

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

Peter Mose<sup>1</sup>

<sup>1</sup> Kisii University

Potential competing interests: No potential competing interests to declare.

## Introduction

The gender conversation cannot be ignored in any sector of scholarship. That is why this article makes a critical contribution. The article is, generally, well-written and adheres to the conventions of scientific writing.

## Observations

- i. The authors needed to justify the choices they made; why did they choose biology and not chemistry or physics? In addition, why senior school?
- ii. This study is only part one of a possibly bigger study. Data from book writers/panelists and students would be critical in making an objective and reasonable conclusion regarding gendered words, colors, and pictures and how they might relate to biology, or any other subject, and scores in national examinations. It was important to know if the writers were men, women, or both in order to determine what motivated their choices.
- iii. In the first two lines of the abstract, there is a subtle suggestion that scores in biology could be related to how textbooks look; logically, there might be no such connection. Actually, other factors, including teaching methods, lack of textbooks, and syllabus coverage, could be part of the causes.
- iv. There is no need to state three definitions of biology. A single definition, covering the thoughts of the three, is enough.
- v. On page 3, last paragraph, the expression, “...are not encouraging...” is ambiguous. Which results are encouraging? Who is not encouraged? Does the curriculum design explain what encouraging results should be?
- vi. Table 1 is redundant; I do not see why it is added since authors are not comparing biology versus chemistry and physics. Just a bit of its content can be presented within the text.
- vii. There are seven textbooks studied. How do you know which ones the students read? Knowing which ones were read would help us draw a parallel between books read and biology scores.
- viii. There is a lot of capitalization in the text, which is against contemporary research reporting conventions. Authors should also read through and correct typographical and grammatical inconsistencies too.

## Conclusion

This would be an important addition to the gender debate in academia and in publishing.

