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## A Critical Review on the Reproduction of Dominance and Gender Discrimination Relations in the Textbooks of Iran's Educational System

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### Abstract

In recent decades, discussion about discrimination and gender inequality against women has become a common discourse in the world, because women have always faced restrictions caused by discrimination, gender inequality, and lack of equal access to opportunities, facilities and sources of power. In Iran, we not only have not witnessed the will to eliminate this discrimination, but even the country's education system, planned in line with the system's basic goals, has added to these problems. Besides, textbooks as the main source of knowledge can influence children's attitudes towards gender roles and shape their attitudes and behavior in adulthood. In this regard, the question is how the content of textbooks, as the main source of formal education in Iran, affects the acceptance of dominance relations and gender discrimination of women, from childhood to adulthood? And the hypothesis is that the content of textbooks, by teaching gender stereotypes and creating false consciousness, stabilizes the attitude of submission in female students, and as a result, they accept dominance and gender discrimination until adulthood. The research method is a one-stage mixed qualitative based on the critical theory approach. To collect the data, available scientific sources such as quantitative or qualitative researches, and to analyze the findings while using a critical approach, a qualitative analysis method has been used. Analysis of the research findings, while confirming the hypothesis, shows that the content of textbooks, by establishing the submission attitude in female students, causes them to accept dominance relations and gender discrimination in their adulthood.

**Keywords:** Textbooks, Women, Critical Theory, Gender Stereotypes, False Consciousness, Submission

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## Introduction

In today world, gender equality, i.e. similar opportunities for women and men, has not been achieved in practice, and women are subjected to various restrictions and discrimination all over the world. Based on the reports of international organizations, gender discrimination in various areas such as changing or maintaining nationality, employment, family legal responsibility, education, housekeeping and free domestic work, domestic violence, health and finally in the area of politics, has wide and deep effects on the lives of women and girls worldwide. This undesirable effect on women's conditions is greater in underdeveloped countries including Iran. In 2019, in the area of gender discrimination, Iran was ranked 148 among 153 countries and lower than Saudi Arabia, which is known for having discriminatory laws against women (World Economic Forum, 2019; UN Women, 2019).

Also, the 2019 report of the Organization for Economic Co-operation and Development, which studied 120 countries in terms of gender equality index, showed that in four areas of discrimination in the family; limitations of women in access to physical health; limitation of women in access to financial and production resources and facilities and limitation of civil liberties, Iran ranked respectively 118th, 78th, 34th and 118th (OECD, 2019).

In this situation, the issue of equal rights of men and women and their equal opportunities, not only is not on the agenda of the officials in Iran, but the official approach adds to legal, cultural and social aspects which results in control and domination over women. The difference between the situation of men and women in Iran has been accepted by a large number of people on a legal and conventional basis, which includes the laws of

inheritance and blood-money, the right of custody and guardianship of the father over the child, the exclusive right of divorce for men, the right of a man to own a woman's body, the right of a woman to leave the house only with her husband's permission, etc.

Based on their value system, many societies lead the education of people in a direction that results in the realization of the ideals of that society. To achieve this goal, they use various tools and media. In Iran, due to insufficient attention to other educational methods, one of the most important tools is textbooks (Niknafs & Aliabadi, 2013, p. 127), whose educational content is designed, prepared and provided by governmental institutions in a centralized manner (Niknafs & Aliabadi, 2013, p. 131).

Textbooks are compiled considering the economic, social, cultural and political situations of societies and can transfer values, behaviors, knowledge and skills to the next generation (Seifollahi & Ebrahimi, 2008, p. 49). A considerable part of students' learning activities revolves around textbooks, which play a role more than just transferring information to them. The content and theme of textbooks, in their visible and hidden layers, can convey gender roles and patterns to students, and since they are presented as the preferred and more reliable source of knowledge, they can shape the children's attitude toward the social sphere and its active actors, thus being influential on their views and behavior in adulthood (Afshani, Askari & Fazel, 2009, pp. 89-91).

Considering the importance of gender discrimination and the need to identify factors affecting it and to overcome gender inequality and realize human development, and due to the influential role of textbooks as the main source of the Iranian educational sys-

tem in shaping social attitudes and beliefs of children and facilitating their socialization, the present research seeks to find the answer to the question that how does the content of textbooks as the main source of formal education in Iran affect the acceptance of dominance relations and gender discrimination of women, from childhood to adulthood? In response to this question, the hypothesis of the research is that, the content of textbooks, by teaching gender stereotypes and creating false consciousness, stabilizes the inferiority attitude in female students, and as a result, they accept dominance and gender discrimination until adulthood.

### Research literature review

Some researches and articles have been conducted and published about the differences between the representation of gender roles of girls and boys in Iranian textbooks. But most of these sources are only limited to the analysis of the content of the textbooks or the mere references to the existence of gender discrimination. In fact, neither the long-term effects of the contents of these textbooks, including the effect of the internalization of gender discrimination on the submissiveness of women in general, nor the analysis of this phenomenon from the critical theory viewpoint has not been addressed in these works. Among the few cases that have studied the curriculum of the educational system by the critical theory approach, the following two articles can be mentioned.

Mansoori, Karimi, Kowsari and Abedini (2018) in their article "Critical Theory Impact on the Curriculum Studies Theorizing" by using the descriptive-analytical method have introduced the theories emanating from critical theory in the area of curriculum studies and their applications. They consider reproduction, resistance and the hidden curriculum

as the three key theories emanated from critical theory and believe that the important influence of critical theory on the curriculum is its re-orientation from traditionalism paradigm to re-conceptualism, which considers teachers as agents and popular intellectuals whose task is challenging the political system.

Khosravi and Sajjadi (2011) also in an article entitled "An Analysis on the Critical Theory of Education and Its Implications for the Curriculum" have used the qualitative research method, to discuss topics such as the foundations of the philosophy of the critical theory of education, the process of education in this theory, its implications for the curriculum and the subsequent criticisms. Their article of course, does not have any overlap with the present article.

In general, as it was mentioned, the articles published upon textbooks are mainly studied from the specialized educational point of view, or related issues. Some have ultimately reflected discrimination in the representation of gender roles of men and women in these books. However, they have paid no attention to the influence of the educational system and the content of textbooks and the effects and consequences of their gender themes on the socialization of students and especially girls who have to play a role as women in the society in their adulthood. Therefore, it seems that not much work has been done on this topic, and so, this research can be considered innovative and important.

### Theoretical Framework

#### 1- Critical theory

Critical theory in its particular sense, is considered synonymous with the neo-Marxist approach and sociology, and has gained a major part of its fame in relation with the

Frankfurt school (Adibi & Ansari, 1980, p. 138). This theory includes criticisms of various aspects of the social and intellectual life of the contemporary world, and its theorists have criticized the society and knowledge systems at the same time (Ritzer, 1988, p. 248). The critical theory's main criticisms are, criticism of Marxism, criticism of positivism, criticism of conventional sociology, criticism of modern society and criticism of popular culture (Adibi & Ansari, 1980, p. 139; Ritzer, 1988, pp. 248-251).

Among of the most important preoccupations of critical theory thinkers are culture and education. According to them, the most important form of domination is cultural, not economic (Marjani, 2006, pp. 73-74) and school is very important as an institution playing a decisive role in the formation of people's thoughts and attitudes. As a result, the content of textbooks is also very important as the primary main source of information transfer to students. In the following, we will review the main elements of critical theory, i.e. culture industry, false consciousness, alienation and objectification, and domination and submission.

### 1-1- Culture industry

While paying attention to the phenomenon of domination, the critical theory believes that in today world, the place of domination has moved from the realm of economy to the realm of culture (Ritzer, 1988, p. 250). According to Horkheimer and Adorno, the purpose of the culture industry, that is, the rational and bureaucratic structures (such as television networks) which control modern culture (Ritzer, 1988, p. 251), is to prevent the consumers of cultural products from thinking independently (Felluga, 2015, p. 68). This culture industry is the manifestation of a universal standard culture that captures

people by using a variety of decadent entertainments of written, listening and visual media and destroys individuality and individual freedoms (Pooladi, 2005, p. 43; Bashiriyeh, 2018, p. 185).

The critical theory examines and criticizes the knowledge industry too. This term means institutions that produce knowledge and have become independent structures in today society. This independence has allowed them to go beyond the limits of their authority and become oppressive structures that have expanded their influence throughout society. In this way, the culture and knowledge industry actually provide the basis for the strengthening of social domination relations through expanding false consciousness.

### 1-2- False consciousness

Herbert Marcuse, one of the prominent figures of the Frankfurt School, believes that widespread advertising, mass media and positivist social sciences have in practice become tools for inducing false consciousness (Pooladi, 2005, p. 49). False consciousness hides the truth and prevents people in different societies from seeing the true functioning of the government, economic forces or dominant powerful groups (Felluga, 2015, p. 284). According to Marcuse, modern technological society puts people under control by imposing false consciousness including fear and consumerism upon them. In this situation, people work in an atmosphere full of false consciousness; false consciousness that causes the alienation and objectification of the masses to remain covered (Blume, 1995, pp. 861-862).

### 1-3- Alienation and objectification

Alienation and objectification are the central concepts of critical theory that posit at the heart of the theoretical innovations of the

Frankfurt School (Allen & Mendieta, 2018, p. 10). Erich Fromm considers alienation as a special experience that makes a person feel like an alien (Sarukhani, 1991, p. 20) and Karenga defines it as "the remoteness and separation of people from everything that they can rely on to flourish and realize their existence" (Brookfield, 2005, p. 289).

Alienation can be considered an internal experience, associated with a person's separation from himself, in such a way that sometimes, as a result of the influence of external conditions and requirements, the person accepts a role and performs actions that he does not believe in. In this context, Karen Horney considers self-alienation as a situation in which "a person becomes alienated from his/her true feelings, beliefs and interests, and feels alienated from himself in general, and continues without knowing his/her true life, but only an image of himself/herself" (Sarukhani, 1991, pp. 21-21); A situation similar to what Adorno calls objectification, in which people are not aware of their own agency in creating social reality and consider society not a product of their actions, but under the influence and control of natural, certain and unchangeable laws (Ross, 2015, p. 34). From the critical theory view, this alienation and objectification is the starting point for the expansion of various forms of domination relations in a social system.

#### **1-4 Domination and submission**

One of the core concepts of critical theory, which reflects the hierarchy and unequal and discriminatory social relations, is dominance. Dominance is the tangible manifestation of the exercise of power through a complex set of relationships that includes social supervision and rules and require-

ments internalized and accepted by people (Naghizadeh, 2015, p. 146).

At the opposite point of dominance is the concept of submission, which is defined by the Cambridge dictionary as "the act of giving something for a decision to be made by others", while Webster dictionary defines it as "the condition of being submissive, humble, or compliant; and an act of submitting to the authority or control of another". Submissive personality treats others in a friendly manner and puts their wishes prior to his own. Submissive people's attitude toward themselves is always shown as helplessness and weakness, and their sense of security depends on the way others view and treat them. As a result, dependency and need for affection and approval of others is always seen in submissive people (Hesam-Ghazi, 2014, p. 29).

According to Adler (2001), submissive people usually are not adapted to situations which require initiative, but they feel comfortable and relaxed when are obedient to the orders of others (p. 176). This way of thinking and behavioral pattern is the result of the damage that has been done to their dignity and brings about self-defeat, shame, embarrassment and collateral violence. In fact, such behaviors are caused by false consciousness and internalized repression, so that submissive people believe that the behaviors of the dominating group are formed in line with their interests and wishes. Therefore, it can be said that the false consciousness of submissive people is the result of a complex process in which the nature and characteristics of domination relations remain covered from their view (Dinmohammadi, Hushmand, Cheraghi & Peyrovi, 2013, p. 85).

#### **Method**

The research method here, is a single-stage mixed qualitative approach using critical

theory. Within the framework of the single-stage or quasi-mixed qualitative method, it is possible to apply quantitative or qualitative methods at each stage of the research (Takhshid and Matin Javid, 2010, p. 68). In addition, since the current research is a theoretical research articles; unlike empirical research articles in which the required data is collected through interviews, surveys, questionnaires, observations, experiments, and other various methods of quantitative and qualitative research; here, the arguments of the authors completely rely on the theoretical research of existing scientific literature (Rakotsoane, 2019, p. 2). Besides, this type of articles does not necessarily follow the standard of introduction, method, findings, discussion (IMRAD) structure (Swales & Feak, 2012, p. 276).

Therefore, to collect the data of the article, we have used the available scientific sources, including quantitative or qualitative researches that have been done before. To analyze the findings, qualitative analysis method with the critical theory approach has been applied.

The critical approach, as one of the main approaches of qualitative research, requires social criticism in order to represent the harmful social conditions that create alienation, provide the basis for liberating people from these conditions, and to eliminate the causes of alienation. Obviously, on this way, people are not told how to change these conditions, but they are helped to find different ways of redefining society and flourishing their human capacities. Therefore, the main goal of the critical approach is to help people change their beliefs and actions by being aware of the often unconscious roots of these beliefs and actions (McNabb, 2005, p. 436). On this basis and as mentioned before, by using critical approach and in a theoretical framework

based on the culture industry, false consciousness and resulting submission of women, in the following, an attempt has been made to analyze the effects of textbooks on the domination and gender discrimination relations in Iran.

### Findings

As mentioned in the literature review of the article, some researches have been conducted in relation to the educational system and the content of Iranian textbooks from the perspective of gender considerations and their influence on the formation of social attitudes based on the inequality of men and women. However, as stated, these researches have not paid attention to the influence of the formation of stereotypes and attitudes concerning gender discrimination, on the social relations of girls and women. Therefore, according to the main elements of the theoretical model of the research, we refer to the main sources that have dealt with the education and promotion of discrimination and gender stereotypes in textbooks in our study; sources whose findings constitute the raw materials and the basis of the theoretical analysis of this article.

Jafari (2021) in the article "Women's Body in the Images in School Textbooks after the Revolution: Representation and Politics", through examining the post-revolutionary textbooks in the framework of dominant discourses of the past four decades, tries to interpret and criticize the systems of female body representation in these discourse periods. So, he has sought to find out the answer to the question that, what systems of visibility has been represented about female body in these periods in order determine the desirable representative and agent?

Abedini, Azizi and Mansoori, (2019) in the article "Analysis of the Content of Textbooks of Elementary School on the Basis of

Gender Roles with a Focus on Jobs", have analyzed gender roles in 35 volumes of elementary school textbooks, scrutinizing job roles and using the content analysis method.

Mehran, Naraghizadeh, and Malekzadeh (2017) in the article "The Role of Gender Stereotypes of the 1st Grade High School Persian Language and Literature Textbooks in Choosing the Field of Study of Male and Female Students" have qualitatively analyzed the Persian literature and Persian language textbooks of the first year of high school. They have conducted interviews with 8 students and have tried to investigate gender stereotypes and their effects on students' choices of field of study.

Tajmazinani and Hamed (2014) in the article " Investigating the Evolution of Gender Culture in Textbooks" through focusing on three periods of Persian book changes and by using content analysis method, have examined the evolution of gender culture over time.

Roohani, Azari, and Moafian (2013) in the article "Evaluating Pictures in Iranian High-School English Textbooks in Terms of Functions and Gender Bias" evaluated and examined the pictures of Iran's secondary English books and their functions and in this way tried to determine the existence or non-existence of the idea of gender discrimination presented in these books.

Abroshan and Arjomandi (2013) in the article "Representation of Gender Stereotypes in the Compiled Persian Textbooks of Iranian Elementary Schools" by analyzing the content of the textbooks of the first to fifth grades of elementary schools, have tried to discover and conceptualize the issue of gender discrimination in order to show how the school institution in Iran reproduces Gender stereotypes and helps to normalize it in students' minds.

Afshani, Askari and Fazel (2009) in the article "Reproduction of Gender Roles in Farsi Textbooks of Iranian Primary Schools" by using the content analysis method, have extracted gender roles and beliefs in these books based on the four components of images, relatives, parents and job roles.

Seifollahi and Ebrahimi (2008) in the article "The role and status of women in Persian textbooks of Iranian education schools" have used content analysis method to analyze the social role and status attributed to women in the books related to the Persian lesson in the country's schools in the academic year 2005-2006.

Hashemi and Shahraray (2008) in their article, "Students and Families Beliefs/Values and Textbooks Contents on Gender Equality: Problem-Solving among Secondary School Female Students" through using semi-structured interviews with 18 students and analyzing the contents of 24 textbooks have examined the beliefs and values of the family and textbooks toward gender and its effects on how students represent and solve the issue of gender equality.

Hejazi (1385) in the article "Improving the Image of Women in Elementary School Textbooks: A Way Toward Achieving Equal Opportunities" to find out the image of women in the textbooks of the primary course, has analyzed the contents of 32 textbooks in the categories of images, names, family, activities and characters.

### **Discussion and analysis of findings**

Earlier, in the discussion of critical theory, we referred to the concepts of culture and knowledge industry and their role in creating false consciousness and establishing dominance relations in societies. In the following, based on what was presented in the theoretical model and research method and based on

the data of the sources that have studied the promotion and representation of gender discrimination in textbooks, in the framework of critical theory and by reviewing the representation of the roles of men and women in the textbooks of the educational system, we will try to analyze the effects of such educations on the formation of the attitude based on the naturalness of gender inequalities, and thus, the acceptance of inferior position and the internalization of the relations of domination and submission by girls and women.

Acquiring knowledge about gender identity is being done via family, media, school, etc., and among these, the textbooks of the education system are very important, both in terms of texts and images. In fact, textbooks on the one hand shape students' attitudes about gender roles and on the other hand strengthen these attitudes (Roohani, Azari, & Moafian, 2013, p. 97).

Andrée Michel (1997) in his book "Down with Stereotypes: Eliminating Sexism from Children's Literature and School Textbooks" has dealt with the issue of gender prejudices and stereotypes in books, home, school and efforts to remove them. He has examined the images of women and men in textbooks and children's books in seven countries: China, France, Kuwait, Norway, Peru, Ukraine and Zambia and shows that in children's textbooks, women are portrayed as more submissive, passive, self-sacrificing who merely are playing the role of mother by working at home and raising children. But men are depicted as intelligent, brave and adventurous and do activities other than housework. In cases where women are shown at work, they are mostly in the role of implementing men's orders. According to Michel, because school and books play an effective role in the formation of children's identity, they are important tools of socialization. Therefore, gender ste-

reotypes and prejudices and their reproduction in these books will cause the inferiority of women at the level of society and social institutions in the future and will have a negative effect on their position in the labor market, the world of politics and mass media.

In this way, society's culture affects the creation of behavioral differences between men and women through socialization. In other words, on the one hand, gender socialization institutionalizes inequality and transfers it to the next generations, and on the other hand, it can act as the main platform for gender inequality. Based on the pattern of gender socialization, masculinity is a value and men have an active presence in the public sphere; but women, as dependent, obedient people in the patriarchal structure, are confined to the private environment of the family (Hoominfar, 203, pp. 90-91).

In Iran, the review of primary school Persian textbooks shows that more than 75% of the images are about men and most of them (about 41%) are in adult roles, but out of 25% of the images of women, only 4.8% show adult women and the rest show their childhood and adolescence. In the same pictures, women and girls are depicted mostly in connection with domestic duties and not political, scientific, sports and religious areas. In these books, male relatives are shown much more than female relatives, but in referring to the role of parents, the role of mother is drawn more prominently than the father. Finally, in terms of the number and variety of jobs, the ratio of women's jobs to the total has decreased, but the allocation of agricultural roles to men has decreased but to women has increased (Afshani, Askari & Fazel, 2009, pp. 104-103; Tajmazinani & Hamed, 2014, p. 97; Foroutan, 2020, pp. 212-213).



The discriminatory nature of the five-year elementary schools' Persian textbooks is evident in the fact that boys have many career choices in the future, while the prospect for girls is preparation for motherhood (Abroshan & Arjomandi, 2013, p. 35). In the texts of these books, all the scientists, athletes, poets, writers, fighters of the fronts, combatants of the revolutionary era and other important roles are men, and no women are shown as scientists, fighters, writers, poets or athletes. Even the great women of Islam are not referred, while the Prophet and male imams are mentioned. In these books, the girls are shown as inactive, shy, low-intelligent, kind, obedient, ignorant, calm, orderly and in need of elders, while the boys are depicted as diligent, active, intelligent, curious, athletic, adventurous and problem solvers (Seifollahi & Ebrahimi, 2008, p. 61).

In middle and high school books, men are quantitatively more present than women and they are depicted in more important personality traits, professions and roles (Seifollahi & Ebrahimi, 2008, p. 67). The qualitative analysis of textbooks of Persian literature and Persian language for the first year of high school shows that in these books, the characteristics and behaviors based on emotional tenderness, kindness and weakness are attributed to women; but the characteristics and behaviors related to academic hard work and activity, diligence and interest in acquiring knowledge are attributed to men. Besides, women have the most presence in domestic work and the least presence in political and social activities; In other words, in these books, women are shown only in domestic roles, and socially active roles are assigned to men (Mehran, Naraghizadeh, & Malekzadeh, 2017, p. 61).

Such textbooks teach girls, that boys are more capable in technical and practical

works. In fact, in these books, girls learn home skills and are shown in the roles of mothers, wives, housekeepers and sometimes as teachers, while boys learn work techniques and skills (Mehran, Naraghizadeh, & Malekzadeh, 2017, p. 65).

In relation to the representation and promotion of gender discrimination in English textbooks, the review of the images of Iranian high school English books based on the criteria of frequency of presence and the type and environment of activity, shows that in these books, in the area of social and political activities, especially in social activities, Men have received more attention; but in educational and personal activities, the presence of women has been stronger. In these books, more than 59% of the images are related to men, about 27% are related to women, and about 14% of the rest are related to objects and animals. The analysis of the text of these books also shows that there is discrimination and injustice between men and women in terms of job representation (Roohani, Azari, & Moafian, 2013, pp. 100-101; Abedini, Azizi & Mansoori, 2019, pp. 30-31).

In general, it seems that the grounds and causes of the penetration of discriminatory themes and trends and gender inequality into the educational system are strengthened by some cultural factors that have influenced the vision of educational planners and teachers, resulting in consolidating gender roles. In this framework, men are considered superior and social facilities are unequally distributed in their favor. As a result, the motivation for education among girls decreases and educational opportunities become gendered. In Iran, despite the widespread literacy of women, educational opportunities and facilities are not equally distributed and girls are concentrated in areas that correspond to the gender expectations of the society.

Among the reasons, we can point out to the attitude of families regarding the priority of boys in benefiting from educational facilities in many areas of the country, the attitude of teachers, the dominance of gender orientations in the appointment of high-level educational managers and the unfair distribution of sports and recreational facilities in favor of boys (Chaboki, 2003, p. 95). In fact, there is an inequality of educational opportunities for girls in both quantitative and qualitative aspects. Quantitatively, the number of girls who take part in education, except in big cities, is much less compared to boys; and qualitatively, girls choose fields that are secondary in terms of importance in the labor market, and in other words are less important (Chaboki, 2003, p. 81).

It seems that Iran's educational system has chosen a gender approach, mainly based on the male dominant discourse as the way to educate its desired human being, in which the dual standards in the way of gender representation appear natural and right. Reviewing the images of post-revolution textbooks show that the female bodies depicted in these books are covered in the desired style of the political system, but are subject to the dominant discourses of sexual attractiveness; that is, light skin, tall and thin bodies, beautiful faces, small and upturned noses, all represent a female body that is far from the reality of society (Jafari, 2021, p. 41). In fact, sometimes certain stereotypes and clichés are considered assumed and pre-accepted, upon which a set of attitudes and gender roles are strengthened and institutionalized in the society (Foroutan, 2020, p. 101).

Accordingly, the content and images of textbooks play an important role in shaping the gender identity of students, in a way that if the image that is drawn of women shows them as weak and timid beings, it will un-

consciously instill this mentality in female students that they are not able to control and manage their own affairs, in reality too. Therefore, textbooks as an important aspect of the culture and knowledge industry, through creating false consciousness, reinforcing gender stereotypes, restricting women to housework, wifery, motherhood and in general, playing domestic and unimportant roles, introduces them as weak people lacking power of thinking and decision-making and fuels and increases discrimination and consolidates the inferior position of women. In other words, and based on critical theory, it seems that the content of these books works to increase women's alienation and submission.

### Conclusion

To criticize the domination relations in contemporary society, the critical theory, points to the hardware tools and mechanisms that the ruling political systems implement to consolidate their domination, as well as software methods of this process. Thus, by drawing the process and cycle of the culture industry and creating false consciousness, explains how these domination relations in societies are formed.

This research, was accomplished in the framework of the critical theory approach to the domination relations in today society. Critical analysis of quantitative and qualitative data obtained from comprehensive scientific researches as well as critical analysis of the existing situation, reminds that the complex issue of gender inequality and discrimination against women cannot be reduced to only one factor. Thus, while the definite effects of the structural causes and factors are evident, but without paying enough attention to the mechanisms that give gender roles and stereotypes a sacred and undeniable nature,

the prevalent injustices and discriminations against half of the society cannot be ended.

In fact, as long as the textbooks as the main reliable and preferred source of knowledge transfer, shapes the present and future attitudes of children, reproduces, justifies and promotes the attitudes, beliefs and relations that legitimize inequality and gender discrimination, no meaningful changes in women's situation will happen. Therefore, it can be claimed that textbooks in Iran, by creating and reinforcing gender stereotypes in female students at different educational levels and as the future women of society, makes them alienated and more receptive of inferiority and submissiveness.

On this basis, It can be concluded that if the society wants to take a step in the direction of increasing gender equality and create conditions in which women can participate in social power relations while enjoying the possibility of individual growth, such an aim requires promotion of new skills and attitudes in women and in society's attitudes towards them. A process that makes women reflect more on their situation and helps them to have a better approach to power relations. In this perspective, women will feel more dignified and relationships based on discrimination and domination will give way to cooperation and companionship between men and women.

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