

Review of: "Analysis of Gender Representations in Recommended Biology Textbooks Used by Senior School Students in Nasarawa State, Nigeria"

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The topic discussed is very interesting, but it lacks the connection between “unbalanced gender representation in recommended Biology textbooks” and “the root cause of students’ poor performances in Biology.” The relation is unclear, and there were no analyses conducted to check this statement. Most of the reasonings presented are based on other research findings about the unequal representation of gender in other books/documents instead.

Regarding ‘participants & population,’ there were no humans involved, but more document analysis instead. Please make sure that these terms are correctly used. There is also a need to explain the terms ‘masculine, feminine, & gender neutral’ that were used to analyse the textbooks, as different people may have different understandings of these terms.

The findings finally discuss the importance of “the quality and quantity of the labeling, the neatness, and size of the pictures and diagrams,” which impacts students’ interest in reading textbooks. However, it was more of an assumption made by the researcher instead. No data came from the students to confirm this. It would be better if there were a survey/interview to get the students’ point of view in order to actually see the relationship between unequal gender representation in the textbooks and students’ performance, as there are so many other factors that could influence the results.