly constructs women as technologically deficient in comparison to men . This representation is likely to reinforce stereotypes that the use of technology is a male domain. This taken-for-granted, common-sense notion that technology is a male domain, thus becoming an ideological tool when this notion become naturalised and normal

4.4. Women unable to handle stress in the Business environment

The business environment is not always smooth sailing, there are challenges such as conflict, stress and anger amongst colleagues, employees and employers that might affect the productivity of workers, and as such this might affect the success of the business outcome. For a productive working environment such challenges require the skill of problem solving (Textbook A, 2012). I found that in all three textbooks women are represented as unable to handle business stress and these traits are presented as undesirable for the business environment. Women were portrayed as stressed, tired, overwhelmed, emotional, weak, and hopeless. On the other hand, men were depicted as aggressive and attributed qualities that showed creative thinking, strength, rationality, dynamic, and dominance in the working environment, there were only one representation of stressed men. Thus, probably leading women to pursue assertive careers and being subordinates, as they might

not cope in the business environment with the stress and pressures associated with other careers. This was transmitted by foregrounding, nominalisations, assumptions, and modality.

In textbook A on page 106 the authors define stress as:

“Stress is the ‘wear and tear’ our bodies experience as we adjust to our changing environments. It has physical and emotional effects on us... As a negative influence it can result in feelings of distrust, rejection, anger and depression, which can lead to health and business problems” (Textbook A, 2012, p. 106).



Figure 4.4.a: Woman represented in distress (Textbook A, 2012, p.106).

The written text appears as neutral, as there are no particular gender associated with stress. However, the foregrounded image reveals the text's assumption of who is stressed with a biased representation. This image accompanying the text adds to the meaning that is backgrounded and is salient about factors that are contributing to the women's stress. Machin and Mayr (2012) describe iconographic analysis as exploring the way in which visual features reveal hidden power relations. Whilst the author state *“[Stress] has physical and emotional effects on us”*- the image of the female betrays the authors bias. The image denotes a woman in stress resulting in *“feelings of distrust, rejection, anger and depression”*, associating the negative traits as undesirable for business success. The subtext or the covert message in this particular depiction is that in the business sector women cannot handle stress. So there is a subconscious and implicit link that women are unable to “adjust to [the] changing environments”. While authors are addressing significant issues of mental and physical health related to stress, both the text and images seem to reinforce the gender stereotypes of men as strong and woman as emotionally and weak. The absence of a male representation signals the taken-for-granted assumption that women are incapable of handling stress in the business.

Similarly, in Textbook B, there is absence of associated stress definition with gender. However, from the findings it is evident that the image betrays the author's bias:

“Stress is defined as a state of emotional or mental strain. This strain can affect memory, concentration and learning, and lowers the morale of the workers... that can affect the success of the business”. (Textbook B, 2012, p. 84).

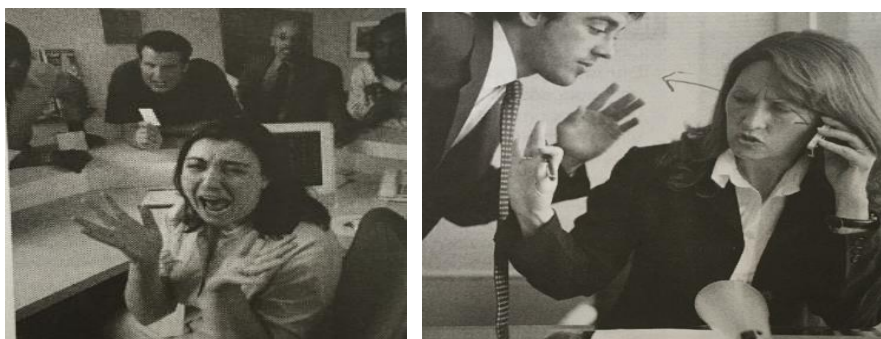


Figure 4.4. b: Woman represented in stressful situations in the workplace (Textbook B, 2012, p.75 & 82).

The text and visual makes explicit that the women are “*workers*” in the business and not business owners. This embeds the view of a taken-for-granted assumption that women are employees rather than employers. The use of verbs in present tense and deficiency of modality serve to portray this assumption as a categorical truth and position the textbook as factual. Textbooks are regarded as authentic sources of knowledge transmitted as intended by the curriculum through information, representations and explanation (Muspratt, 2005). The authors are conveying an overt meaning that cautions and informs readers that the above adjectives – “*emotional or mental strain*” are not desirable in running a successful business. The silence on the exact effects of stress on the business as highlighted in the text “*that can affect the success of the business*” further add to the negative connotations of stress as experienced by the women in the image. Through this silence readers may uncritically engage to the text and this may lead to implicit ideologies being embedded through these ‘common-sense’ notions (Fairclough, 1989). Of significance the denotation of the image is that in the photograph the women in the foreground of men were identified as victims of stress. They were dressed smartly but look frustrated and fuming. The connotation of this image is that

the men is calm and his gaze does not portray him as stressed. The two images feeds into the idea of women incapable of handling stress and pressure in the business environment.

Textbook C further foregrounds texts and images of women as stressed in the business environment :

“Sometimes things just don’t go according to plan.... External stress factors are beyond our control and are often linked to work. Caring for a sick family member may is an example of an external stress factor... In order to prevent and manage stress in the workplace : Know how to calm yourself. For example, watch a comedy or read a book” (Textbook C, 2012, p. 74).



Figure 4.4.c: A woman’s heel is Broken, this positions women in vulnerable, stressful and uncomfortable positions in the working environment represented in stressful situations in the work place (Textbook C, 2012, P. 74)

In the text the authors emphasise the notion of stress as it relates to the business environment. An image of a broken shoe heel is placed beneath the text to signal women as likely to be stressed. This insinuation is premise on the notion of heel shoes as predominantly used by females. The text thus displays a preoccupation with the assumption that stress in the workplace is most likely to be experienced by females. Of importance the image of the broken heel does not have significance in relation to the text. It is placed it for ideological purposes. Fairclough (2003) emphasises that implicit assumptions can exert hegemony through their nature of having shared ‘common ground’ meanings, and thus become an important tool in ideology. What is also noteworthy is that the text and image implicitly attribute [female] stress to “*caring for a sick family member*”. This implicit insinuation maintains the questionable social beliefs of stereotypical gender roles .

On the other hand men were also represented as stressed in the business environment through two images; however, the text expressed positive justification towards their situation

The authors in Textbook C states that:

“Stress is not always bad in the workplace. It can motivate and invigorate people” (2012, p. 98).

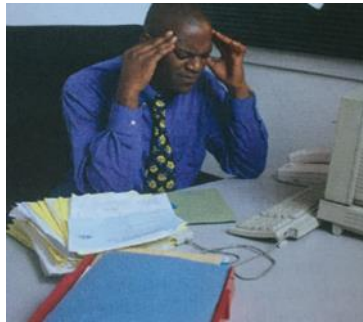


Figure 4.4.d: Images representing stressed men (Textbook C, 2012, 2012, p. 98)

The authors in textbook C refer to stress and not always being bad in the workplace, rather it can motivate and invigorate people. The text is neutral and does not associate stress with a particular gender. However an image of male actor distorts this neutrality. The image which is associated with the text foreground the gender that may be experience stress positivity- as it states in the text stress *“can motivate people”*. Concerning the modality of this extract, the use of the high-commitment modal can reveals the text’s commitment to the assertion that stress can also be associated with positive connotations. Of concern is the suppression how stress can motivate and invigorate people. This serves to channel the reader’s attention (Machin & Mayr, 2012) to create an awareness of the seemingly successful management of stress associated with a particular gender – in this case men .

In Textbook B, the following text is provided:

“A good manager will recognise the existence of stress within the workplace. He or she will take steps to decrease the stress through good relationships, good communication and good organisation of workers” (Textbook B, 2012, P. 99).



Figure 4.4.e: A men portrayed as bored and calm rather than stressed (Textbook B, 2012, p. 99)

The text and image point to a male gender responsible for managing stress in the workplace. The inclusion of the term “manager” and exclusion of the term ‘manageress’ contribute to the positive connotation of men being able to manage stress in the workplace. The second sentence also foregrounds the male pronoun before the female pronoun, signaling masculine superiority. Of concern here is that even though there is an inclusion of both pronouns, the authors have already made it explicit who the manager is through the image. Also, binary polarity is reinforced through the text: ‘he’ or ‘she’ in which the textbook authors assume the reader is either masculine or feminine gendered. This defines gender simplistically does not allow for any ambiguity or ambivalence in gender identity. The text is written in the declarative mode which appears to assert the content as a universal truth and points to the authors position of being the possessors and providers of knowledge while the readers are receivers of knowledge. Further the lexical register of positive connotation associated with men and their ability to manage people in the workplace who undergo stress reinforce taken for granted notions of gender and stress management in the workplace . Lastly what is significant from this case study is that whilst the text foreground men with positive connotations associate with managing stress in the business, the image betrays the authors bias . The image presented shows a male manager that is stressed. Machin and Mayr (2012) explain that this is significant because images not only give meaning on their own, but also imply a meaning network. Hence the image does not overtly communicate this message about male managers being able to manage stress in the workplace , this implicit meaning is portrayed through use of the linguistic devices.

4.5 Masculine behavior as key in the business environment

The three textbooks represented the dominant ways of being male through aggression in the workplace. All three textbooks, represented men as aggressive. No textbooks represented women with this particular traits. Men are expected to be strong, tough and independent.

In textbook B, (2012, p. 213) it states that:

“conflict can be constructive for both individuals and organisations when it is properly managed”.

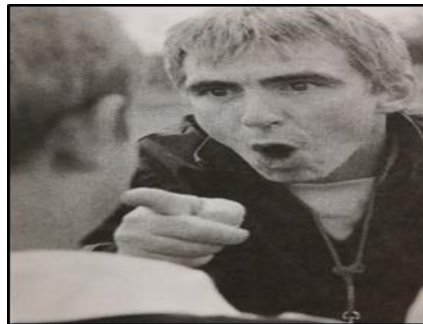


Figure 4.5.a: Image that represents man as aggressive in the workplace (Textbook B, 2012, p. 213)

From the text and image an assumption is created that in order to manage conflict constructively aggression should be used. Assumptions are used in this extract to imply tacit meanings, where concepts are presented as taken for granted but in fact can be ideological contestations. The taken-for-granted notions are evident in through the image which obscure the neutrality of the text. The denotation of the image represents a male as portrayed as unfriendly and unapproachable and aggressive to another individual . He is seen standing close to the other individual with a finger pointing to him / her with no smile on his face. The image construct this man a managing some conflict in the organisation “constructively”. This representation reiterates that stereotypical assumptions of men as aggressive and thus can influence and shape the nature of gender assumption . As Wannamaker, (2008, p. 10) maintain looking at picture as a particular kind of cultural artefact and how they represent masculinity “can make visible the ways we construct gender, specifically the ways we construct gendered children within cultural discourse.

Again on textbook A (2012, p.127-217) masculine aggressiveness in the business environment is foregrounded. The text reads: “*Conflict in the workplace needs to be addressed professionally*”. Whilst the intention of the text is to create an awareness of how conflict in the workplace should be addressed, the image betrays this intention as the image denotes a man in the workplace as aggressive. The image associates undesirable behavior of addressing conflict in workplace. The representation of the image is disturbing as it reinforces the male gender in this stereotypical behavior of aggression. Because these images of male aggression appear in the textbook, students will accept them as actual reality. Additionally the uncritical manner in which this argument of conflict in the workplace is presented portrays these ideas as authoritative facts, the reader is unlikely to question its validity and consequently may it as a truth and a certainty.

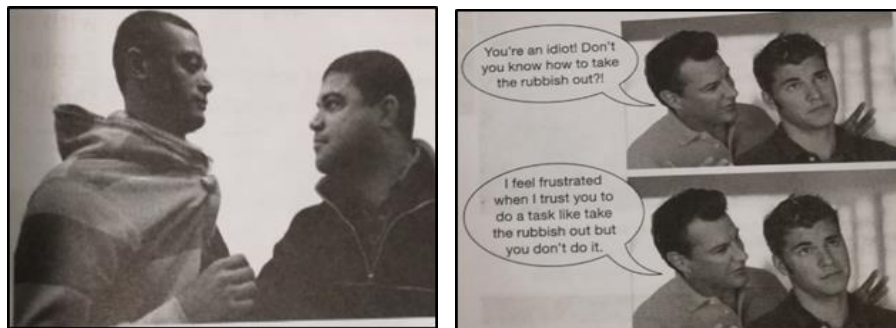


Figure 4.5.b: Other images in textbook C (2012, p.18) also foregrounds male aggressiveness in the workplace.

The image is included in the sub-section “*employees’ rights in the workplace*”. The above image denotes two male actors, one of which is assumed to be an employer and the other the employee. A belittling tone is introduced in the bubble speech. The authors choose to use an exclamation mark in the bubble speech conversation to express a strong and forceful emotion of anger aggressiveness and dissatisfaction of the employer towards the employee. The inappropriate register of the text “*you’re an idiot*” add to the undesirable, aggressive behavior of the employer. Machin and Mayr (2012) posit that the lexical register is important as it reveals the hidden and covert message. In this case it implicitly points to masculine aggressiveness in the workplace. With regard to modality, the use of verbs in the present tense (you’re) render these statements as strong assertions to which the text is firmly aligned. This particular positioning of the sentences and image thus legitimates the desirability of aggressiveness in the workplace. Of

concern is by associating aggressiveness with a particular gender, learners are likely to assume this concept of masculine aggressiveness as a factual reality.

Additional interesting and troubling findings:



Figure 4.6c Representing family as a heterosexual couple (Textbook A, 2012, p. 10)

In all the three business studies textbooks, there was one image of a heterosexual couple. A family is shopping in the image “shopping has become a joint responsibility of the household” (Textbook A, 2012, p. 10). The image above reinforces a heterosexual position by establishing a binary polarity between both sexes and assuming that attraction necessarily exists between women and men. The text seems to be transmitting the ideology of ‘normality’ that a family consists of opposite sexes. This is problematic because clearly there is a minimal effort from the authors in trying to deconstruct the notion of normality. After all, it carries a lot of stereotypical ideas of what a family or couple should look like. Butler (1990) disrupts this binary view of sexuality, she describes this relationship between gender and heterosexuality using the concept of the heterosexual matrix. It assumes that there should be constant sex expressed (masculine expresses man, feminine expresses female) through a stable gender for bodies to attract each other, which is the compulsory practice of heterosexuality. Hence I share Temple’s (2005) concerns that heteronormative behaviour privileges learners that fit the heterosexual norm and oppress through omission and exclusion those who do not. In this way, learners learn that only certain types of knowledge are legitimate (Apple, 2000).

4.6 Conclusion

I conclude this chapter by summarising how gender is represented across the three textbooks. The findings indicate that gender inequalities are evident in the three Business Studies textbooks for Grade 11. The written and visual representation of all the generated themes revealed that

African women were stereotypically depicted in domestic settings, low-skilled and low-status working conditions, and as incompetent in the usage of technology. Men were in high-skilled and high-status working conditions. Almost consistently, management and leadership positions were associated with only men. Having discussed the four main themes emerging from the data, the next chapter presents the discussion of findings in relation to the literature review and theoretical framework of my study. In which I answer the second research question by analysing why gender is represented in the way it is.

Chapter 5: Summary, findings and recommendations

5.1 Introduction

The core purpose of study was to discover how gender is representation in grade 11 Business studies textbooks and why it is represented in this way. In the previous chapter I analysed the data using the CDA method, as discussed in chapter 3 and then presented the findings using five main themes that emerged from the study, namely: The representation of entrepreneur qualities and success factors in the business environment; The representation of management in the Business environment; The role of technological competence in the business environment; The representation of conflict and problem solving in the business environment; and The representation of masculine and feminine occupations in the business environment. In this concluding chapter of the study, I aim to outline the summary of the research findings, provide limitations of the study, and lastly offer recommendations for further and future research.

5.2 Overview of study

Five chapters that discussed different aspects were used to present this research study, which are as follows:

Chapter 1 outlined the context of the study and the purpose of the study by drawing extensively on post-apartheid education interventions and strategies to overcome the ills of an unjust and unequal education system. This was followed by an outline of the goals and objectives of curriculum reform in South Africa to overcome the ills of the previous education system. On this basis, Chapter 1 then argued, prescribed textbooks thus play a key role in shaping and socializing students – in addition to conveying facts, prescribed textbooks also seek to uphold the socio-political norms of society. This was in light of the CAPS curriculum catering school textbooks as key instructional resources in the classroom. This chapter also discussed the background, rationale, problem statement, curriculum change and other aspects that directly relates to this study.

Chapter 2 discussed the review of related and relevant literature based on the representation of gender in school Business studies textbooks. The chapter commenced with the discussion of the importance and role of the textbooks in teaching and learning. The chapter further discussed the

literature that speaks to the importance of scrutinising gender representation in textbooks. Due to the lack of literature in South Africa on Business Studies textbooks in particular, the bulk of the literature is international. Almost all the reviewed literature revealed that females were underrepresented in management and entrepreneurship positions, they were positioned as technologically illiterate and has minimal leadership skills than compared to males. The overall representation of gender was bias and portrayed stereotypical ideologies through written and visual text.

Finally, this chapter discussed the conceptual framework that guided the study. The conceptual framework used was based on the premise that gender is a social construct, informed by Butler (1990). The chapter provides a discussion of different descriptions of gender for women and men. It further discusses related concepts such as ideology, hegemony, power and discourse with the aim of showing how gender is socially constructed to promote inequalities between and women.

Chapter 3 introduced the methodology and method used to conduct this study. The methodology employed consisted of a qualitative framework that sought to understand how gender is represented in the selected grade 11 Business studies school textbooks. In an effort to achieve this, the critical discourse analysis method was used to draw on the ideas of and Machin and Mayr (2012) and Kress and van Leeuwen (2006) to debunk the critical understanding behind the written words and sentences and visuals in the textbook under study. In addition, the chapter discussed the paradigm of the study. Finally, issues of sampling were discussed, together with issues of validity and trustworthiness and ethical considerations.

Chapter 4 presented the findings of the study using four themes which emerged from the data. The findings of this study revealed that women are still underrepresented than men in Business studies textbooks. Men are portrayed as more knowledgeable in the business environment and more capable to lead and manage a successful business than compared to men. The implication of such bias representation is that learners might interpret their reality in relation to the representations found in school textbooks. They might associate or disassociate themselves from business opportunities or careers because of how they are represented in the textbooks.

Chapter 5 concludes this study by providing a discussion using the Feminist Post structural framework, in relation to the literature that was reviewed in Chapter 2. I will also presents the limitations and recommendations for future research.

5.3 Discussion of findings.

In this section, the discussion of findings will be presented using the themes that were granted from the data. Theses finding were subsequently used to draw a conclusion and propose recommendation.

5.3.1 The representation of occupational roles in the business environment (including entrepreneurship, leadership and management)

All three Grade 11 Business Studies textbooks contained unfair and biased portrayals of the discourse of occupational roles. The texts appear to persuade and manipulate the readers towards the notion that gender based occupations are firmly entrenched in our society by binaries of masculinity and femineity (Eagly, Wood & Diekman, 2000). Throughout the three textbooks the dominant discourse of gendered occupational roles invokes essentialist notions of gender. Women across the three textbooks were mainly represented in low status, low paying occupations, traditional feminine occupational roles. Women were frequently depicted in domestic settings, performing traditional roles, in poverty and also in nurturing positions. These roles resembled the apartheid-era textbooks which presented an authorized sanctioned version of South African women, so did these Business Studies school textbooks. Van Dijk (1998, p. 55) referred to this as “constituted ideology”, which is the distortion of content and a discursive practice that we need to be very critical of, because it represents a distorted reality. What is left unspoken about the barriers and burdens to women’s participation in the work environment is notable by the suppression of silenced information in the text, and this silence becomes ideological (Janks, 1997).

The findings also revealed that although women were mentioned in the business sector, they were constructed as a ‘failure’. Failure of the three textbooks to depict females successful business women the three textbooks reinforces and conforms to traditional and historical stereotypical assumption of woman’s place in the business sphere (Wasserman and Chiponda, 2011).

What was of concern is that most Black African women were portrayed in low status occupations, entrepreneurs of informal businesses and in low paying occupations. This stereotypical representation of African women could be a result of the patriarchal expectation of the role of

African women in the society (Nene, 2014). Men on the other hand were positioned in successful leadership management and entrepreneurship as roles. Men were foregrounded as successful entrepreneurs leading successful international business that generated enormous profits, their experience was described as “smooth sailing”, portraying essential entrepreneurial qualities. These findings reiterate those of previous studies (Chiponda & Wassermann , 2011). Ragins, Townsend, and Mattis (1998) and Timberlake (2005) contend that even though there are many men in senior management and leadership positions than women there are successful business leaders who are women, that we are not made aware of. The dismal failure to portray women in leadership position in school textbooks contributes towards preserving the barriers faced by women in the business environment (Pomerence, Varner & Mallar ,1996).

By excluding women in from senior management and leadership positions in textbooks, women are prohibited from challenging patriarchal believes. The ideological portrayal of male leaders in textbooks perpetuates the bias stereotype that maintains that successful leaders are male. Thus, this depiction of males may only encourage male learners to pursue leadership and management careers while motivating female learners to be submissive to at home and be subordinates in the work place (Lee & Collins, 2009). This biased portrayal of leadership management and entrepreneurship in textbooks may create a deleterious real world and have damaging pedagogical consequences, especially for women and girls. The continual representation of gender bias in the textbooks reveals that bias representations are being accepted as common-sense and as believed values (Foucault 1984). Additionally, the textbooks seem to normalise the taken for granted notion that gendered occupations are at the center of the desired goals of business. It when such notions become naturalised that they also become ideological tools (Fairclough, 2003). As such, women end up limited to housekeeping chores and in constant surveillance (Foucault, 1984). The internalization of such bias thinking has led to the normalisation of male domination at home and in the work place (Mills 2007). With the aid of linguistic and pictorial strategies of register, negative value connotations in the selected Business Studies textbooks, readers are continuously fed with the assumptions of occupational roles as gendered in the business sector. Although, the reality in South Africa is that women work in informal sectors, to portray women and men in such roles is to portray reality. If the textbook was only showing women in successful managerial positions it would fail to be a contextually relevant representation of what learners observe every day. However, the reality of stagnant roles that are not shared across different genders is not fair.

Therefore, writers (Apple & Christian-Smith, 1991; Sleeter & Grant, 1991) argue that textbook content can conceal when textbook authors select content because some knowledge will be included in textbooks and some knowledge will be excluded from the textbooks which may serve to control our historical and economic reality. Thus, the inclusion and exclusion of certain knowledge contributes to the unavoidable process of knowledge selection (Fairclough, 2003).

Butler (1990) further contends that this stereotypical categorization of occupations is a form of exhibiting and maintaining power relations between men and women and this limits the agency of both women and men in the world of work. Butler (1990) draws on the concept of hegemonic masculinity to describe how the gender division of labour in the three textbooks reinforces patriarchy. Butler (1990) also describes the finding as essentialist notions of gender which is foregrounded by hegemonic masculinity and strongly identified with heterosexuality. This ‘hegemonic heterosexual matrix’, describes a discursive formation that is embedded in the learners gender identities and are produced within hegemonic representations of heterosexuality across the three school textbooks (Renold, 2006a). Because these textbooks are seen as official sources of knowledge, learners are unlikely to question this version of reality. Therefore, Fairclough (1999, p. 73) advocates for the critical awareness of discourse to challenge the social order of gender, “whose gender is it – and how this one has become so powerful”.

5.3.2 The representation of technological competence in the Business environment

The portrayal of technology use in the textbooks reveals a gender gap between males and females. Men are presented as the predominant users of technology and as more knowledgeable and competent. Men are frequently shown using technological equipment such as smart boards, computers, ipads and latest phone. In comparison, women are shown using traditional posters and charts when presenting data in the work environment. The broader implication is that nowadays, as it was in the past, men are leading in the technological sphere as well as in the economic arena as the dominant users of advanced technological equipment and are more technologically advanced than their female counterparts. These findings reiterate those of previous studies (Foroutan, 2012, Pillay, 2013, Villa & Guppy, 2015). The findings can be explained that school textbook serve as a tool to reproduce the ideology of the dominant group. The ‘official’ knowledge which is included in school textbooks is a reflection of power relations amongst competing social

groups, thus textbooks contains the knowledge of the powerful (Apple & Christian-Smith, 1991). The examined textbooks marginalize “others”, who may be regarded as the less powerful group. Ideologies may be represented in this way because the powerful group wants learners to learn a particular worldview that validates their position (David, 2012). Textbooks are thus seen as input and output production lines, manufacturing a pool of labourers “for their position in the market society, rather than institutions designed to liberate minds” (Beaton, 2017, p. 180).

By representing women as not technologically astute across the three textbooks, an assumption of women’s incompetency of using technology in the workplace is reinforced. An assumption like this can become accepted as a common-sense notion and is unlikely to be challenged by the readers as assumptions are also used to ‘build a basis for what sounds like a logical argument – and serves to illustrate how text producers can establish what is known and shared’ (Machin & Mayr, 2012, p. 154). Pillay (2013) argued that such representation promotes patriarchal thinking of the use of technology. By foregrounding technology as a male dominated field, subconsciously female learners may believe taken for granted assumptions that they are not capable of being successful in careers that involve technology (Papadakis, 2018). The selected Business Studies textbooks significantly omit the reality that this increased knowledge is seen from the perspective of the writers selective viewpoint, and this omission increases the likelihood of false inferences being drawn (Hart, 2011). The silence on the economic reality in South Africa with regards to women actual participation and role in technology signals an ideological silence, and it is essential to question what is deliberately left unsaid in order to uncover the covert message (Kobira, 2009).

For Butler (1990), this calls for critical objection of gender categories that perpetuate the stereotype of women as technologically deficient, as the text and pictures are presented as the norm. Because textbooks are deemed to be sources of expertise, biases are strengthened and readers are less likely to critically evaluate what these authorities portray (Hart & Lester, 2011). These Business Studies textbooks can therefore serve as hegemonic tools, as they are capable of influencing readers towards assimilation and acceptance of the ideology that women are not technologically astute. It should be noted that although the situation that has been depicted is based on patriarchal thinking on technology, it is not static and can change with time. Women across Africa are now advancing in technology (Dlamini, 2011). Writers should respond to this changing trend by depicting usage of technology by women; this would do much to redress our textbooks’ gender imbalance, which

distorts users' views and perceptions of society. Boys also need to be disabused of the idea that technology is the preserve of 'macho' masculinity (Pillay, 2013).

5.3.3 Masculine behaviour as key in the business environment

Across the three school textbooks typically 'feminine' or 'masculine' traits is given: "femininity is usually associated with being small, quiet, passive, emotional, nurturing, non-aggressive, dependent, and weak. Masculinity is usually associated with being large, loud, and active, with non-emotional aggression and strong leadership abilities". When it comes to conflict in the work place, the three textbooks only portray men as aggressive. They were portrayed as physically and verbally aggressive to their colleagues. The nonappearance of women in aggressive positions strengthens the sexists' assumption that women are fragile, soft and that men are aggressive, a desirable trait required for the workplace (Pillay, 2013). The findings are influential in patterning student's behaviors partly because of the fact that nonadherence to norms of men being violent and aggressive is often punished by varying degrees of social exclusion Butler (1990). Because the text is taken as the truth, student deviation from masculine ideals may lead to violence against gay students and heterosexual students who are perceived to not neatly conform to the social definitions of maleness as represented in the selected textbooks (Butler, 1990). Those male students who do not outwardly adhere to the most dominant and highly valued aspects of manhood such as being aggressive may be victimized, stigmatized, or otherwise relegated to lower social status (Althusser, 1970).

Butler (2000) states that findings which portray men as being strong, violent, muscular, and that "their dominance over women is biologically based" while women remain passive also reinforce patriarchy which conceptualises women as inferior, intellectually and physically. The selected school textbook enacts gender in such a way that it is in line with gender normative expectations. The underlying value that has helped the ideology to survive for centuries finds locus on the idea that patriarchy is constructed, sustained and reproduced through social institutions and structures, which condone power imbalances and hierarchical power relations.

Hence the extent of textbook influence, especially on young audiences that are the main audience of the case studies in this thesis, is expressed by a statement made by Margaret Mead: "our children are not brought up by parents, they are brought up by the media" (David's, 2012).

5.3.4 The representation of stress in the business environment

In all three textbooks women are represented as unable to handle business stress. The authors in the three textbooks present this as an undesirable character trait for entrepreneurial success. In contrast the textbooks foreground men with positive connotations associate with managing stress in the business. These stereotypes used in the textbooks where women are more emotional than rational contributes to the idea that women are subordinate to men. Stereotypes can thus prove to be harmful and limiting the development of certain social groups (Benshoff & Griffin, 2021). These findings reiterate those of previous studies (Yang, 2011, Parker, Larkin & Cockburn, 2017, Foroutan, 2008b, 2009b; Moghadam, 1999; Omarn, 2006).

Such assumptions about women incapability's to handle stress in the workplace are held up through the notion of hegemony. Hegemony is "the means by which a dominant social group maintains control of a subordinate group, a form of unconscious control, in which we take on certain beliefs, practices and attitudes as being natural or normal" (Larkin & Cckburn , 2017, p.256). The findings seem like facts but are naturalized assumptions that are accepted by many through their constant reinforcement such as the idea that males are in control, focused, stronger, more intelligent, and generally superior to other social groups. Such stereotypes and ideologies appear very subtly in the selected school textbooks in the form of "ideological state apparatuses" that shape and represent our culture in certain ways." (Omarn, 2006). Baghdadi and Rezaei (2018) argue that textbooks , and specifically school textbooks, work to "exemplify and reinforce (and more rare challenge) the hegemonic domination of patriarchy " (11-13).Such hegemony , have a bearing on how girls and women see themselves in institutions of learning and the career choices that they deem appropriate for themselves.

The findings from Chapter 4 were discussed in relation to the literature. This discussion indicates that representation in the three grade 11 Business Studies textbooks are patriarchal in nature and presented from a male perspective. The textbooks fail to present gender as a varied and multifaceted concept which should not be the case considering the goals of equality defined by the United Nations and also the goals of the third MDGs, CEDAW, EFA (Education for All by the Year 2015), UNESCO, the Commonwealth Gender Equality Policy objectives and the South African Constitution. Across the three Business Studies school textbooks men were foregrounded as competent, capable and independent in the Business environment. Women on the other hand

were presented as extensions of men, functioning in a reproductive role within a domestic context with little ability to contribute significantly to Business environment and society at large. This canonised knowledge tends to influence and persuade the attitude of the readers. It therefore follows that the way men and women are represented in such a canon of knowledge is likely to have an effect on the attitude of the youth when this is done by means of a narrow and single perspective of knowledge in an incontrovertible manner. Much work needs to be done by key role players in the educational sectors to ensure gender-inclusive textbooks, which equalise the playing fields for both boys and girls (Pillay, 2013).

5.4 Limitations of the study

This qualitative study was conducted on the sample of only three grade 11 Business Studies textbooks. Therefore, it cannot be used for generalisability because the sample is too small to represent all South African textbooks. This study focuses solely on gender, thus it does not examine other factors that influence inequalities, including social class, race, and age. Stereotypes that are reinforced through textbooks do not always impact on female learners negatively. These learners can grow into autonomous individual and choose to challenge societal stereotypes.

5.5 Implication of the study

One important implication of this study is to foster a better understanding of the relationship between textbooks and ideology. A critical teacher education curriculum might provide a perspective on courses like language skills education for the development of skills needed to critically analyse curricular materials in order to develop critical learners. Teachers should help students use their Business Studies textbooks in ways that reveal the ideology behind the text and promote reconstructive thinking. They need to help students recognize the ideological views embedded in their Business Studies textbooks, and also identify contradictions within these ideologies (David, 2012). Furthermore, teachers should acknowledge that in textbooks, there are widely differing views. By helping students understand these issues, teachers can help them realize that ideologies may also be contested. Further studies on textbooks that provide curriculum specialists, researchers and teachers with a better understanding of how textbooks employ pedagogical devices in limiting/delimiting scope for interpretation/misinterpretation would also aid this cause (David, 2017).

Workshops on gender equity issues need to be planned and implemented for curriculum developers and school textbook writers to infuse gender issues into the curriculum from an informed point of view. This thus increases awareness of what a text selects, hides or backgrounds. A critical discourse analysis can assist to look at the obvious and taken-for-granted assumptions in critical ways, so that the ideological content of texts can be challenged. The workshops can also be offered to student teachers to equip them with skills, which have the potential to enable them to deconstruct and reconstruct the meaning that is realised in textbooks.

The findings of this study also have implications for policy in the sense that textbooks, as already indicated, represent a programmatic curriculum. As some of the literature in Chapter 1 and 2 illustrate, textbooks play a key role in structuring the day-to-day lessons in schools and textbooks determine, to a large extent, the knowledge that the students acquire in schools. Given, the critical role of textbooks in the curriculum, the nature and structure of the expository written scholarly text have to be taken into consideration when decisions about selection and recommendations of textbooks are made (Motebang, 2017).

5.6 Suggestions for future research

This study focused on the representation of gender in textbooks. I propose that future studies incorporate race, class and sexuality when exploring gender to enhance the findings by considering all factors that influence human representations in textbooks.

This study was confined to analysing a restricted set of prescribed textbooks within a particular FET subject using a particular research methodology, the researcher recommends that an investigation of gender representation in other subjects in the FET phase using alternate research methodologies. Furthermore a quantitative study can be pursued to maximise the chances of using the findings of the study for generalisability

Further research should explore the approach of interviewing authors and learners to determine their perspective on what is written and learned. This will help to provide in-depth analysis of the relationship between authors and learners.

5.7 Conclusion

In this chapter I presented the summary of the main findings. Through using CDA as analytical tool to deconstruct the hidden ideological meanings behind the written words and visuals I

conclude that textbooks are not neutral, they convey different representations for women and men that perpetuate patriarchal ideologies. Throughout the three textbooks, women were represented in occupational roles that were low-paid and traditionally feminine while occupations that are high paying with high status were associated with men. Leadership, management and entrepreneurship was also scripted as masculine. Male dominance was represented through gender roles and traits. Lastly, the findings reveal a systematic, pervasive association of men with technology, as predominant users of technology, and as more knowledgeable and competent in information technology specifically.

The findings imply textbooks uncritically legitimate the values of the dominant group thereby promoting hegemony (Gramsci, 2009). These representations elevate males into the position of power while demoting females. The findings make explicit the role dominant discourse play in reproducing overt and covert hierarchical power relations used in defining and determining social roles and positioning of men and women in societies.

Therefore, researchers, teachers, pre-service teachers and learners are encouraged to interrogate textbook content and avoid passiveness towards the underlying messages conveyed in School textbooks. There is also a need for textbook writers to question their own ideological assumptions of gender. This calls for a vigorous introspection of possible stereotypes and uncritical assimilation of gender ideologies that may be perpetuated. The possibility of implementing a gender-inclusive curriculum is through intensive critical reflection of oppressive gender norms. This will enable constant removal of prejudiced and controversial gender representations from Business Studies textbooks.

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