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## Assessment of Gender Equity in the Secondary Social Studies Curriculum: Basis for a Proposed Guide in Preparing Gender Fair Instructional Materials

**ABSTRACT:** The study assessed gender equity in the secondary Social Studies curriculum that served as a basis for a proposed guide in preparing gender fair instructional materials. A descriptive analysis of Secondary Social Studies curriculum was the primary method used in this study. The participants' perceptions on gender were compared and analyzed. Gender-fair education indicators served as criteria for comparison. The data gathered were processed qualitatively and quantitatively. The findings revealed that: (1) Indicators of gender biases in the learning environment were manifested in the learning environment, curriculum, and instructional processes; (2) Hidden curriculum plays an important role in informally transmitting values and attitudes in schools; (3) Leadership skill and tasks formerly given to male students were checked at present by female assertiveness; (4) Private and public school teachers and students differed in their perceptions on the learning environment; and (5) Gender-fair curriculum in Social Studies is a vital instrument in achieving equality, development, and peace.

**KEY WORD:** Gender equity assessment, Social Studies curriculum, secondary school, gender-fair education, and learning environment.

**IKHTISAR:** Penelitian ini berjudul "Penilaian Kesetaraan Gender dalam Kurikulum Ilmu Pengetahuan Sosial di Sekolah Menengah: Dasar untuk Panduan Pengusulan bagi Mempersiapkan Bahan Ajar Gender yang Adil". Ianya menilai kesetaraan gender dalam kurikulum Ilmu Pengetahuan Sosial di sekolah menengah yang berfungsi sebagai dasar panduan yang diusulkan dalam mempersiapkan bahan ajar gender yang adil. Analisis deskriptif terhadap kurikulum Ilmu Pengetahuan Sosial sekolah menengah adalah metode utama yang digunakan dalam penelitian ini. Persepsi peserta tentang gender dibandingkan dan dianalisis. Indikator pendidikan gender yang adil menjadi kriteria untuk diperbandingkan. Data yang dikumpulkan diolah secara kualitatif dan kuantitatif. Temuan menunjukkan bahwa: (1) Indikator bias gender dalam lingkungan belajar dimanifestasikan dalam lingkungan pembelajaran, kurikulum, dan proses pembelajaran; (2) Kurikulum tersembunyi memainkan peran penting dalam transmisi nilai-nilai dan sikap di sekolah secara informal; (3) Keterampilan kepemimpinan dan tugas yang sebelumnya diberikan kepada siswa laki-laki dikaji ulang saat ini oleh ketegasan sikap perempuan; (4) Guru sekolah swasta dan negeri serta para siswa berbeda dalam persepsi mereka terhadap lingkungan pembelajaran; dan (5) Gender yang adil dalam kurikulum Ilmu Pengetahuan Sosial merupakan instrumen penting dalam mencapai kesetaraan, pembangunan, dan perdamaian.

**KATA KUNCI:** Penilaian kesetaraan gender, kurikulum Ilmu Pengetahuan Sosial, sekolah menengah, pendidikan gender yang adil, dan lingkungan pembelajaran.

### INTRODUCTION

Education, as a whole, plays a fundamental role in an individual's personal and social development. Its main goal centers on the development of the individual's talent to the fullest and the realization of his/her potential (Bordieu & Passeron, 2008). Thus, education in the 21<sup>st</sup> century is greatly affected by two strong forces: the information superhighway

and globalization. Such forces produced positive and negative results. They are positive in the sense that one sees and stresses interconnectedness, multi-diversity, and competitiveness that enable everybody to share without local, national, and international boundaries. They are negative because it also establishes marginalization, culture of silence, violence, and the crisis of sustainability.

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With this scenario, education is expected to contribute to the development of creative manpower that can actively participate in the “intelligence revolution” and can adapt to new technologies that nurture responsibility for the management of the natural and physical environment. The educational system should also adapt to new trends in society. This can be done through mediating, interacting, and interrelating of societal forces or issues that normally question the roles of women and indigenous communities, urban development, and management of the environment.

Setting new direction in education should lead to liberation and transformation. Liberatory learning has to be situated, experimented and created, and should establish action that can test the means of transformation. A tool/instrument should be formulated in order to re-examine, redirect, and re-teach the context of education. Teachers and students as liberatory agents should work cooperatively and collaboratively in order to change and transform the educational system as a whole.

Transformative education is a systematic, conscious process of molding students into a conscious, active citizen who is committed to social transformation. It covers the whole process of providing social awareness, social conscience, and social commitment in order to develop the youth as responsible, committed citizens for social transformation.

The goal of transformative education is to equip the learners with relevant knowledge and skills for critical and creative thinking, and to make them socially aware about the need to transform the values and institution to effect genuine democracy and development (Tujan, 2008). It seeks to open the minds of students to social realities in order to develop the capacity for correct analysis of social problems besetting Philippine society. It is a conscious response to mold the desired kind of active, committed, democratic, and national citizenry.

#### **A NEED FOR GENDER CONSTRUCTION**

The First World Conference on Women twenty years ago (in Mexico City) stressed the equality between women and men. It addressed women’s access

to education, proper health care, equal pay, and opportunities for women in labor as well as respect for their human rights. Yet discrimination against women is still widespread (Amott & Mattahaei, 2008). Women’s equal access to resources is still restricted and their opportunities for higher education and training are concentrated in limited fields.

A “glass ceiling” continues to bar women’s advancement in business, government, and politics. Women are an overwhelming majority of the 1 billion people living in abject poverty and illiteracy. Decisions that affect women continue to be made largely by men. The Fourth World Conference on Women, better known as the Beijing Declaration and Platform for Action, seeks to reaffirm commitment of governments to eliminate discrimination against women and remove all obstacles to equality (UN, 2012).

Governments also recognized the need to ensure a gender perspective in their policies and programmes. The twelve critical areas of concern are: (1) poverty, (2) education and training, (3) health, (4) violence, (5) armed conflict, (6) economy, (7) decision-making, (8) institutional mechanism, (9) human rights, (10) media, (11) environment, and (12) the girl-child.

The platform on education recommends action to have equal accesses to education; close gender gap in primary and secondary school education by the year 2000 and achieve universal education in all countries before the year 2015; reduce female illiteracy rate at least one half of its 1990 level; develop non-discriminatory education and training; and promote lifelong education and training for girls and women. These two world conferences on women helped in setting new directions in education. These new directions in education should lead to liberation and transformation of the universal society.

With the vital need of the 21<sup>st</sup> century to “transform the society”, educational innovations should geared towards correcting and re-orienting the minds of the youth towards empowerment (Kostas, 2009). This will help one to determine and analyze the existence of marginalization, subordination, stereotyping of roles, personal and structural

violence of different sectors in the Philippine society.

Historically, there were struggles created between the elite and the masses, colonial governments and nationalists, Christians and non-Christians, and male and female. The patriarchal system was brought about by colonial policies that resulted in domination and penetration in the Philippine socio-cultural context (NCRFW, 2011). The male become leaders, decision-makers, policy makers, and aggressors as well while women become invisible in patriarchal structures and in history (Rice, 2009). Her contributions and achievements in various aspects of national life have been disregarded, underrated, undervalued, and even erased.

They were considered socially inferior because they did not receive as much education as men. Even if some women did write, their texts were neither published nor deposited in archives to be preserved for posterity. Heroic exploits were usually measured by the courage and valor contributed by the male, while the contributions of the female were largely forgotten (Landis, 2008). The female's role in reproducing the next labor force was undervalued, economic development instead was measured by the productive roles of men working outside the home.

This resulted in the formation of the gender ideology that male and female are different but complementary. "Sex" as biological and anatomical differences between female and male was equated with "gender" that is culturally and socially constructed differences between females and males. It created differentiated tasks, functions, and training for both men and women from childhood to adulthood. Gender expectations and stereotyping of roles were developed and perpetuated by different institutions like the family, church, school, and mass media.

If schools were to become a vital instrument towards liberation and transformation, then most likely they should function as agent of change and development of minds (Bowles & Gintis, 2009). To date, there are paradigm shifts, it exists at present as regards the meaning of femininity and masculinity.

Femininity and masculinity are not necessarily inherent categories that pre-exist in each individual. They are historically and socially constructed and connected categories which are inscribed in social institutions, processes, and practices, including those of the school (Dionisio, 2008; and Eitzen & Sage, 2009).

Researches prove that what emerges as maleness or femaleness changes in fundamental ways over time, across cultures, and indifferent socio-economic circumstances. Gender construction is an important approach that should be taken by schools in order to work for equitable educational experiences and outcomes for both boys and girls (Lorber, 2008). This will enable boys and girls to build a full understanding on how they can position themselves as female and male.

There is a need, therefore, for equating opportunities for both boys and girls inside the classroom that will relate to power relations, decision making, and tasking of duties and responsibilities. Formal and informal curriculum needs to be reformed in order to make women visible and constructed in texts. A gender fair curriculum will help the students learn to respect, commit themselves to improve the needs and welfare of both male and female, watch for biases, share information, and build a network of colleagues with a strong commitment to equity (Monk, Betteridge & Newhall, 2007; and Morgen, 2009).

Teachers, on the other hand, can choose a variety of instructional strategies such as cooperative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills. This will become an initial step to transform schools into caring communities where students feel that they belong valued, can make decisions, and be part of a democratic community. Thus, it will help in providing a "transformed and or interactive society" in the future. Transformed society prepares a better understanding and assertion of the individual's right as well as respect to each and everyone regardless of race, color, socio-economic status, sex, gender, creed etc.

Women in Asia at present have long been recognized as an instrument and an equal hand for promoting and fighting for freedom.

They became visible figures in political, socio-economic change, and democratic processes in their own countries. South Asian women like Sirimavo Bandaranaike and Chandrika Kumaratunga of Sri Lanka; Indira Gandhi and Vijaya Lakshmi Pandit of India were some of the women politicians who took part in fighting for freedom against foreign rule. They helped in formulating laws that will equitably distribute their country's resources to the needy and marginalized people, including children and women.

Bangladesh lawyer Sultana Kamal and Pakistani lawyer Asma Jhangir both seek equality before the law of both men and women and opposed fundamentalist groups' attempt to reduce women's freedom of expression. Southeast Asian women such as Corazon Aquino and Gloria Macapagal-Arroyo of Philippines, Megawati Soekarnoputri of Indonesia, Wan Azizah Wan Ismail of Malaysia, and Aung San Suu Kyi of Burma, likewise, were all fighters for a democratic society (Angeles, 2008; and NCRFW, 2009).

Over the last decade, issues regarding the integral involvement of women in national development process have crept onto the national agenda. Cultural values and attitudes towards women pervade not only the home but also the society (Tocci & Engelhard, 2008). One of the most important socializing agents in the society is the school. Traditional schooling confirms and continues the stereotyping of roles begun in the home. The formal and informal curriculum both plays a vital role in the formation of gender identity. Formal curriculum does not pay attention on the contributions and achievements of female; rather, she is presented invisible and valueless. Informal curriculum also teaches children what is to be female and male (Wessleyley, 2009).

If schools were to become a vital instrument towards liberation and transformation, then most likely they should function as agents of change and development of minds. To date, there are paradigm shifts; it exists at present as regards the meaning of femininity and masculinity. Femininity and masculinity are not necessarily inherent categories that pre-exist in each individual. They are historically and socially constructed and connected

categories, which are inscribed in social institutions, processes, and practices, including those of the school. Gender construction is an important approach that should be taken by schools in order to work for equitable educational experiences and outcomes for both boys and girls.

Engendering the curriculum will find ways to engage students to actively draw on ideas and practices from their social context in order to help girls and boys come to see the powerful understanding and practice that sanction alternative ways of being. This will enable boys and girls to build a full understanding on how they can position themselves as female and male. A gender fair curriculum will help students to learn to respect, commit themselves to improve the needs and welfare of both male and female, watch for biases, share information, and build a network of colleagues with a strong commitment to equity.

#### **PROBLEMS AND METHODS OF RESEARCH**

With the aforementioned scenario, the researcher got interested to look into the manifestations of gender fairness in the school curriculum. Observation of actual classes, in-depth interviews and documentary analysis of the schools' existing curriculum materials, enabled the researcher to look into the power relations of boys and girls. The importance of re-conceptualizing and restructuring classroom dynamics to ensure an atmosphere for support learning and gender equity was also taken into consideration.

The study assessed gender equity in the Secondary Social Studies Curriculum that served as a basis for a proposed guide in preparing gender-fair instructional materials. Specifically, the study sought to answer the following:

*First*, what are the manifestations of gender biases in the Secondary Social Studies Curriculum with regard to: (1) Learning Environment such as Classroom design, Classroom management, and Academic performance; (2) Secondary Social Studies Curriculum such as Required subjects, Scope and sequence, Content of courses, Teaching-learning approaches, methods and techniques,

Instructional materials, Evaluation procedures and materials, and School policies; and (3) Instructional Processes such as Languages: sexist jargon used in the classroom and Student-student interaction.

*Second*, how are gender biases manifested, in terms of the following: (1) Power relations between boys and girls, (2) Type of roles played by boys and girls in the classroom, (3) Teacher-student relationships, (4) Student performance, and (5) Self-image.

*Third*, how do the gender concepts, gender biases and gender equity, of the following compare: (1) Male and female students, (2) Male and female teachers, (3) Public and private school students, and (4) Public and private school teachers.

*Fourth*, what guide to gender-fair curriculum materials may be proposed?

The researcher examined, analyzed, and compared the existing Secondary Social Studies curriculum of two private and one public secondary schools by using descriptive and documentary research. This is a qualitative-participatory and quantitative research. It enabled the researcher to magnify, for analytical purposes, the manifestations of gender biases in the Secondary Social Studies curriculum.

Secondary Social Studies curriculum refers to the subjects being offered, scope and sequence of the subjects, content of the subjects, teaching-learning approaches/methods/techniques, instructional materials used, evaluation procedures, materials and school policies. The learning environment deals with the classroom design, day-to-day learning situation in the classroom and teacher-student relationships (Carmody, 2008). The quantified perceptions of both Social Studies teachers and students regarding gender were also determined. Gender fair indicators were set to serve as criteria in examining manifestations of gender biases in the learning environment and curriculum.

**Participants in the Study.** Four hundred sixteen secondary school students and 43 teachers from first year to fourth year levels served as participants in the study. School principals and head teachers of each school were given the free choice to select the

sections that were used in the research. Four Social Studies teachers of each school, including their students, served as respondents in the in-depth interviews, focused group discussions, and in actual classroom observations. Purposive sampling was used by the researcher for this study.

The answers of the teachers and the students in the gender bias scale were validated. They helped in further analyzing the indicators for gender biases in the actual school setting thus enabling the matching and testing of the actual practices of the students with those of their teachers.

**Data Gathering Instrument.** Two gender bias scale were developed in order to determine manifestations of gender biases in the secondary Social Studies curriculum. The first was given to teachers; the second, to the students. The gender bias scale for teachers was written in English, while that for the students was written in Filipino. The major reason for the use of different mediums by the researcher in developing the said instruments was the existing bilingual policy in teaching Social Studies in the classroom.

The criteria, or indicators of gender bias in the learning environment, are as follows: (1) Learning situation, such as decorations that adorn the classroom, arrangement of chairs, students' interaction with one another, tasking, and distribution of given questions; (2) Teacher-student relationships, such as approaches, methods and techniques used by teachers, and language; and (3) Indicators of gender bias in the curriculum, such as subjects offered, instructional materials or textbook, and evaluation procedures and tools.

**Actual Classroom Observations.** The researcher actual classroom observations in twelve Social Studies classes of private and public secondary schools. The purpose was to document actual answers to the criteria formulated in relation to gender bias in the learning environment and Social Studies curriculum.

**In-Depth Interviews and Focused Group Discussions.** The researcher confirmed and verified the data recorded and observed during actual class observations.

**Content Analysis.** Instructional materials,

evaluation instruments, and the Social Studies curriculum were consulted, examined, and analyzed to determine how gender roles were signified, reflected, and manifested in learning situations, experiences, and teacher-student relationships.

**Case Studies.** Students' direct experiences in the classroom were documented and analyzed to determine if there are manifestations of gender biases.

**Validation of Instrument.** The scales for the indicators of gender biases in the secondary Social Studies curriculum for both teachers and students were validated. Interviews and focused group discussions were first conducted by the researcher to a group of Social Studies teachers of Philippine Women's University and St. Scholastica's College in Manila. The interview and focused group discussions helped the researcher to list down possible indicators of gender biases in a Social Studies classroom.

After the gender bias scale was developed, ten teachers from Philippine Normal University, five men and five women, validated the teacher's scale by determining which of the given manifestations should be included as indicators of gender biases in the secondary Social Studies curriculum for Social Studies teachers. A gender bias observation checklist for secondary Social Studies curriculum was also developed. It served as guide to what the researcher should look for in the actual classroom discussions.

**Statistical Treatment of Data.** The data gathered was processed qualitatively and quantitatively. The researcher examined and quantified manifestations of gender biases in the Social Studies curriculum. Mean and standard deviation were used.

T-test was used in order to compare answers between male and female students, male and female teachers, public and private school students, and private school teachers.

For the comparison of mean scores of male and female teachers and students, public and private school teachers and students, an average mean score was used. Adding the two mean scores and dividing them by two were done.

With the aforementioned statistical

measures, the researcher looked into biases, marginalization, and subordination pertaining to sexes through a gender-fair lens. The school then became an important agency for learning, socialization, and communication, helping in correcting gender inequalities. Thus, it needs an environment conducive to learning and a curriculum that will implement equal opportunities for both sexes.

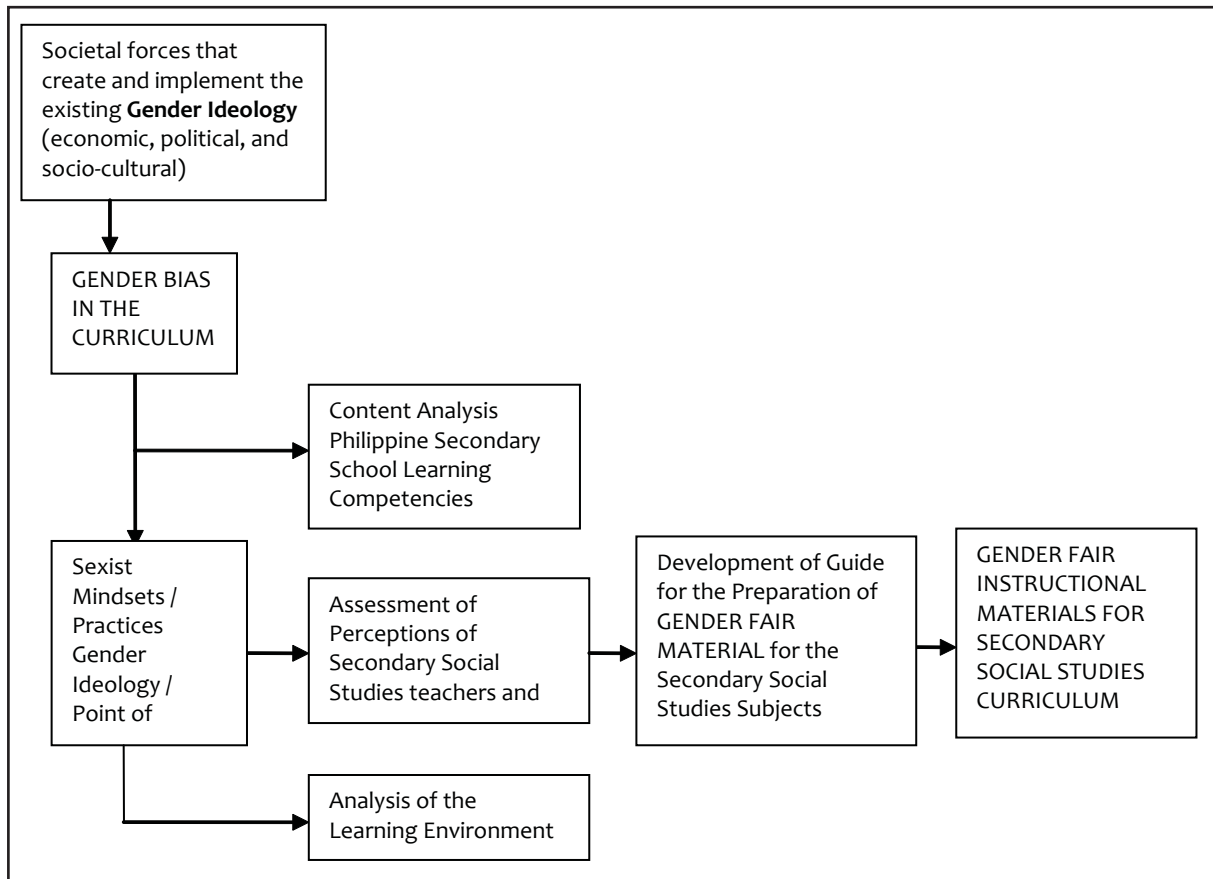
## RESULTS AND DISCUSSION

**On the Gender Fair in the School.** The school, as a major social institution which constructs the socialization and full understanding of both male and female on the individual self, should be given full analysis in order to produce a holistic being in totality. Margaret Clark and Carolyn Page stated that:

Any approach taken by schools to work for equitable educational experiences and outcomes for girls and boys need to be built on an informed understanding about how girls and boys come to understand and position themselves as female and male. There is now a great deal of research about the process of gender construction and some reasonably consistent understandings have emerged. These may seem complex, but because they have implications for how we move forward in the area of gender equity, they need to be clearly stated (Clark & Page, 1999).

Within this premise, the researcher sought to examine the existing societal forces that produce gender bias in the school curriculum. These societal forces can be manifested in the spheres of economic, political, and socio-cultural. The division of society into the spheres of production and reproduction has led to the under – or even non-valuation of women's work (Guerrero, 2008). Housework, child rearing, and family care are largely taken for granted and perceived as minor functions or natural functions.

In the public economic domain, women are usually the last to be hired and first to be fired. They receive unequal pay for work of equal value and become victims of sexual harassment (De Guzman ed., 2008). In the political arena, women are viewed as "the weaker sex" and expected to play supportive roles in decision-making. This resulted in limitations on women's participation in decision-making assumption of leadership positions and retardation of their



**Figure 1:**  
 Research Paradigm Showing the Development Guide for the Preparation of Gender Fair Instructional Materials for Secondary Social Studies Curriculum

full development as a person.

The socialization process in the family, educational systems, and selection of one's career leads to stereotyping of her roles. Societal perceptions and value systems reproduce an image of women that is dependent, subordinate, indecisive, emotional, and submissive (Wheatly, 2008). Her role is limited with having a family and rearing of children. It trapped her and rendered her quite invisible as a contributor to development.

These manifestations of gender bias are further aggravated by national realities. The disparity in wealth and power, elite democracy, economic policies, and development priorities contribute to the further marginalization of women and feminization of poverty (Aguilar, 2007; and Agub, 2008). Thus, it produces gender disparity in workplace, employment, education, health, and public affairs. However, in the field of education, women are relatively

at par with men.

The problem in the implementation of gender bias curriculum resulted in gender-tracking or stereotyping of professions according to sex which limits the choice of women to a few lower-paying and less challenging jobs. Professions such as food and nutrition, teaching and social work are women's common field of specialization. Men usually enter lucrative professions such as law, engineering, and architecture.

Another serious problem in formal education is the widespread gender-bias in textbooks, curricula and instructional materials, and even among teachers themselves (Schlester, 2009). Textbooks often feature women as of lesser value compared to men. This can be seen in not mentioning her direct and indirect contributions in history books, science books, and literacy texts. She portrays second lead role and is often left

behind in leading struggles and revolutions (Gatpandan, 2009). Informal education such as media usually portrayed women as sex objects, second-class citizens' housewives, or persons whose main goal is to attract the opposite sex. Consequently, women become victims of violence such as the case of battered wives, of those sexually abused as well as prostituted (Sobritchea ed., 2009).

Elimination of gender bias in the curriculum should start in analyzing the content of existing Social Studies curriculum and making education sensitive to sexism, stereotyping of roles and functions, and recognizing the equality of the sexes in the learning environment. Content analysis of the Social Studies curriculum served as the instrument in measuring perceptions of Social Studies teachers and students on gender (Patajo-Legasto, 2005).

Documenting cases of direct experiences and observing indirect experiences of both boys and girls in the school environment could also be an instrument to examine the manifestations of gender bias in the learning environment and school curriculum. This will possibly lead to the full development of both boys and girls as human beings as well as the creation of an environment in which the potentialities and skills of both boys and girls are highly appreciated, equated, and valued.

Human beings will be viewed based on what they contribute to change and development, not according to their biological sex. Sex will no longer be equated with gender, which is socially constructed and thus fosters inequalities between sexes. Figure 1 explain the conceptual paradigm of the study.

The study rested on the following assumptions: (1) Responses to the in-depth interview, focus group discussions, and actual class observations were honest and objective; and (2) Societal forces such as economic, socio-cultural, and political matters, affect the learning environment.

**Significance of the Study.** School is not only a place for sharing existing knowledge, skills, and interests but also a place for critical assessment of ideas and the development of more effective approaches to life. Thus, a school needs to be a place where both boys and girls are given equitable opportunities to

develop to the fullest of their potentialities.

With this principle, the researcher sought to redefine the traditional role of the school as an agent of socialization towards working on equitable opportunities given for both boys and girls in the classroom. It can also help in examining courses offered and content of subjects that disregard the visibility and voices of girls/women in nation's development.

Similarly, teaching-learning approaches were analyzed in the context of those who are given significant attention, esteem building encouragement, praises, critical feedback, and support for assertive behavior. School policies were also taken into consideration so as to clearly create cooperation and collaboration among students, educational organizations, and relevant institutions.

The study gives light in renewing the school's manifest and latent functions towards a liberated/transformational community that will help in: (1) Committing learning and improving the needs and welfare of both male and female students; (2) Making girls visible in the field of science and technology, arts, and humanities; (3) Watching out for biases; and (4) Working towards eliminating inequities in a changing world.

Learning environment that includes color and pictures inside the classroom, arrangement of chairs, content courses, instructional materials such as textbook materials, school policies, instructional processes such as languages used in the classroom as well as student-student interaction are strongly suggestive of gender biases in a Social Studies classroom. Thus, it inhibits opportunities for sharing and interacting with the opposite sex in the classroom. Secondary Social Studies curriculum did not include gender concepts and principles that will equalize women's contributions and achievements.

Power relations, types of roles, teacher-student relationships, student performance, and self image of boys and girls inside the classroom were deliberately equated by teachers by giving them the same opportunities to perform and excel in Social Studies subject. There was a significant difference between the gender concepts of male and female students, male and female



teachers, public and private school students, and public and private school teachers.

Demonstrating the equality of genders and tapping their fullest potentials can lead in setting the framework for gender equity in the curriculum. Evolving a gender fair curriculum in Social Studies curriculum will help in establishing women's place and equal status with men in the next millennium.

## CONCLUSION

Based on the findings of the study, the following conclusions were arrived at: (1) Indicators of gender biases in the learning environment were manifested in the learning environment, curriculum, and instructional processes; (2) Hidden curriculum plays an important role in informally transmitting values and attitudes in schools. It is implied in demands found in rules, routines, and regulations of schools; (3) Leadership skills and tasks formerly given to male students were checked at present by female assertiveness and participation in performing such roles in class and group activities; (4) Private and public school teachers and students differed in their gendered perceptions in the learning environment. Tasking of roles, language used in the classroom, and subjects offered significantly showed differences; and (5) Gender fair curriculum in Social Studies is a vital instrument in achieving equality, development, and peace.

In the light of the findings in this study, the following recommendations were offered: (1) Government should fully implement women on the agenda as quoted from the Beijing Declaration and Platform of Action relating to "women's empowerment and their full participation on the basis of equality in all spheres of society"; (2) the Curriculum should be sensitized about gender issues and concepts through the formulation of gender fair Social Studies curriculum with the initiative of the Department of Education; (3) Administrators and teachers should be open in attending and participating in gender sensitivity seminars and workshops to enable them to have a full grasp on how to sensitize the learning environment; (4) Textbook writers should find time in revising and renewing the

Social Studies curriculum; and (5) Further studies should be conducted that will help develop and design gender fair curriculum not only in Social Studies but also in subjects where male students excel such as Mathematics, Sciences, Information Technology, and Library Pieces.

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