



EVALUATION OF LIFE SCIENCES AND SOCIAL SCIENCES COURSE BOOKS IN TERM OF SOCIETAL SEXUALITY*

SOSYAL BİLGİLER VE HAYAT BİLGİSİ DERS KİTAPLARININ TOPLUMSAL CİNSİYET AÇISINDAN DEĞERLENDİRİLMESİ

Necdet AYKAÇ**

ÖZET: Bu araştırma, İlköğretim Hayat Bilgisi (1,2,3 Sınıf) ve Sosyal Bilgiler (4,5,6,7 Sınıf) ders ve öğretmen kılavuz kitaplarını toplumsal cinsiyet açısından değerlendirmeyi amaçlamıştır. Araştırma İlköğretim Hayat Bilgisi ve Sosyal Bilgiler (4,5,6,7 Sınıf) ders ve öğretmen kılavuz kitaplarındaki, fotoğraf, resim ve metinleri içerik analizine dayalı olarak incelemeye çalışan betimsel nitelikte taşımaktadır. Araştırmadan elde edilen sonuçlara göre Sosyal Bilgiler ve Hayat Bilgisi ders ve öğretmen kılavuz kitaplarının toplumsal cinsiyet duyarlılığı ile hazırlanmadığına, resim, fotoğraf ve ifadelerde önemli oranda cinsiyet ayrımcılığını gösteren bulgulara ulaşılmıştır. Bu bulgular genel olarak değerlendirildiğinde Sosyal Bilgiler 4. ve 5. sınıf kitapları hariç ders ve öğretmen kılavuz kitaplarının tamamında erkek resimlerine kadın resimlerinden daha fazla yer verildiği, erkeklerden farklı olarak kadınların temizlik ve ev işleri yaparken resmedildiği, erkeklerin daha çok spor etkinliklerinde gösterildiği, kadınların ise resim ve el sanatları etkinliklerinde gösterildiği görülmüştür.

Anahtar sözcükler: Toplumsal cinsiyet, ders kitaplarında cinsiyet ayrımcılığı.

ABSTRACT: This study aims to evaluate primary school Life Sciences (1st, 2nd, and 3rd grades) and Social Sciences (4th, 5th, and 6th grades) course books in terms of gender discrimination. This study is a descriptive study aiming to evaluate the primary school Life Sciences (1st, 2nd, 3rd grades) and Social Sciences (4th, 5th, and 6th grades) course books recommended by the Ministry of National Education in terms of the indicators of gender discrimination in photographs, pictures and texts in the course books. For evaluation, content analysis was used. In light of the findings of the study, it can be claimed that the Life Sciences and Social Sciences course books are not prepared with sensitivities towards gender discrimination and there are many indicators of gender discrimination in the photographs, pictures and texts in the books. The findings show that more male pictures than female pictures are included in the books and the women are usually depicted while doing house chores or cooking, they are also presented while doing activities such as doing handy crafts or painting pictures. The women are mostly shown in some certain professions such as doctors, teachers, or nurses. On the other hand, men are presented in more various professions such as doctor, engineer, fire fighter, civil servants, soldier, and police officers. In the course books, scientists are chosen among the men and while pioneers in fields such as art, politics, sports etc. are presented, usually males are preferred and managerial positions are mostly occupied by men.

Keywords: Societal sexuality, course books, sex discrimination.

1. INTRODUCTION

It is known that gender discrimination stems from many different sources such as economic, societal, cultural, and religious. The sexual identity that starts to shape even before the birth of a child and goes on developing under the influences coming from family, school, community, cultural and societal values differs much from one society to another.

In Turkey, the issue of gender discrimination is encountered in business life, in public institutions, and for children at the development stage at schools. At schools, stereotyped norms concerning the gender roles are imparted to children through both overt and covert messages. Through these messages, the children are directed to exhibit behaviors appropriate for traditional gender roles, and they learn to define success criteria and limits for men and women (Tan, 2000). When considered from this perspective, it is seen that schools have been transformed into institutions where the students are imparted the roles, status, attitudes, judgments and behaviors thought to be suitable for them in the societal structure. Through the educational programs, course books, and materials, schools may lead to direct or indirect establishment of sense of gender discrimination among the students.

* WCCI 13th World Conference in Education. 2-7 September were presented as oral presentations 2008 in Antalya/Turkey

** Assist. Prof.Dr., Muğla University, Faculty of Education, Education and Science Department

A key factor determining sex role identification by children is the education system itself (Kutner & Brogan, 1976). Although schools that are the means of educational systems have the power to change the gender-related patterns and establish an equal structure for both genders, they do not fulfill this function fully. One of the factors consolidating gender discrimination in the educational system is the educational programs implemented by the government and dominant ideology to create the desired human type. This is mostly because the educational programs aim to maintain traditional values.

At schools, depending on the extent to which the students are affected by the general, academic and emotional atmosphere of the school and the extent to which the teachers are aware of how much they are under the influence of the dominant discriminatory system, the students are taught male dominant values, then the schools are turned into centers that have influences promoting gender discrimination. In such institutions, the resources such as course materials and books serve the same function and may include many elements reflecting societal gender discrimination (Gök, 2005).

From this perspective, the educational institutions that are expected to free individuals from certain patterns and judgments may serve a counter-function by means of gender discriminatory educational programs and course materials. This study looks at the course books of Life Sciences and Social Sciences courses at the primary level. The aim of these books is to teach students the values and norms of the society, and prepare them for their roles in community life. Text books have important influences on the development of children. The most important educational function of text books is to contribute to children's development by presenting the materials developed in line with their developmental stages. Text books should avoid including elements hurting human honor and creating some certain unchangeable images of the roles of man and woman (Sever, 2008). If the contents and visual materials of the course books depict elements of gender discrimination, this may lead to students' internalizing erroneous patterns and judgments so that the future generations may form inappropriate models and in this way course books may contribute to the continuous presence of gender discrimination. Socially constructed gender stereotypes are often utilized in children books without any questioning and this reinforces among children the acceptance of socially valued roles with the appropriate male and female actions (Korenhaus & Demarest, 1993).

It seen that there are still some elements in course books and materials that consolidate societal gender discrimination. As a result of many studies carried out about gender discrimination, important findings indicating gender discrimination have been obtained (Wietzman, Eifler, Hokado & Ross, 1972; Saktanber, 1988; Külahcı, 1989; Dökmen, 1995; Helvacıoğlu, 1996; Esen ve Bağlı, 2002; Gürkaynak, Otaran, Sayın, Güven ve Atakul, 2003; Arslan, 2005; Anderson & Hamilton, 2005; Yorgancı, 2008; Crisp & Hiller; 2011). According to the general findings of these studies; it is seen that in the course books and materials, women are usually depicted not outdoor but indoor places as either mother or housewife, usually women are presented as teachers and nurses, different toys and social activities are reserved for girls and boys, usually women are presented in consumption-related interactions, yet the men are presented in production-related activities. Boys are portrayed as more active, independent, successful, skillful and brave figures, while girls are portrayed inactive, coward, unsuccessful and dependent. When the results of these studies are considered, it is seen that from very early ages, children are encouraged to adopt traditional gender roles through course.

Development of societies and creation of contemporary civilization can only be rendered possible by simultaneously freeing men and women, and making them equal at every stage of life. In a society where the woman is not free, it is not possible to free the man and to create a free society. Hence, providing gender equality requires course materials developed with gender sensitivity and well-qualified teachers besides well-developed educational programs. Therefore, it is of great importance to examine the Life Sciences and Social Sciences course books.

This study seeks an answer to this question: how frequent are the elements leading to gender discrimination appear in the course books of Life Sciences and Social Sciences courses and how much importance is attached to these elements? The sub-problems of the study are as follows.

- What is the ratio of boy pictures to girl pictures?
- What are the places where girls and boys are depicted?
- How frequent boys and girls are depicted with an adult?
- Which colors are used in the clothes of boys and girls?
- What are the social, cultural and sports activities that girls and boys participate in?
- In pictures and drawings, with how many children are families depicted?
- What are the jobs and roles selected for boys and girls?
- What is the ratio of girls and boys being depicted in managerial positions?
- How frequent female leaders, writers and scientists are mentioned?
- Are there concepts, values, judgments and statements reminiscent of gender discrimination?

2. METHOD

2.1. Research Design

This study is a descriptive study aiming to examine the pictures, drawings and texts in primary school Life sciences (1st, 2nd, and 3rd grades) course books and Social Sciences (4th, 5th, 6th, and 7th grades) course books recommended by the Ministry of National Education by using content analysis with regards to societal gender.

2.2. Research Instruments

For the study, the course books used for Life Sciences (1st, 2nd, and 3rd grades) course and Social Sciences (4th, 5th, 6th, and 7th grades) course in 2007-2008 school year were obtained and these books were evaluated according to the criteria determined in line with the purpose of the study. While evaluating the pictures, drawings and texts in the books through content analysis, the elements that can lead to gender discrimination were looked for and the extent to which the texts and visuals reflect societal gender sensitivity was investigated. In order to find answers to the questions of the study, the criteria that can be regarded as important for societal gender were used. These criteria are: the ratio of girls' photographs to that of boys', social and cultural activities that girls and boys participate in, the places where they are depicted, the jobs selected, the colors used in their clothes, managerial positions, and the ratio of woman leaders, writers and scientist appearing in the books.

2.3. Data Analyses

The data obtained as a result of the evaluation of both the course books and Teacher books were analyzed and frequencies and percentages of the items belonging to each sub-problem were plotted. The data presented in Tables were interpreted by the researcher.

3. FINDINGS AND RESULTS

Findings obtained in the study about societal gender discrimination in the course books of Life sciences and Social Sciences courses are presented together in the tables in the form of frequencies and percentages for comparison purposes.

Table 1: The Ratio of Boys' Pictures to Girls' Pictures in the Course Books

The Ratio of Boys' Pictures to Girls' Pictures	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
	Girls	683	46.9	266	58.3	409	42.1	66	50.38	131	64.0	52	44.83	21
Boys	776	53.1	371	41.7	564	57.9	65	49.62	73	36.0	64	55.17	30	59
TOTAL	1459	100	637	100	973	100	131	100	204	100	116	100	51	100

When we look at the Table 1, we see that the number of girls' pictures is higher than that of boys' in 4th and 5th grade course books of Social Sciences course, yet, in the other course books more boys' pictures are included.

Table 2: The Places Where the Boys are Depicted in the Course Books

Places where boys are depicted	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
School	161	42.03	95	38.1	95	37.6	24	51.06	15	13.0	4	7.69	1	3,3
House	79	20.6	40	16.06	40	15.8	48	53.33	9	8.0	5	9.62	6	20
Household chores	2	0.5	3	1.2	4	1.5	2	40	-	-	-	-	-	-
Out door places (garden, coffee, patisserie, theater, forest, workplace)	15	3.9	11	4.4	9	3.5	20	57.14	52	46	3	5.77	4	3.2
While cleaning	11	2.8	4	1.6	4	1.5	-	-	-	-	-	-	-	-
Public places, street, schools of music or theater etc.	110	28.7	94	37.7	94	37.3	7	87.50	38	33.0	5	9.62	7	56.6
Unclear	5	1.3	2	0.8	6	2.3	46	58.97	-	-	35	67.3	-	-
TOTAL	383	100	249	100	252	100	147	100	114	100	52	100	28	100

When the results presented in the Table are evaluated together, it is seen that the boys are usually depicted at school, public places, and home.

Table 3: The Places Where the Girls are Depicted in the Course Books

Places where girls are depicted	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
School	146	37.9	83	37.7	75	33.7	23	19.6	13	18	9	14.05	2	9,5
House	83	21.5	42	19.09	69	31.08	42	35.8	9	12	5	7.81	1	4,7
Household chores	27	7.3	4	1.8	9	4.22	3	2.5	-	-	2	3.13	2	9,5
While cleaning	15	3.8	8	3.6	6	2.7	1	0.8	-	-	-	-	1	4,7
Public places	105	27.2	75	34.21	57	25.6	1	0.8	25	34	10	15.18	1	4,7
Out door places (garden, forest, tourist places, workplace)	9	2.3	8	3.6	6	2.7	15	12.8	26	46	2	3.13	14	66.9
Unclear	-	-	-	-	-	-	32	27.7	-	-	36	56.25	-	-
TOTAL	385	100	220	100	222	100	117	100	73	100	64	100	21	100

When Table 2 and Table 3 are analyzed together, it is seen that like boys, girls are depicted at school, public places and home yet girls are more frequently depicted while cleaning and doing the household chores. This may be because these roles are traditionally assigned to women.

Table 4: Frequency of Depicting Boys and Girls with Adults in the Pictures of the Course Books

Frequency of Depicting Boys and Girls in the Pictures of the Course Books with Adults	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	F	%	F	%	f	%	f	%	f	%
Children shown with a male adult	7	14	7	23	3	8	22	73.33	1	5	1	11.11	3	30
House Children shown with a female adult	12	24	10	34	17	45	8	26.67	8	36	5	55.56	3	30
Children shown with a male and a female adult	31	62	13	44	18	47	-	-	13	59	3	33.33	4	40
TOTAL	50	100	30	100	38	100	30	100	22	100	9	100	10	100

When Table 4 is examined, it is seen that the children are mostly shown with a female adult or with a female and a male adult. So it can be told that here the mother role of the woman is emphasized.

Table 5: The Colors Used in the Clothes of Girls Depicted in the Pictures and Photos of the Course Books

The Colors Used in the Clothes of Girls Depicted in the Pictures and Photos of the Course Books.	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Red and its shades	24	63	25	44	20	43.3	61	50	18	20	14	26.8	9	40
Yellow and its shades	4	10.5	10	18	7	15	6	5	12	13	5	9	5	22
Green and its shades	3	8	11	19	10	22	5	4	19	21	12	23.4	4	20
Blue and its shades	4	10.5	4	7	6	13	7	6	13	16	5	9	1	4,5
Black and its shades	-	-	4	7	1	2.17	14	11	12	13	16	30.19	2	9
White	3	8	3	5	2	4	29	24	15	17	1	2	1	4,5
TOTAL	38	100	57	100	46	100	122	100	89	100	53	100	22	100

When the colors used in the clothes of girls and boys are examined, except for the pictures with uniforms and collective pictures, it seen that red and its shades, yellow and its shades, green and its shades are used more than blue, black, white and their shades.

Table 6: The Colors Used in the Clothes of Boys Depicted in the Pictures and Photos of the Course Books

The Colors Used in the Clothes of Girls Depicted in the Pictures and Photos of the Course Books.	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Red and its shades	16	29	10	31.25	9	23	4	6	23	18	1	3.22	2	7,6
Yellow and its shades	6	11	5	16	3	7	2	3	2	1.64	1	3.22	1	3,8
Green and its shades	4	7.2	4	12.5	8	20	5	7	3	2.36	-	-	7	26,9
Blue and its shades	20	37	8	25	14	35	22	31.3	19	15	3	9.67	5	19,2
Black and its shades	2	3.8	2	6.25	2	5	25	35.7	43	34	14	45.17	10	38,7
White	7	13	3	9	4	10	12	17	37	29	12	38.72	1	3,8
TOTAL	55	100	32	100	40	100	70	100	127	100	31	100	26	100

When the results in Table 5 and 6 are analyzed together, it is seen that red and its shades are the most common colors used in the clothes of girls and blue and its shades are the most common ones in the clothes of boys. As traditionally Turkish society think pink is a color for girls, red and its shades are among the least used colors in the clothes of boys. In the similar way, as blue is thought to be for boys, it is one of the least used colors in the clothes of girls. So it can be argued that dress colors of boys and girls in the pictures and photos are considerably different from each other.

Table 7: Social, Cultural and Sports Activities Girls are Depicted participating in Pictures and Photos

Social, Cultural and Sports Activities that Girls Depicted in Pictures and Photos Participate in	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Doing sports (football, volleyball, basketball etc.)	7	10	6	19	4	21	2	8.33	5	29	2	20	-	-
Listening to music	20	29	1	3	4	21	8	33.3	2	12	1	10	1	11
Playing instrument	-	-	-	-	-	-	-	-	1	6	-	-	1	11
Library	9	13	15	49.3	5	27	4	16.73	-	-	-	-	1	11
Folk dance	10	14	6	19	4	21	3	12.5	4	23	-	-	-	-
Hand craft	-	-	-	-	-	-	1	4.16	1	6	1	10	1	11
Entertainment	18	27	3	9.67	2	10	3	12.5	-	-	-	-	-	-
Cultural trip	2	3	-	-	-	-	1	4.16	-	-	-	-	-	-
Painting	-	-	-	-	-	-	1	4.16	2	12	3	30	4	45
Sewing	-	-	-	-	-	-	-	-	1	6	2	20	-	-
Scouting	3	4	-	-	-	-	1	4.16	1	6	1	10	1	11
TOTAL	69	100	31	100	19	100	24	100	17	100	10	100	9	100

As can be seen in Table 7, girls depicted while doing sports activities are usually shown while listening to music, performing folk dance, having fun and at library in the Life sciences course books. In Social Sciences course books, besides doing sports and listening to music, girls are also depicted while painting, doing handcrafts, and sewing.

Table 8: Social, Cultural and Sports Activities Boys are Depicted Participating in Pictures and Photos

Social, Cultural and Sports Activities that Girls Depicted in Pictures and Photos Participate in	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Doing sports (football, volleyball, basketball etc.)	36	42	17	58.12	8	47	7	37	5	31.25	3	33.4	2	33,6
Listening to music	24	29	1	3.44	4	24	5	26	-		2	22.2	1	16,6
Playing instrument	1	1	6	21	3	18	2	11	4	25				
Library	-	-	-	-	-	-	-	-	2	12.5				
Folk dance	2	2	1	3.44	-	-	1	5						
Hand craft	-	-	-	-	-	-	-	-	1	6.25	2	22.2	1	16,6
Entertainment	17	20	4	14	2	11	2	11						
Cultural trip	-	-	-	-					3	18.75				
Painting	-	-	-	-	-	-	-	-			1	11.1	-	-
Sewing	-	-	-	-	-	-	1	5	-		-	-	1	16,6
Scouting	5	6	-	-	-	-	1	5	1	6.25	1	11.1	1	16,6
TOTAL	85	100	29	100	17	100	19	100	16	100	9	100	6	100

According to Table 8, boys are usually depicted while doing sports, listening to music, having fun, performing folkdance. When Table 7 and 8 are evaluated together, it is seen that boys are depicted more while doing sports activities than girls. In Social Sciences course books, girls are also depicted while painting, doing handcrafts and sewing but boys are not.

Table 9: The Number of the Children of the Families Depicted in the Pictures and Photos of the Course Books

The number of the children of the families depicted in the pictures and photos	Life sciences 1		Life sciences 2		Life sciences 3		Social sciences 4		Social sciences 5		Social sciences 6		Social sciences 7	
	f	%	f	%	F	%	F	%	f	%	f	%	f	%
1 child	11	26.1	26	78.8	18	51.5	3	60	2	50	-	-	2	50
2 children	29	69	6	18.1	13	37.2	2	40	2	50	2	100	1	25
3 and more	2	4.9	1	3.1	4	11.3	-	-	-	-	-	-	1	25
TOTAL	42	100	33	100	35	100	5	100	4	100	2	100	4	100

When the results presented in Table 9 are examined, it is seen that families are usually depicted with 1 or 2 children and the rate of families depicted with 3 or more children is very low. This can be interpreted as something positive as it distances the woman from the role of mother giving birth to children. This shows a compliance with a world trend of having 1 or 2 children. No discrimination is made among the children depicted in the pictures and every child is presented as the equal member of the family.

Considering the jobs and roles selected for girls and boys in the Pictures, Photos and Texts of the Course Books, it is observed that the women are usually depicted as nurses, teachers, doctors, cleaning workers and house wives while men are presented in many different jobs. This can be interpreted as an indication of traditional conception of gender and the girls are directed to jobs that are traditionally viewed as appropriate for women. This is an indication of a belief that women can work in fewer professions than men and so an indication of societal gender discrimination.

Moreover, considering the managerial positions selected for girls and boys in Pictures, Photos, and Texts of the Course Books, managerial positions are seen as appropriate for men, and women are presented as vice managers in only Social Sciences course books for 5th and 7th grades. This finding is not only an indication of the presence of male dominant perception of managerial positions in the course books but also of the use of the course books as a means of promoting the belief that men are more clever than women hence managerial positions are more suitable for them. This result that can be viewed as the reflection of patriarchal society gives the impression that men should be dominant in the management. This finding seems to not comply with the principle of equality in democratic societies.

Similarly, considering the ratios of male and female scientists in the Pictures, Photos, and Texts of the Course Books, all the scientists presented in the course books are male; none of the female scientists are mentioned. Not including female scientists from the world of science can be viewed as one of the gender discriminatory indicators that give the impression that science is only men's work.

When the male and female leaders presented in the Pictures, Photos, and Texts of the Course Books are examined, it is observed that, in none of the books, any place is reserved for female leaders; yet, great amount of place is reserved for male leaders. As it is for managerial positions, this result is an indication of a belief that leaders are from men.

Lastly, it is also seen that although there are many female writers, their inclusion ratio in the course books is very low when compared with that of male writers.

As they do not occupy much place in the books evaluated, games and types of toys are not presented in a table. However, some findings indicating gender discrimination were obtained about this issue. The Life Sciences and Social Sciences course books usually present girls while jumping rope, hop scotching, throwing ball to each other, boys are depicted usually playing football, basketball, and volleyball. These findings concur with the findings of Esen (2007) who reported that girls and boys are distinguished through games, game tools and activities. For example, in a garden cleaning activity or plantation activity which is applied as an educational activity in schools, all students are girls. Similarly, it is the girls portrayed in the activities which are introvert or inactive, such as reading a book, writing, keeping diaries. On the other hand, it is boys who are engaged with computers, making observation with telescope or conducting experiments in the science laboratory.

Girls and boys are equally represented in activities such as folk dance, listening to music, travel and cultural activities. In the course books, boys are usually depicted playing with toys such as car but the girls while playing with toys such as baby dolls.

CONCLUSIONS AND RECOMMENDATIONS

According to the findings obtained from the study, it is highly possible to claim that the Life sciences and Social Sciences course books are not prepared with due care to societal gender sensitivity. There are many elements found in the pictures, photos and texts giving the impression of gender discrimination.

Except for Social Sciences course books for 4th and 5th grades, all of the course books and teacher books include more pictures of boys than those of girls. In pictures and photos, girls and boys are usually depicted in public places, at school and home, but unlike boys, girls are also depicted while doing cleaning and household chores. Giving the impression that household chores are women's responsibility is a kind of gender discrimination.

Except for the Social Sciences course book for 4th grade, the children are depicted with a female adult or with a male and female adult. Depicting children with a female figure more often seems to be an attempt to emphasize the mother role of the woman.

Though boys and girls are usually shown while engaging in activities such as sports, listening to music, folk dance, and cultural activities, the ratio of showing boys while doing sports is higher, and in addition to the activities mentioned above, girls are also shown while engaging in painting, hand crafts and etc.

Showing families with 1 or 2 children in the course books is a positive indicator as this distances the mother from the role of birth giver. The colors used in the pictures and photos in the course books are selected according to traditional patterns; hence, boys are usually depicted in blue, black and their shades and girls in red, yellow and their shades.

While women are presented in the course books within the restricted scope of professions as doctors, teachers, nurses, the scope of the professions reserved for men is very extensive in that they are presented in the course books as doctor, engineer, fire fighter, civil servant, soldier, police officer etc. Hence, it can be claimed that girls are encouraged to adopt some jobs. In course books, selecting all the scientists among men is another remarkable finding. Not reserving any place for female scientists in the course books can be viewed as an important sign of societal gender discrimination.

While introducing important people from the fields of art, politics, sports etc. in the pictures, photos and texts of the course books, men are preferred. In the course books, managerial positions are seen as appropriate for men and women are presented as vice managers in only Social Sciences course books for 5th and 7th grades. This finding is not only an indication of the presence of male dominant perception of managerial positions in the course books but also of the use of the course books as a means of maintaining the belief that men are more clever than women hence managerial positions are more suitable for them.

When all the data obtained from the examination of the course books are evaluated together, it is seen that Life sciences course books and Social Sciences course books that are considered important resources in the process of education include elements of societal gender discrimination with regards to the ratio of girls' photographs to that of boys', social and cultural activities that girls and boys participate in, the places where they are depicted, the jobs selected, the colors used in their clothes, managerial positions, and the ratio of woman leaders, writers and scientist appearing in the books.

Hence, it is seen that societal perception of woman and the roles assigned to her find reflections in the course books, and traditional gender discriminatory patterns and judgments are maintained through education.

In the course books, it is seen that women are assigned in-house roles and related jobs, mother role is particularly emphasized, though there are many successful female writers, managers, and scientists, these professions are reserved for men. Moreover, girls are usually depicted while playing games such as rope-jumping, and playing with baby dolls yet boys are usually depicted while playing football and basketball and playing toys such as cars. All these things can be elements indicating negative prejudices and patterns with regards to societal gender discrimination. Hence, attempting to restrict women who should be able to express themselves freely in every field of life with certain roles and patterns through educational institutions and educational materials that claim to train contemporary, open minded young people is one of the most important barriers in front of creating a sexually equal and a free society. Therefore, it seems to be necessary to revise the educational

materials with gender sensitivity in mind to be a contemporary nation where there is no gender discrimination.

Besides Life sciences and Social Sciences course books, the other course books and teacher books and all the other educational materials, particularly those used in pre-school and primary school education should be revised by paying close attention to eliminate the elements leading to societal gender discrimination.

Educational seminars for parents should be organized to make them more sensitive to issues of societal gender discrimination.

Teachers who are the practitioners of education, inspectors, school directors, and other personnel should be trained about societal gender discrimination, for this purpose, seminars and in-service training sessions should be organized.

REFERENCES

- Anderson, D.A. & Hamilton, M. (2005). Gender role stereotyping of parents in children's picture books: The invisible father. *Sex Roles*, Vol. 52(3/4), 145-151.
- Arslan, H. ve Asan H. T. (2006). Ders kitaplarında cinsiyetçilik ve öğretmenlerin cinsiyetçilik algılarının saptanması. *Amargi Dergisi*, 1 (2), 1-10.
- Crisp, T. & Hiller, B. (2011). Is this a boy or a girl rethinking sex role representation in caldecott medal-winning picture books 1938-2011. *Children's Literature In Education*, 42, 196-212.
- Dökmen, Z. (1995) . İlkokul Ders Kitaplarının cinsiyet Rollerini açısından incelenmesi. *Psikiyatri Psikoloji Psikoformoloji Dergisi*, 3, (2), 22-28.
- Esen, Y. ve Bağlı, M. T. (2002). İlköğretim ders kitaplarındaki kadın ve erkek resimlerine ilişkin bir inceleme, *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 35 (1-2), 144-154.
- Esen, Y. (2007) Sexism in school textbooks prepared under education reform in Turkey. *Journal for Critical Education Policy Studies*, 5 (2).
- Gök, F. (2005). *Eğitimde cinsiyetçilik*. Eğitim Sen 1. Kadın Kurultayı. Ankara: Eğitim Sen Yayınları.
- Helvacıoğlu, G. F. (1996). *Ders kitaplarında cinsiyetçilik 1928-1995*. İstanbul: Analiz Basım Yayınları.
- Korehaus, C. & Demarest, J. (1993). Gender role stereotyping in children's literature: An update. *Sex Roles*, 28, (3), 219-232.
- Kutner, N. G. & Brogan, D. (1976). Sources of discrimination in Educational system: A Conceptual Model. *Psychology Of Women Quarterly*, 1, 50-59.
- Külahçı, Ş. G. (1987) *İlkokul Türkçe kitaplarında cinsiyet ayrımı*. Yayımlanmamış yüksek lisans tezi, Fırat Üniversitesi, Elazığ.
- Gürkaynak İ., Otaran N., Sayın A., Güven F. ve Atakul S. (2003). *Eğitimin toplumsal cinsiyet açısından incelenmesi*. Türkiye 2003. UNICEF.
- Saktanber, A., (1988). Muslim identity in children's Picture books. In: R. Tapker, (Ed.), *Islam in Turkey: Religion in a secular state*. London, pp.171-188.
- Sever, S. (2008) *Gelişim sürecinin temel bir aracı: çocuk edebiyatı yapıtları*. Mavi Ada Sanal Dergi, 3.
- Tan, M. (2000). *Eğitimde kadın erkek eşitliği ve Türkiye gerçeği*. Ankara: TÜSİAD Yayınları.
- Yorgancı, F. (2008). *İlköğretim ders kitaplarında toplumsal cinsiyet rollerinin inşası*. Yayımlanmamış yüksek lisans tezi Afyon Kocatepe Üniversitesi, Afyonkarahisar.
- Wetzman, L.J., Eifler, D., Hokado, E. & Ross, C. (1972). Sex-role socialization in picture books for preschool children. *American Journal of Sociology*, 77, (6), 1125-1150.

List of The Book Revised

- Aldal, H. Falakoglu, Ş. ve Çetin, L. (2007). *İlköğretim hayat bilgisi 1. Sınıf çalışma kitabı*. Ankara: Okyay Yayıncılık.
- Atlıhan, A., Eren. Ö. ve Fidan, Ö. (2007) *İlköğretim hayat bilgisi 2. sınıf çalışma kitabı*. İstanbul: Bediralp Matbaacılık.
- Atlıhan, A., Eren. Ö. ve Fidan, Ö. (2007) *İlköğretim hayat bilgisi 3. sınıf ders kitabı*. İstanbul: Bediralp Matbaacılık.
- Kolukısa, E. A., Oruç, Ş, Akbaba, B. ve DüNDAR, H. (2005). *İlköğretim 4. sınıf sosyal bilgiler ders kitabı*. Ankara: A Yayınları.
- Kolukısa, E. A., Oruç, Ş, Akbaba, B. ve DüNDAR, H. (2005). *İlköğretim 4. sınıf sosyal bilgiler öğrenci çalışma kitabı*. Ankara: A Yayınları.
- Özdemir, A. ve Yıldız, M. (2006). *İlköğretim hayat bilgisi 2. sınıf ders kitabı*. İstanbul: Devlet Yayınları.
- Öztürk, C. ve Kalaycı, Z. (2007). *İlköğretim 5. sınıf sosyal bilgiler öğrenci çalışma kitabı*. İzmir: Sürat Yayınları.
- Öztürk, C. ve Kalaycı, Z. (2007). *İlköğretim 5. sınıf sosyal bilgiler ders kitabı*. İzmir: Sürat Yayınları.
- Öztürk, S. ve Elbistan, F. (2006). *İlköğretim hayat bilgisi 1. sınıf ders kitabı*. Ankara: Devlet Kitapları Müdürlüğü.
- Safran, M. (2006). *İlköğretim sosyal bilgiler 6. sınıf ders kitabı*. (Birinci Baskı). Ankara: Devlet Kitapları Müdürlüğü.
- Safran, M. (2006). *İlköğretim sosyal bilgiler 7. sınıf ders kitabı*. (Birinci Baskı). Ankara: Devlet Kitapları Müdürlüğü.
- Safran, M. (2006). *İlköğretim sosyal bilgiler 6. sınıf öğrenci çalışma kitabı*. (Birinci Baskı). Ankara: Devlet Kitapları Müdürlüğü.
- Safran, M. (2006). *İlköğretim sosyal bilgiler 7. sınıf öğrenci çalışma kitabı*. (Birinci Baskı). Ankara: Devlet Kitapları Müdürlüğü.

Genişletilmiş Özet

Eğitim kurumları, toplumsal cinsiyet duyarlılığına uygun hazırlanmayan eğitim programları ve ders materyalleri aracılığıyla toplumsal cinsiyet ayrımcılığını arttırıcı bir rol üstlenebilmektedir. Okulda uygulanan eğitim programları ve ders kitapları, cinsiyet ayrımcılığının doğrudan ya da dolaylı bir biçimde oluşmasına neden olabilmektedir. İlköğretim düzeyinde araştırma kapsamına alınan Hayat Bilgisi ve Sosyal Bilgiler dersleri, bireylere toplumsal değer yargıları ve kalıpları öğrenmelerine olanak sağlayarak, onların toplumsal bir kimlik kazanmasında, yaşamdaki rol ve görevlerine hazırlanmalarında önemli bir işlevi bulunmaktadır. Bu açıdan bakıldığında, bu derslerin içeriğinde ya da basılı ve görsel materyallerinde toplumsal cinsiyet açısından ayrımcı öğelerin bulunması, çocukların yanlış kalıp ve değer yargılarını öğrenmeleri ve bunları içselleştirmelerine yol açarak geleceğin nesillerinin yanlış modeller oluşturmalarına ve cinsiyet ayrımcılığının sürdürülmesinin bir aracı konumuna dönüşebilirler. Bu yönüyle, bireyin toplumsal bir kimlik kazanmasında önemi yadsınamayacak olan, örgün eğitimin ilk temel derslerden olan Hayat Bilgisi ve bunun üzerine kurgulanan Sosyal Bilgiler ders kitaplarının toplumsal cinsiyet açısından incelenmesi büyük bir öneme sahiptir. Bu araştırma, İlköğretim Hayat Bilgisi ve Sosyal Bilgiler ders ve öğretmen kılavuz kitaplarında toplumsal cinsiyet ayrımcılığına yol açan unsurlara hangi sıklıkta ve önemde yer verildiği sorusuna yanıt aramaktadır.

Bu araştırma, İlköğretim Hayat Bilgisi (1,2,3 Sınıf) ve Sosyal Bilgiler (4,5,6,7 Sınıf) Ders ve öğretmen kılavuz kitaplarını toplumsal cinsiyet açısından değerlendirmeyi amaçlamıştır. İlköğretim Hayat Bilgisi (1,2,3 Sınıf) ve Sosyal Bilgiler (4,5,6,7 Sınıf) ders ve öğretmen kılavuz kitaplarındaki, fotoğraf, resim ve metinleri içerik analizine dayalı olarak incelemeye çalışan betimsel nitelikte bir çalışmadır.

Araştırmadan elde edilen sonuçlara göre Sosyal Bilgiler ve Hayat Bilgisi ders ve öğretmen kılavuz kitaplarının toplumsal cinsiyet duyarlılığı ile hazırlanmadığı resim, fotoğraf ve ifadelerde önemli oranda cinsiyet ayrımcılığını gösteren bulgulara ulaşılmıştır. Sosyal Bilgiler 4. ve 5. sınıf kitapları hariç ders ve öğretmen kılavuz kitaplarının tamamında erkek resimlerine kadın resimlerinden daha fazla yer verildiği, erkeklerden farklı olarak kadınların temizlik ve ev işleri yaparken resmedildiği, erkeklerin daha çok spor etkinliklerinde gösterildiği, kadınların ise resim ve el sanatları etkinliklerinde gösterildiği görülmüştür. Ayrıca ders kitaplarındaki fotoğraf ve resimler de sanat, siyaset, spor vb. alanlarda önder insanlar tanıtılırken erkeklerin tercih edildiği, statü olarak erkeklere yönetici görevlerinin verildiği saptanmıştır. Bu açıdan bakıldığında toplumsal olarak kadına bakış açısının ve biçilen rol, yargı ve değerlerin ders kitaplarına yansıdığı, geleneksel cinsiyet ayrımcı olarak görülen belirli kalıp ve yargıların eğitim aracılığıyla sürdürülmeye çalışıldığı söylenebilir. Kadınlara ders kitaplarında ev içi roller ve anne rolünün verilmesi ve buna uygun meslekler önerilmesi cinsiyet ayrımcılığını gösteren önemli bulgulardan biri olarak kabul edilebilir.

Sosyal Bilgiler ve Hayat Bilgisi ders ve öğretmen kılavuz kitaplarından elde edilen sonuçlar genel olarak değerlendirildiğinde öğretim süreci için önemli bir kaynak sayılabilecek Sosyal Bilgiler ve Hayat Bilgisi ders ve öğretmen kılavuz kitaplarındaki, resim, fotoğraf ve metinlerde, kız ve erkek figürlerinde çocuklara biçilen roller, meslekler, gösterildikleri mekânlar katıldığı kültürel ve sosyal etkinlikler, yöneticilik görevleri, kitaplarda yer alan bilim insanları, önderler ve yazarlar gibi kriterler açısından bakıldığında toplumsal cinsiyet ayrımcılığını gösteren unsurlar taşıdığı saptanmıştır. Bu yönüyle toplumsal olarak kadına bakış açısının ve biçilen rol yargı ve değerlerin ders kitaplarına yansıdığı, geleneksel cinsiyet ayrımcı olarak görülen belirli kalıp ve yargıların eğitim aracılığıyla sürdürülmeye çalışıldığı söylenebilir.