

**CROSS- CULTURAL PERSPECTIVES OF GENDER STEREOTYPING IN
HOMESTEADS IN BUGUJJU MUKONO**

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DECLARATION

I Amanya Joshua hereby declare that this dissertation was produced out of my own effort with the guidance of my supervisor and has never been submitted to any other institution for any award.

Signature:..... Date:.....

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APPROVAL

This research report has been supervised and approved by me and is therefore ready for submission to the Department of Public Administration and Governance in Uganda Christian University.

Signature:..... Date:.....

MADAM KEREN HAPPUCH KICONCO

(Academic Supervisor)

DEDICATION

I dedicate this research to my dear parents for the endless financial and moral support since I started the course and the endless support during this research.

ACKNOWLEDGEMENT

I am greatly indebted to Madam Keren Happuch Kiconco who was my supervisor for her effective supervision, dedication, availability and professional advice.

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Lastly, I thank the Almighty God through Jesus Christ who has given me good health and strength to carry out the research right away from the beginning to the end and successfully.

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ABSTRACT

The study examined the cross-cultural perspectives of gender stereotyping in homesteads in Bugujju, Mukono. The study was guided by objectives which included; identifying the key social, cultural factors contributing to persistent gender stereotypes in the Bugujju community, examining the influence of prevailing gender stereotypes on the , decision-making, and well-being within the community and investigating the cross cultural perspectives of gender stereotyping within homesteads in the Bugujju region of Mukono.

The study was carried out using a cross-sectional research design where both qualitative and quantitative research approaches were also employed. The data were collected using interviews and during the data collection, simple random sampling method was used. A sample size of 60 respondents who were LC1 Chairmen, men, women, girls and boys living in Bugujju was used although 50 of them responded to the study giving a response rate of 83.35.

The study findings revealed reveals that while the Bugujju community's deeply rooted cultural practices play a crucial role in maintaining social cohesion and preserving its heritage, these traditions also impose significant limitations, particularly in terms of gender equity and social mobility. The rigid adherence to traditional gender roles and the perpetuation of stereotypes contribute to social stratification and hinder the potential for economic empowerment and innovation, especially among women and younger generations.

CHAPTER ONE

INTRODUCTION

1.0 introduction

Cultural Perspectives is described as the diverse worldviews, beliefs, values, and norms that are common by people of a specific cultural group or society. These features tend to structure on how individuals view, interpret, and involve themselves with the world or community around them (Samovar et al., 2019).

Gender is described as the socially constructed roles, behaviors, activities, and attributes that a society considers appropriate for individuals based on their biological sex that's to say male or female. It's basically considered with cultural, political, and environmental factors that shape our understanding and experiences of what it means to be a man, woman, or any other gender identity (Bem, 1993; Ridgeway, 2011).

Gender stereotyping within homesteads in the Bugujju sub-county is largely influenced by a variety of cultural, social, and economic factors. According to Bem (1993) and Ridgeway (2011), gender refers to a socially constructed concept that looks at the roles, behaviors, activities, and attributes that a society considers appropriate for individuals based on their biological sex which is male or female. In the context of the Bugujju sub-county, the homestead, as the basic unit of society, plays a crucial role in shaping gender roles and expectations. However, despite the importance of this issue, there is limited research on cross-cultural perspectives of gender stereotyping in this specific subcounty (UNDP, 2020; World Economic Forum, 2020). Understanding the cultural nuances and complexities of gender norms is important for promoting and advocating gender equality and putting down harmful gender stereotypes.

This study practically looks at the cross cultural perspectives of gender stereotyping within homesteads in bugujju subcounty, mukono with a main focus on the cultural beliefs, values and practices that structure gender roles and expectations. By examining and identifying the various intersections and divergences of gender stereotypes across different cultural groups, this research

work guides a reader to understand, interpret and provide a closer understanding of the various dynamics of gender norms and stereotypes in Bugujju.

1.1 Background of the study

Gender stereotyping is commonly seen as a threatening and continuous global issue with far-reaching effects for members, communities, and societies. Scholars have long seen the importance of gender roles and expectations in structuring social norms and behaviors from a worldwide point of view. Cross-cultural research has proven that gender roles and expectations are different across the globe, with its significant implications for how people develop their sense of identity and wellbeing (Hofstede, 2020). Gender stereotypes generally looks at the culturally shared beliefs about the features and forms of behavioral characters of women and men, and these stereotypes are often originated from societal traditions (Eagly & Steffen, 2020). The continuous effect of gender stereotypes has been rooted to the disparities in educational and occupational opportunities, unequal distribution of domestic labor, and acceptance of gender-based violence in many parts of the world (Heilman & Caleo, 2020).

With reference from a renowned scholar Simone de Beauvoir (1949), "one is not born, but rather becomes a woman," is majoring out the idea that gender is a social construct seen and developed by cultural and societal norms. In the same context another scholar named, Judith Butler (2022) says that gender is performative, meaning that people tend to act and reinforce gender norms through their own actions and behaviors. The argument of gender as a social construction has been widely and deeply accepted in current gender studies and sociology, with various scholars explaining that through the socialization processes, individuals internalize cultural expectations and stereotypes about the right female and male behaviors, which then structures their sense of identity and interactions (Bem, 2022). West and Zimmerman (2022) further developed the concept of "doing gender," emphasizing how individuals continuously perform and display their gender in everyday situations to be recognized as socially competent members of society. These perspectives challenge the essentialist view of gender as inherent and biologically determined, and instead underscore the fluidity and dynamism of gender as a social phenomenon (Lorber, 2022; Connell, 2022).

Historically, male dominance has been a prevalent feature of many societies, perpetuating gender inequality and stereotyping. In the context of homesteads, male dominance often manifests in decision-making, resource control, and social status (Boserup, 2022; Deere & Leon, 2022). This dominance is rooted in patriarchal systems, which prioritize men's power and privilege over women's (Walby, 2022; Kandiyoti, 2022).

With reference to a scholar named Boserup's (2022) seminal work on the role of women in economic development, the division of labor in traditional agricultural societies tended to be highly gendered, with men responsible for tasks like plowing, while women were confined to more domestic tasks. This gendered division of labor often translated into men's control over productive resources and decision-making within the household (Deere & Leon, 2022). Patriarchal systems, which privilege men's authority and control, have been a widespread feature of many cultures throughout history (Walby, 2022), and Kandiyoti's (2022) work on "patriarchal bargains" highlights how women may internalize and even actively participate in the perpetuation of patriarchal norms as a strategy for navigating their limited options within such systems. The persistence of male dominance and patriarchal structures has had significant implications for women's autonomy, economic opportunities, and social status, both within the household and in the broader community (Boserup, 2022; Deere & Leon, 2022), and addressing these deeply entrenched gender inequalities remains a critical challenge for achieving more equitable and inclusive societies.

With reference to the United Nations, women comprise 49.6% of the global population, yet hold only 28% of leadership positions (UN Women, 2022). Furthermore, a study by the World Economic Forum (2021) found that globally, women face a 31.4% gender gap in economic participation and opportunity. According to the research context, in Uganda, where the study is focused, women make up 52% of the population, but face a high level of gender-based disparities in education, employment, and political representation (Uganda Bureau of Statistics, 2020). These stark statistics underscore the continuous and widespread nature of male dominance and gender stereotypes, which have severe effects on people and communities, limiting opportunities, perpetuating violence, and reinforcing harmful gender norms. Understanding the complexities of gender stereotyping within homesteads in Bugujju, Mukono,

is crucial for promoting gender equality and addressing the deeply entrenched inequalities that continue to constrain the lives and prospects of women globally.

1.2 The problem statement

The continuous range of male dominance and rigid gender stereotyping within homesteads in the Bugujju region of Mukono presents a persistent challenge. Patriarchal norms and cultural beliefs continue to look at male superiority over women's agency and empowerment (Eloundou-Enyegue & Calves, 2022). This is seen by women's limited access to resources and financial independence, reinforcing their subordinate status (Meinzen-Dick et al., 2022). As a result, women and girls face gender-based discrimination, curtailed opportunities, and diminished decision-making power (Akyeampong & Fofack, 2022). In the same context, the rigid stereotypes also prevent men's emotional expression and pressure them to conform to narrow masculinity norms (Verma et al., 2022). Viewing these matters requires a holistic approach that encourages institutions that promote women's empowerment, and reduces harmful gender norms through advocacy (Cooke & Kahle, 2022). Transforming the power dynamics is very significant to opening up the community's potential against gender stereotyping.

1.3 Purpose of the study

Looking at the gender roles and stereotypes in the aspect of a cross-cultural perspective was important for this study, as cultural beliefs and norms are different significantly across various contexts and profoundly structure the characters of both men and women. By looking at the community of Bugujju, Mukono, this study provides a yield significance on the insights into how local customs, values, and their intersection with broader regional in Uganda contribute to the existence of dangerous gender stereotypes. Adopting this comprehensive, cross-cultural approach allowed the study to make important contributions to the existing body of knowledge and inform policy interventions and advocacy efforts to challenge gender inequalities, not only in Uganda but in other cultural settings facing similar dynamics.

1.4 Objectives of the study

- i. To identify the key social, cultural factors contributing to persistent gender stereotypes in the Bugujju, Mukono community.

- ii. To examine the influence of prevailing gender stereotypes on the , decision-making, and well-being within the community.
- iii. To investigate the cross cultural perspectives of gender stereotyping within homesteads in the Bugujju region of Mukono.

1.5 Research questions

- i. What are the key social and cultural factors that contribute to the persistent gender stereotypes in the Bugujju, Mukono community?
- ii. How do the prevailing gender stereotypes influence the roles, decision-making, and overall well-being of individuals within the Bugujju, Mukono community?
- iii. What are the cross-cultural perspectives on gender stereotyping within homesteads in the Bugujju region of Mukono?

1.6 Scope of research

1.6.1 Geographical scope

Bugujju is a rural sub-county situated within Mukono district in central Uganda, approximately 25 kilometers east of the nation's capital, Kampala. As a community located in the fertile central region of the country, the local economy is primarily driven by agricultural activities and livestock farming. The area's rich soils support the cultivation of valuable crops and variety of food staples that sustain the population. Cattle, goat, and poultry farming also play a significant role, providing both food and income for residents. Additionally, the proximity of Bugujju to the urban center of Kampala has fostered the development of small-scale trade and commerce, with locals engaging in informal business activities to supplement their agrarian livelihoods. It should be noted that while the exact scale and composition of these economic pursuits are not certainly specified, it is shown that Bugujju's economy is based on agriculture and livestock rearing, showing the community's rural character and reliability upon the land.

1.6.2 Contextual scope

This research looks at and views the cultural perspectives and beliefs about gender stereotyping in Bugujju homesteads, Mukono district, Uganda. Key major aspects look at viewing the

prevailing ideologies defining masculinity and femininity, beliefs about women's potentials, and reasons for traditional gender roles and decision-making at homes.

1.6.3 Time scope

This case study majorly focused on the period from 2023-2024, through a 4-month timeframe that looks at the current state and structure of gender stereotyping in homesteads in Bugujju, Mukono. This specific time period was selected and considered as gender stereotypes at its highest at their peak during the year 2024 in the Bugujju region, providing an opportunity to gain accurate information into the present-day dynamics, challenges, and any recent initiatives addressing this persistent issue. By majoring on this, the study basically will provide important and timely information to inform potential interventions and methods targeting the prevalent issue of gender stereotyping within Bugujju homesteads, the findings from this focused on 10 years, offered a significant and accurate understanding of the current state of gender stereotyping in the Bugujju homestead context.

1.7 Justification of the study

I was motivated to conduct this research because I am passionate about promoting gender equality and concerned about the persistence of gender based disparities in Bugujju region, mukono. I want to understand and challenge harmful gender stereotypes that limit women and girls' empowerment, education and economic opportunities and identify effective strategies to promote gender equality.

1.8 Significance of the study

Policymakers, The research will inform evidence-based policies and programs aimed at promoting gender equality and challenging harmful gender stereotypes. By providing insights into the specific cultural and social factors perpetuating gender-based disparities in this context, policymakers will be better equipped to develop targeted interventions to address the root causes.

Stakeholders, The findings will prove invaluable for organizations and other stakeholders working on gender equality issues. The study will help these groups develop more effective

strategies and programs that meaningfully tackle the underlying drivers of gender stereotyping in Bugujju. This includes informing the design of gender-sensitive initiatives and projects that promote empowerment and inclusivity.

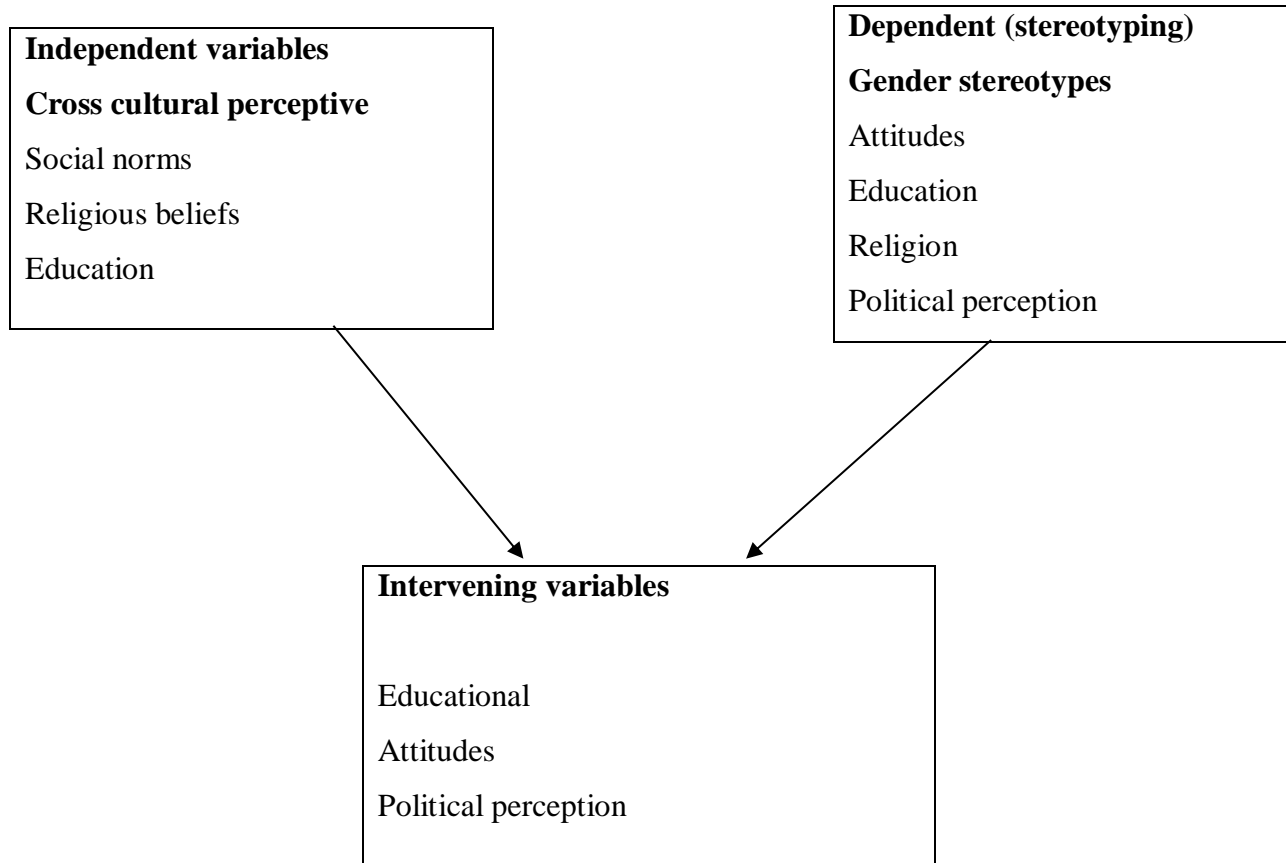
Government, at the governmental level, the research will contribute to the achievement of national and international gender equality goals, such as the Sustainable Development Goals. The contextual understanding generated can also directly inform the

Community, For the Bugujju community itself, the study holds significant importance. It will raise critical awareness about the harmful effects of gender stereotyping, catalyzing community-led initiatives to challenge and change deeply entrenched gender norms. Crucially, the research will also empower women and girls to demand their rights and stand up against gender-based discrimination and violence. By centering the voices and experiences of the Bugujju community, the study can drive transformative, grassroots-level change towards greater gender equality

1.9 Theoretical/ conceptual framework

Gender stereotyping remains a persistent issue in many communities like bugujju perpetuating harmful gender norms and limiting individual's potential. Bugujju is no exception, with gender stereotyping within gender based disparities prevalent in various aspects of life. This frame work viwed the complex dynamics of gender stereotyping in homesteads in bugujju and also points out to examine the cultural, social, and economic aspects that bring about the persistence of gender stereotyping.

CONCEPTUAL FRAMEWORK EXPLORING THE COMPLEX DYNAMICS OF CULTURAL PERSPECTIVES AND GENDER STEREOTYPING IN HOMESTEADS IN BUGUJJU



Source: Brecht & Martin (1996) and modified by the researcher (2022)

The major focus of this study is basically on understanding and viewing the various complex dynamics of gender stereotyping within homesteads in the Bugujju community. The conceptual framework majorly looks at the key variables at play in structuring and perpetuating gender stereotypes in this study. The independent variables encompass a multifaceted sociocultural context, including cross-cultural perspectives, social norms, religious beliefs, and education levels. These factors heavily affect the continuous gender stereotypes, attitudes, and experiences within Bugujju homesteads, showing the dependent variables. For example, the socialization processes and power dynamics that systematically inculcate gender stereotypes from a young age

are crucial independent variables, while the resulting gender stereotypes, attitudes, educational and religious influences, and political perceptions form the dependent variables that the study seeks to explore.

It should also be noted that the conceptual framework also looks at the intervening variables, such as educational policies and interventions, shifting societal attitudes, and changes in political narratives, which can mediate the impact of gender stereotyping. By deeply looking at the relationships between these independent, dependent, and intervening variables, the research basically looks at generating nuanced insights that can inform and backup evidence-based interventions and drive transformative change towards greater gender equality in the Bugujju homestead context. This multi-faceted approach acknowledges the complexity of gender stereotyping as a persistent issue, rooted in deeply ingrained sociocultural, economic, and political factors, and the need for holistic, context-specific strategies to address it effectively.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This case study on the literature on the cross-cultural perspectives of gender stereotyping in homesteads is critically reviewed in this chapter. The precise research objectives are used to divide the chapter into sections. Each section will harmonize various current studies from different scholars that are pertinent and offer thoughts from different authors.

2.1 Key Cultural, social, and economic factors contributing to persistent gender stereotypes

The continuous gender stereotypes within homesteads are generated in long-standing cultural norms and practices that look at male authority and privilege. Banda and Chingarande (2020) pick out and observe how ideologies are embedded in traditional belief systems continue to shape societal perceptions of appropriate gender roles, with men being viewed as the primary decision-makers and providers, while women are relegated to domestic work. This rigid adherence to gender-based divisions of labor serves to maintain male dominance and reinforces the issue that women's major purpose is to fulfill subordinate, supportive roles within the household.

2.1.1 Social factors, such as the unequal distribution of power and resources, also play a significant role in entrenching gender stereotypes. Nussbaum's (2022) capability approach views how women have limited access to education, healthcare, and economic opportunities curtails their ability to adopt the necessary skills and resources to negotiate more equitable power dynamics. This lack of limited access to significant social and economic assets not only contributes women's dependence on male household members but also perpetuates the perception that they are less capable and valuable than their male counterparts

2.1.2 The economic landscape is also a major issue, as women's lack of financial independence and employment opportunities contributes to their secondary status. Kabeer's (2019) analysis of the third Millennium Development Goal majorly talks about the critical

connection between women's economic empowerment and their ability to influence household decision-making and challenge prevailing gender norms. When women are refused access to income-generating activities and chances to participate in the formal labor market, they become increasingly dependency on male breadwinners. Malhotra et al. (2020) looks at the need for community-driven interventions that bring about the relevance in cultural, social, and economic issues to women's empowerment, recognizing that a holistic approach is essential to dismantling the deeply ingrained gender stereotypes that under look women's agency and perpetuate their subordinate position within the homesteads.

2.1.3 The prevalent nature of gender stereotypes needs a comprehensive approach that recognizes the complex and mutually reinforcing factors at play. As Ridgeway (2020) and Rao (2022) claims that, changing these continuous power dynamics requires a long-term, generational effort to eradicate the aspect of gender-based hierarchies and bring about more equitable and empowering environments for women and girls within the homesteads. This process looks at engaging with cultural and religious institutions, promoting women's economic and civic education challenging harmful gender stereotypes through sustained awareness-raising and advocacy efforts.

2.2 Continuous gender stereotypes upon the empowerment, decision-making, and well-being of women and girls within the society.

2.2.1 Gender stereotypes that exist around the region have severe effects for the empowerment, and overall well-being of women and girls within the society. These dangerous stereotypes, generated in patriarchal cultural norms and practices, allow women to subordinate domestic roles while allowing male authority and privilege (Cornwall, 2019; Ridgeway, 2022). The effect on women's empowerment is profoundly less, as prevailing societal attitudes that view women as owning less capable and valuable than men undermine their sense of agency and self-worth, curbing their ability to assert their rights, make decisions, and participate actively in community affairs (Nussbaum, 2020; Kabeer, 2020).

2.2.2 The women's participation in the political arena

In the aspect of women's decision-making power within the household is equally stark. Gender stereotypes that tend to cast women as submissive to male authority and dominance, such as

husbands and fathers, with their ability to engage in the negotiation of household decisions, from resource allocation to family planning (Agarwal, 2020; Rao, 2022). This disempowerment not only decreases women of their right to self-determination but also compromises their ability to promote for their own needs and those of their children, under looking the overall wellbeing of the family. The continuous devaluation of women's ability and their devotions to home responsibilities can have negative consequences upon their physical and mental health, which looks at increased stress, anxiety, and depression that affects quality of life. (Malhotra et al., 2020).

2.2.3 Eluviation and the possibility of true gender equality isn't only a moral imperative but also an important step towards fulfilling the full potential of women and girls and ensuring the overall prosperity and well-being of the society as a whole (Nussbaum, 2020; Kabeer, 2020). By eradicating the systemic issues that have long affected the agency and opportunities of women, to be able to have more inclusive, equitable, and sustainable future, where all people, regardless of their gender, are empowered to succeed and promote to the improvement of their society.

2.3 The various cross cultural thoughts of gender stereotyping within

2.3.1 Continuous effect of gender stereotypes within the homesteads. Foundational works, such as those by Bem (1993) and Eagly and Wood (2019), have illuminated how socially-constructed gender norms and expectations shape the division of household labor, decision-making dynamics, and the socialization of children from an early age. These gender stereotypes often leave women to the private realm of the home, keeping them into domestic responsibilities, while men are typically engaged with, breadwinning roles. In recent times, studies have demonstrated the detrimental effect of these stereotypes, as they can constrain the lived experiences and opportunities of people within the home (Ridgeway, 2011; Heilman, 2019). For example, a study by a renowned scholar named Wharton (2020) discovered that the unequal distribution of domestic duties and the marginalization of women's decision-making power can greatly affect their economic, educational, and professional advancement.

2.3.2 The major Cross cultural aspects, it should be noted that research has shown that cultural norms, beliefs, and practices contribute an important role in the construction and perpetuation of gender roles and expectations. Similar works, such as those by Hofstede (2020) and Best (2019),

have shown how cultural aspects structure the societal perceptive and enactment of the right gender characters. Building upon this foundation, more recent studies have highlighted the importance of investigating the nuances of gender stereotyping within specific regional or cultural contexts in Uganda. For instance, a 2022 study by Akello and Obura discovered that traditional cultural beliefs and practices in rural Ugandan societies can contribute to highly gendered divisions of labor and decision-making power within the domestic sphere.

2.3.3 Solution

It should be noted that a comparison of qualitative and quantitative research methods can bring about a comprehensive understanding of the cross-cultural perspectives on gender stereotyping homesteads. Significant works by Creswell and Creswell (2018) and Denzin and Lincoln (2011) have brought in the value of mixed-methods approaches in looking at the complex social phenomena. On the same context of this framework, a 2022 study by Nakitende and colleagues employed a mixed-methods design to investigate gender dynamics in rural Ugandan communities. The researchers used a combination of in-depth interviews, focus group discussions, and household surveys to generate both the subjective experiences and the broader patterns of gender stereotyping. This method allowed and provided for the identification of nuanced cultural norms, beliefs, and practices that structure the gender roles and the distribution of power within the domestic sphere. Using a mixed-methods approach can provide a more holistic and contextually-grounded understanding of the cross-cultural perspectives on gender stereotyping within homesteads.

2.4 Conclusion

The literature suggests a requirement for context-specific investigations of gender stereotyping within homesteads, specifically in communities where cultural dynamics and domestic realities may differ from broader national trends. A 2020 study by Oduol highlighted the relevance of moving beyond the common and generalized understandings of gender norms and looking at the localized manifestations of gender stereotyping within specific regions. In the same context, Lott's 2020 study of gender research in Uganda specifies the need for a closer examination of the intersections between culture, power, and domestic gender relations at the grassroots level. By examining this issue, the proposed research can contribute significantly to the broader

understanding of gender dynamics in Uganda and address the context-specific interventions and policies aimed at addressing the dangerous gender stereotypes. The insight gained from this research can address the culturally-significant programs and that empowers women, and brings about more equitable household decision-making, and challenge entrenched gender biases within the regions.

. CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter basically looks at a discussion of the research questions and also addresses the process through which collection, analysis, and processing of the data was used to accomplish the objectives of this study. It should be noted that this chapter also provides the techniques used to start the research and provide an insight into the quality of all the means to be used throughout the process of the research.

3.1 Research Design

This research case study used a cross-section research design approach throughout the process. The study considered both quantitative and qualitative research approaches. A quantitative research approach was used to analyze statistical data. The researcher used a qualitative approach to yield an unbiased result that was generalized to a larger population. The qualitative research approach is primarily exploratory research that was used to gain an understanding of underlying reasons opinions and motivations and provide insight into the problem or help to develop ideas or hypothesis for potential quantitative research (Mugenda and Mugenda, 1999). A qualitative research approach was used to collect non-numerical data.

3.2 Population of the Study

The population for this study was composed of the residents of Bugujju, a rural community in Mukono district, Uganda. Since the research is focused on understanding cross-cultural perspectives of gender stereotyping within homesteads in this specific community, the targeted population comprised of the adult members of households in Bugujju. Without knowing the exact population size, an appropriate sample size of 60 households, the recommended sample size was 52 participants, selected to represent the diversity of the Bugujju community.

3.3 Sample size and selection

3.3.1 Sample Size

The sample size for this study was 60 respondents; these were randomly selected from the large population size. The population included key respondents, such as household heads who represent the primary decision-making and the authority figures within the homesteads, LC1 chairperson (4) of both genders that include boys, men, girls and women to capture a range of experiences and viewpoints, these were selected because they have all been affected by the cultural beliefs, norms, values of the land thus being relevant. The inclusion of these diverse key respondents was to ensure that the sample is representative of the key actors and agents within the Bugujju community, allowing for a comprehensive and knowledgeable understanding persistence of gender stereotyping, as well as the potential avenues for addressing this multifaceted challenge. The LC1 was selected purposively because there are leaders the rest were randomly selected.

Table 3.2: Sample size

Categories of respondents	Sample size	Data tech	Data collection methods
Local leaders LC1	5	Purposively	interview
Men	10	Random	interview
Women	15	Random	interview
Girls	20	Random	interview
Boys	10	Random	interview
Total	60		

3.4 Data Sources

Primary sources: Primary data helped the researcher to have unused and fresh data for the determination of events. The researcher directly reached out to the respondents through various data collection instruments such as interviews.

Secondary sources: Document review related to the study, newspapers, online journals, and textbooks was used such that the researcher was well equipped with the required data to facilitate the study.

3.5 Data Collection Methods and Instruments

Data collection refers to the systematic process of collecting research data on a given phenomenon (Amin, 2005). The researcher used both primary and secondary sources of data collection for the study.

3.6.0 Data quality control and management

The validity of a questionnaire refers to the extent to which it measures what it claims to measure (Mugenda, 2003). In-testing validity, the study adopted content related validity through consultations with the researcher's supervisor and peers. The researcher was able to prepare an interview guide and present them to the supervisor for scrutiny and suggestions on the relevance, clarity, and suitability of the information. The supervisor then made suggestions which were incorporated into the final draft. Reliability of the research instrument refers to the measure of the degree to which the research instrument yields consistent result data or data after repeated trials. To establish the reliability of the research instruments, the researcher administered interview guides and pilot test them using various respondents after which the researcher made necessary changes for the interview guides to give relevant data.

3.7 Ethical Issues.

A copy of the introductory letter from the University by the Faculty of education was presented to ensure that the information obtained from research is for academic purposes. The researcher ensured that participation was voluntary and therefore was not to force them. The researcher also debriefed the recipients before the data is collected from them. The researcher cited all the necessary documents used in this work to recognize their effort as far as secondary data is concerned.

3.8 Limitations of the Study

Issues with sample and selection: Sampling errors occurred because a probability sampling method was used to select a sample because the sample does not reflect the general population or appropriate population concerned.

Insufficient sample size for statistical measurement: When conducting the study, it was important to have a sufficient sample size in order to conclude a valid research result. The sample was too small; it was difficult to identify significant relationships from the data because it

requires a larger sample size to ensure that the sample is considered representative of a population and that the statistical result can be generalized to a larger population.

APPENDICES

Appendix 1: Interview Guide

INTERVIEW GUIDE ON THE TOPIC OF CROSS CULTURAL PERSPECTIVES OF GENDER STEREOTYPING FOR BUGUJJU RESIDENTS (LC1 CHAIRPERSONS, MEN, WOMEN, BOYS AND GIRLS)

I am Joshua, a student of Uganda Christian University Pursuing a Degree of bachelors of governance and international relations. I am currently conducting a study on the cross cultural perspectives of gender stereotyping in homesteads in bugujju, mukono, Mukono Municipality". I will ensure total confidentiality of the information given to me during this research. This research will contribute to the award of my bachelor's degree in governance and international relations so I humbly ask you for your cooperation. Thank you very much.

POPULATION WILL BE COMPRISED OF ALL HOMESTEADS IN BUGUJJU VILLAGE

1. What are some of the social cultural aspects you know of?
2. How important are they to you?
3. What type of stereotype do you experience?
4. What are some of the prevalent cultural beliefs, traditions, and social norms that shape gender roles and expectations within the Bugujju community?
5. How have they affected your way of life?
6. What do you think can be done to go through these issues? (LC1 CHAIRPERSON)
7. Can you provide examples of specific gender stereotypes that are commonly held and reinforced in the Bugujju region? (LC1 CHAIRPERSON)

8. How do prevailing gender stereotypes impact the division of labor, decision-making, and resource allocation within Bugujju homesteads? (LC1 CHAIRPERSON)
9. Can you describe any notable differences in the experiences and challenges faced by men and women due to the influence of gender stereotypes? (LC1 CHAIRPERSON)

Thank you very much for your time, cooperation and sincerity may God bless you.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the results of analysis that has been done to look at the specific objectives of the study and in relation to the reviewed literature. The study was carried out using interviews with the key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys. The findings are presented with the help of tables for purposes of clarity and interpretation in relation to these objectives;

- i. To identify the key social, cultural factors contributing to persistent gender stereotypes in the Bugujju, Mukono community.
- ii. To investigate the cross cultural perspectives of gender stereotyping within homesteads in the Bugujju region of Mukono.
- iii. To identify strategies to curb down or reduce on the prevailing gender stereotypes in Bugujju, Mukono

4.1 Response rate

Table 1: Response rate from interviews

Response Rate	Sample Size	
	Frequency	Percentage (%)
Response	50	83.3%
Non Response	10	16.7%
Expected Response	60	100.0%

Source: *Primary data*

In this study as earlier noted, the researcher collected data using interviews with the key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys. In here, the researcher conducted face-to-face interviews with each selected respondent at their own time and the total of these interviews was 50 interviews were conducted although the researcher intended to conduct interviews with 60 respondents. This

therefore gave a response rate of 83.3% which was adequate enough to get valid and reliable data. The reason for the failure to get 100% response rate was due to the fact that some respondents were not willing to provide data as they were suspicious of where the information was going to be taken even after explaining to them clearly. Some other respondents cited the fact that they were busy and couldn't participate in the study.

4.2 Knowledge about social cultural aspects

Table 2: Social cultural aspects known by Bugujju community

Social cultural aspects	Frequency	Percentage (%)
Respect for Elders and Authority	20	40.0
Traditional Gender Roles	15	30.0
Communal Activities and Ceremonies	10	20.0
Marriage and Bride Price Practices	5	10.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked to give some of the social cultural aspects they are aware of and their responses were as follows;

Known respect for elders and authority: The majority of respondents who are the LC1 Chairmen, men, women, girls and boys represented by 40% highlighted respect for elders and authority as a significant social cultural aspect within the Bugujju community. Many participants noted that respecting elders is deeply ingrained in their cultural practices, with elders serving as custodians of wisdom and leaders in community decision-making. This respect extends to following their guidance in personal and communal matters, reinforcing a hierarchical structure that upholds social order and continuity. Respondents such as the men and women emphasized that from a tender age, children are raised to defer to the elders in their families and communities and societies to seeking their advice and blessings about significant or important life decisions. This cultural norm contributes a strong sense of respect across generations, ensuring that the community's values and traditions are maintained and passed through over time.

The communal activities and ceremonies: About 20% of respondents who are the LC1 Chairmen, men, women, girls and boys talked about communal activities and ceremonies as a key social cultural aspect in their community. These activities such as; rituals, festivals, and communal work (like communal farming or construction), are a way of life of the Bugujju community. Respondents such as the LC1 Chairman mentioned and emphasized that these events are significant for building social cohesion and a sense of belonging among community members. Participation in such communal activities helps build about social bonds and brings about a spirit of cooperation and mutual support.

The marriage and bride price practices: A smaller group of respondents who are the LC1 Chairmen, men, women, girls and boys represented by 10% pointed out marriage and bride price practices as a notable social cultural aspect in the community. Respondent's emphasized how the bride price tradition remains an important cultural practice in Bugujju, symbolizing the formalization of marriage and bringing about unions between families. This practice is seen as a way to honor the bride's family and is often accompanied by elaborate ceremonies and negotiations. It should be noted that some respondents such as the men, women, boys, girls and the LC1 chairperson expressed concerns about how these practices can place financial strain on families and perpetuate gender inequalities, as they reinforce the notion of women as economic assets. Some of the selected respondents reported that,

“.....In our community, elders are the pillars. We look up to them for guidance and advice. This respect for authority is what keeps us united and strong.....” **LC1 Chairman**

“.....As men, we are expected to be the providers. This is how it has always been, and it is our duty to fulfill this role.....” **Man (Adult)**

“.....Women in Bugujju are primarily responsible for taking care of the home and children. It is our role, passed down from our mothers, and it is what we teach our daughters.....” **Woman (Adult)**

“.....I see how important ceremonies and communal work are. They bring everyone together and make us feel like a big family, but sometimes, I wish we could also have more freedom to choose our paths.....” **Girl**

“.....The idea of bride price seems outdated to me. I think it places unnecessary burden on families and doesn't really fit with the modern world where we see women as equals.....” **Boy**

4.3 Importance of the social cultural aspects

Table 3: Importance of social and cultural aspects in Bugujju community

Importance of social and cultural aspects	Frequency	Percentage (%)
Preserving Community Identity and Unity	22	44.0
Guiding Social Conduct and Moral Values	15	30.0
Promoting Social Cohesion and Support	8	16.0
Upholding Gender Roles and Responsibilities	5	10.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked for their views on the importance of the above mentioned social cultural aspects they are aware of and their responses were as follows;

4.3.1 Maintaining community identity and unity: From the study findings, most of the respondents who are the LC1 Chairmen, men, women, girls and boys represented by 44%

pointed out preserving community identity and unity as one of the most important social and cultural aspects. Respondents emphasized that these aspects are deeply rooted in the community's way of life and are crucial for maintaining a sense of belonging and continuity among its members. They provide a framework through which individuals understand their place within the community and their responsibilities to others. Many respondents emphasized that these social and cultural aspects are important in maintaining a sense of solidarity within the community.

4.3.2 Providing Guidance on social conduct and moral values: basing on the research study about 30% of the respondents who are the LC1 Chairmen, men, women, girls and boys mentioned that social and cultural aspects are important for leading social conduct and moral values. They mentioned that they bring about a moral compass that promotes the moral good behavior, preserving the that community members adhere to established norms and customs.. These cultural norms also bring about to a significant role in conflict resolution and bringing about peace as they tend to bring about a shared understanding point of view about right and wrong behaviors and therefore it brings about a common understanding and peaceful living among community members in society.

4.3.3 Upholding gender roles and responsibilities: it should be noted that the least cited significance, mentioned by 10% of the respondents, was the significance of social and cultural aspects in maintaining traditional gender roles and responsibilities. Respondents noted emphasized that these roles are important in clarifying the duties and expectations of men and women within the society. They also emphasized that such roles help bring about a well-shaped social order where everyone knows their responsibilities, contributing to the smooth functioning of the community. But none the less, there were mixed feelings about this significance, as some respondents felt that while these roles are important for promoting cultural continuity, they could also be restrictive and lessen opportunities, specifically for women and girls who might wish to venture different paths. Some of the selected respondents communicated that,

“.....Our cultural practices are the backbone of our identity. Without them, we would lose what makes us unique as a community. They bring us together and remind us of who we are.....” **LC1 Chairman**

“.....These aspects are very important as they teach us how to behave and respect each other. It’s the reason why we have peace and order here.....” **Man (Adult)**

“.....For me, these cultural traditions are about support. When we come together for ceremonies or communal work, we are not just following tradition; we are building bonds and supporting each other.....” **Woman (Adult)**

“.....I think cultural aspects are important because they help us know our roles in the community, but sometimes, I feel they limit what I can do or become.....” **Girl**

“.....They are important because they give us a sense of belonging and help us stay connected to our roots, even though I sometimes wish there was more freedom to explore new ideas.....” **Boy**

4.4 Types of stereotypes experienced by the respondents

Table 4: Types of stereotypes experienced in Bugujju community

Types	Frequency	Percentage (%)
Gender Stereotypes	22	44.0
Age Stereotypes	10	20.0
Socio-economic Status Stereotypes	7	14.0
Educational Background Stereotypes	6	12.0
Religious Belief Stereotypes	5	10.0
Total	50	100.0

Source: Primary data

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked for their views on the type of stereotype they experience and their responses were as follows;

4.4.1 Gender stereotypes: The most frequently mentioned type of stereotype, as indicated by 44% of the respondents, is gender stereotypes. These stereotypes significantly influence perceptions and behaviors within the Bugujju community, where traditional gender roles are

deeply ingrained. Respondents such as the men described how they are often seen as the primary breadwinners and decision-makers, while women are expected to manage household responsibilities and caregiving roles. Many respondents emphasized that these stereotypes not only promote inequality but also prevents the full potential of people based on their gender.

4.4.2 The Age stereotypes: basing on the information gathered the age-related stereotypes were reported by 20% of the respondents. These stereotypes start to form up in a perceptive where younger people may be seen as inexperienced and less capable, while older individuals might be seen as outdated or rebellious to change. Such perceptions impact the participation of different age groups in community affairs. Respondents such as the men, women, boys and girls emphasized that these stereotypes create obstacles to meaningful engagement and can impact how contributions from various age groups are valued and determined within the community.

4.4.3 The Socio-economic status stereotypes: basing on the information gathered stereotypes based on socio-economic status were noted by 14% of respondents. These stereotypes involve different perspectives related to a person's economic background, often resulting into to prejudices against those from less well-structured backgrounds. People from less privileged backgrounds may be unfairly judged from certain chances due to these socio-economic stereotypes.

4.4.5 The Educational background stereotypes: basing on the research study the educational background stereotypes were experienced by 12% of respondents. These stereotypes involve biases based on an individual's level of education, with those having lesser levels of formal education often being seen as less knowledgeable. Respondents such as the men and women highlighted that these stereotypes can impact chances for personal and professional improvement, as well as influence how people are perceived in community settings.

4.4.6 The Religious belief stereotypes: basing on the research study religious belief stereotypes were seen by 10% of respondents. These stereotypes involve various receptive based on an individual's religious affiliation, which can bring about discrimination. Respondents (men ,women, children and LC1 Chairperson) sited that individuals from minority or smaller religions might face prejudice or be marginalized within the community. This type of stereotyping impacts

the inclusiveness and harmony of community interactions. Some of the selected respondents reported that;

“.....Gender roles here are very rigid. Men are expected to lead and provide, while women are often confined to home duties.....” **LC1 Chairman**

“.....Economic status plays a big role in how people are perceived. Those who are less well-off are sometimes seen as less capable or valuable.....” **Man (Adult)**

“.....We face gender stereotypes daily. Women are often seen as less capable of making important decisions or handling responsibilities outside the home.....” **Woman (Adult)**

“.....Educational background affects how people are seen. Those with less education are sometimes underestimated or ignored.....” **Girl**

“.....Older people often think that younger generations lack experience and are not fit to contribute meaningfully to community decisions.....” **Boy**

4.5 Prevalent cultural beliefs, traditions, and social norms that shape gender roles and expectations within the Bugujju community

Table 5: Cultural beliefs, traditions, and social norms

Responses	Frequency	Percentage (%)
Traditional Gender Roles	14	28.0
Respect for Elders	11	22.0
Rituals and Ceremonies	10	20.0
Family Hierarchy and Authority	9	18.0
Customary Practices in Marriage	4	8.0
Educational Expectations	2	4.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked for their views on the prevalent cultural beliefs, traditions, and social norms that

shape gender roles and expectations within the Bugujju community and their responses were as follows;

4.5.1 Traditional gender roles: Traditional gender roles were identified by 28% of respondents who are the LC1 Chairmen, men, women, girls and boys as a key cultural belief shaping gender expectations in Bugujju. This norm delineates specific roles for men and women, with men typically fulfilling the role of providers and leaders, while women are expected to focus on domestic duties and child-rearing. These roles are deeply embedded in the community's traditions and influence various aspects of daily life, from career choices to family responsibilities. This traditional division often limits women's opportunities for education and professional growth, reinforcing gender disparities within the community.

4.5.2 Respect for elders: this research case study gathered in information in terms of Respect for elders which was mentioned by 22% of respondents who are the LC1 Chairmen, men, women, girls and boys as an important cultural norm impacting gender roles. Elders are highly respected in the Bugujju community, and their decisions always influence the family and community decisions. Elders' authority in preserving and promoting these responsibilities underscores the deep-rooted nature of these traditions and their influence on social structures.

4.5.3 The Rituals and ceremonies: this research tended to venture on rituals and ceremonies which were noted by 20% of respondents who are the LC1 Chairmen, men, women, girls and boys, play significant role in cultural practices and structuring up gender roles and expectations. These events are important to community life and usually promote traditional expectations and characters. Through engaging in rituals and ceremonies, people are reminded of their expectations and responsibilities within the societies.

4.5.4 The Family hierarchy and authority: this research shows the Family hierarchy and authority were mentioned by 18% of respondents who are the LC1 Chairmen, men, women, girls and boys as structuring gender obligations within Bugujju. This norm majorly looks at the hierarchical structure of family life, where authority figures, often looks at the male as the head and make key decisions and establish expectations for family members. This structure promotes traditional gender roles within communities and societies.

4.5.6 The customary practices in marriage: the research case study shows the customary practices in marriage were cited by 8% of respondents who are the LC1 Chairmen, men, women, girls and boys as impacting gender roles and expectations. These practices tend to include traditional marriage customs that outline the roles and responsibilities of children which is often promoting gender-specific duties. These customs contribute to significant a role in shaping how people see their own roles within marriage and in the broader community and society.

4.5.7 The educational expectations: this research case study shows at the Educational expectations which were mentioned by 4% of respondents who are the LC1 Chairmen, men, women, girls and boys as a factor influencing gender roles. These expectations often reflect traditional views on gender, where educational opportunities and aspirations may be limited based on gender. This norm impacts how both boys and girls view their future roles and opportunities in education and beyond. Some of the selected respondents reported that;

“.....Men are seen as the primary breadwinners and leaders, while women’s roles are largely confined to managing the home and caring for children.....” **LC1 Chairman**

“.....The elders play a key role in guiding how we should behave according to our traditional roles. Their wisdom shapes much of our social norms.....” **Man (Adult)**

“.....The expectation is that women will take care of the household and children, while men are responsible for bringing in income and making major decisions.....” **Woman (Adult)**

“.....The practices followed during marriage reflect our community's expectations for men and women, often reinforcing traditional roles.....” **Girl**

“.....The ceremonies we have help remind everyone of their roles and responsibilities, keeping our cultural practices alive.....” **Boy**

4.6 Effects of these cultural beliefs, traditions and social norms on their ways of life

Table 6: Cultural beliefs, traditions, and social norms

Responses	Frequency	Percentage (%)
Limitations on Opportunities	15	30.0
Reinforcement of Traditional Roles	12	24.0
Influence on Decision-Making	10	20.0
Preservation of Cultural Identity	8	16.0
Challenges to Modernization	5	10.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked for their views on how these cultural beliefs, traditions, and social norms have affected their ways of life and their responses were as follows;

4.6.1 Limitations on opportunities: The most frequently mentioned impact of cultural beliefs, traditions, and social norms, as reported by 30% of respondents who are the LC1 Chairmen, men, women, girls and boys, is the limitation on opportunities. These cultural norms often restrict the roles and opportunities available to individuals based on their gender. For instance, traditional gender roles limit women and girls' access to education and career advancement, while men may feel pressured to conform to roles as primary providers, potentially restricting their personal choices and career paths. This constraint impacts various aspects of life, including career development and educational attainment, perpetuating cycles of inequality.

4.6.2 The Reinforcement of traditional roles: this case study shows about 24% of respondents who are the LC1 Chairmen, men, women, girls and boys noted that cultural beliefs and traditions contribute to traditional roles within the community. These norms often control the specific behaviors and responsibilities for men and women, promoting a rigid structure in daily life. Such

reinforcement tends to affect how people see their roles and responsibilities which usually often lead to a lack of flexibility and adaptability in the changing world.

4.6.3 The Influence on decision-making: the research case study shows about the Influence on decision-making was cited by 20% of respondents who are the LC1 Chairmen, men, women, girls and boys play significant impact of cultural beliefs and norms. These cultural expectations usually tend to often structure on how decisions are made within families and communities. Elders and traditional leaders tend to have authority in decision-making processes, which can influence people's personal and professional choices.

4.6.4 The Preservation of cultural identity: basing on the research case, it study shows the preservation of cultural identity was mentioned by 16% of respondents who are the LC1 Chairmen, men, women, girls and boys as a significant effect of these cultural norms. Cultural traditions and social norms help preserve a sense of identity and progress within the community. These practices bring about a connection to the past and assist in contributing shared values and customs. While this maintainance is vital for cultural history, it can sometimes come with an expense of personal freedom and the ability to embrace new ideas.

4.6.5 The Challenges to modernization: basing on the research case study the challenges to modernization were reported by 10% of respondents who are the LC1 Chairmen, men, women, girls and boys. Cultural norms and traditions can sometimes tend crush with the modern values and advancements. This major issue can bring about issues to adopting and changing new practices or, impacting the community's capability to progress. Some of the selected respondents reported that;

“.....Cultural norms have limited my opportunities and those of many others in our community. For example, women often don't get the chance to pursue higher education or careers.....” **LC1 Chairman**

“.....The traditional roles defined by our cultural beliefs are deeply ingrained, and they often dictate how we live our lives and interact with others.....” **Man (Adult)**

“.....I feel that the traditional roles assigned to women have restricted my opportunities in terms of career and personal growth.....” **Woman (Adult)**

“.....I understand that preserving our cultural identity is crucial, but sometimes it feels like it holds us back from exploring new opportunities.....” **Girl**

“.....These traditional expectations can be limiting. For instance, boys are expected to focus solely on being providers, which restricts our ability to explore other interests.....”

Boy

4.7 Impact of gender stereotypes on division of labor, decision-making, resource allocation

Table 7: Impact of gender stereotypes on division of labor

Responses	Frequency	Percentage (%)
Unequal Division of Labor	18	36.0
Limited Decision-Making Power	14	28.0
Imbalanced Resource Allocation	11	22.0
Restricted Access to Opportunities	5	10.0
Resistance to Modern Practices	2	4.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community who are the local leaders like the LC1 Chairmen, men, women, girls and boys, they were asked for their views on how prevailing gender stereotypes impact the division of labor, decision-making, and resource allocation within Bugujju homesteads and their responses were as follows;

4.7.1 Unequal division of labor: The most frequently reported impact of gender stereotypes, mentioned by 36% of respondents who are the LC1 Chairmen, men, women, girls and boys, is the unequal division of labor. Gender stereotypes significantly influence how tasks are allocated within Bugujju homesteads, with traditional norms dictating that women handle domestic chores and caregiving responsibilities while men are assigned tasks outside the home, such as farming or earning an income. This division often leads to an imbalanced workload and restricts women's participation in economic activities and decision-making processes, reinforcing traditional gender roles and limiting opportunities for women to engage in roles outside the household.

4.7.2 The Limited decision-making power: this research also shows about 28% of respondents who are the LC1 Chairmen, men, women; girls and boys reported that gender stereotypes result in less decision-making power for women and girls. In many homesteads, men are majorly the primary decision-makers, particularly in matters related to finances, land, and family planning. This power imbalance often reflects those women's opinions, hearings and needs are under looked, resulting to decisions that do not always bring about their interests.

4.7.3 The Imbalanced resource allocation: this research also shows at the Imbalanced resource allocation which was highlighted by 22% of respondents who are the LC1 Chairmen, men, women, girls and boys as a major problem in bringing about from gender stereotypes. Resources like for example money, land, and tools are often distributed unequally, with men receiving a larger share for activities deemed more valuable, while women and girls may receive less. Which tends to negatively impact women's economic opportunities and their ability to contribute to and benefit from household resources, perpetuating cycles of poverty and limiting their personal and professional development?

4.7.4 The Restricted access to opportunities: basing on the research case study the restricted access to opportunities was mentioned by 10% of respondents who are the LC1 Chairmen, men, women, girls and boys as an impact of prevailing gender stereotypes. Gender stereotypes can tend to limit women and girls' access to education, employment, and leadership roles, bringing about traditional roles and hindering their capability to venture there own personal and professional growth. This limitation not only impacts peoples aspirations but also has broader impact for community development and gender equality.

4.7.5 The Resistance to modern practices: basing on the study case the resistance to modern practices was cited by 4% of respondents who are the LC1 Chairmen, men, women, girls and boys as a challenge related to gender stereotypes. It should be noted that some of the community members resisted to adopting new technologies due to entrenched gender norms that prioritize traditional methods and roles. This resistance tends to slow down and limit the progress and affect the community's capability to adapt to changes that could improve their quality of life. Some of the selected respondents reported that;

“.....In our community, women are expected to manage all household duties, while men focus on external work. This division often results in an unequal distribution of responsibilities.....” **LC1 Chairman**

“.....Gender stereotypes often restrict women's access to opportunities like education and jobs. This limits their potential and affects overall community progress.....” **Man (Adult)**

“.....I handle most of the household chores and care for the children, while my husband is responsible for working outside. This setup is deeply influenced by our traditional views on gender roles.....” **Woman (Adult)**

“.....I feel like I don't have much say in important decisions in my family. It's mainly the men who make those choices, and it feels unfair.....” **Girl**

“.....Sometimes, it feels like we're stuck in traditional ways because of our gender norms, which makes it hard to embrace new ideas.....” **Boy**

4.8 Notable differences in the experiences and challenges faced by men and women due to the influence of gender stereotypes

Table 8: Differences in experiences and challenges due to gender stereotypes

Experiences/Challenges	Frequency	Percentage (%)
Limited Opportunities for Women	20	40.0
Gender-Based Violence and Harassment	14	28.0
Unequal Burden of Domestic Responsibilities	10	20.0
Barriers to Men Seeking Help and Emotional Support	4	8.0
Economic Disparities Between Genders	2	4.0
Total	50	100.0

Source: *Primary data*

From the interviews conducted with the selected key actors and agents within the Bugujju community, they were asked for their views on the notable differences in the experiences and

challenges faced by men and women due to the influence of gender stereotypes and their responses were as follows;

4.8.1 Limited opportunities for women: The most frequently mentioned challenge, highlighted by 40% of respondents, is the limited opportunities available to women. Respondents who are the LC1 Chairmen, men, women, girls and boys noted that gender stereotypes often restrict women's access to education, employment, and leadership roles. Women are frequently expected to specialize in domestic responsibilities over personal life which can affect their career growth and economic independence.

4.8.2 Gender-based violence and harassment: it should be noted that gender-based violence and harassment were cited by 28% of respondents who are the LC1 Chairmen, men, women, girls and boys as an important issue bringing about gender stereotypes. Women, especially tend to experience higher levels of domestic violence and sexual harassment, often justified by cultural norms and stereotypes about gender roles. This violence tends to bring about a negative environment that reduces women's freedom and safety,

4.8.3 The Barriers to men seeking help and emotional support: it was shown that about 8% of respondents who are the LC1 Chairmen, men, women, girls and boys mentioned that gender stereotypes also create barriers for men, particularly when it comes to seeking help and emotional support. Men are often expected to be strong and unemotional, which can discourage them from expressing vulnerabilities. This cultural stereotype can bring about negatively impact men's well-being and lead to stress and anxiety.

4.8.4 The Economic disparities between genders: it should be noted that the least frequently mentioned issue, identified by 4% of respondents who are the LC1 Chairmen, men, women, girls and boys, is economic disparities between genders. In the same point of view, some respondents emphasized that gender stereotypes can bring about unequal pay and economic opportunities, contributing to broader economic inequalities. In most cases within the working environment women often receive lower wages and have fewer economic chances compared to men, exacerbating financial disparities. Some of the selected respondents reported that;

“.....Economic inequality between men and women is a real issue. Stereotypes that undervalue women's work contribute to this disparity.....” LC1 Chairman

“.....Men are supposed to be strong and not show weakness, which makes it difficult for us to seek help or talk about our feelings. This stereotype affects our mental health.....”

Man (Adult)

“.....There are clear economic differences between men and women. Women often earn less and have fewer job opportunities, which reflects the underlying stereotypes.....”

Woman (Adult)

“.....Many women suffer from harassment and violence because of the way we view gender roles. It’s a serious issue that needs more attention and action.....” **Girl**

“.....There’s a lot of pressure on men to always appear tough. It’s hard to talk about problems or ask for help because of these expectations.....” **Boy**

4.9 Strategies to curb down the prevailing gender stereotypes in Bugujju

Table 9: Strategies to reduce gender stereotypes

Strategies	Frequency	Percentage (%)
Promoting Education and Awareness	20	40.0
Encouraging Equal Participation in Decision-Making	14	28.0
Strengthening Legal and Policy Frameworks	8	16.0
Fostering Community Dialogues and Workshops	6	12.0
Supporting Women and Girls’ Empowerment	2	4.0
Total	50	100.0

Source: Primary data

From the interviews conducted with the selected key actors and agents within the Bugujju community, they were asked for their views on what they think can be done to go through these issues and their responses were as follows;

4.9.1 Promoting education and awareness: The most frequently suggested strategy, mentioned by 40% of respondents who are the LC1 Chairmen, men, women, girls and boys, is promoting education and awareness. Many believe that increasing educational opportunities and raising

awareness about gender equality are crucial for changing entrenched stereotypes. Education can help both men and women understand the detrimental effects of gender stereotypes and the benefits of gender equality. By incorporating gender studies into the school curriculum and offering community workshops, the understanding of gender roles can be broadened, helping to challenge and ultimately change traditional stereotypes.

4.9.2 Encouraging equal participation in decision-making: that's to say that encouraging equity participation in decision-making processes was cited by 28% of respondents who are the LC1 Chairmen, men, women, girls and boys as a significant strategy. Respondents highlighted that bringing in both women and men equally in community decisions can promote and challenge traditional gender roles and ensure that diverse perspectives are considered that's to say here from everyone regardless of gender. This inclusion can bring about more balanced decision-making and promote fairness in resource allocation and responsibilities within the community.

4.9.3 The fostering community dialogues and workshops: Fostering community dialogues and workshops was mentioned by 12% of respondents who are the LC1 Chairmen, men, women, girls and boys as a useful approach to tackling gender stereotypes. This can be done through regular community discussions and workshops can create platforms for people to share their different views, learn from each other, and address gender issues collaboratively.

4.9.4 The supporting women and girls' empowerment: that's to say supporting women and girls' empowerment was cited by 4% of respondents who are the LC1 Chairmen, men, women, girls and boys as a strategy to reduce gender stereotypes. This majorly includes providing resources, training, and opportunities for women and girls to develop skills and gain confidence. Some of the selected respondents reported that;

“.....Education is key to changing attitudes. By teaching both children and adults about gender equality, we can break down harmful stereotypes.....” **LC1 Chairman**

“.....Ensuring that there are robust policies in place to support gender equality is crucial. It gives people the legal backing to challenge discrimination.....” **Man (Adult)**

“.....We need more programs that educate people about gender roles and stereotypes. Awareness is the first step towards making real changes.....” **Woman (Adult)**

“.....It’s important for girls and women to be included in decision-making. When we are part of the process, we can voice our needs and contribute to more equitable solutions.....” **Girl**

“.....Workshops and talks about gender roles can help change how people think. It’s a chance to educate the community in a more informal setting.....” **Boy**

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the summary of findings in relation to the literature. It also summarizes all findings reported in chapter four according to questions of the study, draws conclusions, suggests recommendations and also proposes some areas for further study.

5.1 Summary of findings

The study conducted within the Bugujju community illuminated the profound impact that social and cultural aspects have on the daily lives and behaviors of its members. Deeply embedded traditions, such as respect for elders and adherence to well-defined gender roles, are pivotal in maintaining the social fabric of the community. Elders are looked at as providers of wisdom, and their guidance is looked for in decision-making processes since there’s a believe that they have a lot of experience in life matters, reinforcing a hierarchical structure that demands for respect and continuity. Engagement in communal activities, like for example rituals, ceremonies, and communal work, further promotes and strengthens the bonds among community members, emphasizing the maintenance and transmission of cultural knowledge, moral values, and social norms across generations..

However, it should be known that these cultural practices that bring about social unity also bring about challenges, particularly with gender equity and social mobility. The rigid definition of gender roles reduces the chances available to women and girls, often confining them to traditional domestic spheres and preventing their access to education and career opportunities. This brings about a cycle of dependency and reduces the potential for economic empowerment among women.

Despite the deep-rooted nature of these cultural beliefs and practices, there is a growing awareness within the community regarding the need for change, specifically in aspects of bringing about gender equality and embracing modern values. Some community members, especially the younger generation, are beginning to question the shortenings imposed by these traditional roles and stereotypes. They tend to recognize that while cultural traditions are vital in maintaining the community's identity and heritage can also be restrictive in a rapidly involving world where education, technological advancement, and economic chances are increasingly significant.

5.2 Conclusions

In conclusion, this research study showcases that while the Bugujju community's deeply rooted cultural practices it tends to play a significant role in preserving social unity and maintaining its history, these traditions also contribute to significant shortenings, majorly in aspects of gender equity and social mobility. The rigid adherence to traditional gender roles and the perpetuation of stereotypes bring about a social stratification and affect the potential for innovation, majorly among women and younger generations. However, there is an upcoming awareness within the community, particularly among the youth, of the need to strike a balance between preserving cultural identity and embracing change. This change towards a more inclusive and progressive approach suggests a growing recognition of the significance of accepting to modern societal demands to better meet the evolving requirements of all community residents.

5.3 Recommendations

This research case study recommends the need for community-based education programs to raise civic awareness towards the negative effects of gender stereotyping on both women and men in Bugujju, Mukono. These programs should emphasize and also to challenge and restructure traditional gender roles by bringing about the value of gender equality in all aspects of life, including education, employment, and leadership which can be done by encouraging community leaders, elders, and other influential figures, such initiatives to engage in an environment that supports equal opportunities and chances for all genders and encourages engagement and participation of women and girls in areas traditionally ruled by men.

Furthermore, this research case study recommends the need for the integration of gender-sensitive policies within local governance and community development plans. Like for example policies should dismantle systemic barriers that bring about gender inequalities and ensuring that women and men have equal access to resources that's to say proper resource allocation, decision-making processes, and opportunities for social mobility.

Lastly, the research study also recommends the need for continued monitoring and evaluation of gender-related initiatives to assess their effectiveness and make necessary adjustments if called upon. Setting up a monitoring and evaluation system will ensure that programs aimed at reducing gender stereotyping and promoting equality are meeting their objectives. This approach will also be to provide valuable data to inform future strategies and interventions allowing the community members to track progress and address any sought of upcoming challenges in the ongoing effort to create a society with equal opportunities.

5.4 Areas for further research

Since this research case study was emphasized on viewing the cross-cultural perspectives of gender stereotyping in homesteads in Bugujju, Mukono, the study recommends that any similar study should be done on other areas concerning this topic and these areas of further research needed should emphasize and include the following:

This research should look at the intersectionality of gender stereotyping in regards to other social factors such as age, education, and economic status in the homesteads of Bugujju, Mukono.

In addition, investigating how these intersecting identities tend to affect and challenge the gender stereotypes across different cultural contexts within the society and therefore could provide a closer understanding of the dynamics at play.

Finally, future studies could also explore the long-term effect of educational and empowerment interventions on changing gender norms, as well as the significance of men and boys in actively bringing about gender equality in these homesteads.

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