

**EXPLORING THE ROLE OF GENDER STEREOTYPES IN TEENAGE
PREGNANCY IN NABUTI VILLAGE, MUKONO DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
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UNIVERSITY**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I MUKODA GLORIA declare that this research conducted about exploring the role of gender stereotypes in Nabuti village, Mukono district has been developed from my own knowledge under the supervision of my research supervisor and it has never been submitted in any academic institution for approval to carry out any research.

NAME.....

SIGNITURE.....

APPROVAL

This research about exploring the role of gender stereotypes in Teenage pregnancy in Nabuti village, Mukono district was done under my supervision and guidance and now due for submission to the school of social sciences, the department of social work and social administration of Uganda Christian University.

NAME OF SUPERVISOR: AMANIYO MERCY.....



19-05-2025

SIGNITURE.....

DEDICATION

I would like to dedicate this study to my parents, family members and all my friends who guided, mentored and helped me throughout my research journey and above all I want to give thanks to the almighty God who has given me wisdom, knowledge and understanding to accomplish this study from the start up-to-date

ACKNOWLEDGEMENT

I would like to take this opportunity to acknowledge my supervisor, Ms. Amaniyo Mercy, who has rendered a helping hand towards my excellence through her academic guidance, efficient management, commitment, availability, and sound counsel.

I would also like to appreciate my dear parents and family for always being there for me in all situations (Mr. Charles Nakimo my father, Mrs. Sarah Nabirye my mother, Mr. Michael Muteesa my uncle and my friends like mark, Beatrice, Rebecca , Britney, Moses to mention but a few.

I want to express my gratitude to the staff and administration of Mukono Youth and Child Development Center for providing me with important data that enabled the study to be successful.

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ABSTRACT

The study looked at how gender stereotypes contribute to teenage pregnancy in Nabuti village, Mukono District. Its main objectives were to explore the common gender stereotypes that have led to teenage pregnancy; to identify how gender norms have contributed to teenage pregnancy; and to identify the special intervention to address gender stereotypes and teenage pregnancy in Nabuti village, Mukono district.

The study was conducted utilizing a case study research design that also included qualitative research method to acquire the data through the use of interview guide and Focus group discussion. The interview included three department heads and a sample size of 20 respondents who are teenagers, caregivers, head teachers and stakeholders of Mukono child and youth development center.

The study findings highlighted the deeply entrenched gender stereotypes in MCDC that leads to teenage pregnancy. These stereotypes create a negative mindset, forcing teenagers to navigate conflicting expectations and stigmas, limiting their access to support and fair treatment. This results in significant challenges for teenagers in limiting their future desires and aspirations in decision-making positions. Moreover, these stereotypes lead to teenage pregnancy. And negatively impact the teen's academic progress. Addressing these dangerous stereotypes is essential for promoting gender equality in MCDC and similar organizations.

Finally, the study recommended MCDC to take appropriate measures, including regular gender sensitization workshops, mentorship programs, gender-neutral recruitment and promotion policies, safe reporting mechanisms, leadership training, promotion of inclusive leadership, and a commitment to gender equality.

Additionally, public awareness campaigns should be initiated to challenge and change gender stereotypes in the broader community. These actions aim to foster a more inclusive and equitable work environment, empower women in leadership, and address the deeply rooted gender stereotypes identified in the study.

CHAPTER ONE

INTRODUCTION:

This chapter investigates the study's setting, the problem statement, the purpose and objectives of the investigation, the research questions, the scope of the study, that is, its geographical, content and time scope, its significances, justification and the conceptual framework.

1:1BACK GROUND OF THE STUDY

Globally, the impact of gender stereotypes is more visible in decision making about the use of contraceptives and behavior for example, young women who adhere to traditional beliefs in upholding sexual abstinence are often encouraged to be passive in their sexual knowledge and behaviors where many teenage girls report that their first relationship was unplanned preventing them from using any form of contraceptives which leads to unintended pregnancies among young girls (Yimer A.s and Modiba, L.M.Modern 2019)

According to weed \$ Nicholson (2014), pregnant teens are negatively stereotyped and stigmatized in the society because they are perceived as unfit to be mothers since they are still underage and sexually active whereas teen fathers just felt the pressure to provide for their child and stay in their lives.

According to sotonye-Frank (2012) argues that harmful gender stereotypes leads to elimination of pregnant school girls from education. These may include the idea that

pregnant school girls are weak and are not fit to stay in school. Therefore acting as a punishment for deviating from societal expectation.

According to (Mash et al, 2010), argues that gender imbalances are prevalent in almost all spheres of society and according Permeate sexual Relation where the study was conducted among youth in the Kwazulu -Natal province in south Africa revealed that women were unable to negotiate sex and condom use and those who do want to negotiate might be subjected to violence therefore a girl is often in no position to stand for her values and if she does, the consequences might be dive or alarming.(Morell,2007)

According to ACERWC (2021), negative behavior and attitudes which influence teenage pregnancy are in Africa and are found among parents, community members and even providers such as teachers, health workers and some of these attitudes are as a result of gender narratives that regard pregnancy and motherhood among children as contradiction and consequently associated only with deviant teenage girls.

1:2PROBLEM STATEMENT OF THE STUDY

In the reality of the problem, gender stereotypes is not supposed to be practiced in the society that is to says boys and girls are supposed to be treated equally without any discrimination for example, parents are expected to build their children's interest and aspiration on what they want to be and what life they want to achieve in future in order to become better and responsibility individuals of the society which eliminates biases and brings about development.

According to Jeffrey Howard (2023), transformative intervention programs have been done to change harmful gender stereotypes that is to say, fostering positive

interaction between boys and girls as they grow into adulthood to provide a more gender equitable environment but despite efforts made, there is still prevalent gender stereotypes leading to teenage pregnancy.

This research aims to find out how the gender stereotypes that have contributed to teenage pregnancy.

Through a comprehensive review of the literatures, the study seeks to explore the common gender stereotypes contributing to teenage pregnancy, to identify the gender norms and to identify the special intervention to address gender stereotypes and teenage pregnancy in the community despite all odds. Thus, existing contextual literature shall be analyzed on gender stereotypes and teenage pregnancy in Nabuti village, Mukono district

1:3 PURPOSE OF THE STUDY

1:3:1 to find out how gender stereotypes have contributed to teenage pregnancy in Nabuti village, Mukono district

1:4 OBJECTIVES OF THE STUDY

1:4:1 to explore common gender stereotypes that have led to teenage pregnancy in Nabuti village, Mukono district

1:4:2 to identify how gender norms have contributed to teenage pregnancy in Nabuti village, Mukono district

1:4:3 to identify the special intervention to address gender stereotypes and teenage pregnancy in Nabuti village, Mukono district.

1:5 RESEARCH QUESTIONS OF THE STUDY

To guide this research, the researcher used the following questions to obtain information about gender stereotypes and teenage pregnancy in Nabuti village, Mukono district.

1:5:1 What are the underlying common gender stereotypes that have led to teenage pregnancy in Nabuti village, Mukono district?

1:5:2 Examine how gender norms have contributed to teenage pregnancy in Nabuti village, Mukono district.

1:5:3 What specific intervention that can help to address gender stereotypes and teenage pregnancy

1:6 SCOPE OF THE STUDY

According to Kothari (2014), scope refers to the perimeters under which the study will be carried out. This consists of the geographical scope, time scope and content scope.

1: 6:1 Geographical scope

The study was carried out at Mukono child and Youth Development center in Nabuti village, a particular community in Mukono district because it had registered a number of teenagers getting pregnant that is to say, 23% of girls aged between 15-19 are pregnant due to gender stereotype practiced by people in society

1:6:2 Time scope

The study took a period of ten years from 2014 to 2024. This period enabled the researcher to collect and analyze research data and produce substantial research findings because most research about gender stereotypes and teenage pregnancy has been in the past ten five years.

1:6:3 Content scope

The study aimed at exploring the common gender stereotypes that have contributed to teenage pregnancy, identify how gender norms contribute to teenage pregnancy and provide interventions and policies to address gender stereotypes and teenage pregnancy

1:7SIGNIFICANCES OF THE STUDY

The study benefited stakeholders at Mukono Child and Youth Development center by providing them the underlying common gender stereotypes that contribute to teenage pregnancy.

The study benefited community leaders by providing the intervention on how to address gender stereotypes on teenage pregnancy in Nabuti village.

The study also benefited caregivers of teenage boys and girls by educating them to provide equal opportunities to both girls in order to address the gender inequality associated with gender norms and expectations.

The study was also essential to teenage mothers in providing possible solutions to overcome maternal and child birth outcomes.

The study also helped the researcher to attain a degree in social work and social administration from Uganda Christian University.

1:8JUSTIFICATION OF THE STUDY

Several studies have been conducted to understand how gender stereotypes have contributed to teenage pregnancy worldwide (Yimer A. Sand Modiba, L .M .Modern 2019). Nevertheless, limited number of studies has been conducted within specific frameworks of Uganda. This study aimed at to exploring the common gender

stereotypes that have contributed to teenage pregnancy, to identify the gender norms that led to teenage pregnancy and also provide the specific intervention and policies to promote gender equality address teenage pregnancy in Nabuti village, Mukono district.

1:9 CONCEPTUAL FRAMEWORK

According to Tidwell (2012), defines conceptual framework as the researcher's position on the problem and gives direction to the study.

The researcher shows the relationship between variables she wants to explore about gender stereotypes and teenage pregnancy in Nabuti village, Mukono district.

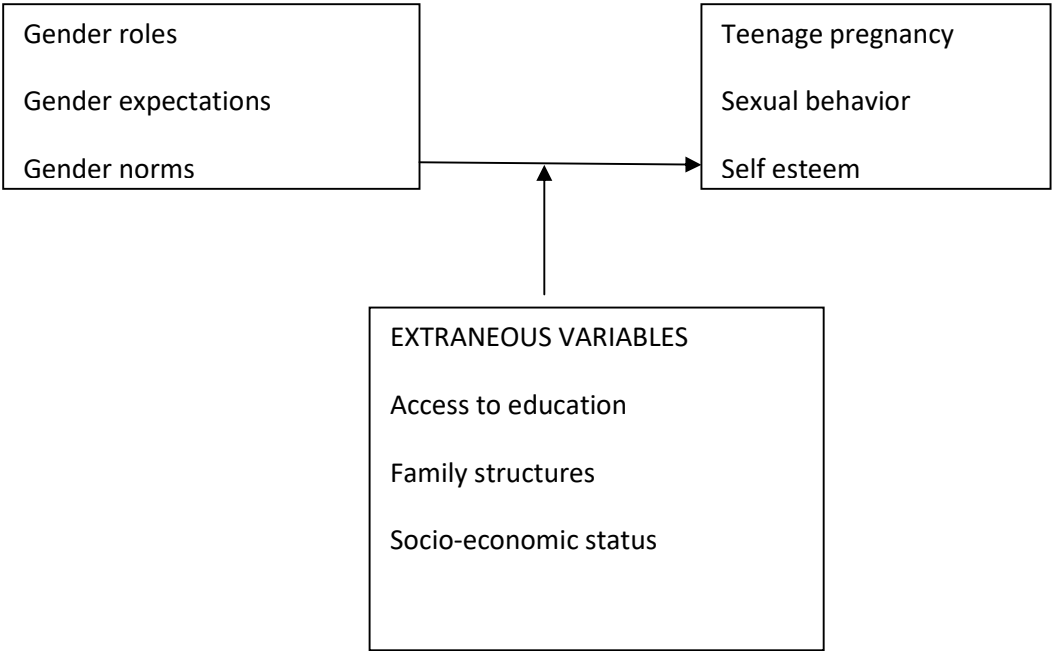
In my research, the independent variable was the gender stereotypes which lead the beneficiaries into teenage pregnancy which is the dependent variable and caregivers of teenagers in the problem. The research proposal purpose was to find out how gender stereotypes and teenage pregnancy in Nabuti village, Mukono district.

The extraneous variables were factors that influenced the independent variable as well but in this case they are not interest of the study

1:9:1STUDY STRUCTURES OF VARIABLE

INDEPENDENT VARIABLES
(GENDER STEREOTYPES)

DEPENDENT VARIABLES
(TEENAGE PREGNANCY)



1:10KEY CONCEPTS (OPERATION DEFINITION)

Gender: refers to the social attributes and opportunities associated with being female and male to the relationship between women and men, girls and boys as well as the relations between women and those between men. These attributes, opportunities and relationship are socially constructed and are learned through socialization process. (GPE and UNGEI, 2017:3)

Stereotype: refers to a preconceived set of ideas that individuals apply to groups of people, places or situations. It can lead to prejudice since people make generalized assumptions about people without having access to information.

Gender stereotypes:

According to Deborah (2004), suggests that gender stereotypes refer to the psychological traits that are believed to occur within different frequency between Males and females such as the beliefs that men are aggressive and women are more emotional.

Teenagers: refers to an individual who is in the stage of adolescence typically between the ages of 13 and 19. It's characterized by physical, emotional and cognitive changes as young people transition from childhood to adulthood

Pregnancy: is the term used to describe the period in which a fetus develops inside a woman's womb or uterus.

Teenage pregnancy: refers to the pregnancy in girls within the ages of 13-19 which brings about major health and social problem with unique medical and psychological consequences for the adolescent and society at large (UNICEF,2023)

CHAPTER TWO

LITERATURE REVIEW

2:0 Introduction

This chapter consisted of two theories that were used to study the variables, what other scholars have written about, what the researcher was trying to study which aimed to explore the common gender stereotypes that have contributed to teenage pregnancy, identify how gender norms contribute to teenage pregnancy, identify specific intervention to address teenage pregnancy due to gender stereotypes.

Literature sources included articles, journals, texts and research reports aimed at providing insights in what has been done within the area of study.

Reviewing the literature provided me with an understanding on what is already known about my research study.

The literature was guided by the research objectives developed to guide the study.

2:1 THEORETICAL FRAMEWORK

The theoretical parameters of feminist theory were used to perform this investigation. By focusing on teenagers and challenges that they faced in the society. This theory aimed at offering a perspective on how people behave in social settings. (Grundy 2014).

Feminist theory examined how societal structures and institutions perpetuate gender inequality and in the context of Nabuti village, feminist theory explained gender stereotypes and teenage pregnancy contribution through traditional gender roles and

norms which may restrict girl's access to education, economic opportunities and reproductive health care increasing their vulnerability to teenage pregnancy.

Feminist theory looked at how teenagers are perceived in various cultures as well as the external factors that affect their life.

Feminist were those who constantly acted to improve or transform the condition because they were conscious of how expressed, exploited and subordinated teenagers in the society. (Mottier, 2014). Therefore, it helped the researcher to understand how gender stereotypes contributed to teenage pregnancy and outcomes in Nabuti village, Mukono district.

The researcher also used the theoretical framework of social learning theory to explain the study. This theory aimed at observing behavior either directly through social interaction with others or indirectly by observing behavior through media actions that is rewarded which are more likely to be imitated while those that punish were avoided. (Albert Bandura, 1977)

Bandura's social learning theory suggested that people learn new behavior by observing and imitation of others. Furthermore, this theory helped the researcher to understand how traditional gender stereotypes contributed to teenage pregnancy in Nabuti village, Mukono district

In the context of gender stereotypes and teenage, social learning theory argues that teenagers learn gender roles and expectations from their social environments which helped the researcher to understand the challenges faced by teenage mothers during maternal and child birth outcomes in Nabuti village, Mukono district

Reviewing the literature provided me with an understanding on what is already known about my research study.

The literature was guided by the research objectives developed to guide the study.

2:1 Empirical review

2:1:1 the common gender stereotypes that have contributed to teenage pregnancy.

The stereotype that girls have familial roles such as staying home, and doing house work have proved to be part of the major stereotypes that have contributed to teenage pregnancies (Mella,2023).

Sotonye and Frank (2020) presented a stereotype like Girls Should be Chaste which involves the testing to reinforce the message that girls sexual activity must be controlled and monitored to ensure their chastity is maintained yet without similar expectation for boys.

The stereotype that girls are mothers, caregivers and homemakers which are kind of stereotypes that set different standards on parenting between girls and boys. This makes girls feel neglected and isolated hence influencing them to find men to care for hence leading to teenage pregnancies (Wuestenenk and Begall, 2022).

The stereotype that girls are physically and mentally weak thus considered to be incapable of studying and passing examination (Undie et al. 2015), the educational officials are convinced that girls need to be excluded because adolescent girls cannot concentrate in class. When this kind of stereotype falls into the ears of the girls, they tend to ignore academics and focus at relationships hence teenage pregnancy.

Suarez and Diana, 2019 in their research they presented the following stereotypes which included the sexual double standard where women are praised by opposite behaviors. This is a situation where girls are expected to be chaste and sexually naive which pushed the girls to disapprove the male gender which contributed to teenage pregnancy.

Hodel, 2016 says that stereotypes such as girls are homogeneous groups of immature, girls are irresponsible, and girls are benefiting dependent. Being homogeneous means that the girls are stereotyped as being the same kind who cannot do anything special as compared to men.

The stereotype of those girls is benefitting dependent which influences and empowers them to get men that they can depend on as they are stereotyped. Therefore, the girls end up being victimized into sexual intercourse cases which contributes to teenage pregnancy among the girls (Hodel, 2016).

Hodel (2016) suggests that the stereotype that girls are passive and boys are aggressive is being passively installed in them that they have to accept and allow what happens to them without being resistant. The stereotype influences the girls to be sexually submissive to boys who they respect because they are taken to be aggressive which contributes to teenage pregnancy.

Shikukutu et al. 2022 urges that the stereotype of boys said that they are not real men until you have scored masculine has played and influenced some boys to impregnate girls at schools and in communities.

Traditionally there was a norm that teenage pregnancy was a maker of manhood and a way of giving birth to someone who would be a productive citizen but others saw it as a contributor to high rates of teenage pregnancy (Shikukutu et al. 2022).

2:1:2 Gender norms that have contributed to teenage pregnancy.

Mella (2023) presents that gender norms led adolescents to engaging in early sex hence, resulting to teenage pregnancy is directly related to and based on gender stereotypes and gender discrimination. The gender norms influence and affect the views of adolescent girls about gender stereotypes which makes them dysfunction (Mella, 2023).

The gender norms have influenced girls to adhere to the conservativeness of viewing themselves as people who have familial roles because the gender power relations are deemed unequal (Mella, 2023) which leads the girls into teenage pregnancies through early cohabitation and marriages.

The girl's acceptances to the customary standards in their communities are their unconscious way of copying hence making them more victimized of teenage pregnancies.

The dimensions in relation to masculine discourses from the data is that the stereotype that "you are not a real man until you have scored masculine."It is agreed masculine stereotype amongst the boys had contributed to teenage pregnancy among girls as the boys wish to prove themselves masculine (Shikukutu et al. 2022).

In communities' children are always surrounded by many influential models such as parents within the family.

Edinyang (2016) urged more at this point that children heed to some places and agents of socialization and witnessed the behaviors exhibited by the adults and the child who observed research behaviors usually reach a certain point and they start imitating and reproduce the same behaviors learned from the elderly persons.

Svanemyr (2020) says that to the other side the gender norms have positively contributed to the reduction of teenage pregnancy among the young girls. This was because of the injunctive norms for girls, having sexual relationships at odds with what they think. Search norms forced girls to be more conscious while interacting with boys because the peers and parents would react negatively if it became known that they had boyfriends. This was helpful because the girls commonly advised each other to date boys and not to have sexual relationships though some girls would be pressured to have a boyfriend (Svanemyr, 2020).

Muller (2020) urges that social norms are important in understanding the perspectives in which girls made decisions on what was appropriate and desirable for them.

Muller (2020) further urges that social norms also forced the girls into early marriages because most of the norms were imposed onto the girls and those who go against them are taken to be exhibiting divergent behaviors and so they were punished. Those who conformed to the norms were rewarded by the elders and so early marriages were practiced hence norms contributing to teenage pregnancy.

Griffins et al. 2023 urges that the traditional norms search as early marriages and gender roles have influenced the parents of adolescents to encourage their girls not to use contraceptives which has greatly contributed to the high rates of teenage pregnancies.

The parents' teachings based on the norms did not only stop them from influencing the young girls to stop using contraceptives but also indirectly forced girls into teenage pregnancies (Griffin et al. 2023).

The gender norms are still well observed and followed in the African context where the early marriages have contributed greatly to teenage pregnancies within these marriages which are widely accepted in most of the African countries Nine (2017). This has totally influenced the prevalence of teenage pregnancies more so in the developing countries.

2:1:3The special interventions to address gender stereotypes and teenage pregnancy.

The development of guidance service intervention to address the teenage pregnancy phenomenon Mella (2023) to address how the teenagers view gender stereotypes and the impact it can cause to them.

The intervention also prepares the adolescents on how to handle gender stereotypes encountered they encounter in societies and communities. The customary standards education programs are some of the interventions that can be deployed to address gender stereotypes and teenage pregnancies (Glady, 2023).

Expulsion of girls and boys can be a good strategy to address gender stereotype and teenage pregnancy are forms of social control, punishing the girls for being unchaste as evidenced by the pregnancy as well as removing them from the school environment to scare other girls from engaging in socially proscribed sexual activity (Nkata, 2021). Suarez and Diana, 2019 presented the Gender Socialization Approach which was used as a strategy in Costa Rica to address the gender stereotypes and teenage pregnancy.

The Gender Socialization Approach is a process of teaching the members of the society and communities how to behave according to gender expectations and gender roles with an aim of ending the girls' early pregnancies (Suarez and Diana, 2019).

This is done through empowering the girls to taken on roles that even boys do to avoid idleness that leads them into sexual activities.

The behavioral regulations refer to abilities to manage and control one's own behaviors including both the positive and negative emotions and their responses to various situations. For example, a child with strong behavioral regulations which can help them remember their worth hence reducing the risks of teenage pregnancy via gender stereotypes (Suarez and Diana, 2019).

Hodel, 2016 presents the strategy of Negotiating Genre Boundaries and Mediating strategy which deals with surrounding issues of teenage pregnancy that has actually contributed to the reduction in cases of teenage pregnancy caused by female stereotypes.

The mediating strategy is when the caregivers bridge the gap between the teenage girls' free time and the boys that may influence the girls into intimacy with the goal of addressing gender stereotypes and the teenage pregnancy.

Griffin et al. 2023 suggests that establishing policies and programs that bring girls closer to accessing services and needs that can address all the necessities that force girls into early sex which lead into teenage pregnancies.

Ninsiima et al. 2018 urges that the best strategy to address the gender stereotypes and teenage pregnancies is to include teachers and parents to educate the young people about the values of gender equality and also strengthen the legal system to

create an enabling environment to address the issues of gender stereotypes and teenage pregnancies.

Odrowaz et al (2021) urges that the early parental intervention and focused empowerment strategy would be the best interventions that professionals like social workers, teachers and counselors can address the gender stereotypes and early pregnancies.

Early parental interventions can build strong mindset of the girl child to stand firm and strong against any gender stereotypes that could force them into sexual relationships that may lead to early pregnancies.

Identification of the literature gap

Many scholars such as (Wuestenenk and Begall, 2022), (Shikukutu et al. 2022), (Hodel, 2016).have tried to explain the common gender stereotypes, gender norms that contributed to teenage pregnancy in other contexts of the world but not in Uganda, this one is specific aimed to explore the common gender stereotypes in the context of Uganda and majorly in Nabuti village, Mukono district.

Several interventions have been done to address gender stereotypes, (Griffin et al. 2023) but no specific intervention which was done help teenagers who are school dropouts to receive gender equality which causes negative impacts caused by gender preconceptions to prevent girls from school. Therefore, in order to reduce these discrepancies, it is necessary to look at stereotypes (Sotonye and Frank (2020)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter comprises of research design, the methods of data collection, the instruments of data collection, the anticipated constraints of the research, the type of data to be collected, the sampling techniques and sample of the data collection as well as the attached methodological instrument.

3.1 Research design

This researcher used the case study research design. This was used to generate an in-depth understanding of a phenomenon and issues at hand according to Hayden Coombs (2022). This required the positive interaction between the researcher and the respondents hence gaining knowledge on how, what, why, and when the issue happened (Yin, 2018).

The researcher used the single instrumental case study which focused mainly on various respondents focusing one similar case as a method of data collection, Creswell (2018), on “Exploring the role of Gender stereotypes in teenage pregnancy in Nabuti village, Mukono District”.

3.2 Approach

During the study, the researcher used a qualitative research approach which was defined as an approach that involves collecting and analyzing non-numerical data in order to understand concepts, opinions and experiences (Bhandari, 2020).

Qualitative study was conducted using interviews which involved asking of questions with the selected individuals from Mukono child and youth development center

(MCDC) who participated in the study as key informants in order to get an in-depth analysis about the topic and these were also considered as important informants because they provided relevant information about the subject being studied.

In order to explore the role of gender stereotypes in teenage pregnancy in Nabuti village, Mukono district a focus group discussion was also conducted with the teenagers to identify the gender stereotypes that have led to teenage pregnancy.

3.3 Study area

Mukono child and youth development center, anon profit organization located 5kilomenters along Jinja-Kampala highway in Nabuti village, Mukono district was selected for the study

MCDC is invested in helping individuals to improve on their social, economic, spiritual and mental wellbeing. MCDC is struggling with the increasing number of teenagers getting pregnant due to the gender stereotypes practiced in the community hence becoming a particular location chosen for the study because the organization has registered a number of teenagers getting pregnant that is to say, 23% of girls aged between 15-19 are pregnant due to gender stereotype practiced by people in society.

3.4 Study population

Stakeholders from Mukono Child and youth development center, head teachers, caregivers and teenage mothers were included in the population of the study. These individuals were taken into consideration and used in order to get accurate and relevant information, allowing the researcher to obtain data required.

According to the project director, there are a total number of 20 teenagers who became pregnant and these were included in the study as the target population. However, the study also involved the of departments who participated in the study as the key informant's total to 5 key informants

3:5 Sample size

A sample of 18 respondents were obtained from the twenty five (20) population size of the teenage mothers under the care of Mukono child and youth development centers reaching the saturation point of (Nelson, 2017) as applied in the research question and research objectives. These respondents assisted the researcher in gathering the variety of different views which improved the study's flexibility and big coverage for the benefit of the society.

3.6 Sampling technique

To identify the study participants, the researcher used both the purposive sampling method and the snow ball sampling technique.

In the purposive sampling, members were selected basing on specific characteristics or unique experiences related to the research questions.

The purposive sampling was used select the teenage mothers under Mukono child and youth development and the caregiver totaling to 15 key informants were interviewed in a focus group discussion to gather more accurate and firsthand information.

The snow ball sampling technique method commonly employed in collection of qualitative data. This is anon probability method where new units are recruited by other units to form parts of the sample (Kirchherr, 2018).

The researcher used the stakeholders because they were quick to respond which aided more answers to the subject of the study.

3.7 Method of data collection

Interview guide and group focus discussion.

3:7:1 Interview guide

A structured or unstructured (open ended) interview is a way of gathering data in which the chosen participants were questioned to learn more about the topic(s) of interest (Creswell, 2014).

The respondents provided direct responses orally as part of this form of data gathering. Because many significant informants were not around and could only be contacted by phone, it was done through personal interviews and telephone interviews. Interviews generated first hand and reliable data. This involved interviews with the respondents on the three major objectives as outlined above.

Additionally, physical interactions with respondents were required in order to get information from the chosen respondents. As compared to using a focus group discussion where the respondents were answering directly for the researcher, which allowed the researcher obtain first-hand data.

The interviews were conducted with the caregivers and head teachers under Mukono child and youth development center and the organization social worker.

3:7:2The Focus Group Discussions.

The focus group discussions were utilized by the researcher with the research participants who divided the respondents into three groups.

Each group included total number of six respondents to make a total of fifteen respondents.

Data collection Instruments such as the pens, pencils, were used in the collection of the responses.

3.8 Data collection procedure.

The researcher received permission to conduct this study from the School of Social Sciences at Uganda Christian University in form of an introductory letter. The researcher needed this letter of authorization in order to conduct the study.

The researcher used that letter to get permission from Mukono Child and youth development center to conduct the study.

The survey remained anonymous (no provision for participant identification on the interview guide) and participants were sufficiently informed about the data gathering procedures.

3.9 Data analysis

To gain a simple and appropriate presentation of the research findings, the research design data was gathered, processed, and analyzed qualitatively. As according to (Fisher & Marshall, 2009), the descriptive analysis was used in summarizing the collected data into meaningful data which uses the narratives, the thematic way which enabled the researcher develop meaning out the data collected in the field.

3:9:1Qualitative data

Descriptive analysis was required for this. The result was the summarizing and rearranging of qualitative data into coherent words. In other words, themes,

categories, and patterns were discovered through the analysis of qualitative data using a thematic method.

The results included a presentation of the recurring themes that each interview's guiding question revealed, together with examples drawn from direct participant quotes

3.10 Ethical considerations

The School of Social Sciences at Uganda Christian University was contacted for approval to perform the study ethically.

The researcher used the letter to obtain permission from Mukono child and youth development center to conduct the study.

The researcher took the step to explain the study's goals to the respondents, introduce herself, explain why a certain group of respondents was chosen, describe the advantages, and disadvantages of the study, and give them the platform to ask questions about it as well.

The researcher avoided question that would identify their identity, such as the respondent's name, and made sure the queries never infringed on informants' rights.

The participant's confidentiality was maintained and highly treasured in the collection of the data. The research participants used the pseudo names that include X, Z, V and numbers like 1, 2 and 3 especially during the answering of the research questions.

The work that was produced and presented was fully for the researcher unless where they borrowed some knowledge on the prior conducted research which all is referenced on the last page.

3.11 Methodological constraints

Limitations and delimitation

Limited response from the respondents may limit the interview guide flexibility therefore the researcher constructed easy interview questions to get adequate response from respondents.

Lack of material to conduct enough research available for the research therefore the researcher resolved the limited material by getting research assistant to help in data collection.

The researcher encountered respondents who were willing to cooperate and provide the necessary information. This was quite easier because the researcher exhibited and provided a copy of an introductory letter to them and assuring them that the information provided was private.

Time: Because the researcher had to balance other academic requirements, and exams, the study's time limit did not enable greater coverage. The researcher addressed this by devoting extra time to the study and making an effort to balance all of the work according to the schedule.

Finance: Because the researcher had no other side hustles to inject in the study, the research project did not cover a larger area. This issue was resolved by obtaining a soft loan from friends and family.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

The chapter presents and analyses the research findings which aimed at exploring the role of gender stereotypes in teenage pregnancy in Nabuti village, Mukono district. Analysis of findings in research is the transformation of the collected data into findings by bringing structure, order and meaningful content from the findings (John, 2015). The researcher therefore transformed the raw data into meaningful findings and interpreted them basing on the objectives

. The results had an implication for informing the role of gender stereotypes in teenage pregnancies around the community of Nabuti Village.

The qualitative data was analyzed from the interview guides and content analysis was carried out on from the literature review where content analysis is also a qualitative type of data (Nyanjwa, 2020). Therefore, content analysis and interview guide analysis provided deep insights into the experiences and perspectives of the research participants and also into understanding the behaviors of teenage mothers within their social context

4.1.1 The common gender stereotypes that have contributed to teenage pregnancy.

The transcription allowed the researcher to take interviews and analyze them effectively. Flores, 2017 urges that transcribing interviews is an essential aspect of qualitative research because it enables the researcher to gain the participant's experiences. Therefore, it was evident that gender stereotypes contributed to

teenage pregnancies in Nabuti village which led to deficits among the teenage girls in the community. This was found to be one of the causes of delays in the girls' social and academic development in the community of Nabuti, Mukono district.

Three questions were asked to each of the three key informants and still the same questions were asked to the focus groups that were grouped into different groups to voice out their opinions on the research questions.

Common gender stereotypes

Both the key informants and focused group discussions identified certain gender stereotypes where some were similar and others were different as analyzed and interpreted below.

Girls are seen as housemaids, weak and boys are strong and leaders

Quotes from the key informants

“I was eliminated from going to school by father because he believed that girls are supposed to be housemaid and take care of the family and therefore, I was not fit to get education since I will get getting married and give the man to my husband. he was also giving opportunity to boys to attend school, thinking that they help him in future when he is old compared to me who is going to get married”. (Participant x, from the interview responded)

The thought of girls being housemaids, caregivers, weak and boys strongly encouraged the girls' mindset to be submissive to boys hence encouraging teenage pregnancies among girls”.

The respondents from group three also responded that “gender stereotypes were greatly contributing to teenage pregnancies that were experienced within the

community that is to say, *“girls were supposed to get married at the early age of 15years and produce in their adolescent stages before the rich 30years which is the age for menopause when they have not produced”*. (Participants from FGD exclaimed)

The gender stereotypes that were disclosed by respondents were similar to those identified in the literature review from authors such as Mella, 2023 and Sotonya and Frank (2020). Their findings were, “Gender norms forced the girls into early marriages hence contributing to teenage pregnancies.

The results from the field and the secondary data during the literature meant that under this particular objective the data was similar and supportive to this objective.

4.1.2 The gender norms that have contributed to teenage pregnancy.

The researcher found out that gender norms had a part to play in case there were teenage pregnancies and so five questions were posed to the respondents to have their feedback on the present gender norms and how they contributed to the cases of teenage pregnancies.

The assumptions were based on the arguments of (Albert Bandura, 1977)’s Social Learning theory. Albert Bandura believed that teenagers could be learning sexual immoralities by observing the older persons around them hence influencing them into teenage pregnancies.

Gender norm

Women were seen as individuals without ambitions hence teenage pregnancies. This happened because some of the traditional elderly parents in the communities deliberately had one particular goal of making good wives refused to participate in

leadership roles due to the mentality that they were born to care for families as the boys or men were also traditionally expected to be leaders

Feedback from two respondents “norms are prevalent especially among the girls who were denied the chance to lead in the community that is to say,

“I was eliminated from campaigning in school as a head prefect since I was a girl were fellow students complained that they cannot be led by girl””. (Participant from FGD Said) This was also due to the norms that idealized the girls that they were supposed to be under male figures was part of their identity, as the only way to affection and status which highly influenced teenage pregnancies.

From the respondents “The girls were seen as emotional and the boys are aggressive, women are gossipers and men are reserved, marriage is a priority for girls, girls are always submissive to boys and that boys are born natural leaders and girls follow men”.

Therefore, the norms identified by the respondents from the community were in agreement with the assumptions of the theory and the contents that analyzed for the literature review that was done (Chapter 2.1 and 2.1.2).

The findings under this objective were similar to the literature findings (Muller, 2020) who revealed that gender norms were important in understanding the perspectives in which girls made decisions on what was appropriate and desired were appropriate and desirable for the girls.

Other factors contributing to teenage pregnancies.

The respondents identified other factors that contributed to teenage pregnancies among young girls and these included

Domestic violence faced by girls at home and limited financial support

“ I was mistreated by my stepmother who always forced me to look for boyfriends so that they can give me money to certain the family behind my father’s back which forced me to have sex with them in order to get money and then later I got pregnant.”(participant Z from interviews explained) hence these factors made it difficult for teenage girls to access the basic needs of their lives hence it influenced them into marriage for men to provide to them which led to teenage pregnancies and other decided to get funds through prostitution where most of them ended up conceiving.

The other factors included rape, limited sex education, limited parental supervision and support, cultural norms and beliefs, violence from step parents, use of mind alternating substances like alcohol, fear of contraceptive side effects by teenage girls and poverty among families which was reported to be encouraging girls into prostitution for money.

The disagreement only came in when the respondents identified other factors that contributed teenage pregnancies that were not identified in the literature review. It’s then clear that these particular finds were not in support with the objective since the objective only focused on norms that influenced teenage pregnancies (Griffin et al., 2023).

4.1.3 The special interventions to address gender stereotypes and teenage pregnancy.

The findings revealed that collaborations between the parents and community leaders were important in fostering pregnant teenagers' development, suggesting strategies and interventions that they believed would help to overcome stereotypes that influenced teenage pregnancies as they are presented and analyzed in the theme below.

Interventions towards gender stereotype.

The findings from the respondents revealed that awareness and preaching against gender stereotypes and challenging traditional genders roles and stereotypes. These were one of the commonest interventions that were taken by the local leaders to address the issues of gender stereotypes.

Introduction of social policies that promote gender equality.

The key respondents replied, "We introduced social policies that promote gender equality such as equal opportunities in education, employment and leadership for all gender for example vocational training centers have been established to instill knowledge to pregnant teenagers who are victims of gender stereotypes by local leaders to educate themes and provide counseling and guidance on how to deal and discourage gender stereotypes.

Local leaders are encouraging parents to model and teach their children to reject rigid gender roles by encouraging their children especially the girls to pursue their interests in education, sports and other career without being constrained by societal expectations.

Establishing and implementing programs such as skilling the girls, career guidance programs for girls and boys and leadership training programs were introduced to keep the young people engaged especially those who were unable to access school to practice constructive activities.

The respondents suggested that, ” *the teachers should undergo gender sensitive training to recognize their own biases and implement inclusive teaching practices that avoid reinforcement of stereotypes in schools that influence girls to feel inferior*”.

Establishing open and honest conversations about sex, relationships and consequences of teenage pregnancies to provide accurate information that helped teenagers to make right decisions.

Other respondents suggested that ” *strict laws against early marriages and limiting teenagers from putting on short cloths such as miniskirts should be put into consideration*’ ’To a larger extent the literature findings were similar to the field findings more so when compared to Odrowaz et al., 2021 findings which means that both finds were supportive to the objective

CHAPTER FIVE

CONCLUSION, RECOMMENDATION AND AREAS FOR FURTHER RESEARCH

5.0 COCLUSIONS

Specific objective 1. The common gender stereotypes that have contributed to teenage pregnancy

The study's comprehensive analysis of gender stereotypes contributing to teenage pregnancy within Mukono child and youth development center (MCDC) highlights the deeply rooted nature of common gender stereotypes, gender norms and interventions to teenage pregnancies. These stereotypes create a double bind, forcing teenagers to navigate conflicting expectations and endure unconscious biases, which ultimately limit their access to support, mentorship, and fair treatment. As a result, teenagers face significant challenges in achieving their goals, getting basic needs and also making decision for their future.

Specific objective 2. Gender norms that have contributed to teenage pregnancy

Based on the findings gathered from the respondents, the researcher found out the worth of the gender norms in shaping the women's behavior in society which at a lager extent aided in preventing teenage pregnancy. Yet at the other hand it also sparked teenage pregnancies because many teenage girls were made eager to explore the intimate side of life hence teenage pregnancies.

Specific objective 3. The special interventions to address gender stereotypes and teenage pregnancy.

Furthermore, as the gender stereotypes played a bigger role in teenage pregnancies, skilling programs, counseling and guidance programs and sex education for teenage girls where very crucial interventions played a significant role to fight against gender stereotypes.

The above interventions were suggested by respondents with belief that they could effectively address the social gender stereotypes that brought deficits among teenage girls which led to many teenage pregnancies.

Additionally, by fostering the above interventions more especially awareness in communities about the dangers of gender stereotype towards teenage pregnancies would improve the perceptions and reduce the cases of teenage pregnancies.

5.1 RECOMMENDATIONS

Basing on the findings of the study and findings from the existing literature, the researcher therefore made the following recommendation.

The government should invest more in community education programs to educate the community about gender stereotypes and their dangers to teenage girls and boys which influences teenage pregnancies. The intervention is highly needed because schools and other community institutions like churches don't carry out that responsibility of fighting gender stereotypes

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Appendices

APPENDIX 1: INTERVIEW GUIDE FOR KEY INFORMANTS.

MUKODA GLORIA is my name and am student from Uganda Christian University doing a Bachelor's degree in Social Work and Social Administration. Am conducting a research study on the GENDER STEREOTYPES AND TEENAGE PREGNANCY IN NABUTI VILLAGE, MUKONO DISTRICT and you were selected as one of my research study respondents. I therefore request you to participate in my research study and I would like to assure you that the information you will give me shall be treated with confidentiality.

Section A: Demographic Information:

1. Age (Tick)

16 17 18 19

2. Gender (Tick)

Male

Female

3. Marital Status (Tick)

Married

Divorced

Single

Long distance marriage

4. Education background (Tick)

Primary

O-Level

Advanced Level

Tertiary Level

Others

SECTION B: The common gender stereotypes that have contributed to teenage pregnancy.

1. Can you list any gender stereotypes familiar to you?

.....

.....

.....

2. Do you think the above gender stereotypes contribute to teenage pregnancies?
(Tick)

Yes

No

3. If yes in (question 2above), to what extent do you think gender stereotypes have contributed to teenage pregnancy.

Larger extent

Smaller extent

SECTION C: The gender norms that have contributed to teenage pregnancy.

1. What are some of the gender norms practiced by the teenagers and adults in Nabuti village?

2. How prevalent are the gender norms in contributing to teenage pregnancy in Nabuti village?

3. Are teenage females forced to practice the gender norms that contribute to teenage pregnancy?

4. Do you think are there any other factors contributing to teenage pregnancy? (Tick)

Yes

No

5. If yes in (question 4 above) can you list them below?

SECTION D: The special interventions to address gender stereotypes and teenage pregnancy.

1. What are some of the control measures that have been taken by local leaders to address the issues of gender stereotypes?

2. What are some of the interventions being implemented by the local leaders in fighting teenage pregnancies?

3. How have the community members and parents to teenagers contributed to fight against gender stereotypes and teenage pregnancies?

4. What interventions would you suggest to address the gender stereotypes?

APPENDIX 2: INTERVIEW GUIDE FOR FOCUS GROUPS.

MUKODA GLORIA is my name and am student from Uganda Christian University doing a Bachelor's degree in Social Work and Social Administration. Am conducting a research study on the GENDER STEREOTYPES AND TEENAGE PREGNANCY IN NABUTI VILLAGE, MUKONO DISTRICT and you were selected as one of my research study respondents. I

therefore request you to participate in my research study and I would like to assure you that the information you will give me shall be treated with confidentiality.

Section A: Demographic Information:

1. Age

(a) (25-35)

(b)(36- 46)

(c) 50 and above

2. Gender

.....

3. Marital Status (Tick)

Married

Divorced

Single

4. Education level (Tick)

O-Level

Advanced Level

Tertiary Level

Others

SECTION B: The common gender stereotypes that have contributed to teenage pregnancy.

1. Can you list any gender stereotypes familiar to you?

.....

.....

.....

2. Do you think the above gender stereotypes contribute to teenage pregnancies?

(Tick)

Yes

No

3. If yes in (question 2 above), to what extent do you think gender stereotypes have contributed to teenage pregnancy.

Larger extent

Smaller extent

SECTION C: The gender norms that have contributed to teenage pregnancy.

1. What are some of the gender norms practiced by the teenagers and adults in Nabuti village?

2. How prevalent are the gender norms in contributing to teenage pregnancy in Nabuti village?

3. Are teenage females forced to practice the gender norms that contribute to teenage pregnancy?

4. Do you think are there any other factors contributing to teenage pregnancy? (Tick)

Yes

No

5. If yes in (question 4 above) can you list them below?

SECTION D: The special interventions to address gender stereotypes and teenage pregnancy.

1. What are some of the control measures that have been taken by local leaders to address the issues of gender stereotypes?
2. What are some of the interventions being implemented by the local leaders in fighting teenage pregnancies?
3. How have the community members and parents to teenagers contributed to fight against gender stereotypes and teenage pregnancies?
4. What interventions would you suggest to address the gender stereotypes?

Thank you

Appendix 3: Introductory Letter



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

December 16th, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you MUKODA Gloria Registration number M22B15/023, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "Exploring Gender Stereotype and Teenage Pregnancy in Nabuuti Village in Mukono District."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.

Yours faithfully,


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