

**EXPLORING GENDER REPRESENTATION IN BUSINESS STUDIES
TEXTBOOKS AND ITS IMPACT ON THE ACHIEVEMENT OF LEARNING
OUTCOMES IN FURTHER EDUCATION AND TRAINING PHASE IN
MKHANYAKUDE DISTRICT**

By

Nduduzo Brian Gcabashe

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**A dissertation submitted to the Faculty of Education, University of Zululand, in
fulfilment of the requirements for the degree of Master of Education in
Curriculum Studies**

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ABSTRACT

The Department of Basic Education emphasises the importance of textbooks during teaching and learning. Textbooks are supplied to schools every year to ensure that all learners have access to quality education. Teachers in South African schools also perceive textbook as an important teaching aid that helps during teaching and learning. Given the important role that is played by the textbook during teaching and learning, it becomes crucial to investigate gender representation in school textbooks and its impact on the achievement of learning outcomes. Therefore, this study aimed to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. The study adopted a mixed-methods research methodology. Purposive sampling was employed to select six Business Studies teachers. Two Head of Departments and Four post level one teachers were sampled. Simple random sampling was used to select six Business Studies textbooks. Individual semi-structured interviews and focus group interviews were used to collect data from the participants. Document analysis was also used to analyse six Business Studies textbooks. Thematic analysis was used to analyse qualitative data that was collected through interviews, while frequencies and percentages were used to analyse quantitative obtained through document analysis. The study found that most of Business Studies textbooks contain gender-biased images. It also found that Business Studies textbooks use gender-biased language. Furthermore, the study revealed that unequal gender representation may affect the achievement of learning outcomes. Because of the research mentioned above findings, this study recommends that textbook authors should use gender-inclusive language when writing Business Studies textbooks. The study also suggests that gender parity should be prioritised by the Department of Basic Education and Business Studies teachers when selecting textbooks to be used in schools.

Key words: Textbooks, Business Studies, gender representation, gender roles, learning outcomes, teaching, gender roles.

DECLARATION.

STUDENT NUMBER: 2012 22378

I, Nduduzo Brian Gcabashe, declare that the thesis entitled: **Exploring gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Further Education and Training Phase in Mkhanyakude district**, is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references. It has been submitted for the degree of Masters in Education at the University of Zululand. It has not been submitted for any degree or examination in any other university.

CANDIDATE'S SIGNATURE:

SUPERVISOR'S SIGNATURE:

CO-SUPERVIOR'S SIGNATURE:

DEDICATION.

I dedicate this work to my late grandmother, Thalina Mbuthu (MaShenge) and my late mother Nomathemba Laster Mbuthu (Makhumbuza). Thank you all for planting the seed of education in me.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAT	Agricultural Achievement Test
B.S.	Business Studies
BAT	Biology Achievement Test
BBBEE	Broad Black Based Economic Empowerment
BED	Bachelor of Education
Bed Hon.	Bachelor of Education Honours
CAPS	Curriculum and Assessment Policy Statement
CDA	Critical Discourse Analysis
DBE	Department of Basic Education
DH	Departmental Head
DOE	Department of Education
EEA	Employment Equity Act
EFL	English Foreign Language
FET	Further Education and Training
GETT	Gender Equality Task Team
HOD	Head of Department
KZN DOE	Kwa-Zulu Natal Department of Education
LTSMs	Learner Teacher Support Materials
MMAI	Mathematical Material Analysis Instrument
NSC	National Senior Certificate
NCS	National Curriculum Statement.
PL 1	Post Level One

RSA	Republic of South Africa
SADC	Southern African Developing Community
SASA	South African Schools Act
SDA	Skills Development Act
SLT	Social Learning Theory
SMT	School Management Team
SPSS	Statistical Package Social Sciences
SSAT	Social Sciences Achievement Test
ZPD	Zone of Proximal Development

CHAPTER 1: ORIENTATION AND BACKGROUND OF THE STUDY

1.1 Introduction

Although the South African education system has undergone numerous changes, textbooks as a teaching resource remain an important aspect of teaching and learning. Textbooks are at the centre of teaching and learning in the Curriculum and Assessment Policy Statement (CAPS) and many teachers use textbooks as the source of information for teaching and learning in the classrooms. Mumanyi (2014) avers that the textbook is one of the most critical aspects of the curriculum. He further alludes that textbooks represent a heavy financial investment. This means that a huge amount of money is spent on buying textbooks for learners and teachers in schools. According to the Department of Education (2014), schools are required to spend 60% of their budget allocation on purchasing Learning and Teaching Support Materials (LTSMs) and 40% should be spent on buying textbooks.

The investment by the Department of Basic Education on textbooks symbolises the importance of textbooks. In the DoE's publication *Curriculum News for 2010*, the importance of textbooks is emphasised by stating that textbooks play a vital part in teaching and learning. Furthermore, in its newsletter of 2010, the National Department of Basic Education highlighted the importance of textbooks in teaching and learning; the role of textbook, how the textbook should be utilised and the importance of the textbooks should be stressed to the learners and parents (Department of Basic Education, 2010c: 6-7).

The emphasis by DOE is an indication that government values textbooks and wants schools and teachers to have a picture of how they can use textbooks meaningfully. Curriculum and Assessment Policy Statement specifically identifies textbooks as important in the achievement of quality teaching and learning (DBE, 2010b). This is unlike the former curriculum that relied on various support materials and teacher development programmes as tools to interpret and give meaning to the learning outcomes and assessment standards (DoE, 2002a).

The Department of Basic Education has also developed a national catalogue where all approved school textbooks are made available to schools to choose from (DBE, 2010). This allows schools to acquire textbooks that are evaluated and approved by the Department of Basic Education. Considering all these endeavours by the Department of Basic Education of making textbooks to be available to schools, this study aims to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies in the Further Education and Training phase.

1.2 Problem Statement

Curriculum and Assessment Policy Statement underscores textbooks as the primary learning support materials (DBE, 2010b). The circular released by the Kwa-Zulu Natal Department of Education (2018) also emphasised the importance of textbooks by stating that textbooks are standard Learner Teacher Support Materials (LTSM) item that every learner must have and must be prioritised. Furthermore, the KZN Department of Education came up with a plan called universal textbook coverage that is aimed at making sure that all schools have textbooks. According to the KZN DOE (2018), some schools have already attained universal textbook coverage.

In spite of the government's strides to make sure that every learner has access to textbooks, the performance of learners in Business Studies is not satisfactory. Since the introduction of Curriculum and Assessment Policy Statement (CAPS) which emphasises the use of textbooks for teaching and learning, learners' performance in Business Studies National Senior Certificate examination is declining. According to 2017 NSC examination diagnostic report of the Department of Basic Education, in 2014 Business Studies pass percentage was at 77,9%, in 2015 it was at 75,7 %, in 2016 it was 73,7, and in 2017 it drastically decreased to 68.0%. Moreover, the 2017 Business Studies NSC results in Kwa-Zulu Natal were at 63%, while uMkhanyakude district where the study was conducted obtained 58,6% which is less than the national and the provincial averages.

The emphasis on the importance of textbooks when teaching and the huge investment in the procurement of textbooks will make one to expect the performance of learners to improve, yet learners' performance is getting poorer every year.

It is for this reason that the researcher's interest was stimulated to investigate whether textbooks and gender representation in textbooks have any role in the achievement of learning outcomes in Business Studies in the Further Education and Training phase.

1.3 Significance of the study

The study investigated the representation of gender in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies. Even though the Department of Basic Education provides textbooks to schools, the issue of gender representation in school textbooks is not prioritised. The first beneficiary of this study will be Business Studies teachers. The study will make teachers aware of gender representation in textbooks. Once teachers become aware of gender-related issues within textbooks, they can influence their respective schools when buying textbooks.

The second beneficiaries will be authors of Business Studies textbooks. The study alerts the authors about gender-related issues within Business Studies textbooks and its effects on learners; this may lead to authors avoiding to produce textbooks that exacerbate gender inequality among children.

Lastly, the study will benefit the Department of Basic Education officials. The study will inform DBE officials about gender-related issues within Business Studies textbooks and its impact on learners' learning. This may result in DBE including gender equality in their criterion for choosing textbooks.

1.4 Rationale and motivation for the study.

Business Education can play a huge role in empowering learners to become successful entrepreneurs. According to the Department of Basic Education (2011), Business Studies aims to make sure that learners apply leadership and managerial skills and principles while working with others to accomplish business goals. The aims of Business Studies as a subject were studied, and the conclusion was that in order for such aims to materialise, it will start with achieving learning outcomes during Business Studies lessons in schools.

Textbooks were identified as the main instructional resource that is used by many teachers when teaching Business Studies. Maggarty and Pepin (2004) indicate that

textbooks are the oldest resources for teaching and learning. Hence, it is necessary to explore the gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies.

Furthermore, through the researcher's encounter with Business Studies textbooks, he realised that some textbooks contain gender-biased pictures, nouns, pronouns, and roles. The researcher saw the need to conduct formal research where he would bring to the attention of Business Studies teachers the issue of gender issues in some Business Studies textbooks.

Lastly, the paucity of studies focusing on gender-related issues within Business Studies textbooks propelled the researcher to conduct the study. This is because the scarcity of studies on the phenomena may lead one to conclude that there is gender equity in Business Education or gender representation is not important in Business Education when, in reality, gender representation may play a major role in learners' learning.

1.1. Purpose of the study

The purpose of the study is to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies in the Further Education and Training phase.

1.5 Objectives of the study

The objectives of the study were to:

- Explore the status quo of gender representation in the Further Education and Training (FET) phase, Business Studies textbooks.
- Explore teachers' views on the impact of gender representation within textbooks on the achievement of learning outcomes in Business Studies FET phase.
- Determine the role of textbooks in the achievement of learning in Business Studies from teachers' perspectives in the Further Education and Training phase.

1.6 Research questions

- What is the status quo of gender representation in Business Studies textbooks in the FET phase?
- How do teachers perceive gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes?
How do teachers perceive the role of textbooks towards the achievement of learning outcomes in Business Studies in the FET phase?

1.7 Definition of Operational Concepts

Business Studies

Russell (2009) defines Business Studies as the FET subject that falls under the group of commercial subjects. In the context of this study, Business Studies is the FET subject that equips learners with Business management skills.

Gender roles

According to Hulsinga, Yoder, and Martin (2001) gender roles refers to different labour responsibilities, decision making process and knowledge. In the context of this study, 'gender roles' refers to the socially constructed duties that are assigned to males or females such as cooking which is assumed to be the task for females and building house which is a task that is assumed to be for males.

Learner

The South African Schools Act (1996) defines a learner as any person receiving education or obliged to receive education in terms of this Act. This study defines a learner as an individual who is registered in a primary or secondary school.

Learning outcomes

According to Jenkis and Unwin (2001), learning outcomes are statements of what is expected that students will know or be able to do as a result of learning activity. In the context of this study 'learning outcomes' refer to what a learner is expected to gain from the learning process.

Teacher

In the context of this study, Heads of Departments are regarded as teachers. Mbise (2008) defines a teacher as a person who has knowledge, skills and specialised training in teaching, explaining and educating. The study defines a teacher as an individual who is registered with the Council for Educators, qualified and responsible for guiding and giving knowledge that will develop the learner holistically.

1.8 Chapter division

The study is organised into five chapters as follows:

Chapter One

This chapter focuses on the introduction and orientation of the study, explains the purpose, significance of the study and objectives of the study. Key concepts and research questions are also defined.

Chapter Two

The chapter contains a literature review which covers studies which have been conducted in the African context. This chapter focuses on gender representation in school textbooks, the role of textbooks in teaching and learning process, perception of teachers on the role of textbooks in the achievement of learning outcomes and selection of textbooks by teachers. This chapter also outlines the theoretical framework that underpins the study.

Chapter Three

This is a methodology chapter which outlines the research design and methodology used to conduct the research, as well as the data collection instruments used. Sampling methods employed in the study have been explained in the chapter and ethical issues are also covered.

Chapter Four

The chapter reports on the data generated through document analysis and interviews. It also addresses the results and data analysis.

Chapter Five

This is the final chapter; it provides a summary of key findings for the study, conclusions concerning the findings based on the objectives of the study. Recommendations are also outlined in this chapter in relation to the findings, and recommendations for further research are also provided.

1.9 Chapter Summary

This chapter provided the introduction and orientation of the study, the problem statement, significance of the study, rationale of the study, research objectives, research questions and definition of operational concepts. The next chapter discusses the literature review and theoretical framework that underpins this study.

CHAPTER 2: LITERATURE REVIEW.

2.1 Introduction

This study explores gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies. Existing literature on the issue of gender within the field of education have been analysed in this section. Studies that focus on gender within Business Studies are very limited, hence the literature reviewed in this section focus on education fraternity at large. The literature review is organised thematically and focuses on the status of gender representation in school textbooks, the role of textbooks in teaching and learning, the perceptions of teachers on the role of textbooks in the achievement of learning outcomes, and the selection of textbooks by teachers. Social Learning Theory, as a theoretical framework that underpins this study is also discussed in details.

2.2 Gender representation in school textbooks

The literature on the analysis of school textbooks has significantly whirled around gender representation. This is not surprising as the South African curriculum is also sensitive to gender issues (Department of Basic Education, 2011:05). As a result, one of the purposes of the South African curriculum is to equip learners with knowledge, skills and values necessary for self-fulfilment, and meaningful participation in the society as free citizens, irrespective of gender (Department of Basic Education, 2011:4).

In line with the purpose of the curriculum mentioned above, the Department of Education's Gender Equality Task Team (GETT) made recommendations to institute guidelines to deal with sexism in the curriculum, the textbooks and classroom practice (Redpath, 2008). On the basis of the above-mentioned recommendation, teaching and learning should be tailored to embrace the principles of inclusivity in general, and issues of gender representation in particular. Hence gender representation in school textbooks needs to be examined so that the principle of inclusivity can be realised.

Gender equality in school textbooks is neglected by some authors of school textbooks across the African continent. Different authors do not take into consideration that the textbooks they produce are used to teach learners of various genders. The studies

conducted in Africa show that most of the school textbooks are gender-biased and gender insensitive. This trend of gender inequality or bias in school textbooks is across the textbooks of different subjects.

Zakka and Zanzali (2015) conducted a study in Nigeria, a West African country, where they examined gender bias in primary school Mathematics textbooks. They examined two Mathematics textbooks that are widely used in Grades 5 and 6 in primary schools. They counted the characters that represent males and females in each unit of the textbook. The study found that male characters were most dominant compared to female characters in both textbooks. Similarly, Angela (2014) investigated gender disparity in English textbooks. A total of twenty English textbooks were analysed using content and linguistic analysis. It revealed that many examples used in English textbooks in Nigerian schools represented males than females.

Furthermore, gender inequality that is visible in school textbooks is instilled in children through textbooks as they grow. This was confirmed by Sinyahs, Oluyemi and Twaki (2015) who found that gender bias increases as learners move from a lower grade to the next. This study was conducted in Nigeria and the main aim of the study was to examine whether there was gender bias in Grade 5 and 6 Mathematics textbooks. Purposive sampling was used to select two Mathematics textbooks that are frequently used to teach Mathematics in these grades. The study made use of percentages and tables to analyse data. It also reported that there was gender bias in favour of males in Mathematics textbooks.

Gender inequality contained in school textbooks is not confined to the male and female characters visible in the textbook. Characteristics that are attributed to certain gender also contribute to gender inequality. The study that was carried by Sakwa (2018) in Uganda revealed that women were dominant in school textbooks in terms of visibility, but they were constructed as marginal subjects, emotional and in need of man. The study was designed to explore culturally implicit knowledge and gendered discourses that have informed the construction of gender in Ugandan secondary school textbooks. Texts were collected from teachers' term one plans. The researcher states that nine texts from textbooks were analysed and the analysis focused on the representation of males and females in the chosen texts. As a result of the analysis, five discourses were identified where women were depicted as emotional, women as

preoccupied with physical beauty, women as vulnerable victims, women as in need of men and men as breadwinners.

Mohammed and Zaid (2018) conducted a qualitative study in Morocco. The study aimed to explore how personality determines social roles in Amazigh language textbooks. Purposive sampling was adopted to select Grades 1 and 6 Amazigh textbooks. Textbooks were analysed using content analysis. Semi-structured interviews were used to collect data from teachers and gender activists. The data were analysed qualitatively and the results indicated that males were shown to possess masculine traits such as assertiveness, risk-taking and self-reliance while females were depicted as nurturing and affectionate beings.

Studies focusing on gender stereotypes within school textbooks have been conducted in South Africa. Nkosi (2013) conducted a qualitative study that was designed to explore gender stereotypes in isiZulu literary texts for secondary school isiZulu home language learners. Semi-structured interviews were used to collect data from two Grade 11 isiZulu teachers who use literary texts. The study made use of content analysis to analyse the sampled textbooks. Data collected through interviews and textbook analysis were analysed thematically. The study revealed that most of the textbooks depict a woman as a being possessing gentle emotions, who is not expected to express her feelings through shouting and vulgar language.

Studies conducted by Nkosi (2013) and Sakwa (2018) indicate that textbooks that are used in schools exacerbate gender inequality through the characteristics that are attributed to females. Nkosi (2013) also states that the effects of gender stereotypes shown through texts were evident in the class, where boys tended to tease girls by taking their textbooks to show power over them. The studies by Nkosi (2013) and Sakwa (2018) also revealed that texts that are used during teaching and learning reinforce societal values where women are expected to remain submissive to men.

Furthermore, some school textbooks not only assign certain characters to certain a gender, but they also depict females depending on males. This is evident in the qualitative study conducted by Cekiso (2013) which revealed that in fairy tales used in South African classrooms, females were portrayed as submissive and dependent on men to rescue them. The study aimed to investigate gender stereotypes in fairy tales to raise awareness of gender issues in learning and teaching. Two English and two

isiXhosa fairy tales were purposively selected. The analysis of the sampled fairy tales focused on the representation and visibility of male and female characters. The study also indicated that males were depicted as having power, bravery and strength.

The depiction of males as possessing power and strength over women is accompanied by the use of language in textbooks that shows gender disparity. The language used in school textbooks may also aggravate gender inequality. Some studies found that the use of language also worsens gender inequality. For instance, the study that was conducted by Barton and Sakwa (2012) in Uganda, an east African country, which was designed to report on how English textbooks used in secondary schools in Uganda reinforce gender stereotypes that are prevalent in the society, revealed that textbooks recommended by the Education Ministry used language which was not female inclusive.

This implies that textbooks use nouns, pronouns, nicknames and names that are gender-biased. The study that was conducted by Mose (2013) in Kenya, an east African country allude to this. The study focused on the use of the pronoun “he” and nouns containing “man” used in the English course book utilised by Kenyan secondary schools. Three textbooks titled “New Integrated English “were analysed. Sentences containing “he” in a generic sense were identified. The researcher states that roles assigned to males through the use of “he” or words containing “man” were identified. The study found that there is significant use of gender-exclusive language in the selected English textbooks.

Also, Dejene (2017) examined gender representation in the Ethiopian Social Sciences textbooks that are used in primary schools. Content analysis was used to analyse Social Studies textbooks that are used to teach Grades 5-8 in Ethiopian primary schools. Semi-structured interviews with teachers who use textbooks for teaching were conducted. Frequency count was also used to count the occurrences of nouns, pronouns, images that depict women or men representation. Frequencies and chi-square were used to analyse the data. The study found that female pronouns constitute only 24,86% of the total pronouns used in Social Sciences textbooks. The study also highlights that only 12,15% of the total nouns represent women.

The studies that were conducted in East Africa show that language has the power to entrench gender inequality. The use of gendered pronouns and nouns that are

highlighted in the above studies revealed that most of the pronouns that are attributed to males. The issue of gendered language within school textbooks has been investigated in South Africa. Sibanda and Sibanda (2016) conducted a study where they focused on analysing Intermediate phase English workbooks used in South Africa. The main aim of the study was to investigate the linguistic strategies that are employed by the authors to ensure gender sensitivity. Content analysis was used to analyse linguistic degenderisation strategies that twelve Grade 4-6 English workbooks (published in 2014) used to achieve gender sensitivity.

The sampled workbooks were chosen on the assumption that they were more gender-sensitive since they were current at the time of the study. Quantitative scanning was used to count and document the presence and the frequency of gender-neutral constructions. The quantitative data collected from the analysis of workbooks were analysed qualitatively. The study reported that there was a repetition of nouns to avoid gendered pronouns. The study also revealed that none of the workbooks had equal representation of gender, and 7 out of 12 workbooks had most male 'firstness'.

Although the literature indicates that textbooks still contain gender inequalities when it comes to the use of gendered language, one may hope for the better as time goes on, since the study found that authors are now starting to use pronouns that are gender-inclusive. Although it was found that gender-inclusive pronouns are used to avoid gender-divisive pronouns, male 'firstness' within the workbooks may be viewed as the indicator of gender inequality in textbooks.

The issue of male 'firstness' in instructional materials in Africa is also highlighted in the study that was conducted by Pillay and Maistry (2017) in South Africa. The main aim of the study was to examine representations of gender in a sample of Business Studies textbooks from four Southern African countries. Critical Discourse Analysis was employed to analyse four Business Studies textbooks from four Southern African Developing Community (SADC) which are Lesotho, South Africa, Swaziland and Zimbabwe. The selected textbooks were chosen by their popularity and endorsement by the Ministry of Education in each country. It was revealed that males were in the first position in most of the texts. It also indicated that case studies foregrounded more masculine narratives of success in the business sector compared to those of women.

Depicting males in masculine narratives of success in the business sector also add to gender inequality in school textbooks. Literature also shows that textbooks portray males occupying senior positions in businesses and society compared to their female counterparts. Textbooks depict women occupying positions that are not influential in society. The study that was conducted in Ethiopia revealed that men are assigned outdoor and status-enhancing activities while women are regularly assigned domestic and status-eroding activities. The study was conducted by Mehari (2016), and the study aimed to explore how gender was constructed in English textbooks used in primary schools in Ethiopia. Fairclough's three-dimensional model for Critical Discourse Analysis was used to analyse a textbook titled *English for Ethiopian Students Grade 4*.

Furthermore, in studies carried out in North Africa, it was found that textbooks that are used in schools display females in domestic roles. Karima (2017) conducted a study in Morocco, a country located in Northern Africa. It was reported that textbooks show women in stereotypical domestic roles and relegate them to secondary, subordinate and vulnerable positions in the society while males are displayed as beings occupying highly ranked positions in the society. The main aim of the study was to examine major features of gender depiction in the Moroccan English Foreign Language (EFL) textbooks that were approved by the Ministry of Education. Four textbooks were selected because of their common themes. The study adopted frequency count and the criterion that was developed by Oliver (1974) to analyse data.

Chiponda and Wassermann (2015) conducted a study in Malawi, an east African country, where they explored how women are portrayed visually and why they were portrayed in a particular way in History textbooks used in Malawian schools. Three History textbooks that were used in secondary schools in Malawi were analysed. Textbooks were analysed quantitatively and qualitatively. Semiotic analysis and content analysis were used to analyse textbooks quantitatively and qualitatively, respectively. Purposive sampling was used to sample textbooks because of their relevance and availability for the study. It indicated that women were portrayed in domestic and reproductive roles as mothers and wives taking care of children.

The issue of how women are depicted in History textbooks has been investigated also in the South African context. Nene (2014) conducted a study that intended to

investigate and critically scrutinise the visual images of women in selected History textbooks. The study employed a mixed-methods approach and three Grade 12 History textbooks were purposefully sampled; they were analysed using visual semiotics and content analysis. It found that women were silenced in some visuals while their male counterparts were depicted leading conversations.

The studies above indicate that women and men are portrayed occupying certain positions in society. Studies reveal that school textbooks portray women occupying positions that are inferior while men are occupying superior positions. Such findings confirm that gender inequality contained in school textbooks can also be shown through gender roles that are contained in school textbooks. It can also be noted that all the studies that were reviewed above contain identical findings; this reveals that women are depicted engaged in domestic roles while men are portrayed engaged in status-enhancing activities.

It can also be noted that gender disparity in school textbooks can also be contained in images and characters that are used in textbooks. This is evident in a study that was carried out by Foulds (2013) in Kenya, an East African country. The study aimed to explore how students perceive gendered images in their textbooks. Random sampling technique was employed to sample four public schools in Kenya. Interviews were used to collect data from twenty learners who participated in the study. The study revealed that textbook images still depict gendered images where activities such as cooking are for women. The study further indicates that students relate the activities depicted through images with their experiences from their home settings.

The issue of depicting women in inferior positions through images in textbooks is not limited to east African and southern African countries. It also appears in studies that were conducted in Northern Africa. Aoumeur (2014) conducted a study that was aimed at analysing male and female representations in three school textbooks to which children from 6 to 10 years old were exposed, in Algerian primary schools. Three textbooks used in Grades 1, 3 and 5 in Algerian primary schools were analysed. Content analysis was employed to analyse the sampled textbooks. These textbooks were chosen on the basis that they were written in the Arabic language, and the Arabic language is the native language for learners. The study revealed that the selected

textbooks showed males and females stuck in their traditional roles; girls were shown as the extension of their mothers.

Meanwhile, findings by Mohammed and Zaid (2018) are in line with the findings of the study that was conducted by Pillay and Maistry (2014) in South Africa. They found that textbooks depict women as destitute while men were portrayed as confident and educated. The study aimed to understand how gender is represented in Business Studies textbooks available to teachers and learners in the Further Education and Training phase in South African classrooms. Two contemporary Business Studies textbooks were purposively selected, and content analysis was used to analyse the textbooks. The study also found that textbooks were gender-biased and gender insensitive.

It is clear from the studies cited above that gender inequality in textbooks is also exacerbated through images used in textbooks. These studies also highlight that women are portrayed in an inferior position compared to their male counterparts. It can be argued that the portrayal of images can have a lasting effect on learners' learning. This is supported by Mutekwe and Modiba (2012) who found that gender representation in textbooks, directly and indirectly, affect learners. They evaluated gender sensitivity and balance in selected textbooks used in Zimbabwean schools. Purposive sampling was adopted to select thirty participants and six History textbooks to determine how images in History textbooks portray girls and boys, women and men in the society.

The findings of the study by Mutekwe and Modiba (2012) are in line with the findings of the study by Nyevero and Memory (2014). They found that gender imbalance depicted in school textbooks hurt female learners. The study was conducted in Zimbabwe with the aim of establishing the extent of gender responsiveness in primary school English textbooks used in Zimbabwe. Discourse analysis was used to analyse two English textbooks that were widely used in Zimbabwean schools. In the same vein, Nwafor and Umoke (2016) conducted a study where the content of the approved basic science and technology textbook were evaluated. The study employed simple random sampling to select six basic science and technology textbooks. It revealed that textbooks contain illustrations that are not acceptable to both males and females. It was also found that illustrations in the textbooks affect the underrepresented gender.

Mburu and Nyogah (2012) investigated the effect of gender portrayal in selected textbooks in Kenyan primary schools on pupils. The study used simple random sampling to choose 60 teachers who participated in the study and 88 pupils who were sampled through stratified random sampling. Questionnaires were used to collect data from teachers while interviews were used to collect data from pupils. Forty textbooks that are widely used in Kenyan primary schools were analysed. Descriptive analysis was adopted to analyse data. The study indicated that females were underrepresented in textbooks that were sampled and analysed. It further revealed that the absence of female models in textbooks hurts self- image, aspirations and motivation of girls who grow up reading and internalising textbooks. It can be noticed that these studies focused on the portrayal of gender through images in school textbooks. All of the studies that were reviewed revealed that women are negatively depicted in school textbooks used in African countries. Some studies showed that gender-biased depiction of gender through images has a negative effect on learners.

The studies reviewed in this section reveal that there is a great imbalance in the representation of males and females in school textbooks; males are depicted as superior to females. They further revealed that school textbooks depict females playing less important roles, especially in the economies as their role is limited to home settings. The literature reviewed shows that children at an early age are exposed to textbooks that contain gender stereotypic roles. Gendered characters and images are also used in schools to teach learners. Teachers who participated in the study that was conducted by Mohammed and Zaid (2018) indicated that they are aware of gender stereotypic characters that are contained in the textbooks they use, but there are no steps that they are taking to challenge the gendered depiction of images in the textbooks.

The literature also indicates that gender bias can also be shown through the use of pronouns. Studies revealed that the use of gendered pronouns such as “he or she” is still prominent in school textbooks. It was noted from the studies that were reviewed in this section that the use of pronouns such as “he or she” may lead to male ‘firstness’. However, some studies that were reviewed indicated that authors of different books tried to avoid to use gendered pronouns and replaced them with pronouns such as ‘they, are, them’. This shows that, in spite of gender bias that is widespread in school

textbooks, there are authors who make strides to use gender-inclusive language when writing textbooks.

Although the current study does not solely focus on analysing the representation of gender in school textbooks, gender representation in school textbooks cannot be overlooked in curriculum implementation. This is because the theme of gender representation in textbooks emerged prominently in the textbook analysis. This created an opportunity to focus this study towards investigating the impact of gender-biased textbooks in the achievement of learning outcomes in Business Studies in the Further Education and Training.

This section focused on reviewing the literature that looked into gender representation in schools' textbooks in African countries. The next section will concentrate on reviewing the literature that looks into the role of the textbooks in teaching and learning in schools.

2.3 The role of textbooks in teaching and learning

The textbook is an important resource in teaching and learning. Michael and Osei-Poku (2015) support the above claim by stating that the textbook is a vehicle of teaching and learning. Most of the teachers use textbooks as the teaching resource. Teachers and learners depend mostly on textbooks to ensure that the lesson is taking place. Through the use of textbooks, the teacher can communicate more easily and effectively. The study by Symon and Joseph (2014) found that teachers are of the view that textbooks are more convenient compared to other teaching resources.

The study was designed to examine factors that influence the use of instructional media in teaching Mathematics in Kenyan secondary schools. Stratified random sampling, simple random sampling and purposive sampling techniques were adopted to select twenty-four (24) Mathematics teachers and three hundred and seventy-two (372) learners. Interviews, questionnaires and document analysis were used to collect data from the participants. Qualitative data was analysed using content analysis, while frequency counts were used to analyse quantitative data.

A study focusing on the use of instructional media to teach was also conducted by Benson and Adora (2014). They investigated how instructional media are used in

teaching Kiswahili language in secondary schools in Kenya. The study was located in Emuhaya district of Kenya. Saturated sampling was used to choose twenty headteachers while purposive sampling was used to select twenty Kiswahili teachers. Four hundred learners also participated in the study, and they were sampled through random sampling. Questionnaires, document analysis and observation schedules were used as data collection instruments. Data collected was analysed using graphs and percentages. The study found that textbooks were used in all lessons that were observed. Furthermore, Riet (2014) carried out an investigation where teachers were observed on how they use Learner Teacher Support Materials during English lessons in South African primary schools. The study employed a qualitative research design, and interviews and lesson observation were used to collect data from four participants. The study found that teachers use textbooks as the main LTSM.

These studies show that most of the teachers who teach in South African and Kenyan schools use textbooks during their lessons. The study by Benson and Adora (2014) indicates that textbooks were used in all lessons. This is an indication of how popular the textbook is in Kenyan classrooms, an east African country. The use of the textbook is not only dominant in Mathematics and language lessons but also in Social Sciences. Tuimur and Chemwei (2015) examined the availability of necessary instructional resources for teaching conflict and conflict resolution as a topic in Social Studies in primary schools. The study revealed that 100% of the teachers indicated that they use the textbook when teaching. Forty-five primary school teachers who teach Social Sciences participated in the study. Questionnaires, document analysis and class observation schedules were used to collect data. Frequencies and percentages were used to analyse data.

History teachers also use textbooks when teaching the subject. Rugut and Makewa (2016) conducted a study that was aimed at investigating the perception of teachers and learners on the utilisation of educational media and its effects on the teaching and learning History in secondary schools in Nandi Central Sub-County in Kenya. Ten schools were purposefully sampled. Forty-three teachers and fifty-seven form four learners were selected to participate in the study. Questionnaires and document analysis checklist were used to collect data from the participants. Descriptive analysis was used to analyse data. The study revealed that teachers use textbooks as their instructional material when teaching History in Kenya.

This confirms that teachers who teach different subjects use textbooks when teaching. Using a textbooks during teaching and learning might help teachers to achieve learning outcomes. Furthermore, the literature indicates that textbooks also play an integral role in language teaching and learning. The study conducted by Mutehali (2017) in Kenya investigated the role of textbooks in teaching and learning. The study aimed to find out different types of instructional media that teachers use to teach oral literature in secondary schools of Bungoma South Sub-County. Purposive sampling, simple random sampling and stratified random sampling were used to select two hundred and forty-two participants. Questionnaires, observations and interview schedules were used to collect data from the participants. Data collected were coded and analysed through percentages. The study revealed that the majority of teachers use textbooks to teach oral literature.

Furthermore, studies that focus on the utilisation of textbooks during teaching and learning have been carried out in East Africa. Interestingly, studies have tapped into the sphere that may be overlooked when it comes to the benefits of using textbooks. The studies revealed that the use of textbooks does not only benefit learners, but also the teachers. Mumanyi (2014) conducted a study in Mashonaland, a province of Zimbabwe, that was aimed at investigating how teachers use Mathematics textbooks when teaching. Purposive sampling was used to select three out of eight districts in the province, and eighteen schools were selected from three districts participating in the study. Mixed- methods approach was adopted in the study. Interviews and questionnaires were used to collect qualitative and quantitative data, respectively. The study found that the use of textbooks creates opportunities for teacher learning and learner learning.

The findings of the study that was conducted in West Africa reported that teachers' experience in teaching influence the use of textbook. The study was conducted by Apotiade (2017) in Nigeria with the main aim of investigating the influence of stakeholders' perception on textbook utilisation in senior secondary schools in the Oyo state of Nigeria. A descriptive survey was adopted in the study. Random sampling was used to select Mathematics and English teachers from thirty-three schools located in Oyo state. Simple random sampling was also employed to sample one thousand, six hundred and fifty students from the selected schools. The study revealed that the

teachers' experience influences the utilisation of textbooks; teachers who are novices often use textbooks when they are teaching.

It can be argued that the use of textbooks does not help the novice teachers to teach but it also assists seasoned teachers. The study that was conducted by Zuilkowski and Lee (2015) in Zambia reported that textbooks also assist seasoned teachers during the teaching and learning process. The study was designed to explore the availability of textbooks and teachers' coping strategies in the face of poor textbooks in Zambia. A mixed-method approach was employed in the study. Surveys, interviews, class observations and document analysis were used to collect data from the participants. Random sampling was used to choose five state schools and the researcher stated that 105 teachers were chosen in consultation with headteachers.

Furthermore, a study was conducted Mangwaya, Jeko and Manyumwa, (2013) in Zimbabwe by which found that the textbook plays a significant role in improving teacher morale. The focus of the study was on whether textbooks and teachers' resource books were available in sufficient quantities in new farm settlement schools. A mixed-method approach was employed for the study. Interviews and questionnaires were used to collect data from the participants. Random sampling was adopted to select four schools located in the Midlands province. Random sampling was also used to select five teachers from each school that was sampled. The study revealed that in the schools where textbooks were sufficient, teachers' morale was high, and this improved learner pass rate. On the other hand, in schools where there was a shortage of textbooks, there was low teacher morale and high failure rate.

It can also be indicated that teachers use textbooks to assess learners. The study that was conducted in Zimbabwe revealed that teachers refer to textbooks to give activities to learners. The study was conducted by Mumanyi and Ngoepe (2017). The study aimed to investigate how Grade 7 teachers in Mashonaland province use a Mathematics textbook titled *Step in New Primary Mathematics Grade 7* in small group work. A mixed-method approach was employed in the study. Interviews and questionnaires were used as data collection instruments. Stratified random sampling was employed to choose three schools from eight districts in the province and purposive sampling was used to select Grade 7 teachers from the sampled schools.

Also, in East Africa, the study by Malunda and Atwebembeire (2018) found that the majority of teachers use textbooks to give homework and classroom activities to learners. The study was carried out in Uganda. The study aimed to examine the influence of instructional resources on teacher effectiveness in government-aided schools in Uganda. The study made a sample of one thousand and twenty-four teachers from government-aided schools using multi-stage sampling. Furthermore, purposive sampling was used to select eighty-two head teachers and two officials from the Directorate of Education Standards. Questionnaires, interviews and observations were used as data collection tools.

Moreover, studies seeking to draw attention to the role of textbooks in teaching were also conducted in Southern Africa. Findings seem to be in agreement with the findings of the studies that were conducted in East African countries. Mumanyi (2017) conducted a study that intended to investigate the use of textbooks by South African mathematics teachers in the classroom. The survey, direct observation and interviews were used to collect data from the participants. The study reported that teachers use textbooks when selecting examples for classroom practice and homework. The literature reviewed above indicates that textbooks use can be influenced by the experience of the teacher. The literature also revealed that textbooks are used for assessment during the lesson. Studies also showed that textbooks used during teaching and learning assist both learners and teachers.

Moreover, a number of studies that have been conducted previously indicate that textbooks used during teaching and learners equip learners with certain skills. The study by Ngusa and Chiza (2017) conducted in Tanzania in eastern Africa found that the use of textbooks enhances learners' ability to read and write. The study investigated the significance of instructional media as perceived by primary school teachers and learners in Kinondoni District. The study made use of a survey design. Questionnaires were used to collect data from the participants. Nine schools from urban areas and six schools from rural areas were sampled using stratified random sampling, while systematic sampling was used to select thirty-four teachers and two-hundred and ninety-two learners to participate in the study.

Also, the study that was conducted by Maregedze, Chinamasa and Newton (2012) elicited the views of Mathematics teachers and learners on the use of Mathematics

textbooks with answers during teaching and learning. The study was carried out in Zimbabwe. Simple random sampling was employed to select forty Mathematics teachers and one hundred and twenty learners from seven schools located in Mazowe district of Zimbabwe. Questionnaires and interviews were employed to collect data from the participants while bar graphs, line graphs and pie charts were used to analyse data. The study found that the use of textbooks with answers plays a profound role in allowing learners to mark their work during the lesson, which improves learners' skills to assess correct and wrong answers.

Equally, studies that examined the role of the textbook in teaching and learning were conducted in North Africa. Bouzi (2017) carried a study in Morocco, a country located in northern Africa. The study aimed to examine whether and how ELT textbooks present contents that enable learners to meet content standards included in goal areas of communication. The study adopted a mixed-methods research design, and three ELT textbooks were sampled, and these were analysed qualitatively and quantitatively. Frequency count was used to analyse quantitative data while descriptive analysis was used to analyse qualitative data. The study found that textbooks help learners to develop good reading skills.

Since textbooks improve learners' specific skills on, it may be suggested that textbook usage makes learners more competent in their learning. The study conducted in Nigeria substantiates this. Olayinka (2016) revealed that the use of instructional media such as textbooks develops the intellectual abilities of learners. The study was designed to explore the contribution of instructional media to the academic achievement of secondary school learners in Social Studies in the Ekiti State of Nigeria. The study employed a quasi-experiment group design. The experimental group was taught using instructional media while the control group was taught without the instructional media. After the treatment lesson for the experimental group, post-test was administered to test the level of achievement. Purposive sampling was used to select two single-sex schools to participate in the study, and simple random sampling was used to select two co-educational schools.

Simple random sampling was used to select sixty students from single-sex schools and sixty students from co-educational schools. Simple random sampling was used to allocate forty-five boys and forty-five girls into experimental group and control group,

respectively. Social Sciences Achievement Test (SSAT) that was developed by the researcher was used to analyse data and the data generated were analysed using ANOVA and ANCOVA.

As the studies reviewed above indicate that the use of textbooks makes learners learn certain skills, one may assume that there is a relationship between the use of textbooks and the achievement of learning outcomes. Some studies that have been conducted in Africa approve and others disapprove this notion. Studies focusing on exploring the relationship between the use of textbooks and the performance of learners were conducted in West Africa and East Africa.

Adalikwu and Iorkpilgh (2013) conducted a study in Nigeria, a West African country. The study was aimed at investigating the influence of instructional materials on learners' academic performance in senior secondary schools in Cross River state. The study employed a quasi-experimental design. Stratified random sampling was used to select one hundred learners from five secondary schools. Participants were categorised into experimental group and control group. The experimental group was taught using instructional materials while the control group was taught without the instructional materials. The researcher administered the Chemistry Academic Test for both groups, and the results of the test were transformed into group data. Independent t-test and Pearson Product Moment Correlation were used to analyse the data. The study found that there is a relationship between learners' academic performance and the use of instructional materials in teaching and learning.

Furthermore, the study by Ogaga, Wallace and Egbodo (2016) found that the use of instructional materials such as textbooks has a significant correlation with the overall performance of learners in the teaching and learning of Social Sciences. The study aimed to investigate the effect of instructional materials on teaching and learning of Social Studies in secondary schools in Oju local government in the area of Benue state of Nigeria. A survey design was adopted for the study, and random sampling was used to sample twenty-five Social Sciences teachers and seventy-five learners from five schools. Questionnaires were used to collect data from the participants, and chi-square, as well as percentages, were used to analyse it.

Nikwe (2013) also conducted a study in Nigeria, where the effects of instructional media on students' achievement in Agricultural Science in secondary schools were

determined. The study adopted a quasi-experimental design. Two hundred and fifty-eight JSS II learners were sampled using simple random sampling. Participants were divided into an experimental group and a control group. The experimental group was taught using instructional media while the control group was taught without instructional media. Data collected through Agricultural Achievement Test (AAT) was analysed using mean scores, standard deviation and Z-test statistics. The study reported that learners taught with instructional resources performed better than those learners who were taught without instructional materials.

Owalaju (2016) found that there is a significant difference between learners who were taught using instructional materials than those learners who were taught without learning materials. The study aimed to investigate the correlation between instructional media and the learners' academic performance in senior secondary schools of the Osun State of Nigeria. Forty learners participated in the study. Biology Achievement Test (BAT) was employed to collect data. Pupils were allocated into experimental and control groups. The pre-test was administered for both groups before the treatment, and the post-test were administered after the treatment. Mean scores, standard deviation and t-test were used to analyse data.

Moreover, Ifeoma (2013) also conducted a study in Nigeria. The purpose of the study was to find out the effects of the use of instructional media on the educational performance of junior secondary school learners in Jelingo, Taraba State of Nigeria. The experimental research design was adopted in the study. Pre-test and post-test were administered before and after teaching students with instructional media. The study revealed that the use of instructional materials such as workbooks improves learners' quality of learning.

Additionally, Igiri and Effiong (2015) conducted a study to determine the impact of instructional materials in teaching and learning of Biology in Yakur local government area of Cross River in Nigeria. The descriptive research design was used in the study. Twenty-five learners and five teachers were selected through simple random sampling. Questionnaires were used to collect data while percentages and frequencies were used to analyse data. The study found that 58% of the participants agreed that instructional materials make learning real and permanent, while 67% of the participants indicated that instructional materials make learning interesting.

These studies imply that learners who are taught using textbooks in secondary schools perform better than those learners who are taught without the use of instructional media such as textbooks. The studies made use of experiments, and the results showed that those learners who were taught using instructional media perform better. Findings of the studies that were conducted in East Africa concur with what was found by the studies that were conducted in West Africa.

Kimeu, Tanui and Ronoh (2015) investigated the influence of instructional resources on secondary school learners' performance in Makueni Country in Kenya. The study adopted a descriptive research design, and simple random sampling was used to select two national schools, sixteen country schools and seventy-five sub-country schools; ninety-three headteachers and four hundred and eighteen teachers from the sampled schools were also selected. The study revealed that learners' performance is dependent on instructional resources such as teachers' books and learners' textbooks.

In the same vein, Bizimana and Orodho (2014) conducted a quantitative study in Rwanda to determine the correlation between the availability of teaching and learning resources and content delivery in secondary schools in Huye district of Rwanda. Purposive, stratified and random sampling were used to select eighty-one school administrators, one hundred and sixty teachers and three hundred and seventy learners. Questionnaires were used to collect data from the participants, and Pearson's Product Moment Correlation Coefficient statistical technique was used to analyse data. The study reported that there is a positive and significant correlation between teaching and learning resources and content delivery.

Furthermore, Omuna, Onchera and Kimutai (2016) carried a study in Kenya. They explored the availability and the use of instructional resources for teaching and learning of English reading skills and to examine the correlation between instructional materials and learning of English reading skills. The mixed-methods research methodology was adopted for the study. Stratified random sampling and simple random sampling were used to select twenty schools, forty teachers and four hundred and forty-four form three learners. Data was collected through questionnaires, interviews and observation schedule. Percentages, frequencies, tables and figures

were used to analyse data. The study found that there is a significant relationship between the use of instructional resources and the learning of English reading skills.

The study that was conducted by Kasilia, Mulwa and Kamwaria (2018) found that instructional media improves learners' memory as they can remember content learnt easily. The study was carried in Kenyan secondary schools. The study was designed to address the effect of instructional media on learners' academic performance in Christian Religious Education. A descriptive survey design was adopted in the study. Ten schools were selected using simple random sampling, while proportional stratified sampling was used to select three hundred learners. Purposive sampling was also used to sample ten teachers to participate in the study. Questionnaires were used to collect data from the participants. Statistical Package Social Sciences (SPSS) version 23 was used to analyse data.

Studies that were conducted in East Africa reveal that there is a positive relationship between the use of instructional media and learners' performance. These studies indicate that the use of textbooks during teaching and learning not only help learners to perform better in their school work but also their memory is improved. This implies that the use of instructional media such as textbooks during teaching make the content learnt to be rooted in children's minds; this can lead to the accomplishment of learning outcomes.

However, the study conducted by Ndlovu (2018) posits that textbook availability and use in schools do not guarantee that learners will perform well in their studies. Ndlovu (2018) took this position after conducting a study in Zimbabwe which aimed to analyse the effects of school resources on learners' Mathematics achievement. The study adopted simple random sampling to select a sample of three thousand and twenty-one Grade 6 learners, one hundred and fifty-five school heads and two hundred and seventy-four teachers. Data were analysed using Multi-Level Regression Analysis.

Even though the studies that were reviewed above seem to certify the role of the textbook in teaching, some studies conducted in different parts of Africa that evaluated the use of instructional materials such as textbooks in schools came up with different findings. These studies indicated that there is no positive correlation between the use of instructional media and learners' performance. They also revealed that there is a

poor level of textbook usage in some African countries which results in textbooks not contributing to learners' learning.

Yusuf (2018) conducted a study in Nigeria, a West African country. The main aim of the study was to assess the availability of instructional materials in teaching Economics in senior secondary schools in the Kano State of Nigeria. The study made use of descriptive design. Cluster sampling was used to select two-hundred and twelve teachers as the participants in the study. Questionnaires were used to collect data from the participants. The study reported that the extent to which teachers utilise instructional materials in the implementation of the Economics curriculum in secondary schools was low.

Likewise, Milligan, Tikly, Williams, Vianney and Uworwabayeho (2017) conducted a study in Rwanda, an East African country. The purpose of the study was to provide a detailed analysis of the use of textbooks in Rwandan classroom settings and explore barriers to effective use of textbooks. The study utilised a survey design and 120 schools from 30 districts were sampled using a stratified sampling method. Questionnaires, interviews and classroom observations were used to collect data from the participants. The study found that in all 120 schools that were surveyed, textbooks were not used effectively.

The study that was conducted by Lyimo, Too and Kipng'etich (2017) found that instructional materials such as textbooks were inadequate in Tanzanian schools. The study aimed to explore teachers' perception of the availability of instructional materials in secondary schools located in the Arusha district of Tanzania. The study found that the textbook-student ratio was 1:10, which negatively affects the effective use of textbooks in teaching to achieve learning outcomes.

Furthermore, Saviour (2018) carried a qualitative study in Ghana, where teachers' utilisation of instructional resources in teaching Social Studies was examined. Purposive sampling was used to choose twenty Social Sciences teachers and twenty learners from the sampled schools. Interviews were used to collect data from the participants. The study reported that teachers do not use instructional materials to teach Social Sciences. Likewise, a study that was conducted in Kenya, an East African country, revealed that instructional media are poorly used when teaching.

Similarly, Ayoti, Simiyu, Ongeti and Poipoi (2013) found that instructional materials were poorly used by Kiswahili teachers. The study aimed to establish factors that influence the preparation and utilisation of instructional media in teaching Kiswahili in selected public schools. A descriptive survey design was adopted in the study. Simple random sampling was used to select nine head teachers and thirty Kiswahili teachers. Purposive sampling was also used to sample three learners to participate. Documents analysis and interviews were used to collect data from the participants. Thematic analysis was used to analyse qualitative data, and quantitative data were analysed using percentages and frequency count.

The results of the studies conducted in West Africa reviewed above unanimously report that textbooks are poorly used in schools located in West African countries. This is contrary to the studies reviewed earlier that showed that teachers use textbooks in all their lessons. It is also important to note that some studies reviewed above indicated that instructional materials such as textbooks were insufficient in some schools. One may cite the inadequacy of instructional materials as the cause for poor utilisation of textbooks in schools.

Also, some studies that were conducted in the African context found that there is no positive relationship between the use of textbooks and learners' performance. Ngirabakunzi (2017) assessed the relationship between the use of instructional resources and teaching techniques on the performance of English subject in Rwandan secondary schools. The study employed both quantitative and qualitative research designs. Proportionate sampling was used to select two hundred and twenty-two participants. Semi-structured questionnaires and interviews were used to collect data from the participants. SPSS version 16 was used to analyse data. The study revealed that there was no significant relationship between the use of resources and academic performance.

Similarly, the study carried out by Ngusa and Chiza (2017) reported that there was a weak correlation between the use of instructional resources and mastery of reading. The study was carried out in Kinondoni district in Tanzania, and the study was designed to establish the influence of instructional media use on learners' mastery of reading and to write Kiswahili language. Two hundred and ninety-two learners and thirty-four teachers participated in the study. Questionnaires were used to collect data from the

participants and the Pearson Product- moment Correlational Coefficient was used to analyse the data that was collected.

The findings from the studies reviewed above are conflicting the findings by the studies that were reviewed earlier that found that the utilisation of textbooks improves learners' performance.

Furthermore, the literature reveals a lack of correlation between textbook use and the fact that learners' performance is caused by the shortcomings that are evident in some textbooks. Nakawa (2012) conducted a study in Zambia which aimed at examining how several important points in the syllabus are actualised in the Mathematics textbooks used in Zambian schools. Seven Mathematics textbooks published by one company were analysed. The study reported that Mathematics textbooks that were analysed emphasised Mathematical knowledge and skills but they lacked problem-solving skills. The finding by Nakawa (2012) indicates that Mathematics textbooks that were analysed are not in line with the demand of the Mathematics curriculum. This may result in textbook use not contributing to the performance of learners.

Moreover, the study carried out by Buishaw and Ayelew (2013) in Ethiopia found that textbooks that were used were not matching with the demands of the curriculum. The study aimed at evaluating the adequacy of integration of problematic situations and problem-solving skills in Grade 9 and 10 Mathematics textbooks. Mathematics textbooks were analysed using Mathematical Material Analysis Instrument (MMAI), and the interviews were conducted with the experts from the Institute of Curriculum Development and Research. The study reported that Mathematics textbooks that were analysed foster more memorisation of facts than the development of students' problem-solving skills.

Studies focusing on the alignment of textbooks that are used in schools and the learning outcomes was conducted in northern Africa. Slimane (2018) conducted a study in Algeria that was aimed to examine the application of the principles of integration pedagogy in the textbooks and syllabuses; it also examined the congruency of the textbooks with the syllabus. A mixed-method approach was used in the study; document analysis, interviews, questionnaires and classroom observations were used to collect data. The study reported that textbooks are less

aligned with active pedagogy and textbooks do not fully translate the precepts of the syllabus.

Likewise, the study that was conducted in Kenya revealed that teachers had a challenge in using textbooks when teaching reading in Kenyan schools since they are not in line with the curriculum. A qualitative study was carried out by John (2017), and the purpose of the study was to examine challenges faced by teachers of English in using textbooks illustrations in teaching reading comprehension passages. Twenty-four teachers were purposefully sampled for the study. Forty-eight learners were selected through random sampling. Class observations and questionnaires were used to collect data from the participants. Data were analysed using descriptive analysis. The study found that some illustrations contained in the textbooks were not relevant to the curriculum.

In spite of the textbooks that contain some shortcomings, the literature reveals that teachers use those textbooks when teaching. Hamidi & Benaissi (2018) conducted a study in Algeria, and they found that 90% of teachers depend on textbooks in their everyday teaching practices. However, textbooks used for teaching English lack authenticity and the language used in textbooks is poor, which impedes learners' communicative competence. The study was aimed at exploring and evaluating the authenticity of Algerian English textbooks at the high school level. The study was located in the Mascara region of Algeria, and thirty-five English teachers participated in the study. Unstructured observations and questionnaires were used to collect data from the participants.

This study indicates that learning objectives are not achieved through a textbook that has certain deficiencies. The study reported that the use of textbooks that are written in poor language affect learners' communicative competence. Also, some textbooks do not indicate the expected learning objectives to be achieved. Zewdie (2014) conducted a study in Ethiopia which was designed to analyse Physics textbooks that are used in Grades 7 and 8 in Ethiopia. Content analysis was used to analyse Physics textbooks students use. The study employed stratified random sampling to choose Physics textbooks. The textbook analysis focused on learning objectives, text narratives, unit summaries and figures. Eighty learners and twelve teachers from schools located in Debre town were sampled through stratified random sampling. The

study also revealed that the learning objectives stated in the textbooks were not indicating the behaviour expected of learners after completing the unit.

The literature also indicates that teachers do not use textbooks that will help in achieving learning objectives, but they only consider the availability of the textbook. The study conducted by Kira and Komba (2015) in Tanzania revealed this. The study was designed to investigate the status of Geography textbooks that are available in schools for teaching and learning the concepts of meteorology and environmental education. Twelve schools from rural and urban areas in Morogoro were randomly sampled, and four Geography teachers from each school were selected purposefully. Textbooks that were used by teachers to teach Geography were analysed through content analysis by categorising information into five themes. The study reported that the utilisation of Geography textbooks was determined by availability.

The literature reviewed in this section mainly focused on the use of textbooks in teaching and learning. Some studies indicated that textbooks assist teachers and learners in learning. This shows that textbooks play an important role during teaching and learning. Studies reviewed in this section also indicated that school textbooks are used by teachers to give examples, homework and class activities to learners during teaching and learning. However, there is a paucity of studies that provide a clear link between the use of textbook during teaching and learning, and the achievement of learning outcomes, hence this current study taps into that sphere.

On the other hand, there is literature that seems to negate the role of textbooks during teaching and learning. The literature indicated that some textbooks are not in line with the curriculum which renders its use to be futile because learning objectives stipulated in the curriculum are not fully achieved. Studies also indicated that some textbooks contain certain shortcomings which make their utilisation by teachers to be limited since learning objectives are not accomplished well.

Furthermore, judging from the literature reviewed above, few studies explored or investigated the role of textbooks in teaching and learning of Business Studies, neither in South Africa nor around the African continent. Therefore, this study must explore the role of textbooks during teaching and learning of Business Studies in the Further Education and Training phase.

2.4 Perceptions of teachers on using textbooks for teaching to achieve learning outcomes

Textbooks dominate teaching and learning in most classrooms in different countries. As a result, it is necessary to explore the views of the teachers on the utilisation of textbooks during teaching and learning and the achievement of learning outcomes. Teachers are primary users of textbooks during instruction. Hence their views are important for the study. Studies conducted before have focused on eliciting the perceptions of teachers about the availability and the usage of instructional materials in schools.

Ogbaji (2017) conducted a study in Nigeria where fifty-three teachers participated. The study aimed to examine teachers' perception of the utilisation of instructional materials in teaching Social Studies in junior secondary schools. All teachers from fourteen schools located in Calabar Municipality participated in the study. Questionnaires were used to collect data from the participants. Mean, percentages and standard deviation were used to analyse data. The results showed that most of the teachers perceive instructional materials as necessary for teaching and learning.

Likewise, Tilahun (2016) carried a study in Ethiopia. The study reported that teachers have positive views about the use of textbooks during teaching and learning. The study aimed to assess the perception of teachers and learners towards *Grade 12 English for Ethiopia* learners' textbook. Simple random sampling was used to select one hundred and four learners from eight sections and four English teachers. Questionnaires and semi-structured interviews were used to collect data from the participants. Data were analysed using tables and percentages. The studies reviewed above indicate that teachers see the need for textbooks during teaching, so textbooks should be made available to them and be in line with the aims of the curriculum. Furthermore, the literature reveals that teachers still perceive textbooks as a resource that contains valuable information. The study that was carried out in Malawi by Chirwa and Naidoo (2016) found that teachers consider textbooks as reliable and effective teaching material because they have been tried and tested. The study aimed to elicit the views of teachers about Grades 5, 6, 7 and 8 instructional materials after using them. Purposive sampling was employed to select Grades 5, 6, 7 and 8 teachers to

participate in the study. Interviews and questionnaires were used to collect data from the participants.

Furthermore, textbooks do not only help teachers to achieve learning outcomes in their lessons but also enhance their methods of teaching. Teachers who participated in the study by Chacha, Mwanda and Midigo (2017) appreciated the pedagogical value of picture books used in Kenyan elementary schools. The study was intended to assess English teachers' attitudes and beliefs about the pedagogical value of using picture books to teach English oral skills to pre-school learners. A cross-sectional survey design was employed in the study. Teachers from elementary schools located in Tigonzi zone participated in the study. Questionnaires were used to collect data from the participants, and descriptive statistics were used to analyse data. This implies that teachers benefit when using textbooks. Teachers perceive the textbook as a tool that continuously equips them with a variety of teaching methods, which can make it easier for them to achieve the desired learning outcomes for their lessons. The literature also shows that teachers perceive textbooks as a tool that helps them to check whether learning outcomes were achieved or not, through assessing learners.

Kariisa (2016) conducted a study in Uganda, East African country, that was aimed at comparing learners' and teachers' views about Mathematics textbooks of secondary schools of Uganda. The study was quantitative and the survey was administered to four hundred and seventy learners and one-hundred and ninety-two teachers. Questionnaires were used to collect data from the participants. Frequencies and percentages were used to analyse the data that was collected. The study found that 73.40% of teachers' view Mathematics textbooks as a tool that contains authentic assessments.

This suggests that teachers use an assessment from the textbooks to assess the content taught. There is no need for teachers to prepare an assessment for the learners since the textbook contains assessments.

The literature reviewed above indicates that teachers are of the view that textbooks help them in delivering their lessons. However, the literature does not elicit the views of the teachers on the relationship between textbook use and achievement of learning outcomes. The literature also reveals that teachers have positive views about using textbooks when teaching. This might raise the question of whether teachers' utilisation

of textbooks helps them to accomplish any lesson objective or not. Studies from West Africa seem to be disapproving the view that textbooks are authentic tools that help to achieve learning objectives. These studies indicate that textbooks used by teachers do not lead to the achievement of learning outcomes due to the shortcomings that the textbooks possess.

Ossuman and Osei-Poku (2015) conducted a study in Ghana that was aimed at eliciting the concerns of primary school teachers about the textbooks used in Ghanaian primary schools. The participants were selected from primary schools in Ghana; 88 primary school teachers and 420 learners participated in the study. Content analysis was used to analyse 37 textbooks that are used in Ghanaian primary schools. 70% of the teachers who participated in the study indicated that the contents of the textbooks were above the level of learners.

This implies that textbooks are not at the level of the learners. Teachers who decide to use a textbook that is above the level of learners will not be able to achieve learning objectives. Learners who are taught using such textbooks will struggle to master the content that he or she is expected to master. Also, the textbook that is above the level of the learner is likely to give a narrow explanation of certain concepts since it assumes that the learner already understands some of the concepts.

A study conducted by Simam and Rotich (2012) in Kenya reported that teachers indicated that some textbooks provide a shallow discussion of the subject. The main aim of the study was to establish the views of teachers and learners on the quality of textbooks that are used in Kenyan primary schools. A mixed-method approach was adopted in the study. Interviews and questionnaires were used to collect data from the participants. Stratified random sampling was used to select learners and teachers as participants. Quantitative data that was analysed quantitatively while the qualitative data was analysed thematically.

The textbook that provides a shallow discussion of the subject may need to be supported with additional instructional media. The literature reviewed earlier revealed that some teachers are solely dependent on textbooks that are made available to them, especially novice teachers. As a result, textbooks that are above the level of the learner and those that give shallow discussions of the content may make it difficult for teachers to accomplish learning outcomes for their lesson and subjects.

It is clear from the literature that has been reviewed so far that studies conducted do not specifically focus on eliciting the views of teachers on the role of textbooks towards the achievement of learning outcomes. Instead, they focus, amongst other things, on eliciting the views of teachers on the adequacy of content in school textbooks, how teachers use instructional materials and also investigate the concerns of teachers about the textbooks that are used in schools. It is for these reasons that this study elicited the views of teachers on the role of textbooks towards the achievement of learning outcomes.

2.5 Textbook selection by teachers

Teachers' choice of learning materials may play a vital role in making sure that relevant and suitable textbooks are used in schools during teaching and learning. However, teachers' have no clear textbook selection criteria that they use to choose textbooks. Ramagilela and Makgato (2012) posit that the national Department of Education uses generic criteria based on a national curriculum policy for a particular subject. This means that teachers are left on their own to make the selection of textbooks that will suit their context. In South Africa schools are allowed to select textbooks that have been approved by the Department of Basic Education. The list of textbooks appears in the DBE's catalogue, and schools buy from the catalogue.

Studies focusing on textbook selection have been conducted in African countries. Wadesango (2014) conducted a study in Zimbabwe. The focus of the study was to investigate teachers' perception of their participation in the selection and ordering of textbooks in schools. The study comprised of five schools located in Gweru district of Zimbabwe where interviews, questionnaires and document analysis were used to collect data from the participants. The study revealed that teachers are excluded from selecting textbooks, instead only Head of Departments are involved in textbook selection.

This suggests that teachers are not involved in the selection of textbooks. This can make teachers fail to select textbooks that will help them to achieve learning outcomes. The literature indicated that some textbooks are above the level learners, and if teachers are not involved in the selection of textbooks, this may lead to the selection of textbooks that are not relevant for learners.

On the other hand, the literature reveals that teachers in countries where they are involved in the selection of textbooks, they do not have a proper criterion for choosing the textbooks. Kial and Maroko (2013) conducted a study in Kenya. The purpose of the study was to highlight the textbook selection guidelines laid down by the Ministry of Education and explore the actual textbook selection experience among secondary school teachers. The study adopted a case study research design, and for data collection, questionnaires and structured interviews were used. One hundred and three teachers participated in the study, and they were sampled in the bases that they showed a willingness to participate in the study. The study revealed that teachers choose textbooks because of the influence they get from their colleagues. Furthermore, the study reported that teachers choose textbooks because of their familiarity with the title of the textbook. This suggests that teachers choose textbooks because of their personal experiences with the textbooks or the experiences of their colleagues. This symbolises that teachers have no clear criterion that helps them to choose a textbook that is suitable for teaching. One may argue that selecting textbooks based on personal experiences may lead to teachers selecting textbooks that are not proper for teaching.

Furthermore, the literature indicates that teachers choose textbooks that are made available to them. Benson and Adora (2013) carried out a study in Kenya that was aimed at establishing the selection and the use of media in teaching Kiswahili in secondary schools. A descriptive survey design was used in the study. Simple random sampling was adopted to select four hundred learners to participate in the study. Twenty Kiswahili teachers were selected purposively, while twenty head teachers were sampled through saturated sampling. Questionnaires, lesson observation schedules and document analysis guide were used to collect data. Data were analysed using graphs, percentages and frequencies. The study reported that teachers were not following any criteria when selecting teaching media to teach Kiswahili, but they were using the resources that were available to them.

Likewise, Andambi and Kariuki (2013) conducted a study in Bungoma District of Kenya. The study examined the types of learning resources used and teachers' criteria for selecting learning resources when teaching Social Education and Ethics. Simple random sampling was used to select a sample of eighty schools and one thousand and twenty form three and four learners to participate in the study. Questionnaires,

interviews and observation schedules were used to collect data. Descriptive analysis was used to analyse data. The study revealed that teachers do not use any criteria to select learning resources, but they pick the available resources.

Studies that were conducted in Kenya imply that teachers do not have some well-developed criteria they use to select textbooks. However, some studies reveal that some teachers follow certain criteria when selecting textbooks.

Makgato and Ramagilela (2012) conducted a qualitative study in South Africa that was aimed at exploring the criteria that Grade 9 teachers use for the selection of Technology textbooks. Ten schools from Tshwane North and Tshwane South districts in Gauteng province of South Africa were selected using convenience sampling. Five male teachers and five female teachers were sampled purposefully. Semi-structured interviews were used to collect data from the participants and the data was analysed thematically. The study found that all the participants indicated that they select the textbook based on the presentation of activities in the textbook. It is clear from the reviewed literature that teachers do not consider gender representation when selecting textbooks. The literature reveals that teachers focus on how activities are presented in the textbooks and other teachers choose textbook because of the influence they get from their colleagues.

Although the Department of Basic Education has a generic criterion of selecting textbooks; the criteria do not feature gender representation in the textbooks that the DBE approve. The criteria involve appropriate coverage of the content knowledge, explanation of concepts in a clear language, clear and relevant diagrams or sketches, and the inclusion of activities for assessment purposes (Department of Education, 2016). It is for these reasons that this study examines whether teachers consider gender representation when choosing Business Studies textbooks.

2.6 Theoretical framework

Ocholla and Le Roux (2011) explain theoretical framework as the structure that holds and supports the theory of research work and serves as a lens that the researcher uses to examine a particular aspect in his or her field. According to Phakisi (2008), a theoretical framework is an explanation of certain set of an observed phenomenon in terms of a system of constructs and laws that relate these constructs to each other.

She further states that a theoretical framework is considered as an important component of research because it maps a way for the researcher to conduct appropriate research as it provides theoretical underpinnings which enable the researcher to formulate the research problem, ask appropriate research questions as well as a guide in choosing a research design.

Furthermore, Imenda (2014) view a theory as a blueprint, a guide for modelling, a structure that depicts the elements of the structure and the relation of each element to the other, just as the theory depicts the concepts which compose it, and the relation of concepts to one another. In addition, Nilsen (2015) states that a good theory provides a clear explanation of how and why specific relationships lead to specific events. Braun, McCoy and Finkbeiner (2013) state that the application of a theory helps to increase the likelihood that intended outcomes will be achieved. Theories increase the possibility of achievement of outcomes. They further indicate that it provides the rationale for how the programme is strategically structured and delivered. It also offers the basis for assessment of the programme's degree of success in achieving intended outcomes.

Based on the above assertions and discussions, it can be concluded that the theoretical framework assists the researcher to position him or herself in the study. Furthermore, the theoretical framework serves as a blueprint for the research project, by choosing a suitable theoretical framework, the researcher will be able to achieve the intended objectives of the research project and the research questions formulated by the researcher will be answered. The study adopted Bandura's Social Learning Theory of gender.

2.2.1. Social Learning Theory

Albert Bandura's (1977) social learning theory is based on the idea that people learn from interactions with others in the social context. He further indicates that social learning takes place in a social context and is influenced by social norms. Muro and Jeffrey (2008) state that in social learning, meaning is constructed through interaction between people and the environment. Henning (2004) confirms this by indicating that in social learning theory, knowledge is constructed while individuals are engaging in activities, receiving feedback and in participating in human interactions in the social

context. This suggests that interaction with the environment play a major role in knowledge acquisition by an individual.

The environment where the child is raised consists of various components that influence learners' learning. Watson and Shaffer (2005) add that, how children will turn out will depend entirely on their rearing environment and how their parents and other significant people in their lives treat them. Bandura also believes that media is very influential in the learning process. Hence, textbooks as a media for learning in schools are believed to have an influence on how learners learn, perceive themselves and others around them. Textbooks portray the content in the context that has the potential to mould the learner's perception of self, and of others in relation to self. Studies reveal that textbooks play an important role in the process of gender identity in a child (Methuvi, Ileri, Mukuni, Njagi and Karugu, 2012).

Textbooks contain characters that model attributes of certain gender attribute to learners. Learners might unintentionally or intentionally imitate the patterns of thoughts portrayed by the characters contained in textbooks. Furthermore, the literature reviewed highlights that textbooks attribute certain features to men and women (Sakwa, 2018; Mohammed & Zaid, 2018; Nkosi, 2013). In addition, some textbooks portray women characters in inferior positions compared to their male counterparts (Muheri, 2016; Karima, 2017; Chiponda & Wassermann, 2015). Mkuchu (2004) underscores that the depiction of female characters as inferior roles in textbooks can negatively affect the aspirations of female learners. This suggests that textbooks can play a role in enabling or disabling learners in the fulfilment of their future inspirations, or of the learning towards the achievements of such aspirations. This is supported by Mkuchu (2004) who states that the portrayal of women as passive, dependent and weaker jeopardises female learners' future lives.

This stereotypical portrayal of women and male characters can exacerbate gender inequality inside classrooms. Male learners might think that they are more masculine than their female counterparts, and female learners may perceive their male peers as superior than them. This was revealed in the study that was conducted by Nkosi (2013) where gender stereotypes are shown through texts manifested in the classroom, boys tended to tease girls by taking their books, and female learners remained submissive to male learners.

Textbooks not only contained gender-biased characters, but the literature revealed that the language used in textbooks is divisive. Several studies focusing on the use of language in textbooks have uncovered the fact that textbooks use gender-biased language. It was revealed that this has a negative effect on female learners. Dejene (2015) found that almost 88% of nouns used in Ethiopian Social Sciences textbooks were biased to men. This suggests that women were neglected and excluded. Such underrepresentation can make female learners who are taught using that textbook to feel alienated. Foley and Safran (1994) support this by saying, the use of gender-exclusive nouns and pronouns does not provide women with the opportunity for identification.

Failure for female learners to identify with the language used in textbooks may lead to their withdrawal in learning. This may have unfavourable consequences for teachers who teach learners to achieve learning outcomes at the end of the lesson. On the other hand, this might give male learners an upper hand over female learners when it comes to learning. Male learners might find it easier for them to deal with curriculum since they can associate with the names used in the textbooks. Foley and Boulware (1990) maintain that for learners to be motivated to learn and achieve, textbooks should contain characters with which students can identify.

Studies also reveal that textbooks exacerbate gender inequality by depicting gender-biased roles where male are occupying influential positions in society. This is against the women counterparts who are depicted playing domestic roles such as cooking. Mehari (2016) found that men are assigned outdoor and status-enhancing activities, while women are assigned domestic and outdoor and status-eroding activities. Such depiction may be encoded in a child's developing gender schema about gender roles in society. This may have a lasting effect on female learners and it can lead to female learners not taking part in influential positions in the society such as leadership roles.

One of the learning objectives of Business Studies is to produce learners that can apply basic leadership and management skills and principles while working with others to accomplish business goals. (Department of Basic Education, 2011). This learning objective may not appear applicable to a group of learners who view themselves as inferior, and not suitable to hold leadership positions. When textbooks only portray one gender of learners as playing domestic roles in the society; such roles can be instilled

to female learners, and they may perceive themselves as people who cannot play management and leadership roles in the society. The portrayal of one gender leading in business can make that gender group of learners see themselves as people who have a right to occupy senior positions and keep the other gender as subordinates to them in businesses.

The main aim of the study is to explore gender representation in Business Studies textbooks, and its impacts on the achievement of learning outcomes in Business Studies. By employing the social learning theory to underpin the study, the researcher is of the view that it will allow him to understand the views of the participants concerning the phenomena under investigation. In addition, the social learning theory matches with the interpretive paradigm that is employed in the study. This paradigm allows the researcher to understand the experiences of the participants in their natural context and the social learning theory also highlights that the environment where an individual is raised, influences one's knowledge acquisition.

2.3. Chapter summary

This chapter presented the literature review. Literature painted a picture of how gender is represented in school textbooks. Furthermore, literature review highlighted the role of textbooks in teaching and process and also perceptions of teachers on the role of textbooks in teaching and learning, as well as the issue of textbook selection by teachers was highlighted in the literature. After reviewing literature in this section, it appeared that there is scarcity of studies that focus on gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes, hence conducting the current study was necessary. This chapter also discussed the theoretical framework that underpins this study in details. The subsequent chapter will present the research methodology and design.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The literature reviewed the previous chapter focused on how gender is represented in school textbooks that are used in different contexts. The literature also highlighted the role of textbooks in the teaching and learning processes. The Social Learning Theory as a framework that underpins this study was also discussed. Therefore, this chapter presents the research paradigm, methodology, research design, population, sampling, data collection methods, the piloting of instruments, data collection procedures, ethical issues and study limitations and provides justifications for all methodological choices made.

3.2 Research paradigm

The study is located within the interpretive paradigm. According to Christiansen, Bertram and Land (2010), interpretive paradigm aims to understand the world. Cohen and Manion (1994) further state that interpretivist researchers understand the world through human experiences. The current study investigated the phenomenon of gender representation in textbooks from teachers' perspectives. Schwartz-Shea and Yanow (2011) support the use of the interpretivist approach to study human experiences in order to discover their reality from reported experiences. Thus this paradigm allows participants to take centre stage as they are the ones who provide meaning to the phenomenon under investigation.

Furthermore, the interpretive paradigm gives a researcher a chance to listen to participants during the study. The third objective of this study was to elicit the views of the teachers and HODs on the role of textbooks in the achievement of learning outcomes. So, the adoption of the interpretive paradigm provided an opportunity to listen to Business Studies teachers' reflections on the role of textbooks in the achievement of learning outcomes. Thanh and Thanh (2015) add that the interpretive paradigm allows researchers to view the world through the experiences of the participants. Also, in this study, the researcher was open to interpretations given by participants about the phenomenon under investigation.

This paradigm also enabled the researcher to understand the phenomenon under investigation deeper. Klein and Meyers (1998) posit that interpretivism leads to a more comprehensive understanding of a phenomenon. Willis (2007) highlight that the interpretive paradigm views reality as a social construction. The participants in this study provided different perceptions concerning gender representation and its impact on the achievement of learning outcomes in Business Studies. Pioneers of the interpretivist paradigm believe that there is no singular method to acquire knowledge (Smith, 1993). As a result, the researcher employed methods that enabled him to understand in-depth gender representation in school textbooks and its impact on the achievement of learning outcomes, from the perspectives of teachers.

Furthermore, in order for the researcher to achieve the first objective of the study which looked at the status of gender representation in Business Studies, the textbook analysis was conducted. The textbook analysis resulted in the generation of quantitative data that partly assisted in achieving the main aim of the study, which was to determine gender representation and its impact on the achievement of learning outcomes in Business Studies. The study would not be complete without collecting quantitative data which contributed to exploring the phenomena under investigation. Interpretive paradigm also assisted in enabling the researcher to interpret the state of gender representation in Business Studies textbooks. As highlighted above, quantitative data was generated during textbook analysis, the researcher found the interpretive paradigm convenient in interpreting the quantitative findings since the findings were interpreted qualitatively.

3.3. Research Methodology.

A research methodology is a systematic way of solving a problem (Rajasekar, Philominathan and Chinnathambi 2013). Moody (2002) maintains that empirical research methods can be categorised into quantitative, qualitative and mixed-methods. The researcher can choose from these methods. Mixed-method research was employed in this study. Johnson, Onwuegbuzie and Turner (2007) define mixed methods research as the type of research in which a researcher combines elements of quantitative and qualitative research methods to understand the phenomenon in depth. Creswell and Garrett (2008) define mixed-methods as an approach to inquiry

where the researcher applies both quantitative and qualitative approaches to provide a unified understanding of a research problem.

Although this study has employed a mixed-methods research methodology, qualitative data was dominant. Mason (2006) refers to this as qualitatively-driven mixed-method research. Johnson, Onwuegbuzie, & Turner (2007) state that qualitative dominance in a mixed methods study is symbolised as QUAL+ quant. Giving the primary status to the qualitative data is contrary to the views of Howe (2004) and Lincoln (2005) who believe that qualitative research in mixed methods inquiry is always given secondary status. This study also collected a large volume of qualitative data through individual and focus group interviews compared to quantitative data collected through document analysis, hence the study is qualitatively driven.

Furthermore, mixed-method research was employed to deeply understand gender representation and its impact on the achievement of learning outcomes. Employing mixed-methods research enriched the data collection process and the findings of the study. Johnson and Onwuegbuzie (2004) state that mixed-methods research is complementary. In other words, data collection methods used to collect data in a mixed-method research support one another.

Another reason for choosing a mixed-method research method is that it gives answers to a complete range of questions since multiple research methods of collecting data are used. Document analysis was used to collect quantitative data through frequency counts of gender representations in Business Studies textbooks. This addressed the first research question which focused on assessing the status of gender representation in Business Studies textbooks.

Furthermore, individual semi-structured interviews and focus group interviews were used to find answers to the second and the third research questions of this study. The second research question of the study addressed the phenomenon of teacher perceptions about gender representation and its impact on the achievement of learning outcomes. The third research question of the study addressed the role of textbooks on the achievement of learning outcomes in Business Studies.

In overall, the adoption of mixed- methods research in this study added value to the findings of the study. This is supported by Nummela (2006) who indicates that mixed-

methods increases validity in the findings of the study. It can be concluded that the use of mixed-method in the current study ensured validity of the findings of the study. The use of a mixed- method research design also assisted the researcher to present findings holistically, since qualitative and quantitative data was presented and analysed.

3.4 Research design

The study adopted a mixed-method research methodology within the interpretivist paradigm; the phenomenological research design was deemed suitable for the study. Previously, scholars such as Howe (1988) and Reichardt and Cook (1979) believed that phenomenological research design can only be used in pure qualitative research. However, scholars such as Johnson and Onwuegbuzie (2004) believe that phenomenological research design can also work well with mixed-methods research. Researchers who incorporate phenomenological research design to mixed-methods research refer to it as Mixed-Methods Phenomenological Research (MMPR). This study adopted phenomenological research design because it allowed for the exploration of gender representation and its impact on the achievement of learning outcomes in Business Studies, which could not be fully understood when using a single method of investigation.

Lester (2004) states that phenomenology is more concerned with studying experiences from the perspective of individuals. Creswell (2009) also indicates that a phenomenological research design is used when the study is about the life experiences of the participants. Phenomenological research design allowed participants to recount their personal views and experiences regarding gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. Furthermore, this design granted participants the opportunity to highlight their perspectives on the phenomenon under investigation. Participants reported their views about the phenomenon under investigation. Qutashi (2018) adds that the purpose of adopting a phenomenological research design is to look closely at the phenomenon under investigation.

Teachers of Business Studies and HODs in departments of commerce were given a chance to make sense of their experiences concerning the textbooks they use to teach Business Studies. Creswell (2009) adds that the phenomenological research design attempts to understand how participants make sense of their experiences. In addition, Padilla-Diaz (2015) states that participants need to be able to articulate their lived experiences. This implies that participants should share their experiences. Participants were allowed to share their experiences during individual interviews and focus group interviews. Padilla-Diaz (2015) adds that if participants present different experiences, it can be difficult for the researcher to identify common meanings attributed to the phenomenon under investigation. Since Business Studies teachers who participated in this study all use textbooks that were sampled for the study, they shared common views.

The adoption of phenomenology also assisted the researcher to investigate the phenomenon under investigation holistically. This supported by Moustakas (1994) who states that phenomenology focus on the wholeness of experience. This means that the participants should be allowed to express their experiences in regard to the phenomenon completely. The current study managed to allow Business Studies teachers and head of departments to express their experiences regarding the use of textbooks during teaching and learning, impact of gendered textbooks on learners' learning and the role of textbooks in the achievement of learning outcomes. This was much easier for the study to achieve because phenomenology was adopted.

Furthermore, given that the study adopted a mixed-method research methodology, quantitative data was also generated. Textbook analysis was conducted and data gathered through textbook analysis was quantitative. Quantitative data was used to complement the qualitative data gathered through interviews. Green, Caracelli and Graham (1989) indicate that the purpose of combining phenomenological research design with quantitative methods is complementarity. The adoption of phenomenological research design in this study, where quantitative and qualitative data were collected, made it possible for data collected to complement each other.

For instance, quantitative data generated through document analysis made it possible for the researcher to determine the status of gender representation in textbooks. Qualitative data was also generated through interviews. Having these two sets of data

assisted the in data analysis and interpretation of findings. Quantitative data and qualitative data assisted in data interpretation and in drawing conclusions, hence the phenomenological research design was deemed suitable for this study.

3.5 Population

The population for this study included all teachers who teach Business Studies in Mkhanyakude district and all Business Studies textbooks that are CAPS-aligned and prescribed in the same district. According to Mc Millan and Schumacher (2006), a population is a group of elements, individuals, objects or events that conform to a specific criterion, and to which the researcher intends to generalise the results of the research. Since most of the teachers use textbooks when teaching Business Studies in schools located in Mkhanyakude district, the sample was drawn from this population.

3.6 Sampling methods and sample

Sampling refers to the act of selecting a smaller group from a larger population of possible participants. This is done to represent the group adequately through procedures used for the smaller one (Le Compte, Millroy and Preissle,1993). This suggests that few participants from the population are selected. This is supported by Christiansen et al. (2010) who highlight that sampling is a process of deciding which group of people or behaviour to study. Business Studies textbooks, HODs and teachers were sampled to be part of the study. Teachers and HODs were sampled because they are the main users of Business Studies textbooks. They were also sampled because of their experience in teaching Business Studies.

3.6.1 Sampling method

This study employed a purposive sampling method. This type of sampling allows a researcher to choose a small group of participants who are likely to be knowledgeable and informed about the phenomenon of interest. This study sampled six Business Studies teachers purposefully. Four of the six participants were post level one teachers and two were commerce Heads of Department. Four post level one teachers were

chosen based on their experience in teaching Business Studies. Furthermore, the gender balance was ensured when sampling the participants. Four post level one teachers, two females and males were sampled, but for HODs only females participated since HODs of the sampled schools were females.

Heads of Departments were also chosen because they are responsible for monitoring curriculum implementation in schools. The simple random sampling technique was employed in selecting six Business Studies textbooks from all titles available in the entire book population. Alvi (2016) indicates that in simple random sampling, each and every element of the population has an equal chance of being selected in a sample. The participants were sampled because they have rich information about the integration of textbooks in teaching, learning and assessment processes. Furthermore, textbooks were sampled in order to generate quantitative data.

3.6.1.1 Description of the participants

To ensure confidentiality, the real names of individuals who participated in the study were not used. Pseudonyms such as Teacher 1, Teacher 2, Teacher 3 and Teacher 4 were used. To refer to HODs, the pseudonyms HOD1 and HOD 2 were used. This was done to protect the identity of the participants. Demographics of individuals who were sampled for this study are provided in Table 3.1 below. Furthermore, Table 3.2 provides details of six Business Studies textbooks that were sampled for the study.

Table 3.1.: Demographic information of the participants

Participants	Experience in teaching the subject	Subject	Grade	Age	Highest Qualification	Gender	Race
Teacher 1	13 years	Business Studies	10-12	43	Honours in Education	Male	Black
Teacher 2	11 years	Business Studies	11-12	39	Bachelor of Education	Female	Black
Teacher 3	12 Years	Business Studies	10-12	40	Bachelor Education	Male	Black
Teacher 4	13 Years	Business Studies	10-12	51	Diploma in Education	Male	Black
Head 1	8 Years	Business Studies	10-12	30	Bachelor of Education	Female	Black
Head 2	25 years	Business Studies.	10-12	42	Bachelor of Education Honours	Female	Black

Table 3.2.: Textbooks sampled for data analysis.

Date	Grade	Textbooks' Titles	Place	Publisher
2013	12	Solutions for all, Grade 12 Business Studies Learners' Book.	Gauteng, South Africa.	Macmillan South Africa (Pty) Ltd
2015	12	Platinum, Business Studies Learners' Book.	Cape Town, South Africa	Macmillan South Africa (Pty) Ltd
2012	11	Solutions' for all, Grade 11 Business Studies Learners' Book	Gauteng, South Africa	Macmillan South Africa, (Pty) Ltd.
2018	11	Platinum, Business Studies Learners' Book.	Cape Town, South Africa	Pearson Marang (Pty) Ltd
2011	10	Solutions' for all, Business Studies Learners' Book	Gauteng, South Africa.	Macmillan South Africa, (Pty) Ltd.
2015	10	Platinum, Business Studies Learners' Book.	Cape Town, South Africa.	Pearson Marang (Pty) Ltd.

3.7 Data generation methods

The study employed interviews and document analysis as data collection instruments. Semi-structured interviews were used to collect data from HODs while focus group interviews were used to collect data from post level 1 teachers. A document analysis tool was used to record frequency counts of gender representation in Business Studies textbooks.

3.7.1 Semi-structured individual interview

Semi-structured individual interviews (see Appendix E2) with HODs were used to obtain in-depth information about gender representation and its impact on the achievement of learning outcomes in Business Studies. Mzumara (1998) defines a semi-structured individual interview as a conversation initiated by the interviewer, for the specific purpose of obtaining research-relevant information as specified by the research objectives of the systematic explanation. Furthermore, semi-structured individual interviews allowed the participants to be free to express their perceptions

about the impact of gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes.

3.7.2 Focus group interview

A focus group interview (see Appendix E1) was used to collect data from four Business Studies teachers. Cohen, Manion and Morrison (2011) define a focus group interview as a qualitative research technique which is a form of group interview that relies on the interaction within the group to discuss a given topic, aimed at yielding a collective view. A focus group interview was held with four Business Studies teachers. The phenomenon under investigation was presented and the rules of the focus group were stated. In order to ensure a collective view of the focus group, participants were allowed to express their views for every question asked during the focus group.

Participants got a chance to recount their perceptions about the impact of gender representation in textbooks on the achievement of learning outcomes, and how they use textbooks when teaching Business Studies. The focus group interview was facilitated and space for all participants to voice their views was created. This is supported by Silverman (2013) who suggests that in a focus group, the researcher actively directs group discussion by encouraging group members to cooperate with one another. This assisted to avoid domination of the group interview by one participant, which ends up hampering the aim of obtaining the collective view of the focus group interview.

There was an interest in getting the views of all the participants since all members of the focus group interview had something to say since they use textbooks when teaching Business Studies. Rabiee (2004) highlights that participants of the focus group interview are selected on the basis that they would have something to say on the topic. Furthermore, Cohen et al. (2011) indicate that status differentials may be the drawbacks of the focus group. Status differentials were avoided by ensuring that only post level one teachers participated in the focus group.

The focus group interview was held after schooling hours in a quiet venue. This was made to ensure that teaching and learning were not disturbed. The researcher also wanted to ensure that focus the group discussion takes place in the environment where there were no learners who might disturb by making noise in the corridors.

Cohen et al. (2011) highlight that a well-conducted focus group discussion can uncover unique reflections on the concepts studied due to the atmosphere in which the data is generated. This implies that the environment where the focus group is held plays a significant role in the outcomes of the focus group.

3.8 Document analysis

For this study, the documents analysed were six Business Studies textbooks. Business Studies textbooks were analysed in order to determine the status of gender representation contained in the textbooks. Mdtshane (2006) posits that document analysis helps the researcher to uncover meaning, develop understanding and discover insights relevant to the problem researched. Document analysis assisted in investigating gender representation in Business Studies textbooks. (see Appendix F). Fraser-Thomas and Beaudion (2002) add that documents are used to provide practical evidence and to develop converging lines of inquiry to achieve validity and data triangulation. Frequency counts of the depiction of gendered representations in images in the textbooks with regard to the assignment of gender roles and the use of gendered language were recorded. This served as a useful data which assisted with complementing data that was collected through interviews (See appendix E1 and E2).

3.9 Study Pilot

A pilot study was conducted before the main study. Thabane, Ma, Chu, Chang, Ismaila, Rios, Ribson, Thabane, Giangregorio and Goldsmith (2010) define a pilot study as an investigation designed to test the feasibility of methods and procedures for later use on a larger scale. To check the feasibility of data collection tools, a focus group interview was conducted with four pre-service teachers from a local University. During the interview, it became apparent that the semi-structured interview schedule needed to be re-aligned, as some questions appeared to be confusing to the participants. For example, a question on the impact of gender representation in the achievement of learning outcomes appeared to suggest to participants that participants should recount their experiences on the impact of gender in Business Studies textbooks. Hence it was rephrased to ask teachers to only reflect on their experiences as Business Studies teachers. Since the intention was to elicit the views

of the participants on the impact of gender on the achievement of learning outcomes, the interview schedule was amended to avoid any ambiguity.

Furthermore, individual interviews were conducted with two Commerce Heads of Departments from two local schools. The question on the involvement of teachers in the selection of textbooks seemed to be confusing to participants. The question appeared to suggest that participants should reflect on how HODs select textbooks. The intention was to ask HODs to recount on the role of post level one teachers in textbook selection, hence the interview schedule was amended to avoid ambiguities.

A pilot on the textbook analysis tool was also conducted. Six Business Studies textbooks were analysed using the tool developed to analyse textbooks. Textbooks that were used for the pilot study did not form part of the study. Textbooks that are NCS-aligned were analysed in order to test the textbook analysis tool. One of the criteria in the tool was looking at determining the frequency of males and females who are depicted engaged in cooking, ploughing and taking care of children. However, after the pilot of the tool, it was decided that the criteria be rephrased to domestic activities.

3.10 Data collection procedures.

This section presents how data was collected.

3.10.1 Individual semi-structured interviews with HODs for commerce.

The researcher introduced himself before the individual interviews began. He further thanked the participants for availing themselves for an interview. The purpose of the interview was explained to each participant. The main aim of the individual interview was to elicit the views of the commerce Heads of Department on the impact of gender representation in Business Studies textbooks on the achievement of learning outcomes. The principle of anonymity and confidentiality was explained to the participant. It was also made clear to the participants that the information they provide during the interview will not be used against them and the school where they work.

They were given three minutes to read and sign the consent form. All HODs were given a chance to ask questions in relation to their participation. Permission to tape-

record the interview was asked from the participants. Each individual interview lasted for thirty minutes.

3.10.2 Focus group interview with Business Studies teachers.

Before the focus group interview started, time for all participants to introduce themselves was given. This was done in order for them to feel at ease. Participants were welcomed and the main aim of the focus group interview was explained to participants. The main aim of the focus group interview was to elicit the views of Business Studies teachers on the impact of gender representation in Business Studies textbooks on the achievement of learning outcomes. Participants were informed about the principles that the researcher will abide by. The principle of anonymity and confidentiality were clearly explained to the participants. Participants were also informed that participating in the study was voluntary and they could withdraw from the study at any time.

They were also given time to read consent forms and they were asked to sign the consent forms after reading. The rules of the focus group interview were explained to the participants. Permission to tape-record the focus group interview was asked from the participants and they agreed to be tape-recorded. The focus group interview lasted for thirty-eight minutes, and the researcher thanked the participants for participating in the focus group interview.

3.10.3 Document analysis

Six Business Studies textbooks were sampled for this study. Textbooks that were sampled are used by teachers to teach Business Studies in Grade 10 to 12. Two textbooks per grade were sampled. The list of titles for Business Studies textbooks was compiled by the researcher. Textbook titles were obtained from the catalogue of the Department of Basic Education in order to ensure that CAPS-aligned textbooks were selected. The simple random sampling technique mentioned above was then administered to select six textbooks. A textbook analysis tool was developed by the researcher. The tool was aimed at analysing Business Studies textbooks in order to generate data that assisted in answering the question on the status of gender representation in Business Studies textbooks.

The textbook analysis tool was in a table form and this table was made up of five columns. The textbook analysis looked at the number of pictures that depict males and females, roles that are given to males and females, males and females engaged in domestic activities, males and females portrayed owning businesses, and males and females depicted engaged in professional activities. Pictures that contained children was not counted in order to ensure accuracy of data collected. All drawings and photographs that were contained in textbooks were analysed were counted and they were all regarded as images or pictures. The frequency of each occurrence was recorded in the textbook analysis tool. To ensure the accuracy of data collected through textbook analysis, each textbook was analysed twice.

3.11 Data analysis

Qualitative and quantitative data was collected for the study. Qualitative data was collected through individual semi-structured interviews and the focus group interview. Thematic analysis was used to analyse qualitative data. Henning (2004) defines thematic analysis as the process of tracing the thinking pattern of the participants. The researcher started by listening to the interview audios and transcribed the interviews. The verbatim quotation was used to avoid distortion and loss of meaning. When analysing data, the researcher listened to the audios four times and read the transcripts four times to get used to the data.

After familiarising himself with data, a table with five columns was developed. The table was used to group the responses of each participant as per interview question. This assisted in reading responses and assigning codes to the responses. Alhojailan (2012) indicates that coding helps with making connections between different parts of data generated from participants' responses. As a result, coding enabled the researcher to code data that seemed to have different responses. Through coding, similarities and differences in the data were easily identified. Green and red colours were used to shade similar codes and different codes, respectively. Highlighting codes with green and red colours made the development of themes to be much easier.

Data were classified according to themes that emerged from the codes. Several codes that emerged during coding were merged in order to develop themes. Themes

developed were used to present and analyse data. Participants' responses were quoted verbatim and supported with literature during data analyses.

On the other hand, data that was gathered through document analysis was presented quantitatively but interpreted qualitatively. Tables were developed to record the occurrences of various activities performed by males and females depicted in Business Studies textbooks. Pictures that did not portray humans were not considered. This assisted the researcher to look for everyday activities that males and females were depicted engaged in. Everyday activities were categorised into five main aspects.

The statistician was consulted to assist with analysing data contained in the tables. The statistician explained how quantitative data should be analysed. Then, tables, frequencies and percentages were used to analyse quantitative data.

3.12 Ethical issues

Permission to conduct the study was obtained from the KwaZulu-Natal Department of Education. The letter giving permission to conduct the study from KZN DOE was submitted to principals of the schools that were sampled (see Appendix B). During the day of submitting the letter to school principals, the first meeting with the participants from each school was held. The aim of the study and how the study would be conducted was explained to the participants. This was done to give the participants enough time to make an informed decision about whether they want to participate in the study or not. Cohen, Manion and Morrison (2007) support this by stating that voluntarism entails applying the principle of informed consent.

The research proposal was also submitted to the University of Zululand's Research Committee for ethical clearance (see Appendix G). After the ethical clearance was issued, data was collected from schools. The principle of informed consent and the principle of anonymity were prioritised. To ensure the informed consent principle, consent forms were given to the participants to read and sign (see Appendix D). Before signing the consent form, the researcher explained to the participants that their participation was voluntary, they were free to withdraw at any stage of the study, and information they provided would be used for the purposes of the study only.

Furthermore, the researcher asked for the participants' consent (s) for the interviews to be audio-taped.

For the participants to understand the consent forms, three minutes were given to all participants to read. Mack, Woodsong, MacQueen, Guest and Namey (2005) highlight that informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so that they can decide deliberately whether they want to participate or not. Participants signed the consent forms as a sign of agreeing to participate in the study.

The principle of anonymity was ensured for the participants in the study. Flick (2014) recommends that the readers of the report should not be able to identify people who took part in the study. In line with the view above, pseudonyms were used to refer to Business Studies teachers. References to Post Level One teachers included Teacher 1, Teacher 2, Teacher 3 and Teacher 4 while HOD 1 and HOD 2 were used to refer to the Heads of Departments who participated in the study.

In addition, participants' identities will not be disclosed to any individual. Audio-tapes will be kept in a safe place and be destroyed after five years. When reporting the findings, the pseudonyms will be used, and nobody can be able to link the response with any participant in the study.

3.13. Validity

Bell (1993) states that validity tells us whether an item measures describes what it is supposed to measure. The validity of the interview schedule was enhanced through pre-testing. The aim of pre-testing the interview schedule assisted to check whether questions were not ambiguous. The question on eliciting teachers' views about the impact of gender representation in textbooks seemed too ambiguous for participants. The interview schedule was then altered in order for the question to yield the data that it was intended to yield. In addition, interviews were conducted by the researcher and during the data collection process, interviews were transcribed and recorded to ensure validity.

Furthermore, the validity of the textbook analysis tool was enhanced through consulting an expert in the collection of quantitative data from the local university. The

expert recommended that certain information be included in the textbook analysis tool. For instance, the criterion that gathered data on the occupational roles assigned to different genders in textbooks was not included in the textbook analysis tool. However, after consulting the expert in the collection of quantitative data, the textbook analysis tool was altered. Validity was also enhanced by conducting textbook analysis twice to ensure that the data collected were accurate.

3.14 Limitations of the study

Simon (2011) defines study limitations as the potential weaknesses of the study that are beyond the researchers' control. The current study was conducted in four schools located in Kosi Bay Circuit under Mkhanyakude District. The study cannot be generalised to other districts. Also, only six participants were sampled for the study; as a result, the findings cannot be generalised to other Business Studies teachers beyond those who were sampled. The findings cannot also be generalised to other Business Studies textbooks that were not sampled.

Furthermore, for the fact that the researcher is a Business Studies teacher and a cluster co-ordinator in the same Circuit where the study was conducted, the researcher recognises that this may have brought some reservations to the participants or resulted in participants giving information that they think might impress the researcher. However, the researcher overcame this limitation by explaining his role of being a researcher during the study and avoided giving his views about the phenomenon under investigation.

3.15 Chapter summary

A detailed description of the research methodology was covered in this chapter. The chapter explained the research paradigm, research methodology, research design, population, sampling, data generation methods, study piloting, data collection procedures, data analysis, ethical issues and research limitations. The next chapter focuses on analysing the data generated through the methods explained in this chapter.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter outlined the research methodology and the design employed in the study. This chapter presents the findings and discussion of the findings from the data generated through document analysis, individual semi-structured interviews with HODs and a focus group interview with Business Studies teachers.

Findings and discussions are presented in two sections. Section A presents a thematic analysis of the findings from the participants about the impact of gendered textbooks on the achievement of learning outcomes, and the role of textbooks on the achievement of learning outcomes. This section also presents findings on the selection and use of textbooks by teachers. Section B presents frequency counts of gender representations in Business Studies textbooks in terms of occurrence.

SECTION A

Interviews (Refer to Appendix E & F) with the participants required them to reflect on gender representation in Business Studies textbooks for the FET phase. The themes that emerged indicate that opposing views exist about the role of unequal gender representations in textbooks on learning outcomes.

4.2. Two different views on the impact of gendered language in the achievement of learning outcomes

The thematic analysis of semi-structured interviews with two HODs and teachers about the effect of gendered language on learning outcomes revealed two different views. The participants reflected on how the prevalence of the use of pronouns such as 'he' and 'she' impacts learners of different genders in terms of achieving learning outcomes in Business Studies. To this end, two different views were echoed. One is that learners who are underrepresented may unconsciously learn that they are not meant to explore business leadership roles, while the other view is that learners may not be aware of gendered language, hence, the issue of gender representation may be irrelevant to the achievement of learning outcomes. One of the HODs believes that learners whose gender is represented through pronouns, may subtly receive the message that they are superior and more important than their counterparts.

Responding to a question about the impact of gendered language on learning outcomes, HOD 2 stated the following:

“Most of the textbooks come with male gender, every time they use “he” and that means male gender is most dominated than female gender and that makes female gender being discriminated and they feel that they are not taken seriously in the society and they feel that they are rejected and they are not given enough powers to show up that they can do things that male can do”.

HOD 1, on the other hand, believes that both teachers and learners do not pay attention to the gendered language in the textbooks; hence she believes that it cannot have an impact on learners in any way. The HOD stated:

“The issue of language in textbooks, I don’t believe learners even notice that because even teachers if we can be realistic, don’t notice that certain gender is being represented more times than the other one so I don’t think that affect learners’ mindset.”

The impact of gendered language in textbooks on learners has been studied, to some degree. Studies that paid attention to this phenomenon found that a significant number of pronouns used in textbooks represented males. For example, the study conducted by Dejene (2017) in Ethiopia found that 75% of the pronouns used in textbooks represent males. This current study and the study conducted by Dejene (2017) made similar findings. This indicates that most of the school textbooks used in African countries are dominated by males than females.

Within the context of this study which is situated in the rural areas of KwaZulu-Natal in Mkhanyakude District, where traditions are patriarchal in nature, it is possible that the views of HOD 1 that both teachers and learners do not actively notice the gendered language in textbooks is possibly true. However, the inability to notice gendered language in textbooks cannot be understood to suggest that it has no impact on the learners and the achievement of learning outcomes. Thus, the current findings from two HODs indicate the intricate nature of gender representation in textbooks and its complex nature in various contexts.

Similar to the HODs, teachers presented contradictory views on the issue of the impact of gendered language on learners. Some teachers believe that the gender that is less

represented in Business Studies textbooks through pronouns may be negatively affected while other teachers are of the view that gender representation in textbooks does not matter. For instance, Teacher 1 stated:

“I know that it does has an impact. I will just give you a simple scenario when doing a case study in Business Studies only to find that there are two business looking for Porters’ Five Forces model. There is Mr Manzini a male and Mrs Mathenjwa a female. Mr Manzini owns a business with old equipment, less skilled staff, and not paying employees good salaries and on the other hand, there is a new business owned by Mrs Mathenjwa, using modern equipment, pays good salaries and having trained employees. Automatically learners in the classroom become divided. Males won’t feel happy because they are represented by Mr Manzini who is not doing well while females, on the other hand, will be supporting Mrs Mathenjwa and they will feel motivated and they will participate in the lesson which results in them doing well”.

The anecdotal statement by Teacher 1 above implies that teachers come across such cases on a daily basis, where learners become divided because of the gendered language contained in textbooks. This indicates that portraying a certain gender in the inferior position through language use affects learners’ participation during the lesson. Poor learner participation may result in learners of a certain gender not performing well, which places learners of the gender that is well represented at an advantage.

On the other hand, Teacher 4 believes that gender-biased language used in the textbooks does not affect learners. He stated:

“I don’t think exactly that can affect learners that are less represented, because I think what is important is the message that is contained by the case study. If the message that is learnt by the learners from the case study is understandable, to both genders, I think is not going to have a problem”.

The statement by teacher 4 implies that learners are gender blind and they cannot be affected by gender bias contained in the textbook. The finding of this nature gives the impression that teachers believe that learners are not aware of gender issues. This may lead to a situation where teachers say nothing about issues relating to gender inequality portrayed in textbooks. This is evident in the study conducted by Zaid (2018) that revealed that teachers are aware of gender stereotypes contained in textbooks but they take no steps to challenge those stereotypes.

Studies looking on the impact of gendered language that is used in textbooks have been conducted before. In Zimbabwe, an East African country, Modiba and Mutekwe (2012) carried a study that revealed that gender representation in textbooks, directly and indirectly, affect students. Studies that have been conducted by Modiba and Mutekwe (2012) indicate that learners are negatively affected by gender-biased textbooks. However, this current study found that teachers have mixed feelings about the impact of gendered textbooks on learners' education.

It is apparent from the findings of this study that some HODs and teachers believe that gendered language can affect learners. On the other hand, there are those HODs and teachers who believe that the use of gendered language does not affect learners. As indicated earlier, the patriarchal nature of rural societies where the participants live might have impacted their perceptions of how gendered language may affect learners' education.

4.2 Gendered images and their perceived impact on learning

The findings on the impact of gendered language used in Business Studies textbooks were presented in section 4.1. The presented findings showed that participants have differing views about the impact of gendered language on learners' learning. This segment presents findings on the impact of gendered images on learners' learning. Participants echoed that most of the pictures are male dominant and, to a certain extent, gendered images negatively affect female learners. They also echoed that male-gendered images used in textbooks may result in female learners feeling less important than their male counterparts. Responding to the question on the impact of gendered images on learning outcomes, HOD 2 stated:

“Most of the pictures in the textbooks are gendered, and most of the pictures are male-dominated so it becomes a problem when teaching in class because female learners feel that they are not important than male learners.”

In the extract above, HOD 2 confirms that in her experience Business Studies textbooks contain mostly male-gendered images which can be destructive to female learners. Although images are meant to enhance the content contained in the textbooks, it appears that they may result in the discouragement of female learners. Less representation of females through pictures in textbooks adds to the patriarchal

beliefs that are prevalent in some rural communities. This may deepen the roots of patriarchy in schools, in the same manner, it also plays out in the society at large.

Studies focusing on gender representation in textbooks have been conducted before. For example, the study by Mburu and Nyogah (2012) which was carried in Kenya revealed that male images dominated in the sampled primary school textbooks that were analysed. The study further revealed that there was an absence of female pictures in textbooks, and this affects the self-image and aspirations of young girls.

Similar to HODs, teachers are of the view that the less portrayed gender in terms of images may be negatively affected. For instance, Teacher 4 stated:

“Less represented gender is affected. As you know, females have been long marginalised. If maybe, most of the textbooks consider males than females, I think it going to have a negative impact because men are going to do better when it comes to answering questions. For example, in our societies where we grew businesses were started by men.”

The view by Teacher 4 indicates that some textbooks still portray a version of an unequal society where males are depicted playing influential roles in the society and in business while their female counterparts are playing menial roles. In the past, males used to be at the centre of economic activities and most of the textbooks used to depict males owning businesses. This finding also suggests that some textbooks still hold on to the narrative that narrative only men business owners are acceptable, which may make female learners feel excluded.

Similar to Teacher 4’s view, Nwafor and Umoke (2016) found that illustrations in the textbooks affect learners of the underrepresented gender. Furthermore, the study by Nyevero and Memory (2014) also confirms that gender imbalance depicted in school textbooks upsets female learners.

Within the context of this study which is under the rural Mkhanyakude District, it might happen that teachers still use textbooks that contain pictures that are gender-biased. This worsens gender disparity that still exists in some rural areas where males are regarded as superior compared to females. However, the fact some teachers do notice the negative impact that gendered images have on learners creates hope that

teachers will make strides to select textbooks that contain pictures that are gender-inclusive.

It is noticeable from the current finding that HODs and teachers are aware of the effect of gendered images on learners. They believe that the less represented gender may be negatively affected. Noticing the impact of gendered images in textbooks might encourage them to take action to minimise the negative impact gendered images might have on learners' learning.

4.3 Gender roles influence the learners' mind-sets

HODs and teachers' reflections during interviews also indicated that gender inequality in textbooks is not limited to the use of language and pictures but also the assignment of roles. They indicated that gender roles depicted in textbooks can have a lasting impact on the learners, and it can affect their future aspirations. However, participants acknowledged that the curriculum does teach learners about gender equality, and as a result, some learners might not be affected by gender roles contained in Business Studies textbooks.

In relation to the question on the impact of gendered roles learners' outcomes, HOD 1 stated that:

"With regards to one gender being repeated in the textbooks, it can influence the mindset of the learner like if you find that in the book males are holding superior positions, yes it can affect the mindset of the learner, but since there has been Acts with regards to empowering women for example like BBBEE, Employment Equity Act and Skills Development Act, learners are taught on the leadership positions, leadership roles that women are now empowered, it was before during apartheid era where leadership roles were being held by males only."

She also stated that:

"In my community and in my society where I live and in this school where I am teaching, women are holding leadership positions like the principal of this school is the female and the SMT is more dominated by female HODs so this thing of gender representation, I don't think it affects learners so much."

These statements signal that the assignment of certain roles to one gender in textbooks can make learners believe that there are activities that are meant for a specific gender. This can have an impact on learners not to unleash their full capabilities.

Similar to this finding, a study by Karima (2017) in North Africa revealed that textbooks assign domestic activities to females while males are assigned highly ranked positions in society. In the Kenyan context, Foulds (2013) found that women were assigned duties such as cooking. He also found that students relate to activities assigned to a certain gender.

However, the view expressed by the participant in the above extract indicates that Business Studies curriculum contains certain legislations that promote gender equality. This current study also revealed that some societies are shifting towards assigning roles to individuals regardless of their gender. This implies that certain sections of society are becoming aware of gender equality and are starting to assign leadership roles to both men and women.

Moreover, teachers believe in assigning duties according to gender set limitations for both males and females. On the question about the gendered assignment of duties, Teacher 1 stated:

“If textbook shows men in leadership positions in the society, this will mean people who deserve to be in leadership are males. This means female learners won’t give maximum participation because they will think that they are not capable of holding leadership positions”.

This statement suggests that assigning roles, according to gender sets limits for learners. Learners end up believing that there are tasks that are reserved for a certain gender. Teacher 1 gives a practical scenario where female learners allow male learners to lead them, and they remain subordinates. He stated:

“Let me make a simple scenario wherein the classroom you need a class representative; then learners will nominate males because from what they are seeing in textbooks, only males are in leadership positions then they will go for a male”.

This suggests that female learners do get affected by gendered roles contained in textbooks. This makes them believe that leadership positions are for males and then

females need to submit to males. Such findings have a potential of prolonging the inequality that exists in rural societies.

Studies focusing on how textbooks can entrench certain values of the society in Africa have been conducted. The study conducted in South Africa by Nkosi (2013) found that textbooks reinforce societal values where women are expected to remain submissive to men.

In the context of the present study, which is located in rural areas where more males still occupy leadership positions, there is a possibility that female learners may believe that leadership positions are meant for men. Because of what they experience from their societies where they live, there is a likelihood that learners come to school with certain beliefs of seeing men as leaders of society. That is why female learners tend to easily believe the gendered roles contained in the textbooks and shift leadership positions to their male counterparts. This current finding highlights a prejudice that female learners have to withstand from both society and the school.

4.4 Textbook selection

Since the study is about exploring gender representation and its impact on the achievement of learning outcomes, the findings on how textbooks are selected may help to identify whether gender representation is considered when selecting textbooks. This partially helps in answering the research question on the status of gender representation in Business Studies textbooks. The semi-structured interviews allowed the Heads of Department to reflect on the processes followed when selecting textbooks. Two themes emerged from the interviews which are: role players when selecting textbooks and factors considered when choosing textbooks.

4.4.1 Teachers as main textbook selectors

HODs explained the processes that are followed in their schools when selecting textbooks. Responses from HODs indicated that teachers play an integral role when choosing textbooks. Both HODs indicated that their role is to facilitate the process of selecting textbooks.

Responding to a question on the procedures used by schools to select textbooks, HOD 1 stated:

“Publishers send somebody to the school to deliver samples of the textbooks. Those samples are delivered to teachers according to their subjects, teachers have ample time to look at them and choose their preferred textbooks.”

This statement means that teachers are allowed to choose textbooks that they feel are proper for teaching Business Studies. To this end, studies conducted in Africa on textbook selection presents divergent findings. The study carried out by Kial and Maroko (2013) in Kenya reported that teachers were fully participating in textbook selection. On the other hand, the study conducted in Zimbabwe by Wadesango (2014) observed that teachers were excluded from selecting textbooks, rather only Heads of Departments were involved.

Having teachers at the centre stage of selecting textbooks is possible in the context of this study which is Kwa-Zulu Natal under Mkhanyakude District. This is because the Department of Basic Education (DBE) has a database where CAPS-approved textbooks are listed. Teachers are allowed to go through the database and look for textbooks that are suitable for teaching Business Studies. This finding implies that teachers are free to consider different factors in the textbooks, including the issue of gender representation in textbooks before choosing the textbook.

However, having a liberty to choose a textbook from samples offered by publishers to schools cannot be translated into full participation. DBE chooses textbooks that are deemed to be proper according to the DBE's criteria, and the teachers' choices are limited to the number of textbooks listed on the catalogue developed by DBE. Nevertheless, this does not deter teachers from considering certain factors when choosing textbooks.

4.4.2 Content coverage and price as determinants of textbook to be used

HODs echoed the factors that are considered by teachers when choosing Business Studies textbooks. It appeared from the responses that teachers usually look at curriculum related factors; they also indicated that prices of the textbook also determine their choices.

Responding to the question on the factors that influences teachers' choice of textbooks, HOD 1 stated that:

“We just look at how the content is being displayed. Like in Business Studies, it is more important for essays, how they are being explained, how they are structured to make it easier for the learners to understand.”

Furthermore, HOD 2 believes that textbook choice is driven by learners’ preferences and the affordability of such textbooks. She stated that:

“We choose textbooks that learners can enjoy to use in terms of the content. We also choose textbooks that are economically reasonable in terms of prices”.

This finding implies that when choosing textbooks, teachers become preoccupied with content related issues. In addition, the extract from HOD 2 above indicates that financial constraints influence the way schools choose textbooks. The findings of this nature suggests that even if teachers see that the textbook is gender biased and wish to choose another one, they have to consider if the school will be able to afford the other textbook that is gender balanced.

A study looking at the factors considered when choosing textbooks was conducted by Makgato and Ramagilela (2012) in South Africa. They found that teachers select textbooks based on the presentation of activities in the textbook. Furthermore, the study by Kial and Maroko (2013) conducted in Kenya revealed that teachers do not consider any factors when choosing textbooks, rather they select the textbook because of the influence they get from their colleagues.

In the context of the present study, most of the schools have limited funds and they are dependent on government for funding. There is a possibility that teachers might opt for cheaper textbooks in order for the school to purchase a larger number of textbooks. Moreover, in schools where the study was conducted, textbooks are the main source of information; so when choosing textbooks, they try to choose textbooks that learners will understand easily.

4.5 Utilisation of textbooks as a Learner Teacher Support Material in teaching Business Studies

Interviews encouraged participants to reflect on the Learner Teacher Support Materials they use during teaching and learning. It transpired from their responses that

they mainly use textbooks. It also appeared from the participants' responses that they use textbooks in different ways when teaching Business Studies.

4.5.1 Textbook as a source of information

HODs reported on Learner Support Materials they use during teaching and learning. To this end, it appeared that HODs utilise textbooks during their lessons and they regard them as the main source of information. They further indicated that a textbook cannot be used in isolation but it needs to be supported with other Learner Teacher Support Materials.

In relation to the question on the role of textbooks in teaching and learning, HOD 1 said:

"I believe that textbooks are the excellent teaching aids because it gives clear guidance which help teachers and learners to organise learning and make learning to be more effective."

Furthermore, HOD 2 indicated that she uses a textbook to teach Business Studies; however, she emphasised that the textbook needs to be supported with other LTSMs. She said:

"I use textbook just to refer then use some resources like for an example newspaper, articles from magazines and I also refer to subject guidelines and examination guidelines".

These findings suggest that teachers depend mainly on textbooks to teach Business Studies. It also appears from the claim above that using a textbook to teach Business Studies is not enough. Teachers go an extra mile and collect other LTSMs that they use in conjunction with the textbook.

Different scholars in Africa have widely investigated the utilisation of textbooks by teachers. Their studies confirmed that textbooks remain the main source of information in most of the African classrooms. The study that was conducted by Tuimur and Chemwei (2015) in East Africa affirmed that 100% of teachers in Kenya use textbooks when teaching Social Sciences. In contrast, the study that was carried out by Yusuf (2018) in Nigeria, a west African country, reported that there is a low rate of utilisation of instructional materials in the implementation of Economics curriculum.

In addition, teachers indicated that they use the textbook for lesson preparation. They also indicated that they encourage learners to refer to textbooks after the lesson in order to deepen their knowledge about what was covered during the lesson. Teacher 1 reports how he uses the textbook:

“I use textbook but not that I read textbook to the learners. I use textbook just to take some information and ask learners themselves to use textbook. It is important for learners to unpack the textbook after the lesson”.

It also appeared that teachers use textbooks to clarify the content during the lesson. For example, Teacher 2 stated:

“I use textbook to get more examples and if I need a detailed information”.

These views imply that teachers use textbooks as the main source of information. The above statement also highlights that it is not only teachers who use textbooks, but also learners use textbooks to deepen their understanding of certain topics. Therefore, this requires textbooks to be gender inclusive since learners of different genders utilise them during and after the lessons.

Studies focusing on using the textbook to clarify the curriculum have been conducted previously. Ngusa and Chiza (2017) carried a study in Tanzania, an east African country, where they reported that teachers use textbooks to enhance learners' ability to read and write. The study that was conducted by Lee (2015) in Zambia indicated that teachers use textbooks to remind themselves the content of the lesson.

The current finding of this study is likely in this context since most teachers mainly depend on textbooks due to a lack of resources. Teachers highlighted that they use the textbook as the source of information, and supplement them with newspapers. This finding highlights the situation that teachers and learners face during the teaching and learning of Business Studies, where they are exposed to only textbooks and newspapers. Hence, there is a need for teachers to take the issue of gender parity in textbooks into consideration when using textbooks during teaching and learning.

4.5.2 Ways in which teachers use textbooks

Participants echoed ways in which textbooks are used during teaching and learning. The use of textbooks by participants is important to establish in this study since it

previously appeared that textbooks serve as the main source of information for teachers and learners. This helps to determine whether teachers use textbooks to the benefits of all genders in their classes. From their responses, it emerged that they use textbooks to clarify the content and to assess learners.

Using the textbook to clarify the content

HODs revealed ways in which they utilise Business Studies textbooks. The views expressed by the HODs were generally common, and they all revolved around using textbooks to clarify the curriculum to learners. Responding to the question on how teachers use textbooks to teach Business Studies, HOD 1 indicated that she uses textbooks to “*summarise and deliver the lesson to the learners and also use textbooks to give notes to learners*”.

Furthermore, it was revealed that HODs use textbooks as their reference when teaching Business Studies.

HOD 2 stated that:

“I use textbook to refer”.

Statements from both HODs give the impression that textbooks play a big role in their lessons. It is clear from their responses that HODs carry the textbooks to the classroom in order for them to clarify the content.

Studies focusing on using the textbook to clarify the content has been conducted in east Africa. Ngusa and Chiza (2017) carried a study in Tanzania where they reported that teachers use textbooks to enhance learners’ ability to read and write.

Responses of this nature are likely in the context of this study where teachers mainly use textbooks to teach Business Studies. Most of the teachers under Mkhanyakude district use textbooks to plan and deliver their lessons since there is a scarcity of digital equipment such as projectors and computers that can be used to support the lesson. Findings of this nature symbolise that a textbook-based teaching method is widely employed in rural schools, hence well written and gender-balanced textbooks should be used.

Using the textbook to assess learners

While participants were reflecting on the ways in which they use the textbook, they indicated that textbooks play an important role in the assessment of learners. All participants indicated that they use textbooks to assess learners. For instance, HOD 1 stated that:

“We use textbooks to give homework and class works to learners. We also use textbooks to set papers and make memorandums”.

The finding above suggests that the use of the textbook is not limited to teaching only but it is also used for assessment. This means that textbooks can be used for continuous assessment and for examination; this familiarises learners with using textbooks for preparing for the examination and for formative assessment.

Malunda and Atwebembeire (2018) carried a study in Uganda and they found that the majority of teachers use textbooks to give homework and classroom activities to learners. Furthermore, the study by Mumanyi and Ngoepe (2017) that was conducted in Zimbabwe reported that teachers refer to textbooks to give activities to learners.

In the context of this study where textbooks contain activities to assess learners, there is a likelihood that teachers opt to use activities contained in textbooks to assess learners. Although there was no clear indication from HODs’ responses that assessments contained in textbooks are gender-balanced, it cannot be ignored that some of the assessments may be gender-biased. This is because Business Studies assessments are made up of case studies which sometimes appear to be gender-biased, as stated by the participants previously.

Equally, teachers indicated that they also use textbooks to assess learners. It was revealed from teachers’ responses that they use textbooks to assess learners formatively.

Teacher 3 stated:

“I use questions contained in textbooks to assess learners”.

This indicates that teachers not only use textbooks to teach but also to assess learners. This suggests that there is a need to make textbooks gender inclusive because if textbook contents are gender-biased, the assessment activity may also be gender-biased.

The study highlighting the use of textbooks by teachers was conducted in the southern African region. The study conducted by Mumanyi (2017) in South Africa revealed that teachers use textbooks to select examples for classroom practice and homework.

Within the context of the present study, where teachers depend mainly on textbooks to teach Business Studies, it is possible that teachers may use one textbook for teaching and assessing learners.

It is evident from the finding above that both HODs and teachers use textbooks to assess learners. The consistency between the responses of the HODs and teachers is not surprising since they use common textbooks to teach and assess learners. It emerged from their responses that they use textbooks to assess learners formatively to check whether learning objectives were met or not.

4.6 Achieving learning outcomes and textbooks

Individual interviews invited participants to provide their opinions about the role of the textbook in the achievement of learning outcomes. Eliciting the views of HODs and teachers on the role of textbooks in the achievement of learning outcomes is important for this study. This is because, from the transcripts and textbook analysis, it transpired that some Business Studies textbooks that were sampled are gender-biased. Thus, obtaining the views of HODs and teachers on this aspect helps to check whether gender bias contained in textbooks does affect the achievement of learning outcomes or not.

HODs generally believe that textbooks have a positive role in the achievement of learning outcomes. Responding to a question on the impact of textbooks on the achievement of learning outcomes, HOD 1 stated:

“I believe textbooks improve the performance of learners.”

Furthermore, HOD 2 indicated that:

“Somewhere, somehow, textbooks contribute to learning outcomes. But it mustn’t be used in isolation, you have to refer to other resources”.

The above-mentioned responses from HODs show that not all of them fully believe that textbooks play a fundamental role in the achievement of learning outcomes. HOD

2's account indicates that textbooks do not fully contribute to the achievement of learning outcomes.

Studies aimed at investigating the role of textbooks in the achievement of learning outcomes have been conducted in Africa. The study that by Ogaga et al. (2016) affirms the role of the textbook in the achievement of learning outcomes, while the study by Ngirabankunzi (2017) in Rwanda reported that there is no significant relationship between the use of resources such as textbooks and the academic performance.

Within the context of this study where textbooks are mainly used to teach Business Studies, there is a possibility that some HODs may regard textbook as the LTSM that contribute immensely to the achievement of learning outcomes. On the other hand, others may see textbooks as the LTSM that have certain limitations when it comes to the achievement of learning outcomes. This is because schools purchase different textbooks to teach Business Studies, thus, different views on the role played by textbooks in the achievement of learning outcomes.

Also, Business Studies teachers are of the view that the textbook plays a fundamental role in the achievement of learning outcomes. For example, Teacher 4 stated:

"Textbooks define the content to teachers and learners so textbooks are playing an important role in the achievement of learning outcomes".

Furthermore, Teacher 1 added that teachers and learners could not achieve learning outcomes without textbooks. He stated:

"I think textbooks play a major role in the achievement of learning outcomes because no matter how brilliant the learner is; he /she needs to study using a textbook. Also, no matter how good the teacher can be in the classroom, but he/she need to check, confirm and get more information from the textbooks". So textbooks boost the learners' performance".

The above extract shows the confidence that teachers have in Business Studies textbooks that are used in schools. Furthermore, the statement from Teacher 1 implies that teacher competencies and learner competencies are meaningless without using the textbook.

The study by Chirwa and Naidoo (2016) conducted in Malawi found that teachers consider textbooks as a reliable resource that plays an integral role in their lessons. Also, in West Africa, Ogbaji (2017) conducted a study in Nigeria where it was revealed that teachers perceive textbooks as a necessary instructional material for teaching and learning.

In the context of this current study where teachers and learners are mainly exposed to textbooks, there is a great possibility that teachers see textbooks as the only resource that contributes to the achievement of learning outcomes.

Both HODs and teachers stated that textbooks play an important role in the achievement of learning outcomes. They all indicated that learning outcomes cannot be accomplished without textbooks. This is possible in the context of this study since HODs and teachers depend on textbooks to teach Business Studies.

Section A presented the findings from HODs and teachers. The findings have been analysed and discussed qualitatively. Discussion of the findings was substantiated by quotes from the participants. The findings have also been interrelated to the existing literature. The following section, which is Section B, discusses quantitative data generated through document analysis.

SECTION B

The previous section presented findings on HODs' and teachers' views on gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. This section presents findings that were obtained by using document analysis on gender representation in Business Studies textbooks. Tables, percentages and frequencies are used to present these findings. The findings are presented according to themes that emerged during textbook analysis. The following themes emerged: gendered images contained in textbooks, professional activities, leisure activities, business owners, and domestic activities.

4.7 Overall gender representation in relation to images contained in selected Business Studies textbooks.

Images within Business Studies textbooks that were sampled for the study were counted in order to determine the status of gender representation in Business Studies textbooks. Table 4.1. below present findings of images that depicted males and

females in the textbooks that were analysed. Table 4.1. below shows frequency counts and percentages of gender representation through images in the textbooks. The total number of images in each textbook is shown on the final column of Table 4.1. below.

TABLE 4.1: Gendered images depicted in selected Business Studies textbooks

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12	84	54.9	69	45.1	153
Solutions for all Business Studies Grade 12	95	62.5	57	37.5	152
Platinum Business Studies Grade 11	60	53.1	53	46.9	113
Solutions for all Business Studies Grade 11	97	50	97	50	194
Platinum Business Studies Grade 10	154	51.5	145	48.5	299
Solutions for all Business Studies Grade 10	75	52.4	68	47.6	143
Total	565	53.6%	489	46.4%	1054

Table 4.1. above reveals that the textbook titled *Platinum Business Studies for Grade 12* depicts 54.9% of males compared to 45.1% of females. *Solutions for all Business Studies for Grade 12* contains 62.5% of images depicting males while 46.9% of images are depicting females. The finding on the Grade 12 textbooks show that textbooks used at the highest grade depict more male images than females. Furthermore, one textbook that is used in Grade 11 depicts an equal representation of both genders. *Solutions For All* contains 50% of representation for both males and females. The second Grade 11 textbooks titled *Platinum Business Studies* depicts 53.1% of males compared to 46.9% of females. Grade 10 textbooks depict more male images than females. *Platinum Business Studies for Grade 10* depicts 51.5% of males images while female images account for only 48.5%. *Solutions For All* used in Grade 10 depicts 52.4% of images that favour males while 46.4% of images favour females.

Studies investigating gender representation in school textbooks have been conducted previously. The study that was conducted by Zakka and Zanzali (2015) in Nigeria revealed that male characters are more than the female characters in school textbooks. The study by Mburu and Nyoga (2012) that was carried out in Kenya found

that females were underrepresented in forty primary school textbooks used in Kenya. It appears from the studies that have been conducted in other African countries that school textbooks depict more males than females. This current study also found that Business Studies textbooks depict more male images than female images. It is evident from the findings of studies conducted before this study that the issue of more male representation in school textbooks is common in many African countries.

Most of Business Studies textbooks that were analysed in Table 4.1. above depict more images of males than females. One might oneself whether textbook authors depicted more males than females intentionally or unintentionally. Since textbook authors emanate from societies, it might happen that they come from societies where males are regarded as superior to females. This can influence their perceptions of males and females. There is also a likelihood that textbook authors depicted more males than females unintentionally. In spite of this, textbook authors should avoid depicting more males' images than females' images because this may have a negative effect on learners in the Further Education and Training phase.

It's noteworthy to indicate that one textbook titled *Solutions for All Grade 11 Business Studies* depicted equal representation between males and females. It might happen that authors of the textbook indicated above prioritise gender equality in Learner Teacher Support Materials such as textbooks. This gives hope to one that some textbooks authors recognise the need for gender equality in school textbooks.

4.8 Overall gender representation in relation to professional activities contained in selected Business Studies textbooks

Findings on professional activities assigned to males and females in the selected Business Studies textbooks are presented in Table 4.2. below. During textbook analysis, different professional duties offered to males and females were analysed and recorded. Frequencies and percentages were used to present the findings.

TABLE 4.2.: Professional activities assigned to males and females

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12	67	57.3	50	42.7	117
Solutions for all Business Studies Grade 12	68	69.4	30	30.6	98
Platinum Business Studies Grade 11	59	57.3	44	42.7	103
Solutions for all Business Studies Grade 11	55	55	45	45	100
Platinum Business Studies Grade 10	87	56.1	68	43.9	155
Solutions for all Business Studies Grade 10	56	48.7	59	51.3	115
Total	392	57%	296	43%	688

Grade 12 textbooks shown in Table 4.2. show that more professional duties are assigned to males. *Platinum Business Studies for Grade 12* depicts 57.3% of males engaged in professional activities while 42.7% of females are depicted engaged in professional activities. Also, *Solutions For All* used in Grade 12 depicts 69.4% of males engaged in professional activities while 30.6% of females are shown engaged in professional activities. Furthermore, Grade 11 textbooks depict more males engaged in professional activities compared to females. *Platinum Business Studies*, for Grade 11 depicts 55% of males engaged in professional activities compared to females who account for 45%. *Platinum Business Studies* for Grade 10 also depict more males than females. It shows 56.1% of males engaged in professional activities and 43.9% of females. *Solutions For All*, that is used to teach Grade 10 is the only textbooks that assigned professional duties to more females. It depicts 51.3% of females engaged in professional activities and 48.7 of males engaged in professional activities.

Studies investigating the depiction of males and females engaged in occupational activities have been conducted before. Findings from studies that have been conducted revealed that males are depicted more involved in professional activities than females. For example, the study by Mehari (2016) that was conducted in Ethiopia found that textbooks depict males occupying status-enhancing positions while females are assigned indoor duties. Also, in the study that was conducted by Chiponda and Wassermann (2015) in Malawi, they found that females are portrayed in domestic

roles. Both studies cited above found that school textbooks depict more males engaged in professional activities. One might assume that this is a common phenomenon in Africa. This is because the current study also found that more males are depicted engaged in professional activities than females.

Five out of six textbooks that were analysed in Table 4.2 above depict more males in professional activities than females. The finding of this nature implies that some textbook authors still believe that professional duties should be assigned to males. There is only one textbook, *Solutions for All Business Studies Grade 10*, that assigned professional activities to the majority of females. This finding implies that some textbook authors believe that more females should participate in professional activities. Having the majority of textbooks depicting males engaging in professional activities might create a belief among learners that professional activities are mostly meant for males and fewer females.

4.9 Overall gender representation in relation to leisure activities contained in selected Business Studies textbooks.

Business Studies textbooks that were analysed depict males and females engaged in leisure activities. Table 4.9 below presents findings on leisure activities that males and females are depicted engaged in. It emerged during the analysis of textbooks that more males are depicted engaged in leisure activities than females. (See Table 4.3 below).

TABLE 4.3.: Males and females depicted engaged in leisure activities

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12	4	28.6	10	71.4	14
Solutions for all Business Studies Grade 12	0	0	0	0	0
Platinum Business Studies Grade 11	1	11.1	8	88.9	9
Solutions for all Business Studies Grade 11	7	77.8	2	22.2	9
Platinum Business Studies Grade 10	10	76.9	3	23.1	13
Solutions for all Business Studies Grade 10	13	81.3	3	18.7	16
Total	35	57.4	26	42.6	61

There are few images depicting males and females engaged in leisure activities. Even though few images are depicted, 71.4 % of images found in *Platinum Business Studies* for Grade 12 depict females engaged in leisure activities; 28.6% of males are depicted engaged in leisure activities. *Solutions For All* does not have images of either males or females engaged in leisure activities. Also, *Platinum Business Studies* used for Grade 11 depicts 88.9% of females engaged in leisure activities while males constitute only 11.%. Conversely, *Solutions For All* that is used to teach Grade 11 depicts more males engaged in leisure activities. It depicts 77.8% males engaged in leisure activities while females account for only 22.2%. Also, textbooks that are used for Grade 10 depict more males engaged in leisure activities than females. *Platinum Business Studies* that is used for Grade 10 depicts 76.9% of males while females are 23.1%. *Solutions For All* that is used to teach Grade 10 contains 81.3% males participating in leisure activities while 18.7% is constituted by females.

The findings presented in Table 4.3. above implies that the majority of Business Studies textbooks that were selected depict more males engaged in leisure activities. Textbooks that are used in junior grades which are grade 10 and grade 11 depict more males engaged in leisure activities. The finding of this nature implies that learners at junior grades are exposed to textbooks that create a picture that more males should engage in leisure activities than females. On the other hand, textbooks that are prescribed for Grade 12 depict more females engaged in leisure activities than males.

Having an overall of 57.4% of males portrayed engaged in leisure activities compared to 42.6% of females as shown in Table 4.3. might have certain implications for learners as textbook users. This might make female learners believe that leisure activities are meant for males. This might exacerbate the existing stereotypic traditions that exist in some societies where most of the leisure activities are assigned to males.

4.10 Overall gender representation in relation to owning businesses contained in selected Business Studies textbooks.

Textbooks that were sampled for the study depict males and females as business owners. Frequency count of both males and females that were portrayed owning

businesses was conducted. Frequencies and percentages are used to present findings in Table 4.4. below.

TABLE 4.4.: Males and females depicted as business owners

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12	4	57.1	3	42.9	7
Solutions for all Business Studies Grade 12	11	45.8	13	54.2	24
Platinum Business Studies Grade 11	9	45	11	55	20
Solutions for all Business Studies Grade 11	30	44.8	37	55.2	67
Platinum Business Studies Grade 10	25	49	26	51	51
Solutions for all Business Studies Grade 10	14	45.2	17	54.8	31
Total	93	46.5	107	53.5	200

Grade 12 textbooks differ on the depiction of males and females as business owners. *Platinum* portrayed 57.1% of males as business owners and 42.9% females. On the other hand, *Solutions For All* depicts 54.2% of females and 45.8% of males. Furthermore, the study found that Grade 11 textbooks depict more females as business owners than males. *Platinum Business Studies* depicts 55% of females as business owners and 45% of males. Also, *Solutions for all Business Studies Grade 11* depicts 55.2% of females as business owners and 44.8% of males as business owners. Likewise, Grade 10 textbooks depict more females as business owners than males. *Platinum Business Studies for Grade 10* depicts 51% of women as business owners compared to 49% of males. *Solutions For All* that is used for Grade 10 depicts 54.8% of females and 45.2% of males as business owners.

A study investigating how males were depicted in Business Studies textbooks has been conducted by Pillay and Maistry (2017). They found that Business Studies textbooks depict males running successful businesses compared to women. On the other hand, this current study found that most of the selected Business Studies textbooks depict more females owning businesses than males. The studies cited above imply that there are Business Studies textbooks used in Africa that depict females owning successful businesses.

The findings presented in Table 4.4 above indicate that most of the textbooks depict more females as business owners. This finding implies that more textbook authors recognise that females can run businesses successfully. One may ask whether textbook authors depicted more females running businesses intentionally or not. Depicting more females owning businesses may encourage female learners to start their own businesses. However, this might have a negative effect on male learners. Male learners might think that Business Studies textbooks encourage female learners to run businesses and leave the male learner out. This might also create inequality between male and female learners, where textbooks concentrate more on female learners at the expense of male learners. It is therefore important for textbook authors to ensure the equal representation of all genders.

4.11 Overall gender representation in relation to assignment of domestic activities contained in selected Business Studies textbooks

During textbook analysis, it emerged that gender issues can be attached to the assignment of roles. As a result, gender roles contained in the selected textbooks were analysed. Table 4.5 below presents gender roles that are contained in selected Business Studies textbooks. The study revealed that more males are portrayed as engaged in domestic activities. (See Table 4.5).

TABLE 4.5: Males and females depicted performing domestic activities

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12	10	71.4	4	28.6	14
Solutions for all Business Studies Grade 12	7	53.8	6	46.2	13
Platinum Business Studies Grade 11	0	0	1	100	1
Solutions for all Business Studies Grade 11	5	55.6	4	44.4	9
Platinum Business Studies Grade 10	20	54.1	17	45.9	37
Solutions for all Business Studies Grade 10	5	71.4	2	28.6	7
Total	47	58.1	34	41.9	81

Grade 12 textbooks depict more males engaged in domestic activities. Approximately 71.4% of images contained in *Platinum Business Studies* show males engaged in domestic activities while 28.6 % images depict females. *Solutions For All* depicts 53.8% of males engaged in domestic activities while only 46.2 % of females are shown participating in domestic activities. Grade 11 textbooks differ in relation to depicting males and females engaged in domestic activities. *Platinum Business Studies for Grade 11* depicted 100% of females doing the activities. On the other hand, *Solutions For All* depicted 55.6% of males and 44.4% of females engaged in domestic activities. Also, Grade 10 textbooks depicted the majority of males engaged in domestic activities. *Platinum Business Studies* depicts 54.1% of males and 45.9 of females engaged in domestic activities. *Solutions For All* also depicts 71.4% of males and 28.6% of females engaged in domestic activities.

Studies that have been conducted in different contexts found that most of the domestic activities were assigned to females. For example, the study by Mehari (2016) carried out in Ethiopia found that women are regularly assigned domestic activities. Also, the study that was conducted by Karima (2017 in Morocco, a North African country, found that women are depicted in stereotypical domestic roles while males are depicted occupying highly ranked positions in the society. It can be noticed that studies conducted previously found that domestic activities were assigned to females; however, this current study found that more males are depicted as engaged in domestic activities than females.

By depicting more males engaged in domestic activities the finding implies that textbook authors are aware that both males and females can perform domestic activities. One may not expect this in education materials of developing countries like South Africa where patriarchy is rife. As indicated in the literature reviewed above, most of the textbooks depict more females engaged in domestic activities than males. The current finding reveal that the society has transformed and females are now able to participate in professional activities while their male counterparts engage in domestic activities. Given this reality, textbook authors are starting to depict this reality even in learning materials such as textbooks.

4.12 Findings of the current study in relation to social learning theory.

Social Learning Theory was employed as a theoretical framework that underpinned the current study. Social Learning Theorists believe that people learn from interactions with others in the social context. In this theory, it is also believed that the media influences the learning process. Since this current study was aimed at exploring gender representation in Business Studies and its impact on the achievement of learning outcomes, it can be concluded that by employing Social Learning Theory, the aim of the study was achieved. The study found that language used in Business Studies textbooks may influence learners' learning which may affect the achievement of learning outcomes. This finding indicates that the textbook as the media that learners use when learning Business Studies may influence their learning.

The study also found that some Business Studies teachers believe that images that are contained in textbooks depicting a certain gender occupying certain roles may affect learners' learning. They indicated that such depiction could be influenced by patriarchal traditions that are prevalent in society. Bandura (1977) suggests that learning takes place in a social context and is influenced by social norms. It can be argued that assigning certain roles to a certain gender contributes to socialising a learner to certain beliefs, which affect his or her growth.

Furthermore, if teachers expose learners to gendered textbooks, learners' attitudes and beliefs can be influenced as they grow. This is also highlighted by Watson and Shaffer (2005) who argue that what children eventually become entirely depends on how their parents treat them. This view implies that if teachers and parents expose learners to gendered textbooks, learners' mind-set may be influenced.

The study also revealed that teachers use textbooks when teaching Business Studies. They also believe that textbooks play a major role in the achievement of learning outcomes. Social Learning theorists are of the view that knowledge is constructed as individuals are engaging in activities. This implies that as teachers use textbooks to teach, learners acquire knowledge as they use textbooks. Social Learning theorists assume that knowledge that learners acquire has the potential to mould them.

Employing Social Learning Theory in this study assisted in understanding that textbooks may influence learners' attitudes and beliefs. SLT also helped in highlighting that the textbook is the media that can influence the society and exacerbate gender disparities that are in society. STL also assisted in understanding that interacting with

the environment plays a vital role in knowledge acquisition; this means that as the learners interact with textbooks, they gain knowledge that shapes them.

4.13 Chapter summary

Findings of the study were presented in this chapter. The chapter began with section A that focused on presenting findings that emerged from qualitative data. Findings on qualitative data were presented according to themes. Section B of this chapter presented quantitative data that was generated through document analysis. Tables and percentages were used to present quantitative data. The chapter ended by relating the findings of the study to the Social Learning Theory. The next chapter will outline the summary of the key findings of the study, conclusions and recommendations.

CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, the conclusion and the recommendations. The main aim of the study was to investigate gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. Business Studies teachers and Business Studies textbooks served as the sample in this study. Recommendations on how gender parity can be improved in Business Studies textbooks were made. The chapter ends with the conclusions drawn from the study.

Three research questions were addressed to explore the views of the participants on the topic under investigations. These were:

1. What is the status quo of gender representation in Business Studies textbooks in the FET phase?
2. How do teachers perceive gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes?
3. How do teachers perceive the role of textbooks towards the achievement of learning outcomes in Business Studies in the FET phase?

5.2 Key findings

The summary of the findings the research question and the summary of the implications of the key findings on the theoretical framework are discussed below.

The first research question was on determining the status of gender representation in selected Business Studies textbooks.

The study found that most of Business Studies textbooks contain images that favour males than females. The study further revealed that Business Studies textbooks portray more males engaged in professional activities compared to females. The study also revealed that Business Studies textbooks that were selected depict more males engaged in leisure activities than females. Furthermore, the study found that Business Studies textbooks that were sampled depict more females owning businesses

compared to their male counterparts. The study also found that more males were depicted engaged in domestic activities compared to females.

In relation to the **second research question that focused on investigating how teachers perceive gender representation and its impact on the achievement of learning outcomes**, the study found that Business Studies teachers have different views on the impact of gender representation in Business Studies on the achievement of learning outcomes. Some teachers believe that gender inequality contained in Business Studies textbooks may negatively affect learners' learning which may affect the achievement of learning outcomes. On the other hand, some teachers believe that learners are not aware of gender bias contained in textbooks; as a result, their learning cannot be affected. The study also found that teachers believe that roles that are assigned according to gender may negatively affect learners.

In relation to the **third research question that was on the perception of teachers on the role of textbooks in the achievement of learning outcomes**, the study found that teachers believe that textbooks play a major role in the achievement of learning outcomes. Furthermore, the study found that teachers use textbooks to plan their lessons and to assess learners. Teachers also revealed that textbooks serve as a reference to them; hence they regard textbooks as an integral tool in the achievement of learning outcomes in Business Studies.

5.3 Discussion of the findings in relation to the theoretical framework

As indicated in 2.2.1 and 4.12 above, Social Learning Theory was adopted in this study. The adoption of Social Learning Theory helped in understanding the key findings of the study. The study found that biased gender representation contained in some Business Studies textbooks may influence learners' mind-set. The pioneers of Social Learning Theory believe that social context influences the acquisition of knowledge by learners. Adoption of Social Learning Theory also helped in accomplishing the main aim of the study, which was to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. Through the use of Social Learning Theory which advocates that social environment influences learners' growth, the study also found that the textbook as the

media that is found in the social environment influence learners' learning. It can be concluded that Social Learning Theory was relevant for the study.

5.4 Conclusions

The main aim of the study was to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes. It was revealed in this study that most of the Business Studies textbooks that were sampled contain gender-biased content. This has the potential to exacerbate gender inequality in society. Textbooks may be a powerful tool that can influence the learners' mind-sets; hence gender inequality contained in some Business Studies textbooks needs to be corrected by textbooks authors. Moreover, it appeared in this study that the use of textbooks when teaching Business Studies in schools is prevalent. It is then concluded that ensuring gender equity in Business Studies textbooks may also assist in reducing gender inequality that is apparent in South African society.

5.6 Recommendations

The following recommendations were made based on the literature and the empirical study conducted. The motivation for conducting the study was given above. The study aimed to explore gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies.

Based on the research findings, the following recommendations were made:

5.6.1 Use of gender-inclusive language

The study found that teachers believe that gendered language used in Business Studies textbooks negatively affects learners' learning. In this regard, it is recommended that Business Studies textbook authors ensure that gender-inclusive language is used when writing textbooks. The study recommends that gender-inclusive pronouns such as "them, and they" be used when writing textbooks. This will ensure that both males and females feel accommodated in Business Studies textbooks.

5.6.2 Teachers should be aware of sensitive issues

The study also found that some teachers do not notice the issue of gender when teaching learners; hence they believe that gendered content has no impact on learners' learning. It is recommended that teachers should be made aware of sensitive issues such as gender. This will equip teachers with the skills to handle the issue of gender inequalities contained in learning materials.

5.6.3 Ensure equal gender representation

The study also revealed that images contained in most Business Studies textbooks depict males more than females. Teachers argued that having more images depicting males than females negatively affects female learners. In this regard, the study recommends that the Department of Basic Education should instruct textbook writers to ensure that there is equal representation of all genders in textbooks.

5.6.4 Avoid stereotypic assignment of activities

Furthermore, this study revealed that Business Studies textbooks depict more males engaged in domestic activities compared to females. It is recommended that textbook writers should avoid assigning certain activities to a certain gender. They should try to maintain an equal assignment of duties to all genders.

5.6.5 Gender must be prioritised when selecting textbooks

The study also found that gender representation is not prioritised when choosing textbooks. It transpired from interviews that teachers only consider factors such as the price of the textbooks and content coverage in the textbooks. In relation to this finding, it is recommended that the Department of Basic Education include gender representation in the criteria used to select textbooks. Also, schools should prioritise gender equality when choosing textbooks since some teachers indicated that gender inequality contained in textbooks has an impact on learners' learning.

5.6.6 HODs and teachers should select textbooks together

The study also revealed that teachers participate in the textbook selection; however, the data collected from the participants shows that teachers and Heads of Departments in schools do not get time to select textbooks together. This study recommends that teachers and HODs should get enough time to choose textbooks together. This will allow both teachers and HODs to consider different factors, including the issue of gender before selecting the textbook. Such a process can eliminate the situation where teachers choose textbooks on the basis that the textbook explains the content well, which transpired during interviews.

5.6.7 Gender-inclusive textbooks should be supplied to schools

The study also found that teachers use textbooks as the main source of information. Participants also revealed that they regard textbooks as an excellent aid. The study recommends that the Department of Basic Education should ensure that gender-inclusive textbooks are supplied to schools. As it appeared in this study that gender imbalanced textbooks affect learners' learning, it is likely that learners who are less represented in textbooks do not perform well because of gender-biased textbooks. Hence, the study recommends that gender-inclusive textbooks should be supplied to schools.

5.7 Recommendations for future research

Findings from this study raised a number of questions that could guide future studies. This study found that gender representation in Business Studies textbooks is still a challenge. The study recommends that future research should focus on investigating gender representation in textbooks of other subjects. The study also recommends that future studies should increase the sample of participants so that other studies could be more generalisable compared to this study. It is also recommended that future studies should investigate the views of learners on the impact of gender representation in the achievement of learning outcomes. This is because learners are the main users of textbooks during teaching and learning.

5.8 Chapter summary

This chapter presented a summary of the main findings for the study. A number of findings were summarised and the researcher shortly discussed the implications of the findings on the theoretical framework. Furthermore, recommendations to various stakeholders interested in education were also presented. Finally, the study outlined recommendations for future studies. The next sections have a list of references and appendices.

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APPENDICES.

APPENDIX A: LETTER TO KZN DEPARTMENT OF EDUCATION SEEKING PERMISSION TO CONDUCT RESEARCH.

Mr Gcabashe NB

P.O. Box 3408

Sundumbili

4491

13 October 2018

Dear Sir//Madam

Application for Permission to Conduct Research in Schools at Kosi Bay Circuit in Mkhanyakude district.

My name is Nduduzo Brian Gcabashe. I am a Curriculum Med candidate studying at the University of Zululand, KwaDlangezwa campus, South Africa. The topic of my study is **Exploring gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies Further Education Phase in Mkhanyakude district.** I seek permission to conduct research in four schools located in Mkhanyakude district. Six teachers who teach Business Studies in the sampled schools will serve as participants in this study. Data will be gathered from the teachers through interviews. Interviews will be held after schooling hours in order to avoid disturbing teaching and learning.

When conducting the study, the following will be ensured:

- The school and teachers' confidentiality is guaranteed.
- Any information given by the educators may not be used against the school, and the collected data will be used for purposes of the study.
- Teachers have a choice to participate, not to participate or stop participating in the research. The school and the teachers will not be penalised for taking such actions.
- Real name of the school and teachers will not be used, but symbols such as A, B, C and D will be used to represent school and teachers' names.
- School and teachers' involvement is for academic purposes only, and there is no financial benefits involved.

I can be contacted at:

Email: nduduzogcabashe81@gmail.com

Cell: 078 443 8087/ 082 267 4770

My supervisors are Miss N Maluleke who is located at the Faculty of Education, Curriculum and Instructional Studies at the University of Zululand and Dr H. R Mhlongo who is also located at the Faculty of Education, Department of Curriculum and Instructional Studies of University of Zululand.

Ms N Maluleke Contact details:

Email: malulekeN@unizulu.ac.za

Dr Mhlongo:

Email: mhlongoh@unizulu.ac.za.

Thank you for your contribution to this study

APPENDIX B: LETTER GRANTING PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref: 2/48/1689

Mr NB Gcabashe
PO Box 3408
Sundumbili
4491

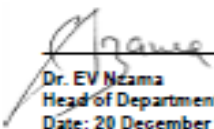
Dear Mr Gcabashe

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE ROLE OF TEXTBOOKS TOWARDS THE ACHIEVEMENT OF LEARNING OUTCOMES IN BUSINESS STUDIES IN THE FET PHASE", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 18 December 2018 to 01 May 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMkhanyakude District


Dr. EV Ndama
Head of Department: Education
Date: 20 December 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: Private Bag X9137 - Pietermaritzburg - 3200 - Republic of South Africa
Physical Address: 247 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201
Tel: +27 33 392 1063 - Fax: +27 33 392 1203 - Email: Phindile.Duma@kzndoe.gov.za - Web: www.kzndoe.gov.za
Facebook: KZNDOE... Twitter: @DOE_KZN... Instagram: km_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX C: LETTER TO PARTICIPANTS REQUESTING THEIR PARTICIPATION IN THE STUDY

**Gcabashe NB
P.O. Box 3408
Sundumbili
4491
13 October 2018**

Dear Participant

My name is Nduduzo Brian Gcabashe. I am a Curriculum Med candidate studying at the University of Zululand, KwaDlangezwa campus, South Africa.

I am interested in exploring gender representation in Business Studies textbooks and its impact on the achievement of learning outcomes in Business Studies Further Education and Training Phase in Mkhanyakude District.

Please note the following:

- Any information given by you cannot be used against you, and the collected data will be used for the purposes this study only.
- You have a choice to participate, not to participate or stop participating in the study. You will not be penalized for taking such actions.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but will be reported as a population member opinion.
- Real names of the participants will not be used, but symbols such A, B, C, D, E and F will be used to represent participants' names.
- The interview may last for 30- 45 minutes.
- Data will be stored secured in secure storage.
- Your participation is for academic purposes only, and there are no financial benefits involved.
- Since interviews will be tape recorded, you are allowed to declare whether you prefer to be tape recorded during interview or not.

I can be contacted at:

Email: nduduzogcabashe81@gmail.com

Cell: 078 443 8087/ 082 267 4770

My supervisors are Miss N Maluleke who is located at the Faculty of Education, Curriculum and Instructional Studies at the University of Zululand and Dr H.R. Mhlongo who is also located at the Faculty of Education, Department of Curriculum and Instructional Studies of University of Zululand.

Ms N Maluleke Contact details:

Email: malulekeN@unizulu.ac.za

DR Mhlongo:

Email: mhlongoh@unizulu.ac.za.

Thank you for your contribution to this study.

APPENDIX D: A LETTER OF CONSENT FOR PARTICIPANTS

I (Name & Surname) (full names of the participant)
hereby confirm that I understand the contents of this document and the nature of the
study, and I consent to participate in the study.

I understand that I am at liberty to withdraw from the study at any time, should I desire.

SIGNATURE OF THE PARTICIPANT.

DATE

.....

.....

APPENDIX E: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR THE FOCUS GROUP INTERVIEW

Welcome:

- Welcoming and thanking participants for volunteering to participate in the focus group interview.
- Remind participants of the importance of their view points. Appreciate for sacrificing their time for the study.

Introduction

Explain the purpose of focus group interview:

- To investigate how educators, use textbooks during teaching and elicit their views on the role of textbooks in the achievement of learning outcomes in Business Studies.

Anonymity

- I will let the group know that their views will be taped but also assure them that the principle of anonymity will be applied.
- The transcribed notes will contain no information that would allow participants to be linked to specific statements.
- Participants should answer and comment as accurately and truthfully as possible. Participants should refrain from discussing comments of other group members outside of the focus group.
- Participants will be informed that they are free not to comment or participate on issues where they do not want to.

Rules of the focus group interview

- Only one person to speak at a time.
- There are no wrong or right answers.

- There is no order to be followed when speaking.
- No need to agree with the views of other group members.
- Ask if there any questions or comments before we begin.

Start the focus group interview

- First, let everyone introduce himself/herself.
- I will explain that I am going to allow a couple of minutes to think about every question that I will ask.

For ethical reasons participants will be asked to sign a Participation Consent Form, containing the following sections:

- I understand that I may withdraw myself and my data at any time, without consequences.
- I am satisfied with the arrangements to ensure that it will not be possible for me to be identified when the results are made available.
- I will go through this information with each participant and ask them to sign the form. I will check that there are no objections to the use of the audio recorder; then switch it on.

QUESTIONS

1. Which textbook do you use for teaching Business Studies?
2. How do you use textbooks when teaching Business Studies?
3. Is there any training you have undergone concerning the use of textbooks in the classroom?
4. How does textbooks impact on the achievement of learning outcomes in Business Studies?
5. Do you solely use textbook when teaching or you support it with other teaching materials? If you support it why? And if not why?

APPENDIX F: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR HEAD OF DEPARTMENTS

Thank you for agreeing to participate in this interview. The interview will last for 30-45 minutes. The information you will provide will remain confidential and will not be used for any other purposes, except the academic purposes. You are free to decline to answer any questions in this interview or to terminate the interview at any stage should you desire.

1. Do have Business Studies Textbooks Grade 10-12 in your school?
2. Do Business Studies educators under your supervision, use textbooks when teaching Business Studies?
3. Do you think teachers use textbooks appropriately? If not what support you give them as a commerce Departmental Head?
4. Do you think the use of textbooks in teaching Business Studies have any influence on the achievement of learning outcomes? How?
5. In terms of assessment, does the assessment tasks found in Business Studies textbooks meet the required assessment standards?
6. According to your view; is there any aspect in Business Studies textbooks that needs to be improved?

APPENDIX G: DOCUMENT (TEXTBOOK) ANALYSIS TOOL

Textbook title	Male		Female		Total
	Counts	%	Counts	%	
Platinum Business Studies Grade 12					
Solutions for all Business Studies Grade 12					
Platinum Business Studies Grade 11					
Solutions for all Business Studies Grade 11					
Platinum Business Studies Grade 10					
Solutions for all Business Studies Grade 10					
Total					

APPENDIX H: ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.umzulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DikanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2018/602		
Project Title	EXPLORING GENDER REPRESENTATION IN BUSINESS STUDIES TEXTBOOKS AND ITS IMPACT ON THE ACHIEVEMENT OF LEARNING OUTCOMES IN FURTHER EDUCATION AND TRAINING PHASE IN UMKHANYAKUDE DISTRICT		
Principal Researcher/ Investigator	NB GCABASHE (201222378)		
Supervisor and Co-supervisor	Ms N Maluleka	Dr HR Mhlomo	
Department	Curriculum Studies and Instructional Studies		
Education	Education		
Type of Risk	Med Risk-Data collection from people		
Nature of Project	Honours/4 th Year	Master's	☒ Doctoral ☐ Departmental ☐

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-27 February 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
26 February 2019



APPENDIX I: TURNITIN SIMILARITY INDEX REPORT

EXPLORING GENDER REPRESENTATION IN BUSINESS STUDIES TEXTBOOKS AND ITS IMPACT ON THE ACHIEVEMENT OF LEARNING OUTCOMES IN FURTHER EDUCATION AND TRAINING PHASE IN MKHANYAKUDE DISTRICT

ORIGINALITY REPORT

10%	9%	3%	10%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	3%
2	Submitted to University of KwaZulu-Natal Student Paper	1%
3	researchspace.ukzn.ac.za Internet Source	1%
4	Submitted to Northcentral Student Paper	1%
5	scholar.sun.ac.za Internet Source	<1%
6	Submitted to University of Zululand Student Paper	<1%
7	scholar.ufs.ac.za:8080 Internet Source	<1%

8	my.unisa.ac.za Internet Source	<1 %
9	Submitted to 9698 Student Paper	<1 %
10	hdl.handle.net Internet Source	<1 %
11	www.rsisinternational.org Internet Source	<1 %
12	pdfs.semanticscholar.org Internet Source	<1 %
13	aa-rf.org Internet Source	<1 %
14	www.texilajournal.com Internet Source	<1 %
15	Submitted to University of Witwatersrand Student Paper	<1 %
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17	tandfonline.com Internet Source	<1 %
18	www.tandfonline.com Internet Source	<1 %
19	Submitted to Masinde Muliro University of	

	Science and Technology Student Paper	<1 %
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23	Jabulani Sibanda, Lucy Sibanda. "Linguistic Gender Sensitivity Strategies in Current South African Intermediate Phase English Workbooks: Feminisation or Degenderisation?", Africa Education Review, 2016 Publication	<1 %
24	td-sa.net Internet Source	<1 %
25	146.230.128.141 Internet Source	<1 %

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EDITORIAL CERTIFICATE



This document certifies that the **Dissertation** listed below was edited for proper English language, grammar, punctuation, spelling, and overall style
by

Dr KA Gazu
Department of Arts and Languages Education
GazuK@unizulu.ac.za

Title of the Dissertation

Exploring Gender Representation in Business Studies Textbooks and its Impact on the Achievement of Learning Outcomes in Further Education and Training Phase in Mkhanyakude District

Author

GCABASHE, NDUDUZO BRIAN

Date

15.01.2020

