ANALYSIS OF GENDER ROLE MISCONCEPTION ON SOCIAL STUDIES TEXTBOOKS IN PLATEAU STATE

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ABSTRACT: Despite the laudable expectations from Social Studies, recent researches on its textbooks seem to suggest and present a dismal picture of women's place in history. It has been observed that in most social studies literatures (textbooks) the roles of females were omitted while male were more visible which the thrust of this study is. The study looks at how the gender roles relate to the family, community and the country is represented in the social studies textbooks in Plateau state. The study used the Statistical Package for Social Sciences version 21 (SPSS 21) in analysing the quantitative aspect of the data while one way ANOVA was used to establish whether there is or there is no significant difference exists in gender role misconception and stereotypes among teachers based on their years of teaching experience, location differences, educational qualifications and gender. At the end of the research, the study revealed that there is no significant difference in mean score for gender role misconception and stereotype of the teachers on the basis of their years of teaching experience and educational qualifications while there are significant differences in mean score for gender role misconception and stereotype of the teachers on the basis of their school location differences and gender affiliation. The result of the teachers based on teaching experience and educational qualifications was revealed to be 0.003 and 0.007 respectively which is less than the significant of 0.05 as established by the study while the teachers misconception based on school location differences and gender affiliation, the study revealed the mean score of 0.450 and 0.894 respectively which were more than 0.05 significance level of the study which implies that teacher' years of teaching experience and educational qualifications do not have any effect on their views regarding gender roles misconceptions in the contents of primary school Social Studies textbooks. As a result of these findings, the following recommendations were given. The new concepts of masculinity and femininity should be allowed to encourage both females and males to freely develop their potentials and personalities; males should feel their masculine side in caring for their family members and sharing housework while females should be encouraged to strive for high social positions; there should be elimination of Confucian ideologies which downplay females as well as constructing females; and as the Nigerian society is changing, its natural law that set backward attitudes toward women should be discarded and replaced by progressive ones.
Key Words: Gender Role, Misconception

INTRODUCTION
Background of the Study

Social Studies as a discipline were born out of the need to construct a better and an ideal society. As a result of the impact Social Studies had on communities, it has remained in use till date in Nigeria and beyond. Despite these laudable expectations from Social Studies, recent researches on Social Studies textbooks seems to suggests and present a dismal picture of women's place in history (Crocco, 2008). For example, Pico's (2011) quantitative and qualitative analysis of the content and images in Social Studies and Spanish books used in primary school in Puerto Rico looks at gender stereotypes and machismo (strong or aggressive masculine pride), which is a set of beliefs and values that view the male as being superior. The study looks at how the gender roles relate to the family, community and the country. Pico found that quantitatively, females were omitted from the books and male were more visible. Pico further found that qualitatively, the textbooks showcased females as just mothers and housewives in the family and as secretaries and nurses in society while the males appear as the family provider and leaders of society as bosses and doctors. Pico's analysis shows that the texts included stereotypes that portray women as having traditional and conservative roles and men as being protagonists and having the power to make social changes. Could this also be the case of the content of primary school Social Studies textbooks in use in Plateau State, Nigeria? This study intends to fill this gap.

Studies (Frawley, 2005; Zakka, 2016) have shown that children develop their own ideas about gender as evidence by the clothes they wear and their dramatic plays at early ages. Frawley (2005) further held that teachers' biases, intentional or otherwise, also send clear and harmful messages that are very influential as children form beliefs in their own abilities. Similarly, Sadker (2010) posited that teachers sometimes perpetuate male dominance in the classroom when they (often unconsciously) make males the focus of instruction by giving them more frequent and meticulous attention. Sadker therefore concluded that this form of male dominance perpetuation usually have negative impact on the self-esteem, self-confidence and achievement of females. Nevertheless, these studies emphasis the portrayal of gender stereotype and its negative impact from classroom interactions but have completely left out issues of stereotype gendered language and its implication as evident in the contents of textbooks.

LITERATURE REVIEW
Concept of Gender

Gender, in its narrowest sense, means socially constructed sex, be it female or male. It was in the 1970's that American and English feminists started using the terms "gender" and "gender relations". Hence the transition was made from "study of the differences between the sexes... to relations between the sexes both in the sense of social relations and conceptual relations" (Hurtig, Kail & Rouch, 1991). The word "gender" was to develop at a remarkable pace in the early 1980's (Nairobi Conference, 1985) in English-speaking and Latin American countries and also within all international organizations; its usage would be facilitated by the holding of a succession of important conferences such as the Cairo Conference (1994) and the Beijing Conference (1995) during which the term definitively established itself. Yet if one were to contemplate the subversive nature of the gender concept, one would wonder why the term became such a catch word. A number of reservations need to be made and it should be noted that, all too often, the word is used simply as a synonym for woman, or the female sex. Such improper usage consists precisely of disguising or erasing to some extent the word "sex". It can therefore be reasonably assumed that it is this watered-down, almost "dulled" meaning of the word which, by removing much of its epistemological and ideological force, vindicates its excessive use. Gender implies knowledge of the difference between the sexes, yet that knowledge is also a way of organizing the world and is inseparable from the social organization of those differences. Knowledge, much like power, which is one of its pillars, is neither determined nor finite; it is variable and subject to countless changes. The same is true of complementarily and opposition between the sexes which can change and come about through changes in society. Gender is therefore an essentially dynamic concept which brings into question the apparent immutability of social roles. Despite these advances in theory, women continue to be placed, implicitly, in the category of nature - instinct, sentiment, irrationality - while men, on the contrary, are placed in the category of culture - reflection, abstraction of a mental system.

Gender Role Misconception

According to Nyalunga (2017), women and men are different at genetic levels and carry different sexual organs. Nyalunga further pointed to the fact that

beyond genetic levels and different sexual organs, men and women are equal and should be accorded equal opportunities to realize their full potentials. Similarly, Blackstone (2013) held that gender refer to the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender. As a result, Blackstone concluded that gender roles are the product of the interactions between individuals and their environments, and they give individuals cues about what sort of behaviour is believed to be appropriate for what sex. Appropriate gender roles are defined according to a society's beliefs about differences between the sexes (Blackstone, 2013). Blackstone (2013) further opined that understanding the term "gender roles" requires an understanding of the term "gender", "Gender" is a social term that is often confused with the term "sex:" Sex and gender are different concepts. Sex is a biological concept, determined on the basis of individuals' primary sex characteristics. Gender, on the other hand, refers to the meanings, values, and characteristics that people ascribe to different sexes. Oakley (1972) was one the first social scientists to distinguish the concept of gender from the concept of sex.

Gender Bias in the Classroom and its Impact

Sadker and Sadker (2014) documented gender bias in the classroom in their book "Failing at Fairness: How America's Schools Cheat Girls". Sadker and Sadker (2014) explained, "Every day in America little girls lose their independence, achievement, and self-esteem. Subtle and insidious, the gender biased lessons result in quiet catastrophes and silent losses. But the causalities of tomorrow's women are very real" (p.76). Sadker and Sadker spent decades of work documenting gender bias. They began by examining standardized test data. What they found was that young girls in early grades measured ahead or equal to boys on almost every standardized measure of academic achievement and psychological well-being; however, by the time they entered high school, SAT and ACT scores had fallen behind boys. Girls were scoring far lower than their male counterparts on achievement tests for college. This trend was particularly significant in mathematic scores. Sadker and Sadker set out to find why this gap existed.

Gender Schema Theory

Gender schema theory was first propounded by Sandra Bem in 1981 and later expanded by Carol Martin and Charles Halverson in 1983. According to

gender schema theory, once children have formed a basic gender identity they start to develop gender schemas. Gender schemas are based on children's interactions and observations of others, their environment, and the culture. These gender schemas are used to organize and direct the child's behaviour based on his or her society's gender norms and expectations related to the child's gender. Gender schema theory further holds that the ability of children to label themselves and others as males or females is considered necessary for gender schema development to begin (Martin & Halverson, 1981). Once formed, it is posited that the schema expands to include knowledge of activities and interests, personality and social attributes, and scripts about gender-linked activities (Levy & Fivush, 1993; Martin, 1995; Martin & Halverson, 1981). The schema is presumably formed from interactions with the environment, but the process by which gender features that constitute the knowledge structure of the schema are abstracted remain unspecified.

RESEARCH METHODOLOGY

Research Design

The survey approach was adopted for this study. The approach enables the use of both quantitative and qualitative data analytical process. The reason for the adoption of the approach is to enhance the understanding of views of the gender role misconception in the context of the primary school Social Studies textbooks in and its implication not only in Plateau state as the case may be but also in other area of concern globally.

Population of the Study

The study only used four (4) selected and currently used primary school Social Studies textbooks which include Brilliant Primary five (5) and six (6) Social Studies textbook (Macmillan) written by A. Jedege, M. Ibrahim, T. Arulogun, F. Akinleye, and U. Nwose; and Primary five (5) and six (6) Social Studies (UBE edition) written by M.O. Odedokun, U.G. Isiguzo, M.H. Baka and M.O. Olugbodi as used by primary 5 and 6 pupils in Plateau State. Also, teachers teaching primary 5 to 6 Social Studies in public primary schools and their pupils in urban and rural areas of the state also form the population of the study.

Sample Size and Sampling Procedure

The study revealed in table 3.3 that, there are 2,005 public primary schools in Plateau State and a gross enrolment rate of 570,626 pupils (Universal Basic Education Board, 2016). These public primary schools (2,005) are located in urban, peri-urban and rural areas across the 17 Local Government Areas of the State. In this, a total of 408 pupils and 102 teachers from the public primary schools in both urban and rural areas from the 17 LGAs of Plateau State formed the second part of the population.

Table 3.3. Sample Primary Schools in urban and rural areas of Plateau State

S/No	Name of School	LGA in Plateau State	Total No. of Schools
1.	LEA Gafat, Gindin Akwati and Gassa	Barkin Ladi LGA	3
2.	LEA Gurum A and B, Jengere	Bassa LGA	3
3.	LEA Bokkos Central, Bokkos West and Butura	Bokkos LGA	3
4.	LEA Federe, Fobur B West and Fobur Central	Jos East LGA	3
5.	LEA JentaAdamu, Jenta Apata, and Jos Jarawa	Jos North LGA	3
6.	LEA Bukuru, Chugwi and Dashonong	Jos South LGA	3
7.	LEA Birbyen, Dengi, and Dugub	Kanam LGA	3
8.	LEA Amper C, Dawaki, and Garram	Kanke LGA	3
9.	LEA Kuffen A, Kwallak, Kwanpe	Langtang North LGA	3
10.	LEA DadinKowa, Fajul and Gamaki	Langtang South LGA	3
11.	LEA Mangu 1, Chakfem, and Gindiri 1	Mangu LGA	3
12.	LEA Gaulam, Kiehil, and Koenoem A	Mikang LGA	3
13.	LEA Pankshin, Jiblik and Jing	Pankshin LGA	3
14.	LEA Aningo, Bwall and Doka East	Quaanpan LGA	3
15.	LEA Kwogo, Riyom, and Ra Hoss	Riyom LGA	3
16.	LEA Shendam A, Dokka and Juban	Shendam LGA	3
17.	LEA Gudus, Kadarko, and Kampani	Wase LGA	3
	Total	17	51

Source: Fieldwork, 2019

Instrumentation

A gender belief, value and teaching method interview was used in assessing the beliefs and values of the teachers in the selected schools. This interview schedule consists of 3 sections, with 22 questions - section 1 has to do with the background information, section 2 has to do with the beliefs and values regarding gender and section 3 had to do with the teaching method adopted by the teachers. Questionnaire assessing the views of teacher's concerning their perception on the genders was used. This questionnaire has two sections - A and B. Section A handled the demographic data of respondents, while Section B has to do with gender perceptual views of the teacher. Similarly, primary 5 and 6 pupils were interviewed using a 6 question

guideline to assess their views concerning gender issues evident in texts and images as contained in Social Studies textbooks. Pupils were also asked questions on what they want to become when they grow up and the reasons for their choices. The reason for this is to see the extent to which images and texts in the contents of textbooks have shape their views on what a man or woman is expected to become.

Validity and Reliability of Instrument

In determining the validity of the instrument, one of the first steps was for the researcher to read all the textbooks in the sample and come up with a master list of portrayed behaviours exhibited by textbook male and female characters. These behaviours in all categories were then rated by three ratters into masculine, feminine and androgynous classifications using various techniques and arrived at an agreement upon the meaning as they relate to masculine, feminine and androgynous gender roles in the categories and subcategories that were analysed. To ensure validity, therefore, the issue of coders' agreement on the meaning of terminologies used in the identified categories and the accompanying sub-categories, analysis and coding was taken into account. This instrument was found reliable because it has been tested over and over by different scholars who have conducted similar studies in different countries in both developing and developed societies and therefore adopted by UNESCO as a standard instrument for the conduct of studies of such magnitude. Furthermore, the test and retest (which is a stability reliability method) was also used in testing the instruments among teachers and pupils in Jos North LGA of Plateau State and it was found that the instrument was well understood and teachers and pupils could respond to the instrument without any challenge. In addition, the split-half reliability test was also conducted using the Statistical Package for Social Sciences (SPSS) version 21.0 and a co-efficient of 0.7 was received.

Data Collection Procedure

Data was collected using three (3) strategies. The first part made of structured and semi-structured questionnaire, in-depth interviews and classroom observations. Six (6) research assistants were trained and they assisted the researcher during the data collection phase.

In-depth interview was held with teachers and pupils and the instrument used allowed them the freedom to exceed the boundaries within the instrument particularly if respondents had more to tell the researcher. This guideline was divided in three parts. The first part is the personal information of the teachers, the school and the pupils in his/her class. Names of the teachers and the school will not be noted down to keep them confidential. The second part consists of 15 clusters of questions. The first 8 clusters assess how unconsciously stereotyped the teacher is in his/her daily interaction with the students in relation to tasks for females/males; cross-sex behaviours; sex segregation; and ideal traits for males and females. The next 3 clusters assess teachers' attitude about gender and education, expressed through their perception of suitable subjects for each sex, the preparation that education provides for each sex's future roles. The last 4 clusters relate to the teaching of the textbooks, in which the researcher investigate whether teachers are informed about the state of gender misconceptions and stereotypes in textbook, their attitude of gender stereotypes and possible remedies for the gendered parts in the textbook, and also their understanding of some ambiguous points in the text (Appendix 1, 2 and 3 respectively). Teacher interview were longer and in much further details than the pupils interviews.

Method of Data Analysis

To analyse the data collected, the researcher used the Statistical Package for Social Sciences version 21 (SPSS 21) in analysing the quantitative aspect of the contents of primary school Social Studies textbooks that were collected through counting (quantitative content analysis) of the images and texts and the observation that were carried out in the various schools (teachers and pupils interview). Furthermore, an Analysis of Variance (ANOVA) was conducted in order to see whether difference exists in gender role misconception and stereotypes among teachers in regards to their demographic variables. All hypotheses were treated at the 95% confidence level and $p = 0.05$ was assumed.

DATA ANALYSIS AND PRESENTATION
Demographic Distribution of Respondents (Teachers)

The table 4.1 shows the demographic distributions of the respondents. For years of teaching experience of the respondents, it was found that those who had 4-6 years of teaching experience were 39.2% (n=40). This was followed

by those who had 7-9 years teaching experience (26.5%, n=27), and those who indicated that they have taught for the past 10 years and above (20.6%, n=21). Respondents that stated that they had only 1-3 years teaching experience were 13.7% (n=14). Since majority of the teachers had 4 years and above teaching experience, it is expected that they will be in a good position to responded to issues bordering on gender misconception as evident in contents of Social Studies textbooks at the primary school level and should also be able to ascertain the implication of this in the way they teach the pupils. Consequently, when pupils from the various primary schools in Plateau State in both rural and urban schools were asked on whether they like to read the Social Studies textbooks for primary 5 and 6 recommended by the Plateau State Ministry of Education, it was found that a significant number of the respondents (45.2%, n=174) agreed that they like reading the books. A good number (38.2%, n=147) strongly agreed, 7.3% (n=28) of the respondents disagreed, 3.6% (n=14) of the respondents strongly disagreed, while 5.7% (n=22) of them said they do not know.

Table 4.1: Demographic Distribution of Respondents (Teachers)

Variables	Frequency	Percentage
Years of teaching experience		
1-3 years	14	13.7
4-6 years	40	39.2
7-9 years	27	26.5
10 years and above	21	20.6
Location of school		
Rural	38	37.3
Urban	64	62.7
Educational qualification		
TC II	7	6.9
NCE	55	53.9
Bachelor of Education	40	39.2
Gender		
Male	26	25.5
Female	76	74.5

Source: Fieldwork (2019)

Teacher's Views on Gender Misconceptions and Stereotype

Based on the foregoing therefore, we accessed teacher's view on gender misconception and stereotypes and the following responses were received as shown in table 4.2. Table 4.2 shows that a significant number (30.4%, n=31) of the teachers agreed that the dominant gender stereotype commonly reinforced in schools and classroom is teachers encouraging boys to take science courses and girls otherwise. A good number (22.5%, n=23) of the teacher strongly agreed to this position, while only 24.5% (n=24) and 5.9% (n=6) disagreed and strongly disagreed respectively. Only 16.7% (n=17) of the teachers stated that they do not know. The table further shows that majority (59.8%, n=61) of the teachers stated that these stereotype and misconceptions are reinforced through books, teaching and socialisation at home. This position was also supported by a good number (31.4%, n=32) of the teachers who agreed to the assertion. However, only 4.9% (n=5) of the teacher felt otherwise by strongly disagreeing to this assertion. Similarly, majority (63.7%, n=65) of the teachers stated that these stereotype narrows children's choices in life; with 10.8% (n=11) of the teachers who strongly disagreed, while 15.7% (n=16) of the teachers stated that they do not know whether these stereotype narrows children's choices in life.

Table 4.2: Teacher's Views on Gender Misconceptions and Stereotype

Statement	SD	D	Undecided	A	SA
The dominant gender stereotype commonly reinforced in schools and classroom is teachers encouraging boys to take science courses and girls otherwise	7(5.9)	24(24.5)	17(16.7)	31(30.4)	23(22.5)
These stereotype are reinforced through books, teaching and socialisation at home	5(4.9)	-	4(3.9)	32(31.4)	61(59.8)
These stereotype narrows children's choices in life	11(10.8)	-	16(15.7)	65(63.7)	10(9.8)

Source: Field Studies, 2019

Pupil's Views on Gender Misconceptions and Stereotype

Table 4.3 shows that majority (83.4%, n=321) of the pupils stated that images and texts of textbooks on female and male characters approved for their readership matches those in the real world as they agreed and strongly agreed respectively to this assertion. Only a small number (3.6%, n=14) and (7.3%, n=28) of the pupils strongly disagreed and disagreed respectively. However, those who agreed and strongly agreed remain in the majority.

Table 4.3: Pupils View on Whether Images and Texts of Textbooks on Female and Male Character Matches those in Real World.

Responses	Frequency	Percentage
Strongly disagree	14	3.6
Disagree	28	7.3
Don't know	22	5.7
Agree	174	45.2
Strongly agree	147	38.2
Total	385	100

Source: Field Studies, 2019

Findings from Social Studies textbooks

Pupils' textbooks that content were analysed are currently in use for primary 5 and 6 in Plateau State, Nigeria, however, Based on the frequency of appearance of character, tables 8 shows that the difference between unnamed male and female characters are minimal with 53% and 47% respectively, this is not the case with the illustrated and named characters. The total percentage of illustrated male characters was 63 and for female characters it was 37. With named characters, the percentage was 80 for males and 20 for females. On a closer look, table 4.4 further shows several trends as far as illustrated and named male and female characters were concerned. In each textbook for a given level, there were more males depicted in illustrations and also more named characters compared to those of female characters. Meanwhile findings from class observation also show that in most cases the presence of more males than females particularly in rural schools. It was observed that the seating arrangement of the pupils was decided by the teachers; however, there was no sex segregation in the seating pattern. Rather, the teachers often arranged purposefully girl-boy pairs in the class. The reason for this mix-gender in the seating pattern was not meant to promote understanding between boys and girls.

Table 4.4: Illustration, Named Character, and Unnamed Character in Social Studies Textbooks by Gender.

Textbooks for primary	Frequency of appearance		Total (%)
	Male	Female	
Appearance of illustrated characters			
Primary 5	124(59)	86(41)	13.7
Primary 6	29(88)	4(12)	39.2
Total	**153(63)**	**95(37)**	**243(100)**
Frequency of named characters			
Primary 5	49(67)	24(33)	73(100)
Primary 6	58(97)	2(3)	60(100)
Total	**107(80)**	**26(20)**	**133(100)**
Frequency of unnamed characters			
Primary 5	21(51)	20(49)	41(100)
Primary 6	7(58)	5(42)	12(100)
Total	**28(53)**	**25(47)**	**53(100)**

Source: Fieldwork, 2019.

Gender Role Misconception on Social Studies Textbooks Due to Teachers' Years of Experience, Location Differences, and Educational Qualifications based on Teachers Gender

As revealed in chapter three, t-test hypothesis was used to establish whether there is or there is no significant difference between gender role misconceptions on Social Studies textbooks due to years of teachers teaching experience, location differences, educational qualifications and gender basis. In this analysis, one way ANOVA was used. As it was used, the study shows in table 4.5a and 4.5c that there is no significant difference in mean score of the study based on teachers' years of teaching experience and educational qualifications. This was revealed when the p value for the statistical analysis was revealed to be 0.450 and 0.894 respectively which were more than 0.05 significance level of the study which implies that teacher' years of teaching experience and educational qualifications do not have any effect on their views regarding gender roles misconceptions in the contents of primary school Social Studies textbooks. In the area of teacher location and gender as revealed in table 4.5b and 4.5d, the study revealed that there are significant differences in mean score of the study. This was revealed when the p value of the mean score for teacher location differences and gender basis was revealed to be 0.003 and 0.007 respectively which indicates that teachers who were teaching in school located in rural areas of Plateau State where traditional norms still exist found it difficult to challenge such

gender stereotypes in their teaching and were more likely to reinforce them when they become evident in textbooks.

Table 4.5a: Misconception on Social Studies Textbooks Due to Teachers' Years of Experience

Opinions due to years of teaching experience	Sum of squares	df	Mean square	F	Sig.	Decision
Between Groups	.631	3	.210	.888	.450	Rejected
Within Groups	23.212	98	.237			
Total	23.843	101				

Source: Field Study, 2019

Table 4.5b: Misconception on Social Studies Textbooks Due to Location of School

Opinions due to location of school	Sum of squares	df	Mean square	F	Sig.	Decision
Between Groups	12.496	3	4.165	4.927	.003	Accepted
Within Groups	82.848	98	.845			
Total	95.343	101				

Source: Field Study, 2019

Table 4.5c: Misconception on Social Studies Textbooks Due to Educational Qualification

Opinions due to educational qualification	Sum of squares	df	Mean square	F	Sig.	Decision
Between Groups	.294	3	.098	.267	.894	Rejected
Within Groups	36.029	98	.368			
Total	36.324	101				

Source: Field Study, 2019

Table 4.5d: Misconception on Social Studies Textbooks in Primary School

Opinions due to gender	Sum of squares	df	Mean square	F	Sig.	Decision
Between Groups	2.237	3	.746	4.264	.007	Accepted
Within Groups	17.136	98	.175			
Total	19.373	101				

Source: Field Study, 2019

SUMMARY

In the overall research, the study shows that there is no significant difference in mean score for gender role misconception and stereotype on the basis of teachers' years of teaching experience and educational qualifications. This was revealed when the p value for teachers years of teaching experiences and educational qualifications of the statistical analysis was revealed to be 0.450 and 0.894 respectively which were more than 0.05 significance level of the study implies that teacher' years of teaching experience and educational qualifications do not have any effect on their views regarding gender roles misconceptions in the contents of primary school Social Studies textbooks. In the area of misconception due to teacher location and basis of gender, the study revealed that there are significant differences in mean score for gender role misconception and stereotype on that basis. This was revealed when the p value of the mean score for teacher location and gender basis was revealed to be 0.003 and 0.007 which indicates that teachers who were teaching in school located in rural areas of Plateau State where traditional norms still exist found it difficult to challenge such gender stereotypes in their teaching and were more likely to reinforce them when they become evident in textbooks.

CONCLUSION

Findings from the study therefore indicates that educational materials that tend to reflect and enforce gender inequality and inequity on learners is not only gender-wise asymmetrical but also inimical to the building a progressive society that is supposed to be characterised by equity and equality. Gender-based textbooks will breed inequality and contribute towards the disempowerment of females thereby hindering their contributions towards national development. Thus, the gender representations of the Social Studies textbooks that were examined were not only out of tune with the contemporary society and the goals of the National Gender Policy, they also pose as obstacles to achieving gender equality in and through education.

RECOMMENDATIONS

Gender stereotypes require males and females to comply with the traditional concepts of masculinity and femininity which no longer fit in the modern Nigerian society. Therefore, new research is needed to construct Nigeria's new concepts of masculinity and femininity which are suitable to the Nigeria's social contexts. These new concepts should allow and encourage

both females and males to freely develop their potentials and personalities. In these new concepts, males should feel their masculine side in caring for their family members and sharing housework. And females should be encouraged to strive for high social positions. Nigeria's culture originally has matriarchal elements and in the history there are many examples of heroic women and even female warriors and queens. Undoubtedly, there are abundant materials for creating a new gender picture in which women in Nigeria are at an equal footing with men. Eliminating Confucian ideologies which downplay females as well as constructing females as the "self" also help to bring female's identity and perspectives into focus. As the Nigerian society is changing, it is the natural law that backward attitudes are discarded and replaced by progressive ones.

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