

Gender Stereotypes in Short Stories Found in Grade 7 English Textbook

Chevy L. Empalmado¹ Algie P. Manulat² Angelica Rec U. Revilla³

Daisy R. Catubig⁴ Genesis B. Naparan⁵

1. College of Teacher Education, Arts, and Sciences, Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines, 7016
2. College of Teacher Education, Arts, and Sciences, Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines, 7016
3. College of Teacher Education, Arts, and Sciences, Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines, 7016
4. College of Teacher Education, Arts, and Sciences, Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines, 7016
5. College of Teacher Education, Arts, and Sciences, Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines, 7016

* E-mail of the corresponding author: empalmadochevy24@gmail.com

Abstract

Gender stereotypes in educational textbooks have perpetuated societal norms, influencing students' perceptions of gender roles and opportunities for a long time. Thus, this study examines gender representation and stereotypes using Kracauer's Qualitative Content Analysis in eight short stories found in the Grade 7 textbook entitled English Learner's Material used by public schools in the Philippines. The findings reveal a significant gender disparity, with male characters outnumbering females by more than two to one. Female characters are predominantly depicted as nurturing, gentle, and confined to domestic roles, reinforcing traditional gender norms. In contrast, male characters exhibit assertive, competitive traits and are often portrayed in prestigious professions, perpetuating societal expectations of masculinity. Physical descriptions further emphasize these stereotypes, portraying males as strong and females as attractive but fragile. In conclusion, this study underscores the persistent biases in educational materials and advocates for inclusive and balanced representations to foster critical thinking among young learners. Recommendations include promoting gender equality in education, creating inclusive curricula, and fostering critical discussions.

Keywords: *gender stereotype, gender equality, literature, short story*

DOI: 10.7176/JEP/15-12-11

Publication date: December 30th 2024

1. Introduction

Textbooks are vital for academic and personal development, fostering critical thinking (Singh & Singh, 2023). Short stories in English teaching serve as both teaching materials and learning bases. Gender portrayals in textbooks influence students' gender perceptions, reinforcing traditional roles (Hentschel et al., 2019) and potentially harming individuals (Selemin, 2022). Textbooks and curricula should be devoid of gender prejudice and support equality in gender relations in order to provide gender-responsive instruction. Students' experiences at school, particularly how they are portrayed in textbooks, impact how they view themselves and how they project their place in society (UNESCO, 2018).

Studies since the 1970s have revealed persistent gender stereotypes in textbooks (Al-Qatawneh & Rawashdeh, 2019). In the 1980s, English-language textbooks, including civil rights issues and global perspectives, emerged, while the 1990s focused on environmental concerns. However, gender equality remains underrepresented in these textbooks. They do not adequately reflect the goals and achievements of women's involvement, with only a few women mentioned, such as Marie Curie, Hellen Keller, and Mother Teresa (Kato, 2002). Research in Pakistan, India, Turkey, and Romania shows pro-male bias and under representation of women in professional roles (Saher, 2023; Şahin et al., 2021; Cocoradă, 2018). Indonesian textbooks also show persistent gendered language and roles (Aini et al., 2021; Suwastini et al., 2023).

Several international studies reveal pervasive gender inequality in educational textbooks. In Afghanistan, English textbooks significantly underrepresented women in both texts and illustrations, with male characters always appearing before females in phrases and occupying a wider range of social roles (Orfan, 2023). Similarly, in Indonesia, English textbooks reinforce occupational stereotypes with women shown in traditional domestic

roles and men in varied professions. This reflects a lack of gender awareness among textbook authors (Rohmawati & Putra, 2022). Meanwhile, in the Arabic language, textbooks perpetuate gender imbalances, with men prominently featured in both text and illustrations (Muassomach et al., 2023).

In the Philippines, studies on English textbooks for Grades 7 to 10 reveal significant gender disparity, with males more frequently and dominantly portrayed (Aguilar-Delavin, 2022; Curaming & Curaming, 2020). Gender stereotypes in educational materials influence career choices and self-perception, impacting mental health (Kong et al., 2023; NHS et al., 2019). This research examines gender stereotypes in English textbooks used by Grade 7 students in the Philippines to assess equity in representation and its influence on students.

This study highlights the persistent under representation of women and the reinforcement of traditional gender roles in educational materials. This global pattern reflects a broader issue of gender inequality in education, where textbooks across cultures often reinforce stereotypes, neglect gender inclusiveness, and contribute to social norms that uphold gender imbalances. Examining the Philippines' context regarding educational materials contributes to this growing body of research and underscores the need for more equitable and representative educational content.

2. Statement of the Problem

This study is anchored on Bandura's (1977) Social Learning Theory, which explores the portrayal and roles of male and female characters. Social Learning theory posits that gender is learned by observing and modeling behaviors from families, peers, media, and cultural institutions (Razzaque, 2023). Researchers have identified stereotypes in personality traits, domestic behavior, physical appearance, and occupations (Ellemers, 2018).

This study aimed to show the gender stereotypes of the female and male characters in Grade 7 English textbook short stories.

Specifically, it aimed to answer the following questions:

1. What are the characters' genders found in the short stories of the Grade 7 English textbook?
2. What kind of gender stereotype does each female character in the short stories of Grade 7 English textbook portray based on: a) Personality traits, b) Domestic behavior, c) Occupation, and d) Physical Appearance?
3. What kind of gender stereotype does each male character in the short stories of Grade 7 English textbook portray based on: a) Personality traits, b) Domestic behavior, c) Occupation, and d) Physical Appearance?

3. Sources of Data

The researcher used the Grade 7 English textbook by public schools in the Philippines, entitled English Learner's Material (Grade 7). The researcher found full fictional short stories from this textbook with authors and extracted the human characters to be evaluated and analyzed. The stories extracted from the textbooks are as follows: "The Centipede" by Rony V. Diaz, "The Stranger" by Ismael V. Mallari, "The Bread of Salt" by NVM Gonzalez, "The Happiest Boy in the World" by NVM Gonzalez, "Hunger in Barok" by NVM Gonzalez, "My Father Goes to Court" by Carlos Bulosan, "Man in Dapitan" by Loreto Paras-Sulit, and "A Shawl for Anita" by Lolita M. Andrada.

3.1 Procedure

In order to classify each human character from the fictional short stories according to four distinct criteria: personality traits, domestic behavior, occupation, and physical appearance — the researchers first arranged the collected data into tables. Individual characters from the stories will be represented by rows in each table, which will mark these categories in the columns. The "personality traits" column, for instance, can list qualities like "strong" or "assertive" for male characters and "kind" or "gentle" for female characters. During the data collection phase, researchers will meticulously read each short story, identifying and recording words, phrases, or sentences describing characters in the four categories. For instance, if a female character is described as "nurturing," this will be recorded under personality traits.

In contrast, any mention of a male character performing outdoor maintenance will be noted in the domestic behaviors category. Following data collection, the recorded information will be coded to identify patterns. This involves marking recurring descriptors within the same category; for example, if multiple characters are described as "nurturing," this will emerge as a common theme under personality traits. The analysis will also examine the frequency of specific occupations associated with gender representations, such as "teacher" or "doctor" for female characters and "farmer" or "landowner" for male characters. Once the data is organized and coded, the researchers will interpret these patterns across the different categories. They may observe that female characters are predominantly assigned domestic roles while male characters often occupy high-status

professions. This interpretation will shed light on how these representations, particularly in an educational setting, either support or contradict conventional gender norms. In order to wrap up their findings, the researchers provided a summary of the data analysis implications, emphasizing how the recurrent themes in character portrayals may affect students' perception of gender roles and contribute to the broader discourse on gender representation in educational literature.

4. Findings and Discussion

Table 1. Gender of the female and male characters.

Story	Character	Gender
The Centipede	Delia	Female
	Eddie	Male
	Father	Male
	Berto	Male
The Stranger	First Person POV	Male
	David	Male
	Pendong	Male
	David's Father	Male
	David's Mother	Female
The Bread of Salt	First Person POV	Male
	Grandmother	Female
	Aida	Female
	Pete Saez	Male
	Don Esteban	Male
	Josefina	Male
	Maestro Antonino	Male
The Happiest Boy in the World	Julio	Male
	Jose	Male
	Ka Ponso	Male
Hunger in Barok	Cesar Manalo	Male
	Pare Crispin	Male
My Father Goes to Court	First Person POV	Male
	Rich Man	Male
	Father	Male
Man in Dapitan	Jose Rizal	Male
	Lope	Male
	Lope's Mother	Female
	Lope's Father	Male
A Shawl for Anita	First Person POV	Female
	Mother	Female
	Anita	Female

From the eight short stories extracted from the book, there are 31 characters, where 22 are males and 9 are females.

Table 2. Gender stereotypes for the female characters.

Story	Character	Personality Trait	Domestic Behavior	Occupation	Physical Appearance
The Centipede	Delia	Sadistic	Authoritative	Stays at home	Sickly and weak body
The Stranger	David's Mother	Kind	Prepares the food	Housewife	Not explicitly mentioned
The Bread of Salt	Grandmother	Caring	Overseer of household chores and errands	Homemaker	Elderly and frail
	Aida	Kind	Involved in household events	High School student	Fair cheeks, bobbled dark-brown hair
	Josefina	Welcoming	Manage household events	Music teacher	Curvy
Man in Dapitan	Lope's Mother	Gentle	Spends time outdoors	Housewife	Vision problems
A Shawl for Anita	First Person POV	Envious	Concerned for mother's well-being	Caretaker	Stress face
	Mother	Hardworking	Does household chores	Knitter and Vendor	Thin, frail, and has rheumatic pain
	Anita	Loving	Visits and converses with mother	Housewife	Sickly

Female characters in short stories often serve to support male protagonists, embodying traits like caring, gentleness, and kindness. Research shows that women tend to score higher in agreeableness, conscientiousness, and neuroticism than men (Yehya, 2022). They are typically depicted in domestic roles, responsible for household tasks when men are away (Cerrato et al., 2018). These gender roles stem from cultural norms assigning nurturing and domestic responsibilities to women, influencing professions like nursing and teaching (Mbakile, 2024). Such stereotypes can limit women's opportunities in male-dominated fields, perpetuating disparities in career advancement and pay equity (Clarke, 2020).

Additionally, narratives often imply female characters' physical frailty and emphasize appearance, linking women's success to attractiveness. This portrayal reinforces ideals of ultra-slender beauty, creating insecurities among women (Biefeld et al., 2021). These issues warrant attention, especially in literature aimed at children, to foster more inclusive and empowering representations of women. Bandura's Social Learning Theory (1997) emphasizes that individuals learn behaviors, attitudes, and social norms through observing and imitating others, particularly within their social environment (Koutroubas & Galanakis, 2022). This theory is highly relevant to the portrayal of gender roles in literature, especially in stories consumed by children. According to Bandura (1977), when children observe repetitive patterns in media, such as female characters being confined to nurturing, domestic, and physically frail roles, they internalize these stereotypes as normative behaviors. This internalization happens through vicarious reinforcement—children see these roles rewarded or normalized within stories, reinforcing the belief that these are the "appropriate" ways for women to behave (Yildirim et al., 2020). In the context of the findings, depicting women as caregivers and supporters of male protagonists is a model that young readers may unconsciously adopt. They associate specific behaviors—such as nurturing, kindness, and an emphasis on appearance—with femininity, while strength, leadership, and assertiveness are linked to masculinity. Bandura's theory (1977) suggests that this learned behavior does not stop at observation; it extends into self-regulation, where children begin to mimic these roles in their interactions and aspirations (Ahn et al., 2020).

Furthermore, when stories reinforce ideals of physical beauty or emphasize frailty in women, children, particularly young girls, may develop insecurities or feel pressured to conform to these standards. Bandura highlights the role of self-efficacy—the belief in one's ability to succeed in specific situations (Bhati & Sethy, 2022). Repeated exposure to stereotypes can diminish girls' sense of self-efficacy in male-dominated professions, perpetuating the idea that their capabilities lie primarily in traditionally "feminine" roles. This

contributes to career limitations and reinforces social disparities as children carry these lessons into adulthood.

Table 3. Gender stereotypes for the male characters

Story	Character	Personality Trait	Domestic Behavior	Occupation	Physical Appearance
The Centipede	Eddie	Patient	Helps father hunting	High student	Youthful, slender body
	Father	Supportive	Balances fairness	Hunter	Strong
	Berto	Friendly	Cut woods	Lumberjack	Sweaty, muddy eyes
The Stranger	First Person POV	Doubtful	Skepticism to strangers	Elementary student	Youthful
	David	Friendly	Offers food to friends	Elementary student	Fit and capable
	Pendong	Adventurous	Dependent	Elementary student	Small
The Bread of Salt	David's Father	Hardworking	Provider of the family	Repairman	Not mentioned
	First Person POV	Curious	Run errands	High student	Youthful
	Pete Saez	Confident	Supports mother	Musician	Ash-gray lips
	Don Esteban Maestro Antonino	Hospitable	Head of the family	Coconut plantation owner	Has mustache
The Happiest Boy in the World	Julio	Responsible	Guiding his students	Music Teacher	
	Jose	Obedient	Supports the family	Tenant farmer	Work-worn
	Ka Ponso	Generous	Helps father on farm	High student	Youthful
Hunger in Barok	Cesar Manalo	Empathetic	Head of the household	Landlord	
	Pare Crispin	Hardworking	Careful and responsible landowner	Landowner	Rugged Appearance
My Father Goes to Court	First Person POV	Observant	Provider of the family	Tenant farmer, former carpenter and fisherman	Thin and Wrinkled Face
	Rich Man	Arrogant	Plays at home	Child	Youthful
	Father	Clever	Head of the household	Wealthy landowner	Old and feeble
Man In Dapitan	Jose Rizal	Helpful	Protector of the family	Retired Army	Upright stance
	Lope	Hopeful	Helps the people	Teacher, doctor, polyglot	Attractive face and strong jaw
	Lope's Father	Grateful	Helps mother	Elementary student	Youthful
			Decision-maker	Modest job	Not mentioned

Societal expectations for men include traits such as business acumen, leadership, athleticism, and assertiveness (Ugurlu et al., 2018). However, the portrayal of male characters in recent stories challenges these stereotypes by

depicting them as compassionate and patient, not solely aggressive or arrogant. Despite increasing gender equality ideals, traditional gender roles persist in household dynamics. Men now contribute more to housework than before, focusing on tasks like outdoor maintenance (Donner, 2022). This mirrors the portrayal of male characters in the stories as heads of households and providers without explicit mention of them undertaking traditionally feminine tasks. Gender stereotypes also heavily influence perceptions of suitable career paths. Professions like firefighting are often seen as male-dominated (Doering, 2022). This aligns with the patriarchal representation in the stories, where male characters hold roles like landowners, teachers, and doctors. Physical appearance plays a significant role in defining masculinity, with traits such as facial symmetry, height, and grooming influencing perceptions of attractiveness (Regain Editorial Team, 2024). However, these attributes can reinforce stereotypes about masculinity, linking physical appearance to specific personality traits and societal roles. In media and literature, male characters are consistently portrayed as physically strong, reflecting deep-seated cultural norms (Kumar et al., 2022). This perpetuates a narrow view of masculinity despite evolving social norms.

In line with Social Learning Theory, boys and men learn gender-specific behaviors—such as assertiveness, leadership, athleticism, and business acumen—by observing male role models in literature, media, and society. These stereotypical male traits are reinforced when male characters are consistently depicted as heads of households, providers, or professionals in male-dominated fields like landownership, teaching, or medicine. In the concept of observational learning, individuals do not just passively consume these portrayals (Bandura, 1977); they learn and model their behavior based on what is seen (Lee, 2020). If characters that embody these traits are rewarded within stories, readers may view these behaviors as desirable or normative for men, reinforcing societal expectations. Additionally, Bandura's (1977) idea of vicarious reinforcement helps explain how portraying men as strong, assertive, and dominant figures perpetuate traditional views of masculinity. When stories reward or glamorize these traits, they send a message that these are the qualities that lead to success and respect for men. For example, male characters portrayed as physically strong or attractive often receive admiration or authority, reinforcing cultural norms that associate masculinity with physical prowess. Boys and young men observing these stories may internalize the belief that their value or success is tied to physical strength or assertiveness, shaping their understanding of how men should behave. However, Bandura's theory (1977) also offers insights into the more compassionate and patient portrayals of men, which challenge traditional norms. If male characters in modern stories are shown in nurturing roles or as emotionally expressive, these new portrayals can help broaden the definition of masculinity. Boys observing such characters may learn that it is acceptable—and even rewarding—for men to express compassion and patience. This shift in portrayals reflects Bandura's (1977) concept of modeling, where behaviors outside of traditional stereotypes can be learned and adopted if observed and positively reinforced. While these evolving representations indicate some progress, the persistence of traditional male roles in household dynamics and professions—such as outdoor maintenance or male-dominated careers like firefighting—continues to reinforce gender norms through literature. Bandura's theory (1977) suggests that as long as traditional gender roles remain prominent in stories, they will continue to influence perceptions of appropriate behavior for men. Therefore, to promote more diverse representations of masculinity, educational and media content should provide a broader range of male role models that challenge traditional gender norms and offer alternative, positive behaviors for boys and men to emulate.

Albert Bandura's Social Learning Theory (1977) explains how gender stereotypes in Grade 7 English textbooks are perpetuated through observation and modeling. Students learn gender roles by seeing male characters as assertive leaders and female characters as nurturing and domestic. To challenge these stereotypes, educational materials should present diverse and non-stereotypical characters, aligning with Bandura's emphasis on environmental influences in shaping beliefs and behaviors.

5. Conclusion

Female characters are primarily shown as nurturing and confined to traditional roles, such as caregivers and teachers, reinforcing domestic responsibilities. In contrast, male characters are depicted as assertive and competitive, often occupying high-status professions, symbolizing leadership and dominance. The physical descriptions further emphasize traditional gender norms, with men presented as strong and rugged while women are depicted as frail and attractive. Although there are some efforts to show men as compassionate, the overall portrayal reinforces outdated stereotypes. This highlights the need for more balanced and diverse representations in educational literature to promote gender equality. Additionally, the publication year of the stories may contribute to their patriarchal themes.

To address the gender disparities observed in educational literature, educators and policymakers should take active steps to promote gender equality through curriculum design and textbook content selection. First, educational institutions should regularly review and update reading materials, ensuring they feature diverse and

non-stereotypical representations of male and female characters. Textbooks should include stories that depict women in leadership roles, men in caregiving positions, and characters that defy traditional gender norms. Policymakers should also mandate the inclusion of gender-sensitive guidelines in textbook approval processes, encouraging authors to present a wide range of professions, traits, and roles for all genders. Moreover, integrating training for teachers on gender awareness is crucial so that they can critically evaluate the material they present and facilitate discussions that challenge stereotypes.

Regarding practical classroom strategies, educators can supplement existing materials with diverse resources, such as contemporary literature, media, and real-life case studies highlighting gender equity. Encouraging students to analyze characters' roles and the underlying messages about gender can help foster critical thinking and inclusivity. Ultimately, achieving a more balanced and diverse representation in educational literature requires a concerted effort from all stakeholders. These efforts will contribute to creating an education system that empowers all students, regardless of gender, and prepares them for a more equitable society.

References

- 'Aini, W., Yanto, E. S., & Fitriyana, W. (2021). Gender Representation in the English Textbook for Grade Ninth in Indonesia. *Interaction: Jurnal Pendidikan Bahasa*, 8(2), 208–218. <https://doi.org/10.36232/jurnalpendidikanbahasa.v8i2.1334>
- Aguilar-Delavin, E. (2022). Philippine English modules during COVID-19 pandemic: it is gender sensitivity and responsiveness. *International Journal of Multidisciplinary*, 3(9), 1798–1804. <https://doi.org/10.11594/ijmaber.03.09.19>
- Ahn, J. N., Hu, D., & Vega, M. (2020). “Do as I do, not as I say”: Using social learning theory to unpack the impact of role models on students' outcomes in education. *Social and Personality Psychology Compass*, 14(2), e12517.
- Al-Qatawneh, S., & Rawashdeh, A. A. (2019). Gender representation in the Arabic language textbook for the ninth grade approved by the Ministry of Education for use in schools in the United Arab Emirates (UAE). *Studies in Educational Evaluation*, 60, 90–98. <https://doi.org/10.1016/j.stueduc.2018.12.001>
- Bandura, A. (1977). Social learning theory. *Englewood Cliffs, NJ*: Prentice Hall.
- Bhati, K., & Sethy, T. (2022). Self-efficacy: Theory to educational practice. *The International Journal of Indian Psychology*, 10(1), 1123–1128.
- Biefeld, S. D., Stone, E. A., & Brown, C. S. (2021). Sexy, thin, and white: The intersection of sexualization, body type, and race on stereotypes about women. *Sex Roles*, 85(5), 287–300.
- Cerrato, J., & Cifre, E. (2018). Gender inequality in household chores and Work-Family conflict. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.01330>
- Clarke, H. M. (2020). Gender stereotypes and gender-typed work. *Handbook of labor, human resources and population economics*.
- Cocoradă, E. (2018). Gender stereotypes in school textbooks. *Revista Romaneasca Pentru Educatie Multidimensionala*, 10(4), 65–81. <https://doi.org/10.18662/rrem/73>
- Curaming, E. M., & Curaming, R. A. (2020). Gender (In)equality in English Textbooks in the Philippines: A Critical Discourse Analysis. *Sexuality & Culture*, 24(4), 1167–1188. <https://doi.org/10.1007/s12119-020-09750-4>
- Doering, S. T. a. L. (2022, February 25). Why we gender-stereotype jobs. <https://www.bbc.com/worklife/article/20170728-why-we-gender-stereotype-jobs>
- Donner, F. (2022, February 12). The Household Work Men and Women Do, and Why. *The New York Times*. Retrieved May 18, 2024, from <https://www.nytimes.com/2020/02/12/us/the-household-work-men-and-women-do-and-why.html>
- Ellemers, N. (2018). Gender stereotypes. *Annual review of psychology*, 69, 275–298.
- Koutroubas, V., & Galanakis, M. (2022). Bandura's social learning theory and its importance in the organizational psychology context. *Psychology*, 12(6), 315–322.
- Hentschel, T., Heilman, M. E., & Peus, C. (2019). The Multiple Dimensions of Gender Stereotypes: A current look at men's and women's characterizations of others and themselves. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00011>
- Kato I. (2002). English-Language textbooks and Gender Equality | ヒューライツ大阪 .

- https://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2002/03/english-language-textbooks-and-gender-equality.html
- Kong, L., Wang, J., & Zhang, X. (2023). How gender stereotypes impact the career choice of high school students. *Journal of Education Humanities and Social Sciences*, pp. 12, 254–265. <https://doi.org/10.54097/ehss.v12i.7649>
- Kumar, A. M., Goh, J. Y. Q., Tan, T. H. H., & Siew, C. S. Q. (2022). Gender Stereotypes in Hollywood Movies and Their Evolution over Time: Insights from Network Analysis. *Big Data and Cognitive Computing*, 6(2), 50. <https://doi.org/10.3390/bdcc6020050>
- Lee, J. (2020). The implication of bandura's vicarious reinforcement in observational learning for Christian education. *Journal of Christian Education in Korea*, 61, 81–107.
- Mbakile, S. (2024, February 28). Unpacking the 'Women's Jobs' Stereotype: A Modern Take on Gender Roles. Luvi.sh. <https://www.luvi.sh/womens-jobs-stereotype-a-modern-take-on-gender-roles/>
- Muassomah, M., Halimi, H., Yasmadi, Y., Kamal, H., Zaini, H., & Nadia Jasmine, A. (2023). Gender inequality in Arabic textbook: Misrepresentation of women in culture and society. *International Journal of Society, Culture & Language*, 11(1), 272–288.
- NHS Sexual Health Tayside. (2019, December 13). Gender Stereotypes and Adolescence - NHS Sexual Health Tayside. <https://www.sexualhealthtayside.org/lessons/gender-stereotypes-and-adolescence/>
- Orfan, S. N. (2023). High school English textbooks promote gender inequality in Afghanistan. *Pedagogy, Culture & Society*, 31(3), 403–418.
- Razzaque, S. A. (2023, June 7). A brief introduction to gender theories. <https://www.linkedin.com/pulse/brief-introduction-gender-theories-sm-afnan-razzaque>
- Regain Editorial Team. (2024, April 25). What makes a guy attractive? 18 Physical and personality traits | Regain. <https://www.regain.us/advice/attraction/what-makes-a-guy-attractive-20-physical-and-personality-traits/>
- Rohmawati, S., & Putra, K. A. (2022). Occupational gender stereotypes in Indonesian secondary school English language textbooks. *Voices of English Language Education Society*, 6(1), 160–175.
- Saher, A. (2023). Corpus-based Investigation of Gender Representation in Education: A Content Analysis of Pakistani and Indian High Secondary Schools' Text Books. *Journal of Development and Social Sciences*, 4(1). [https://doi.org/10.47205/jdss.2023\(4-i\)03](https://doi.org/10.47205/jdss.2023(4-i)03)
- Şahin, M. A., & Açikalin, M. (2021). Gender representation in elementary and middle school social studies textbooks in Turkey. *SciSpace - Paper*. <https://typeset.io/papers/gender-representation-in-elementary-and-middle-school-social-47i0iuydj>
- Selemin, J. (2022, June 30). What are gender roles and stereotypes? WebMD. <https://www.webmd.com/sex-relationships/what-are-gender-roles-and-stereotypes>
- Singh, A., & Singh, A. (2023, March 3). Importance of books in students' life. | <https://www.theasianschool.net/blog/importance-of-books-in-students-life/>
- Suwastini, N. K. A., Wiraningsih, P., & Adnyani, K. E. K. (2023). Representation of Gendered Language in English Textbook for Indonesian Junior High Schools. *IJoLE (International Journal of Language Education)*, 1(1), 94. <https://doi.org/10.26858/ijole.v1i1.37632>
- Uğurlu, N. S., Türkoğlu, B., & Kuzlak, A. (2018). How Are Women and Men Perceived? Structure of Gender Stereotypes in Contemporary Turkey. *Nesne Psikoloji Dergisi*, 6(13). <https://doi.org/10.7816/nesne-06-13-04>
- UNESCO. (2018, March 14). Gender equality through school: providing a safe and inclusive learning environment - Unesco. https://gem-report-2017.unesco.org/en/chapter/gender_accountability_through_school/
- Yehya, A. (2022). Leading like a Woman: Understanding why the gender gap in personality traits is widening. *Warwick Knowledge Center*. https://warwick.ac.uk/newsandevents/knowledgecentre/science/psychology/personality_traits_and_gender/
- Yildirim, H., Isik, K., Gulcek, E., & Aylaz, R. (2020). Effect of the Education Which is Offered in Accordance with Bandura's Social Learning Theory on Children's Health Locus of Control, Perceptions and Behaviors. *International Journal of Caring Sciences*, 13(2).

Chevy L. Empalmado, born on June 24, 2003, in Tulawas, Pagadian City, Philippines, is a 21-year-old Filipino student currently pursuing Bachelor of Secondary Education Major in English at Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines. She completed his secondary education at Tulawas Integrated School and elementary education at the same institution.

Algie P. Manulat, born on December 18, 2000, in Sampoli-B, Diplahan, Zamboanga Sibugay, Philippines, is a 23-year-old Filipino student currently pursuing Bachelor of Secondary Education Major in English at Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines. He completed his secondary education at Natan National High School and elementary education at Sampil-B Elementary School.

Angelica Rec U. Revilla, born on June 20, 2002, in Aurora, Zamboanga Del Sur, Philippines, is a 22-year-old Filipino student currently pursuing Bachelor of Secondary Education Major in English at Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines. She completed her secondary education at Midsalip National High School and elementary education at Midsalip Central Elementary School in Midsalip, Zamboanga del Sur.

Daisy R. Catubig is the Research Director of Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines. She was able to publish 2 of her works and is actively working on Saint Columban College's journal, the Panagdait Journal.

Genesis B. Naparan currently works as the Dean of the College of Teacher Education, Arts and Sciences (CTEAS) at Saint Columban College, Pagadian City, Zamboanga del Sur, Philippines. He does research in Higher Education, Educational Management, and Educational Assessment. He has 51 publications in various journals and was cited 133 times.