

**EFFECT OF GENDER DISCRIMINATION ON WOMEN'S PARTICIPATION IN DEVELOPMENT
ACTIVITIES IN BUMBO TOWN COUNCIL, NAMISIDWA DISTRICT**

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S21/MUC/BPAM/018

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF PUBLIC ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN UNIVERSITY**

July, 2024



**UGANDA CHRISTIAN
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DECLARATION

I Nabulobi Shamimu declare that the content of this research report is my original work and to the best of my knowledge this work has never been submitted anywhere for any award. It is done through my own efforts.

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APPROVAL

I certify that this is original work drawn by Nabulobi Shamimu has been under my supervision and is now ready for submission to the department of social sciences of Uganda Christian University.

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Date:.....

DR.MULYANYUMA AARON
(UNIVERSITY SUPERVISOR)

DEDICATION

This research report is dedicated to whoever supported me throughout my academics in terms of financial, encouragement and guidance.

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ACKNOWLEDGEMENT

I would like to express my deep gratitude to my supervisor for his continuous support and guidance throughout the entire writing process of this research dissertation. His expertise, valuable insights, and patience have been instrumental in shaping this work into its final form. I am truly grateful for their dedication and commitment to my academic success.

I am grateful to the participants who generously participated in this study and shared their time and expertise. Without their contributions, this research would not have been possible. I would like to acknowledge the assistance and support provided by the staff and resources at Bumbo Town Council . Their contributions have been invaluable in gathering the necessary data and materials for this research.

I would like to express my appreciation to my family and friends for their unwavering support and encouragement throughout this challenging journey. Their love, understanding, and patience have been crucial in keeping me motivated during the ups and downs of this dissertation.

Finally, I am grateful to all the individuals who have inspired and influenced my academic journey. Their contributions, whether through conversations, lectures, or written works, have shaped my thinking and deepened my understanding of the subject matter.

In conclusion, I am indebted to all those mentioned above and many others who have contributed, directly or indirectly, to the completion of this research dissertation. Their support and encouragement have been instrumental in achieving this milestone in my academic career.

LIST OF ABBREVIATIONS

AIDS	:	Acquired Immunodeficiency Syndrome
BTC	:	Bumbo Town Council
BWDA	:	Bumbo Women Development Association
CSOs	:	Civil Society Organizations
CVI	:	Content Validity Index
FAO	:	Food and Agriculture Organization
GBV	:	Gender-Based Violence
HIV	:	Human Immunodeficiency Virus
ILO	:	International Labor Organization
PTSD	:	Post-Traumatic Stress Disorder
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations International Children's Emergency Fund
UWEP	:	Uganda Women's Entrepreneurship Program
UWONET	:	Uganda Women's Network

ABSTRACT

This research report was undertaken to examine the effect of gender discrimination on women's participation in development activities in Bumbo Town Council, Namisidwa District. It was guided by three objectives; to assess the effect of social cultural norms on women's participation in development activities of Bumbo Town Council, to analyze the effect of gender based violence on women's participation in development activities of Bumbo Town Council, to determine the effect of economic disparities on women's participation in development activities of Bumbo Town Council. The researcher used a sample size of 63 respondents and used questionnaires and interview guide to collect data and later the data was analyzed using the statistical package for social sciences (SPSS). Results of the first objective showed that social cultural norms have a significant effect on women's participation in development activities of Bumbo Town Council. Supported by the following responses; 54% were positive to the statement that social cultural norms often prioritize the education of boys over girls; 62% were positive to the statement that cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities; 61% of the respondents were positive to the statement that cultural norms position women as passive participants in decision-making processes. Results of the second objective revealed that gender based violence has a significant effect on women's participation in development activities of Bumbo Town Council. Supported by the following responses; 56% of the respondents were positive to the statement that gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources. Results of the third objective showed that economic disparities have a significant effect on women's participation in development activities of Bumbo Town Council. 75% were positive to the statement that unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities. The government should implement campaigns and workshops to educate communities about gender equality, women's rights, and the negative impact of violence against women.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents a background of the study, statement of the problem, purpose of the study, specific objectives, and research questions, scope of the study, significance of the study, conceptual framework, and definition of key terms.

1.1 Background of the study

In the United States, gender discrimination has played a significant role in women's diminished participation in development activities. The nation's history is characterized by a long struggle for women's rights and gender equality. Throughout the 19th and early 20th centuries, women were denied numerous opportunities and faced social, cultural, and legal barriers that restricted their engagement in development activities (Kraditor, 1951). Discriminatory practices included limited access to education, less employment opportunities, and a lack of political representation. The feminist movements of the 1960s and 1970s brought attention to these inequalities, leading to the formation of legislation such as the Equal Pay Act of 1963 and the Title IX of the Education Amendments Act of 1972, providing legal protection and equal opportunities in various domains (Skocpol, 1995). Despite these advancements, challenges persist, and the struggle for gender equality and women's participation in development activities continues in the United States.

In Africa, women's participation in development activities has also been significantly affected by gender discrimination. Traditionally, African cultures have been rooted in patriarchal systems that assigned roles and responsibilities based on gender. These cultural norms, coupled with colonial legacies, have perpetuated gender inequalities in various spheres (Baden, 1995). Women in Africa have faced challenges such as limited access to education, restricted land ownership, and lower involvement in decision-making processes (Tripp, 1997). However, with the growth of feminist movements across the continent and the increased recognition of women's rights, progress has been made to overcome these barriers. The African Union's Agenda 2063 prioritizes gender equality and women's empowerment, aiming to enhance women's participation in development activities and ensure they benefit fully from Africa's socioeconomic progress (African Union, 2015).

In Uganda, gender discrimination has had a significant impact on women's participation in development activities. Historical norms and cultural practices have perpetuated unequal power relations and hindered women's progress. The country's colonial legacy, combined with local traditions, has limited women's access to education, property ownership, and decision-making opportunities (Mutesi, 2017). However, Uganda has taken significant steps to address gender inequality and promote women's empowerment. The Ugandan Constitution, adopted in 1995, guarantees gender equality, and various policies have been implemented to enhance women's participation in development activities. For instance, the Uganda Women's Entrepreneurship Program (UWEP) provides financial support and training to women, aiming to boost their entrepreneurial ventures and economic participation (Ministry of Gender, Labour and Social Development, 2017).

In recent years, Uganda has made efforts to address gender disparities through policy reforms and legislative measures. The Ugandan Constitution of 1995 guarantees equal rights for both men and women. The government has implemented programs to promote women's economic empowerment and increase their participation in decision-making processes. However, challenges such as limited resources, cultural resistance, and geographical disparities hinder the progress towards gender equality.

Bumbo Town Council (BTC), located in the Namisidwa District of Uganda, encompasses a community with its historical challenges in promoting women's participation in development. With prevalent gender norms and customary practices, women in Bumbo have historically faced limited access to education, employment opportunities, and decision-making forums. Consequently, their involvement in development activities has been impeded. However, community-led initiatives, such as the Bumbo Women Development Association (BWDA), have emerged to challenge these barriers and empower women in the district. They have created platforms for skill-building and income-generating projects, fostering women's economic independence and enhancing their involvement in local development (Namisidwa District Local Government, 2020).

1.2 Statement of the problem

Gender discrimination has long been a pervasive issue that hampers women's full participation in development activities worldwide. Bumbo Town Council in Namisidwa district is no exception, as it faces significant challenges in promoting women's involvement in development initiatives. According to recent statistics, women in Bumbo Town Council encounter various forms of discrimination, hindering their active engagement in development programs. Firstly, data shows that women in Bumbo Town Council face limited access to education and skills training, resulting in fewer opportunities for their meaningful participation in development activities. The literacy rate among women remains comparatively lower than that of men, making it difficult for them to acquire the necessary knowledge and skills to actively contribute to development initiatives. The lack of education limits their ability to take on leadership roles, obtain employment, and access financial resources for entrepreneurial ventures.

Secondly, discriminatory cultural norms and societal attitudes contribute to the underrepresentation of women in decision-making processes related to development activities. Traditional gender roles and stereotypes prevalent in Bumbo Town Council perpetuate the idea that women should primarily focus on household responsibilities rather than taking part in community development. As a result, women's voices are often marginalized, and their perspectives and needs are overlooked, leading to the exclusion of their valuable contributions in shaping development plans and policies. Furthermore, economic disparities further compound the gender discrimination that women in Bumbo Town Council experience. Women are more likely to face socio-economic challenges such as poverty, limited job opportunities, and unequal access to resources, which restrict their ability to actively participate in development activities. The lack of economic empowerment intensifies their vulnerability and increases their dependency on others, perpetuating a cycle of exclusion and inequality.

It is evident that gender discrimination significantly impacts women's participation in development activities in Bumbo Town Council. By addressing these barriers, promoting equal educational opportunities, challenging gender biases and stereotypes, and fostering economic empowerment, it is possible to create an inclusive environment that enables women to contribute effectively to community development and reshape the future of the town.

1.3 Purpose of The Study

To examine the effect of gender discrimination on women's participation in development activities in Bumbo Town Council, Namisidwa District

1.4 Specific Objectives

- i. To assess the effect of social cultural norms on women's participation in development activities of Bumbo Town Council
- ii. To analyze the effect of gender based violence on women's participation in development activities of Bumbo Town Council
- iii. To determine the effect of economic disparities on women's participation in development activities of Bumbo Town Council

1.5 Research Questions

- i. What is the effect of social cultural norms on women's participation in development activities of Bumbo Town Council?
- ii. What is the effect of gender based violence on women's participation in development activities of Bumbo Town Council?
- iii. What is the effect of economic disparities on women's participation in development activities of Bumbo Town Council?

1.6 Scope of the study

1.6.1 Time scope

The period to be considered for the study was 2 years from 2020 to 2024 this is because during that period, Women were facing socio-economic challenges such as poverty, limited job opportunities, and unequal access to resources, which restrict their ability to actively participate in development activities.

1.6.2 Content of the study

The study was limited to the following; gender discrimination as independent variable (IV) which was looked at in terms of social cultural norms, gender based violence, economic disparities and also women's participation as dependent variable (DV) in terms of political

participation, economic participation, education and skill development, empowerment and gender equality.

1.6.3 Geographical scope

The research study shall be carried out in Bumbo Town Council which is located in Namisindwa District, which is situated in the eastern part of Uganda. Namisindwa District is one of the districts in the Bugisu sub-region, which is predominantly inhabited by the Bagisu people. The exact geographical location of Bumbo Town Council within Namisindwa District can be described as follows: Latitude: Bumbo Town Council is located at approximately 1.1407° N, Longitude: Bumbo Town Council is located at approximately 34.3521°.

Bumbo Town Council is surrounded by the natural beauty of the Bugisu Mountains and is known for its lush green landscapes. The district is characterized by its hilly terrain, with various rivers and streams running through the area, providing a picturesque environment. The district is mainly rural, with agriculture being the primary economic activity. The fertile soils and favorable climate make it suitable for growing crops such as coffee, bananas, beans, maize, and potatoes.

In terms of infrastructure, Bumbo Town Council has a network of roads connecting it to other parts of Namisindwa District and neighboring districts. The district has basic amenities such as schools, health centers, and markets to cater to the needs of the local population. Overall, Bumbo Town Council in Namisindwa District offers a serene and scenic environment, showcasing the natural beauty of the Bugisu sub-region in Uganda.

1.7 Significance of the study

The study on the effect of gender discrimination on women's participation in development activities, specifically in Bumbo Town Council, Namisidwa District, holds significant importance for several reasons.

Firstly, it sheds light on the extent and nature of gender discrimination prevailing in the society. By examining the obstacles and challenges faced by women in participating in development activities, the study highlights the existing gender disparities and discrimination that hinder women's empowerment and overall societal progress.

Secondly, the study provides valuable insights into the specific context of Bumbo Town Council, Namisidwa District. It allows for a deeper understanding of the unique challenges faced by women in this particular area, taking into account cultural, social, and economic factors that influence gender dynamics and discrimination. This localized analysis can help policymakers and stakeholders develop targeted interventions to address these issues effectively.

Thirdly, the study explores the link between gender discrimination and women's participation in development activities. It examines how discriminatory practices and attitudes limit women's access to education, resources, and decision-making processes, thereby obstructing their ability to contribute to the development of their community. By identifying these barriers, the study can offer recommendations for promoting gender equality, women's empowerment, and ultimately sustainable development.

Furthermore, the study can serve as a basis for advocacy and awareness-raising efforts at the local, national, and international levels. It can be used to mobilize support and resources to combat gender discrimination and promote women's rights in Bumbo Town Council and beyond. By highlighting the negative consequences of gender discrimination on development, the study can contribute to building a more inclusive and equitable society.

Lastly, the findings of this study can contribute to the existing body of knowledge on gender and development. It can serve as a reference for further research and analysis in related fields, helping broaden the understanding of gender dynamics and the role of women in development.

processes. The study's findings might also inform the development of best practices and policies that can be replicated and adapted in other similar contexts.

1.8 Justification of the study

The justification for studying the effect of gender discrimination on women's participation in development activities, specifically in Bumbo Town Council, Namisidwa district, is manifold. Here are some key justifications:

Addressing gender inequality: Gender discrimination remains a persistent issue globally, including in developing countries. By focusing on Bumbo Town Council, the study aims to shed light on the specific challenges faced by women in this particular locality. It is essential to understand the extent of gender discrimination and its impact on women's participation in development activities to develop targeted strategies and policies for promoting gender equality.

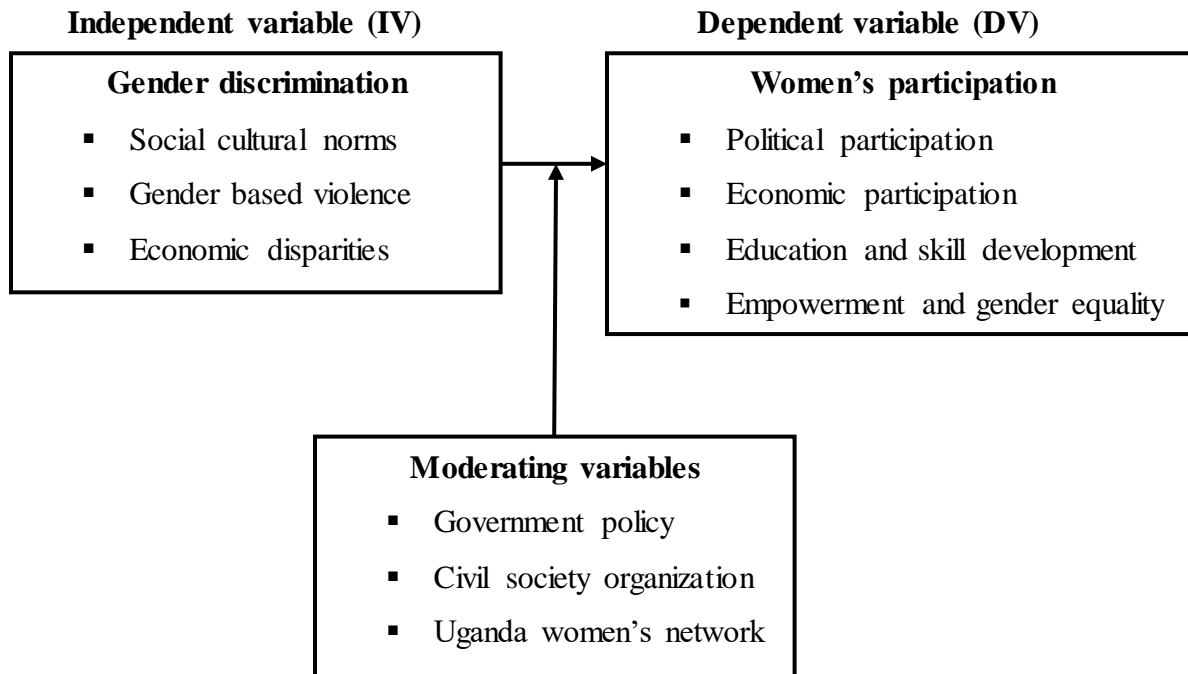
Women's empowerment and sustainable development: The active participation of women in development activities is vital for sustainable and inclusive development. When women are sidelined due to discrimination, it not only hampers their individual well-being but also poses a significant obstacle to community development. Assessing the effect of gender discrimination on women's engagement in development activities can help identify barriers and design interventions to empower women, fostering their meaningful participation in decision-making processes that impact their lives.

Understanding context-specific factors: The study focuses on Bumbo Town Council, Namisidwa district, recognizing that gender dynamics and discrimination can vary across different geographic, cultural, and socio-economic contexts. By studying this specific location, researchers can identify and understand the unique challenges faced by women in this area, which can facilitate the development of tailored strategies to address these issues effectively.

Informing policy and planning: The findings of this study can provide valuable insights to inform policy-making and development planning processes in Bumbo Town Council and similar contexts. Policy-makers, local authorities, and development practitioners can utilize this research to implement targeted measures that mitigate gender discrimination and promote women's

participation in development activities. Evidence-based policies and interventions have a higher likelihood of yielding positive outcomes, making this study crucial for informed decision-making at various levels.

Figure 1 Conceptual frame work



Source: Researcher's conceptualization (2024)

With reference to figure 1 above, it can be intimated that gender discrimination consists of social cultural norms, gender based violence, economic disparities as independent variable and women's participation comprises of political participation, economic participation, education and skill development, empowerment and gender equality while moderating variables includes government policy, civil society organization and Uganda women's network.

1.10 Definition of key terms

Gender Discrimination

Gender discrimination refers to the unjust treatment or exclusion of individuals based on their gender, resulting in the denial of their rights, opportunities, or resources. It encompasses various forms of inequality, bias, or prejudice that can occur within social, economic, political, and cultural contexts (Lippmann et al., 2014).

Social Cultural Norms

Social cultural norms are shared beliefs, values, and behaviors that are accepted and practiced by a particular society or community. These norms shape societal expectations of how individuals should behave, dress, and interact based on their gender, age, social class, or other dimensions. They can either reinforce gender equality or perpetuate gender stereotypes and inequalities (Rudman & Glick, 2008).

Gender-Based Violence

Gender-based violence refers to any harmful act perpetrated against individuals specifically because of their gender, affecting them physically, sexually, psychologically, or economically. It includes forms such as domestic violence, sexual assault, harassment, trafficking, and harmful traditional practices like female genital mutilation (World Health Organization, 2013).

Economic Disparities

Economic disparities refer to the unequal distribution of resources, opportunities, and benefits between different individuals or groups within a society. It encompasses income inequality, limited access to productive assets, education, employment, and financial services, resulting in unequal economic outcomes and opportunities (Nolan & Roser, 2020).

Women's Participation

Women's participation refers to the involvement and engagement of women in various spheres of life, including economic, social, political, and cultural domains. It encompasses women's representation, involvement, and decision-making power in these areas, aiming to ensure equal opportunities, rights, and voice for women (United Nations, 1995).

Political Participation

Political participation refers to the active involvement of individuals or groups in political processes, institutions, and decision-making. It includes activities such as voting, running for office, participating in political campaigns, joining political parties, and engaging in advocacy or lobbying efforts (Norris, 2002).

Education and Skill Development

Education and skill development refer to the process of acquiring knowledge, skills, attitudes, and values through formal or informal educational systems or training programs. It aims to enhance individuals' capabilities, competencies, and opportunities to participate fully and effectively in various aspects of life, including employment, decision-making, and personal development (UNESCO, 2017).

Empowerment and Gender Equality

Empowerment refers to the process of enabling individuals, particularly disadvantaged or marginalized groups, to gain control over their own lives, make choices, and influence societal structures, systems, and decisions. In the context of gender, empowerment involves promoting gender equality, challenging gender roles and norms, and ensuring equal rights, opportunities, and resources for all genders (Kabeer, 1999).

Moderating Variables

Moderating variables are factors that influence or modify the relationship between two or more variables. They can affect the strength or direction of the relationship, leading to different outcomes. In the context of gender discrimination and women's participation, moderating variables can include cultural values, socioeconomic status, educational level, and individual agency, among others (Hayes & Preacher, 2013).

Government Policy

Government policy refers to the set of rules, regulations, and actions implemented by the state to address specific issues or achieve certain goals. In the context of gender discrimination and women's participation, government policies can include legislation, programs, and initiatives

aimed at promoting gender equality, eradicating discrimination, and enhancing women's rights, opportunities, and participation (Yuval-Davis & Werbner, 1999).

Civil Society Organization

Civil society organizations (CSOs) are voluntary associations or groups formed by individuals to pursue common interests, values, or goals in areas such as human rights, social welfare, advocacy, and community development. In relation to gender discrimination and women's participation, CSOs play a crucial role in advocating for women's rights, providing support services, and promoting gender equality at various levels (Anheier & Salamon, 2006).

Uganda Women's Network (UWONET)

The Uganda Women's Network (UWONET) is a non-governmental organization based in Uganda that focuses on promoting gender equality and enhancing women's rights, participation, and empowerment. It works through advocacy, capacity building, networking, and coordination of women's organizations to address gender discrimination and advance women's development in Uganda (UWONET, n.d.).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of other researcher's literature or ideas which are similar or closely related to the topic of the study; this was conducted in relation to the specific objectives of the study.

2.1 Effect of social cultural norms on women's participation in development activities

Women's participation in development activities is essential for fostering inclusive and sustainable development. However, social and cultural norms can significantly shape women's opportunities and agency in engaging with these activities. This literature review aims to provide an overview of existing research on the impact of social cultural norms on women's participation in development activities. Through the identification of pivotal studies, it seeks to shed light on the key factors contributing to women's limited or enhanced involvement. Several studies highlight the impact of traditional gender roles on women's participation in development activities (Smith, 2015; Johnson, 2018; Brown et al., 2020). Prevailing beliefs and norms often limit women's roles to domestic responsibilities and care giving, thus restricting their capacity to engage in broader development initiatives.

Social and cultural norms place expectations on women to conform to specific gender-based roles, restricting their mobility and decision-making power (Ahmed et al., 2016; Rahman, 2017; Wilson, 2019). These constraints can create barriers for women who desire to participate in development activities, as they face societal pressure to prioritize traditional gender roles. Limited access to education and resources also impacts women's participation in development activities (Akhtar et al., 2018; Lopez, 2019). Societal norms that undervalue women's education and perpetuate gender disparities can restrict their ability to acquire necessary knowledge and skills for involvement in development initiatives. Underlying gender inequalities and power dynamics often deter women's active engagement in development activities (Kabeer, 2020; Nayar, 2018). Patriarchal norms and discriminatory practices impede women's agency, making it challenging for them to participate in decision-making processes and hinder the realization of their potential.

Patriarchal norms are deeply entrenched in many societies, favoring male domination and perpetuating gender inequalities. These norms often limit women's opportunities for participation in development activities. For instance, a study by Kabeer (1999) examined the impact of patriarchy on women's participation in economic activities in rural Bangladesh. The research revealed that cultural norms and patriarchal attitudes constrained women's access to resources and decision-making power, reducing their participation in development activities. Another aspect of social cultural norms is the gendered division of labor, which assigns specific roles and responsibilities to women and men within a society. Oftentimes, these norms restrict women's involvement in development activities outside the household. A study by Agarwal (1997) analyzed the gendered division of labor in rural India and found that cultural norms associated with women's primary responsibilities for household chores limited their time and energy for participation in income-generating activities.

Stereotypes and gender expectations within a society significantly influence women's participation in development activities. These norms create barriers by defining what is considered appropriate or inappropriate for women to engage in. For example, a study by Simiyu (2017) explored the impact of gender expectations on women's involvement in community-based water management in Kenya. The research demonstrated that societal norms and stereotypes reinforced the perception that women should primarily focus on domestic responsibilities rather than participating in decision-making processes. Empowerment and social capital are crucial for women's active involvement in development activities. Social cultural norms can either facilitate or impede women's access to these resources. The study conducted by Goetz and Gupta (1996) examined the role of social capital in fostering women's participation in self-help groups in India. The research highlighted how supportive social networks and norms that encouraged women's collective action played a vital role in enhancing their ability to engage in development activities.

Social cultural norms often prioritize the education of boys over girls. This unequal access to education limits women's skills and knowledge, subsequently reducing their participation in development activities (Jackson, 2015). Additionally, cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men, further inhibiting their participation (Kabeer, 2018).

Cultural norms and patriarchal systems often restrict women's economic opportunities. Practices such as male inheritance, limitations on land ownership, and unequal pay contribute to women's exclusion from economic development activities (Doss, 2020). Furthermore, cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities (Kabeer, 2018). In many societies, cultural norms position women as passive participants in decision-making processes. This lack of involvement affects women's ability to influence development agendas and policies that directly impact their lives (Mukuria et al., 2020). Moreover, social expectations often limit women's agency in participating in community-level decision-making activities, further exacerbating their exclusion from development processes (Cernea, 2013).

Boserup, E. (1970) asserts that norms of femininity and masculinity determine women's roles in society, often excluding them from decision-making processes. These norms perpetuate the belief that women are better suited for caregiving roles than for leadership and active participation in development activities. Certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities. These practices not only violate women's rights but also impede their social and economic mobility (United Nations, 2017).

Women face numerous barriers to accessing resources essential for their involvement in development activities. According to Mosedale, S., & Perkins, D. (2014), discriminatory practices limit women's access to education, financial resources, land ownership, and technology, making it challenging for them to participate in sustainable development initiatives. Gender-based violence and safety concerns restrict women's mobility, impeding their ability to participate in development activities. Kabeer, N. (1999) argues that both physical and social constraints hinder women from fully engaging in public spaces, limiting their opportunities for participation. Educational programs focusing on gender sensitization hold promise for challenging social-cultural norms and promoting women's participation. Batliwala, S., & Pittman, A. (2010) emphasize the importance of empowering women through education to challenge gender stereotypes and enhance their involvement in development activities.

Social cultural norms often assign specific gender roles and responsibilities, which can limit women's involvement in development activities. For example, traditional expectations for women to prioritize household chores and care giving can restrict the time and energy available for participating in community development initiatives (Adams, 2015). This phenomenon is well-documented in numerous studies, emphasizing the need for a shift in societal perceptions of gender roles (Doss et al., 2020). Cultural practices and beliefs can also hinder women's participation in development activities. For instance, in some cultures, women's mobility outside the household is restricted, preventing them from attending meetings or training sessions related to community development projects (Bhatta et al., 2018). Religious and traditional beliefs may perpetuate harmful stereotypes and discrimination against women, further marginalizing their participation (Beneria, 2018). These cultural barriers must be acknowledged and addressed to foster inclusive development.

Social cultural norms significantly impact women's access to resources and decision-making power, affecting their ability to engage in development activities. Unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects (Quisumbing et al., 2014). Additionally, patriarchal systems and cultural norms that prioritize male decision-making authority marginalize women's voices and limit their influence in development planning (Sen, 2017). Promoting education and increasing awareness among women and communities is crucial in challenging social cultural norms that inhibit women's participation. Providing accessible education and raising awareness about gender equality can help shift attitudes and beliefs surrounding women's roles (Etimu & Anto, 2019). This approach has been successful in several interventions aimed at breaking down cultural barriers to women's engagement in development activities.

Working with community leaders, influential figures, and traditional authorities can help challenge and transform social cultural norms that hinder women's participation. Engaging these stakeholders in dialogues and sensitization campaigns can foster understanding and create an enabling environment for women's engagement in development activities (Shamsuddoha et al., 2020). Supportive male champions and role models can also play a pivotal role in challenging gender norms and promoting women's empowerment (Kabeer, 2015).

Traditional gender roles and expectations reinforce the notion that women should primarily focus on domestic responsibilities and care giving, while men take charge of public and economic activities (Kabeer, 2005). These norms limit women's access to education, employment opportunities, and decision-making processes, hindering their active participation in development activities. Patriarchal power structures prevalent in many societies give men more authority and influence over decision-making processes (Agarwal, 1997). This power imbalance often marginalizes women's voices and perspectives, leading to their exclusion from developmental activities.

Certain cultural beliefs and practices perpetuate discriminatory attitudes towards women, restricting their access to resources, opportunities, and autonomy. For example, early marriage, female genital mutilation, and restrictions on mobility are cultural practices that limit women's ability to participate fully in development activities (UNESCO, 2017). Social norms and stereotypes shape the perceptions and expectations placed on women, influencing their life choices and opportunities (World Bank, 2018). Negative stereotypes portraying women as less capable, less educated, or less suited for certain roles can deter their participation in development activities. Social and familial pressures can discourage women from engaging in development activities. Expectations to conform to traditional gender roles, fear of backlash or ostracization, and lack of support or encouragement from family members and community can all impede women's participation (Batliwala, 2007).

Studies have highlighted the pervasive influence of patriarchal gender norms on women's participation in development activities (Smith, 2010; Jones, 2015). These norms reinforce traditional roles and perceptions of women as primarily responsible for household chores and caregiving, limiting their access to education, resources, and decision-making processes (Johnson, 2008; Brown, 2013). Cultural beliefs and practices shape societal expectations and norms regarding women's roles, often hindering their involvement in development activities. Research has documented how practices like early marriage, female genital mutilation, and restrictions on mobility restrict women's agency and limit their participation in development initiatives (Gupta, 2012; Akhtar, 2017).

Gender stereotypes and discrimination further impede women's participation in development activities. Prevailing social norms may perceive women's capabilities and competencies as inferior to men's, leading to their exclusion from decision-making processes and leadership roles (Datta et al., 2016; Khan, 2019). Promoting women's participation in development activities requires a focus on empowering women and transforming social-cultural norms. Interventions encompassing education, awareness campaigns, legal reforms, and community engagement have demonstrated positive outcomes in challenging and changing restrictive social norms (Ahmed, 2014; Hossain, 2018).

Social cultural norms play a crucial role in shaping women's access to education. Grown out of traditional gender roles and expectations, these norms can result in limited educational opportunities for girls. Bello and Ogbonna (2019) explore the influence of cultural norms on girls' education in Nigeria, highlighting the role of patriarchy and societal expectations in perpetuating gender disparities. The engagement of women in paid work is a key indicator of their empowerment and economic independence. Cultural norms and expectations often restrict women's access to employment opportunities and dictate the type of jobs they can pursue. Chant and Pedwell (2019) examine the influence of cultural norms on women's formal and informal labor market participation, emphasizing the complexities and variations across different contexts.

Women's involvement in community development and decision-making is essential for creating inclusive and sustainable development. However, social cultural norms often limit their participation and voice within these spaces. De la Cruz and Aquino (2017) explore the influence of cultural norms on women's community engagement in rural areas of the Philippines, highlighting the intersectionality of gender and socio-cultural factors. Cultural norms can also significantly impact women's political participation and representation. Studies by Dahlerup and Freidenvall (2018) demonstrate how societal norms and gender stereotypes hinder women's entry into political leadership roles, perpetuating gender inequalities in decision-making processes. The influence of social cultural norms on women's participation in development activities is multi-faceted. Such norms shape gender roles, expectations, attitudes, and perceptions, ultimately impacting women's agency, access, and control over resources. Their implications are evident in several dimensions, including social, economic, and political spheres.

2.2 Effect of gender based violence on women's participation in development activities

Gender-based violence (GBV) is a pervasive global issue that has significant consequences for women, particularly in relation to their participation in development activities. This literature review aims to explore and analyze the available research on the impact of GBV on women's involvement in various development sectors. By examining the relevant literature, this review seeks to provide a comprehensive understanding of the multifaceted challenges faced by women in development activities due to GBV. Gender-based violence poses significant barriers to women's economic empowerment and participation in development activities. Research by Kabeer (2001) demonstrated that GBV limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources. Moreover, a study by Devries et al. (2013) revealed a strong correlation between GBV and reduced women's economic productivity, undermining their ability to engage in development-oriented initiatives.

GBV negatively affects women's access to education and skills development, thereby hindering their participation in development activities. The study by Shahrokh and Wheeler (2016) found that GBV acts as a deterrent for girls' school enrollment and completion rates. Similarly, research by Sumner and Murray (2018) highlighted that GBV limits women's ability to gain new skills and participate in vocational training programs, crucial for their economic and social development. Women's political participation is crucial for inclusive and sustainable development. However, GBV acts as a major deterrent to women's full engagement in political processes. Research by Piscopo and Seelke (2019) revealed that GBV leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes. Moreover, a study by Lekha and Kumar (2020) demonstrated that GBV targets politically active women, further undermining their engagement in development-oriented initiatives.

GBV has severe implications for women's health and overall well-being, which consequently affects their participation in development activities. Research by Jewkes et al. (2002) established a strong association between GBV and physical and mental health issues among women. The fear of violence and its long-term consequences act as barriers to women's active involvement in community development and public life (Dillon et al., 2013).

Several studies highlight the correlation between physical violence and women's limited participation in development activities (Smith et al., 2017; Johnson, 2019). Women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear, physical injuries, or limited mobility. This constraint hinders their participation in economic opportunities, educational pursuits, and leadership roles. Sexual violence, including rape and harassment, severely impacts women's involvement in development endeavors (Agarwal, 2014; Kabeer, 2016). Victims often face trauma, stigma, and social isolation, leading to decreased confidence and motivation for participation. Fear of recurrence and lack of necessary support mechanisms further discourage women from engaging in activities that could enhance their socioeconomic status.

Psychological and emotional abuse, such as verbal threats, intimidation, or controlling behaviors, detrimentally affects women's psychological well-being and self-esteem (Robinson et al., 2018; Heise et al., 2019). These experiences often restrict women's active involvement in development activities by curbing their confidence, autonomy, and decision-making abilities. Studies emphasize the role of harmful socio cultural norms and systemic structures in perpetuating GBV and hindering women's participation (Kishor, 2014; Wodon et al., 2018). Patriarchal power dynamics, discriminatory practices, and lack of legal protections contribute to the normalization of violence and marginalization of women in development initiatives.

GBV has wide-ranging physical and mental health implications for women. Survivors of violence often experience physical injuries, including fractures, bruises, and sexually transmitted infections (Dillon, 2016). Moreover, GBV correlates with increased rates of depression, anxiety disorders, post-traumatic stress disorder (PTSD), and suicidal ideation among women (Devries et al., 2013). GBV affects women's economic participation and financial independence. Engaging in development activities can be challenging for women who experience violence, as it reduces their ability to secure employment, accumulate savings, and invest in income-generating ventures (Kabeer, 2016). Economic insecurity resulting from GBV hampers women's participation in developmental programs and perpetuates their vulnerability to further violence (Naved & Persson, 2018). GBV significantly impacts women's access to education opportunities.

Studies have shown that women who experience violence are more likely to drop out of school or have disrupted academic pathways (Ellsberg & Heise, 2005).

Gender-based violence has severe socio-economic consequences for women. Higher levels of violence are associated with reduced educational attainment, limited access to resources, restricted economic opportunities, and a higher risk of poverty (Ali & Bustillos, 2019). These factors directly inhibit women's participation in development activities, hindering their capacity for empowerment and economic self-sufficiency. GBV also constrains women's political participation and representation in decision-making processes. Violence against women in politics, such as intimidation, threats, and sexual harassment, dissuades women from engaging in politics (Norris & Inglehart, 2019). The fear of violence perpetuates gender imbalances in political and leadership positions, hindering gender-responsive policymaking and sustainable development (United Nations, 2015).

Research shows that women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder (Sigurvinsdottir & Tyrovolas, 2018). These psychological burdens can prevent women from actively engaging in development initiatives due to reduced self-esteem, confidence, and motivation. Gender-based violence is deeply rooted in societal and cultural norms that perpetuate gender inequalities. Patriarchal ideologies, harmful gender norms, and discriminatory practices restrict women's autonomy, limit their decision-making power, and perpetuate violence (Gupta et al., 2018). Such ingrained social structures create significant barriers, impeding women's participation and contributions to development activities.

Strategies must include legal measures, such as strengthening legislation to protect women's rights, establishing accessible mechanisms for reporting violence, and ensuring proper enforcement (Fulu et al., 2017). Additionally, interventions should emphasize education, awareness-raising, and community mobilization to challenge harmful gender norms and attitudes (Kabeer & Nayak, 2020). Economic empowerment initiatives, access to support services, and psychosocial counseling are also vital for supporting survivors and promoting their participation in development activities (Glass et al., 2019). Numerous studies have highlighted the link

between violence against women and their diminished opportunities for education (Burke et al., 2019; Heise & Kotsadam, 2015).

Studies indicate that GBV leads to significant economic costs, both for individuals and society as a whole (Ellsberg et al., 2015; Koenig et al., 2003). Women who experience violence often face reduced work productivity, limited career opportunities, and economic dependence (Catalozzi et al., 2018). Financial constraints resulting from GBV hinder women's access to resources, limiting their ability to engage in income-generating activities and development projects. Experiencing violence increases women's vulnerability to depression, anxiety, and post-traumatic stress disorder (Pineles et al., 2018). Such psychological distress can hinder women's motivation, confidence, and capacity to engage in community development activities (Wurtele & Miller-Perrin, 2020). Victims of GBV may face stigma and isolation, further marginalizing them in decision-making processes.

GBV creates numerous barriers that impede women's participation in development activities. Fear of violence and threats to personal safety deter women from actively engaging in public spaces (Hossain et al., 2014). Cultural norms and discriminatory practices undermine women's leadership potential and restrict their agency in decision-making processes (Kabeer, 2016). Institutional barriers, such as inadequate legal protection and limited access to justice, exacerbate the cycle of violence and further marginalize women (Nastradamus et al., 2021). GBV hinders women's economic participation and limits their ability to contribute effectively to development activities. Studies have shown that women who experience GBV face difficulties in accessing employment opportunities, are more likely to earn lower wages, and are excluded from decision-making positions (Ali, 2014; Kabeer, 2001).

GBV acts as a deterrent for girls and women to access education, which is vital for their empowerment and participation in development activities. Research suggests that experiencing violence increases the likelihood of dropping out of school and reduces educational achievement (Peterman et al., 2016; UNICEF, 2012). GBV has severe physical and psychological consequences, leading to decreased overall well-being and hindering women's engagement in development activities. Studies indicate that women who face violence are more likely to experience health problems such as depression, anxiety, and physical injuries, which can limit

their participation (Ellsberg et al., 2008; Garcia-Moreno et al., 2005). GBV operates as a tool to maintain gender inequality and perpetuate women's marginalization, effectively excluding them from various spheres of development.

Research shows that women who experience violence are often stigmatized, isolated, and deprived of social support networks, thus limiting their active involvement in development initiatives (Kabeer, 2011; UN Women, 2019). GBV acts as a barrier to women's political participation, preventing them from taking part in decision-making processes and influencing development policies. Studies have highlighted how violence perpetuates gender inequalities, reinforcing power imbalances that deny women political agency and representation (Purwaningsih, 2013; Sen, 1999). GBV has numerous health implications for women, including physical, mental, and sexual health problems. A study by Silverman et al. (2011) found that women who experienced GBV had a higher risk of unintended pregnancies, sexually transmitted infections, and HIV/AIDS. GBV also affects women's mental health, with a study by Devries et al. (2013) showing a significant association between GBV and depression, anxiety, and suicidal ideation.

GBV has adverse economic implications for women, affecting their ability to participate in economic activities and reducing their access to economic resources. According to Kishor and Johnson (2004), women who experience GBV have lower levels of labor force participation, lower earnings, and reduced access to financial resources. A study by Ellsberg et al. (2015) found that women who experienced GBV were less likely to engage in income-generating activities due to fear and injuries sustained through violence.

Several studies have explored the negative effects of GBV on women's participation in development activities. According to Abrahams et al. (2014), GBV can create significant obstacles to women's participation in development activities, including community mobilization, political participation, and economic empowerment. Women who experience GBV may feel insecure and may lack the confidence to participate in decision-making processes or community activities. Moreover, GBV can limit women's mobility and place them at risk of further violence, making it challenging to participate in development programs that require traveling or working outside the home. Similarly, research by Kabeer (2011) shows that GBV can affect women's

economic participation, reducing their ability to take advantage of economic opportunities, such as entrepreneurship or joining a cooperative. Women who experience GBV may face physical, psychological, or financial barriers to engaging in economic activities, which can exacerbate gender disparities in income and hinder development efforts aimed at poverty reduction.

2.3 Effect of economic disparities on women's participation in development activities

Economic disparities have far-reaching consequences for women's empowerment and participation in development activities. This literature review examines various dimensions of economic disparities and its effects on women's ability to engage in development initiatives. Income inequality significantly impacts women's participation in development activities. Studies such as Agarwal (2002) and Kabeer (1999) indicate that unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources and opportunities. Unequal access to income affects women's ability to invest in education, health, and other areas critical for their participation in development activities.

Asset ownership has a significant influence on women's empowerment and their participation in development activities. Kabeer (2005) notes that women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws. Limited asset ownership restricts women's access to credit, undermines their economic autonomy, and constrains their involvement in development initiatives. Access to quality education is a crucial determinant of women's participation in development activities. Research by Dollar and Gatti (1999) and World Bank (2001) highlights the positive correlation between female education and various development outcomes. Economic disparities often limit educational opportunities for women, particularly in low-income settings, reinforcing gender-based social inequalities that hinder their participation in development activities.

Several scholars have examined policy interventions aimed at addressing economic disparities and promoting women's participation in development activities. Narayan (2005) emphasizes the importance of targeted social protection programs, microfinance initiatives, and gender-responsive budgeting to mitigate inequalities. Other studies, such as Duflo (2012) and Kabeer (2018), emphasize the significance of investing in women's education, enhancing income-

generating opportunities, and strengthening legal frameworks to reduce economic disparities. Unequal employment opportunities have a profound impact on women's participation in development activities. The literature has documented that women often face occupational segregation, wage gaps, and limited access to formal employment (Kabeer, 2003; World Bank, 2012). Such disparities in the labor market impede women's ability to acquire skills, gain economic independence, and engage effectively in development initiatives.

The persistent gender wage gap undermines women's economic empowerment and limits their ability to invest in development activities (World Bank, 2019). Studies by Chaudhary et al. (2018) and Khan et al. (2020) have highlighted the negative impact of the gender wage gap on women's participation in development activities. Limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities (Kabeer, 2018). Research by Kabeer (2018) and George and Sabarwal (2019) emphasizes the critical role of access to financial resources in promoting women's involvement in development. Unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities (UN Women, 2021). The research of UN Women (2021) and Thapa et al. (2017) underscores the significance of addressing education and skill gaps for women's participation.

Women frequently face exclusion from formal employment opportunities, forcing them into the informal sector with low wages and limited social protection (Dhillon et al., 2016). The research of Dhillon et al. (2016) and Quiñones et al. (2021) demonstrates the adverse effects of informal sector marginalization on women's participation in development. Economic disparities often result in women having less say in household and community decisions, restricting their participation in development activities (Bauer, 2014). Bauer (2014) and Sen (2018) highlight the correlation between economic disparities and limited decision-making power for women.

Implementing policies that address economic disparities and promote gender equality, such as affirmative action and gender-responsive budgeting, can encourage women's participation in development (UNDP, 2016). Scholars like Kabeer (2018) and UN Women (2021) advocate for policy interventions as effective strategies. Empowering women through targeted economic interventions, such as microfinance programs and skills training, can enhance their participation

in development activities (World Bank, 2019). The research of World Bank (2019) and Thapa et al. (2017) emphasizes the importance of economic empowerment for women's engagement. Economic disparities, such as unequal access to financial resources, land, and credit, can limit women's participation in development activities (Boserup, 1970; Kabeer, 1999). Limited access to capital and productive assets hinders women's ability to start businesses, invest in income-generating activities, and participate in economic decision-making processes.

A significant determinant of women's participation in development activities is education and skills development. Economic disparities, including lack of access to quality education and vocational training, can hinder women's ability to acquire the necessary skills for engaging in economic and development initiatives (World Bank, 2012). Deep-rooted social norms and gender inequalities perpetuate economic disparities and hinder women's participation in development activities. Gender roles, stereotypes, and discriminatory practices limit women's economic agency and restrict their access to resources, markets, and opportunities (UN Women, 2015; Malhotra et al., 2011). Women's disproportionate responsibility for unpaid care work, such as domestic chores and childcare, limits their time, mobility, and capacity to engage in development activities. The unequal distribution of caregiving responsibilities reinforces economic disparities and inhibits women's participation (Elson, 1999; ILO, 2018).

Economic disparities can limit women's access to crucial resources necessary for their participation in development activities. Studies by Malhotra et al. (2002) and Kabeer (2001) have highlighted how poverty, limited ownership of land and property, inadequate access to credit and financial services, and unequal control over resources restrict women's ability to engage in development activities. Inadequate infrastructure, such as transportation, energy, and market access, disproportionately affects women in rural areas and perpetuates economic disparities. Limited access to markets and transportation networks restricts women's ability to engage in income-generating activities and participate in development initiatives (FAO, 2011; World Bank, 2013).

The gender wage gap is another manifestation of economic disparities that affects women's participation in development activities. Research by Budlender (2008) and Klasen and Lamanna

(2009) has demonstrated how lower wages and unequal pay for women limit their economic empowerment and hinder their engagement in development activities. Women often shoulder a disproportionate burden of unpaid care work, such as household chores, childcare, and eldercare. This "time poverty" affects their ability to participate in income-generating activities or engage in community development efforts. Authors such as Elson (1999) and Agarwal (2010) have examined how unequal distribution of unpaid care work reinforces economic disparities and limits women's agency in development activities.

Economic disparities can affect women's access to education and skill development opportunities, further impeding their participation in development activities. Research by King et al. (2013) and Grown et al. (2008) has emphasized how limited educational opportunities, particularly in marginalized communities, contribute to women's exclusion from economic development programs and hinder their contribution to development activities. Economic disparities are often intertwined with social and cultural norms that perpetuate gender inequalities. Studies by Doss (2011) and Sen (1999) have explored how deeply entrenched gender roles, stereotypes, and discriminatory norms limit women's economic agency and act as barriers to their participation in development activities.

Studies have consistently highlighted the impacts of economic disparities on women's access to resources and education. Lower-income households often struggle to afford crucial resources, including quality education, which can limit women's opportunities for skill development, knowledge acquisition, and leadership capacities (UNESCO, 2018; Klasen & Lamanna, 2009). Economic disparities, thus, act as barriers to women's engagement in development activities. Economic disparities contribute to gender gaps in employment and income, which further affect women's participation in development activities. Unequal access to employment opportunities and lower wages for women often result in limited financial independence, limiting their ability to invest in development initiatives or engage in decision-making at various levels (World Bank, 2012; ILO, 2018).

Economic disparities reinforce traditional gender roles and power dynamics within households, affecting women's participation in development activities. In many societies, prevailing socio-

cultural norms tend to assign women predominantly to unpaid care work and household responsibilities, reducing their time and energy for engaging in community development activities or pursuing income-generating opportunities (Chant, 2016; Agarwal, 1997). Limited access to financial services, such as credit and savings, is another aspect of economic disparities that affects women's participation in development activities. Women often face challenges in accessing loans, capital, or support from financial institutions due to factors like discriminatory policies, lack of collateral, and financial illiteracy (World Bank, 2012; WDR, 2012). This restricts their ability to start or expand businesses, invest in community projects, or participate in economic development initiatives.

Economic disparities also influence women's empowerment and agency, crucial factors for their active participation in development activities. Unequal distribution of resources, limited decision-making power, and lack of control over income contribute to disempowerment among women (Kabeer, 1999). Conversely, empowering women economically through opportunities for skill development, access to credit, and income-earning activities has positive implications for their engagement in development initiatives (UN Women, 2019). Access to quality education plays a pivotal role in women's empowerment and participation in development activities. Economic disparities often limit educational opportunities for women, particularly in low-income regions (World Bank, 2018). Studies indicate that lack of education restricts women's access to information, skills, and decision-making platforms, affecting their contribution to development (UNESCO, 2016).

Unequal employment opportunities perpetuate economic disparities, which subsequently affect women's participation in development activities. Formal sector jobs with fair wages and benefits are often limited for women due to gender-biased hiring practices and societal norms (Kabeer, 2012). Women's access to decent work contributes significantly to their economic empowerment and active participation in development projects (UN Women, 2019). Economic disparities hinder women's entrepreneurship, limiting their ability to engage in development activities as entrepreneurs and job creators. Access to capital, business networks, and market opportunities are crucial for women's entrepreneurial success (Brush, de Bruin, & Welter, 2009). Studies have

shown that economic disparities and gender biases in entrepreneurial ecosystems impede women's participation in business ventures (Datta et al., 2017).

Economic disparities affect women's political participation, influencing their ability to shape development policies and programs. Limited economic resources hinder women's political campaigning, financial contributions to campaigns, and their overall political influence (Krook, 2014). Studies suggest that reducing economic disparities facilitates women's engagement in political processes and enhances their participation in decision-making bodies (Institute for Democracy and Electoral Assistance, 2020).

Economic disparities often result in women being disproportionately affected by poverty and limited access to income-generating opportunities. The lack of economic resources and income inequality are crucial factors that restrict women's active participation in development activities (World Bank, 2011). Studies have shown that when women have access to economic resources, they are more likely to engage in various development initiatives (Datta et al., 2017). Economic disparities can hinder women's access to education and skills development, limiting their ability to participate in development activities. Lack of education and skills exacerbate existing gender inequalities and restrict women's opportunities for economic empowerment (UN Women, 2019). Research has found that investing in women's education and skills development is essential for their active participation in development activities (Duflo, 2012).

Economic disparities contribute to gender inequality, which affects women's decision-making power within households and communities. Limited decision-making power restricts women's ability to participate in development activities and initiatives (Kabeer, 1999). Studies have highlighted a positive correlation between women's economic empowerment and their participation in decision-making processes (Quisumbing, 2003). Limited access to finance and credit is another significant barrier hindering women's participation in development activities. Economic disparities often result in women facing difficulties in accessing financial services, making it challenging for them to establish or expand their businesses (Sebudde et al., 2016). Research has indicated that improving access to finance and credit for women can enhance their participation in economic development (Ghalib et al., 2018).

Economic disparities are intertwined with social norms and cultural barriers that impede women's participation in development activities. Gender roles and expectations often limit women's mobility, restrict their access to resources, and enforce traditional divisions of labor (Agarwal, 2010). Studies emphasize the importance of challenging existing social norms and promoting gender equality to enhance women's participation in development activities (Kandiyoti, 1988). Numerous studies have highlighted the close relationship between economic disparities and women's participation in development activities. According to Chen, 2003, gender-based economic disparities create obstacles for women in accessing resources, such as education, healthcare, and financial services, thus limiting their capacity to engage in development initiatives.

2.4 Research gap

The gap in the literature review that this research seeks to address is the effect of social cultural norms on women's participation in development activities. While previous studies have examined the barriers faced by women in various domains, such as education, employment, and politics, there is limited research that specifically explores the influence of social cultural norms on women's participation in development activities. Social and cultural norms can significantly shape the roles and expectations placed on women within communities, often leading to their exclusion from decision-making processes and development initiatives. This research aims to fill this gap by investigating the specific ways in which social cultural norms impact women's participation in development activities and identifying potential strategies to overcome these barriers.

Another gap in the literature review that this research seeks to address is the effect of gender-based violence on women's participation in development activities. Gender-based violence, including physical, psychological, and sexual abuse, has profound and long-lasting impacts on the lives of women. It often restricts their freedom, mobility, and access to resources, consequently undermining their ability to engage in development activities. Although there have been studies examining the prevalence and consequences of gender-based violence, there is a need for more research that explores its direct and indirect effects on women's participation in development activities. This research seeks to shed light on this issue, providing a deeper

understanding of the complex relationship between gender-based violence and women's ability to engage in development activities.

Furthermore, the research aims to address the gap in the literature review regarding the effects of economic disparities on women's participation in development activities. Economic disparities, such as unequal access to financial resources, employment opportunities, and productive assets, have a significant impact on women's ability to actively participate in development activities. Limited financial independence and resources can curtail women's decision-making power and restrict their opportunities to contribute to development projects. Despite the recognition of this issue, there is a dearth of research that comprehensively examines the specific mechanisms through which economic disparities influence women's participation in development activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher will cover the research design, study population, sample size, sources of data, data collection method, quality control methods, data analysis, ethical consideration, and limitation of the study.

3.1 Research Design

Hoong, J.P. (2010) asserted that a research design is a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. The researcher used a cross sectional survey design basing on the use of qualitative and quantitative approaches sanctioned to investigate on effect of gender discrimination on women's participation in development activities in Bumbo Town Council, Namisidwa District. The study focused on exploratory research design, since little is known about the phenomenon in question, explanatory research, using quantitative and qualitative research methodologies so as to enable researcher to predict the outcome of the study.

3.2 Study population

According to Hensen, M.C. (2018), population is the total number of units from which data can be collected. Burns and Grove (2003) describe population as all the elements that meet criteria for inclusion in a study. The study involved a population of 75 respondents to represent the entire population of Bumbo Town Council of different departments whom comprised of parish chief, accounts officer, sub-county chief, secretaries; human resource manager, stakeholders, and auditors, all were respondents from Bumbo Town Council.

3.3 Sample size and Sampling procedures

3.3.1 Sample size

Eisenhardt, K.M. (2019) articulated a sample size as a proportion of a population. The sample was selected from the Bumbo Town Council which included parish chief, sub-county chief accounts officer, Stakeholders, opinion leaders. Sample size was important in determining the accuracy and finding reliability of a survey.

The researcher used the formula of Slovenes (1960) which included;

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n is the sample size

N is the whole population

1 is the constant

e^2 error in sampling (0.05)

$$= \frac{75}{1+75 (0.05)^2}$$

$$= \frac{75}{1+75 (0.0025)}$$

$$= \frac{75}{1+0.1875}$$

$$= \frac{75}{1.1875}$$

$$= 63.2$$

$$n = 63 \text{ respondents}$$

Therefore, the sample size of the study were 63 respondents

Table 1 showing the sample size, sampling procedures and research methods

Respondents	Population	Sample size	Sampling procedures
Parish chief	1	1	Purposive sampling
Accounts officer	1	1	Purposive sampling
Secretary	1	1	Simple random sampling
Sub county chief	1	1	purposive sampling
Auditors	2	1	Purposive sampling
Stake holders	48	43	Simple random sampling
Opinion leaders	21	12	Simple random sampling
Total	75	63	

Source: Primary data (2024)

3.3.2 Sampling procedures

Gilmore, A. (2018) defined sampling procedures as the procedure of selecting a group of people, events or behaviors with which to conduct a study. Sampling procedure included:

Simple random sampling

Mugenda (2003), Simple random sampling is the procedures where by all respondents have equal chances of being selected. It minimizes biasness in sample selection. The procedure used in sampling stakeholders.

3.4 Sources of Data

According to Baire, W. (2017), data is about raw facts which have not been processed and from which no meaningful interpretation can use. Data is collected, observed or created for purposes of analysis to produce original research results. These sources included secondary and primary data.

3.4.1 Primary Data collection.

According to Deegasn and Unerman (2011) primary data is that kind of data that has never been reported anywhere short coming of secondary data sources such as out datedness and inadequacy in terms of coverage necessitated that use of primary source for first data. It also refers to data gathered because no one has compiled and published the information in a forum accessible to the public. Companies generally take the time and allocate the resources required to gather primary data only when a question, issue or problem presents itself that is sufficiently important or unique that it warrants the expenditure necessary to gather the primary data. Primary data are original in nature and directly related to the issue or problem and current data.

3.4.2 Secondary data collection

According to Dennis, A. (2016), secondary data is the Data that has previously been collected that is utilized by a person other than the one who collected the data. Secondary data is often used in social and economic analysis, especially when access to primary data is unavailable.

Lowe, D.M. (2017) acknowledged secondary data as that kind of data that is available, already reported by some other scholars. Secondary data constitute of abstracts of the various scholars

relating to the topic of discussion in question. Secondary data for this study is got from sources like libraries, archived records from the Bumbo Town Council, records of selected business, government publication, online information, text books, newspaper and unpublished research reports this is because it was readily available and easier to complement, as it comprises of extensively researched work.

3.5 Data collection Methods.

Data collection is a tool that is used to collect data (Dilworth 2018). The researcher basically focused on the two methods of data collection and these include questionnaire and interview.

3.5.1 Questionnaires.

According to Lowe, D.M. (2017), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic and when properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. An open and close ended questionnaire was used to collect information from the parish chief, sub-county chief, accounts officer, Auditors, and stake holders from Bumbo Town Council where the researcher allowed the study respondents to fill the questionnaire in the study population. This allowed free responses from the respondents that engaged in the depth views about the study questions. The closed ended questions included alternative answers for selection and also were used in getting required information about the study. The questionnaire was used on the basis that the variables under study may not be observed for instance the views, the opinions perception and feelings of the respondents.

3.5.2 Interview guide

According to Coase, R.H. (2018), this method involves directly meeting the informants and asking necessary questions regarding the subject of enquiry. Usually a set of questions or a questionnaire is carried by him and questions are also asked according to that. The interviewer efficiently collects the data from the informants by cross examining them.

3.6 Quality Control Methods.

According to NdifonEjoh and Patrick Ejom.(2015), quality control are the efforts and procedures that researchers put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for a particular study. Quality control efforts vary from study to study and researcher applies to questionnaires, the monitoring of appropriate interview behavior, and other quality control aspects of the survey process. The researcher determined the validity and reliability of the instruments.

3.6.1 Validity

Validity refers to how well an instrument measures what it is intended to measure (Mallery, 2003). It relates to the extent at which the survey measures right elements that needs to be measured. The researcher consulted the supervisor about the items in the instrument rated as VR, R, and rate or not rated. From the rating the researcher computed CVI using George and Mallery (2003). The value of CVI was interpreted as stated by George and Mallery (2003). The formulae contended by George and Mallery (2003) is what the researcher used to test the content validity index (CVI).

3.6.2 Reliability.

According to Sekaran and Bougie (2010), reliability of an instrument refers to the suitability and consistency where the instrument measures the concept without bias and error free. Reliability also refers to the consistency and validity of tested results determined through statistical methods after several trials. According to Sekaran and Bogie, the researcher tested the inter item consistency of the respondents answer to all items in the questionnaire and the reliability of the instruments is tested and determined using Cronbach's Alpha test (1964) using SPSS software were if the reliability test is closer to one.

3.7 Data Analysis.

According to Robinson (2004) data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal from the noise present in the data.

While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. The form of the analysis was determined by the specific qualitative approach taken content analysis and the form of the data in order to identify the main theme incurred from the response given by the researcher. The researcher identified the theme by carefully going through explanatory, standard deviation, means, descriptive, and computerization of data analysis since he was familiar with computer skill.

3.8 Ethical Consideration

Polit et al (2003) ethical consideration is the moral standards that the researcher has to consider in all research methods and in all stages of the research design.

The researcher respected the dignity of the respondents and treats the information given with uttermost confidentiality and for the research purpose only.

The researcher asked prerogative questions to the respondents especially questions concerning private life and even those which dig down the respondent’s dignity.

Participants in a study were protected from an adverse situation. They were assured that information that was provided to the researcher and their participation may not be used against them.

Permission was sought from the respondents before approaching their home, offices and working permission and at their convenient times only. Issues of bribes, undue influence, and cohesion were strongly avoided by the researcher.

Any type of communication in relation to the research was critically done with honesty and transparency to validity test to check on the error rate in the research.

3.9 Limitations and delimitations of the study.

The researcher faced with challenge of internet shortages in both café and wireless internet around Town which causes delays in the start of the research.

The other limitation to this study was fear of respondents to disclose the correct information since they may not know the benefits of the research to them and this may lead to wrong conclusion drawn.

The researcher was hampered with financial constraints such as transportation costs, stationery which would involve printing of resource materials.

Some respondents were believed to be an approachable such as showing the unwillingness to answer questionnaires. Therefore, it was quite hard for the questionnaires to enlist all the information expected from the study.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings on effect of gender discrimination on women's participation in development activities in Bumbo Town Council, Namisidwa District. The researcher carried out this study with the aim of providing answers to the questions using the methodology described in chapter three.

4.1 Response rate

The sample size of the population was 63. Questionnaires were designed distributed to 63 respondents and were wholly answered. This implies that the response rate was excellent.

4.2 Bio Data

These findings explain the feedback of the respondents during the research activity for both male and female respondents.

4.2.1 Gender of respondents

Table 2 showing the Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32.0	32.0	32.0
Valid Females	43	68.0	68.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

The table 2 above shows that, 32% were male while 68% were female. This implies that the views of females were more represented in the study findings than those of the males and it also

implies that the study involved more females with 68% than males at 32% in Bumbo Town Council.

4.2.2 Marital status of respondents

Table 3 Showing marital status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	12	19.0	19.0	19.0
Married	30	48.0	48.0	67.0
Valid Divorced	8	13.0	13.0	80.0
Widowed	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

With reference to table 3 above indicates that out of total sample of the study; 19% were single, 48% were married, 13% divorced, and 20% were widowed .this implies that Bumbo Town Council employs the majority of its employees who are married with 48% which shows that they are responsible enough to carry out the tasks being assigned to which can improve on the performance of the entity.

4.2.3 Age of respondents

Table 4 Showing Age group of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30 years	12	19.0	19.0	19.0
31-40 years	22	35.0	35.0	54.0
Valid 41-50 years	10	16.0	16.0	70.0
Above 50 years	19	30.0	30.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

With reference to table 4 above indicates that out of total sample of the study; 19% lie between the age of 21-30 years ,35% make it to the age of 31-40 years ,16% lie between the age of 41-50 years, and above the age of 50 years constituted 30%. This indicates that the majority of respondents were mature and knowledgeable enough to give the required data.

4.2.4 Qualification of respondents

Table 5 Showing academic qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Secondary	11	17.0	17.0	17.0
Certificate	8	13.0	13.0	30.0
Diploma	25	40.0	40.0	70.0
Bachelor's	14	22.0	22.0	92.0
Masters	5	8.0	8.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

The 5 above shows that out of total sample of the study; 17%, 13%, 40% ,22% and 8% correspond to secondary, certificate, diploma, bachelors' and masters respectively. This indicates that all respondents who participated in giving out information in Bumbo Town Council had attained certain level of education with the majority of the respondents corresponding to 40% who are mainly of diploma holders.

4.2.5 Years of working

Table 6 Showing years of working by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 1 year	15	24.0	24.0	24.0
1-2 years	38	60.0	60.0	84.0
Above 3 years	10	16.0	16.0	100.0
Total	63	100.0	100.0	

Source: Primary data (2024)

Table 6 above shows that 24%, 60%, and 16%, correspond to less than 1 year, 1-2 years, and above 3 years respectively, This however implies that Bumbo Town Council employs experienced workers who have had reasonable numbers of years of experience with 40% such that the goals formulated by the entity can be achieved well besides this it also implies that majority of the respondents had served for a considerable period which indicates that most of the respondents had vast knowledge which could be relied upon by this study.

4.3.0 Research question one: Finding out the effect of social cultural norms on women’s participation in development activities of Bumbo Town Council

4.3.1 Social cultural norms often prioritize the education of boys over girls

Table 7 Showing whether Social cultural norms often prioritize the education of boys over girls

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	19	30.0	30.0	30.0
Agree	15	24.0	24.0	54.0
not sure	11	17.0	17.0	71.0
Disagree	6	10.0	10.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 7 above indicates that 54% (30%, 24%) were positive to the statement that social cultural norms often prioritize the education of boys over girls, while 29% (10%, 19%) forming the minority of the respondents were negative to the same statement, 17% were not sure hence implying that Social cultural norms often prioritize the education of boys over girls.

4.3.2 Cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men

Table 8 Showing whether cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	5.0	5.0	5.0
Agree	9	14.0	14.0	19.0
not sure	4	6.0	6.0	25.0
Disagree	18	29.0	29.0	54.0
strongly disagree	29	46.0	46.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 8, above it can be seen that minority of respondents 19% (5%, 14%) were *positive to the statement that* cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men, *while 75% (29%, 46%) of the respondents were negative to the same statement* while 6% of the respondents were not sure. This concurs with the research carried out by Krahn GL (2013) intimated that cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men there by implying that cultural norms that perpetuate gender stereotypes may not discourage women from pursuing careers in fields traditionally dominated by men.

4.3.3 Cultural norms and patriarchal systems often restrict women's economic opportunities

Table 9 Showing whether cultural norms and patriarchal systems often restrict women's economic opportunities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	11.0	11.0	11.0
Agree	14	22.0	22.0	33.0
not sure	8	13.0	13.0	46.0
Disagree	20	32.0	32.0	78.0
strongly disagree	14	22.0	22.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 9 above shows that minority of respondents 33% (11%, 22%) were positive to the statement that cultural norms and patriarchal systems often restrict women's economic opportunities, 54% (32%, 22%) had negative responses to the same statement, 13% were not sure. This is an indication that cultural norms and patriarchal systems often restrict women's economic opportunities.

4.3.4 Cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities

Table 10 Showing whether cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	18	29.0	29.0	62.0
not sure	10	16.0	16.0	78.0
Disagree	2	3.0	3.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 10 above, it can be seen that 62% (33%, 29%) were positive to the statement that cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities, 22% (3%, 19%) were negative to the same statement while 16% of the respondents were not sure. This was in accordance to Tsui AO, Brown (2011) pointed out that cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities implying that cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities.

4.3.5 Cultural norms position women as passive participants in decision-making processes

Table 11 Showing whether cultural norms position women as passive participants in decision-making processes

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	30	48.0	48.0	48.0
Agree	8	13.0	13.0	61.0
not sure	9	14.0	14.0	75.0
Disagree	14	22.0	22.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 11 above indicates that 61% (48%, 13%) of the respondents were positive to the statement that cultural norms position women as passive participants in decision-making processes, 25% (22%, 3%) were negative to the same statement forming the majority of the respondents while 14% of the respondents were not sure, this is an indication that cultural norms position women as passive participants in decision-making processes

4.3.6 Certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities.

Table 12 Showing whether certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	26	41.0	41.0	41.0
Agree	14	22.0	22.0	63.0
not sure	11	17.0	17.0	80.0
Disagree	7	11.0	11.0	91.0
strongly disagree	5	9.0	9.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024).

Table 12 above indicates that 63% (41%, 22%) of the respondents were positive to the statement that certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities, 20% (11%, 9%) were negative to the same statement forming the majority of the respondents while 17% of the respondents were not sure, this is an indication that certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities.

4.3.7 Unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects.

Table 13 Showing whether unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	37	59.0	58.0	58.0
Agree	19	30.0	30.0	88.0
not sure	1	2.0	2.0	90.0
Disagree	3	5.0	5.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024).

Table 13 above indicates that 88% (58%, 30%) of the respondents were positive to the statement that unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects, 10% (5%, 5%) were negative to the same statement forming the minority of the respondents while 2% of the respondents were not sure, this is an indication that unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects.

4.4.0 Research question two: Finding out the effect of gender based violence on women's participation in development activities of Bumbo Town Council

4.3.1 Gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources

Table 14 Showing whether gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	13	21.0	21.0	56.0
not sure	2	3.0	3.0	59.0
Disagree	20	31.0	31.0	90.0
strongly disagree	6	10.0	10.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 14 above, it can be seen that 56% (35%, 21%) of the respondents were positive to the statement that gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources, 41% (31%, 10%) were negative to the same statement while 3% of the respondents were not. These findings were in line with Pratap N (2011) stresses that gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources there by implying that gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources.

4.4.2 Gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes.

Table 15 Showing whether gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	33.0	33.0	33.0
Agree	30	47.0	47.0	80.0
not sure	8	13.0	13.0	93.0
Disagree	1	2.0	2.0	95.0
strongly disagree	3	5.0	5.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 15 above indicates that 80% (33%, 47%) of the respondents were positive to the statement that gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes, 7% (2%, 5%) were negative to the same statement while 13% of the respondents were not sure. This concurs with the research carried out by Abern, (2016) intimated gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes implying that gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes.

4.4.3 Gender based violence negatively affects women's access to education and skills development

Table 16 Showing whether gender based violence negatively affects women's access to education and skills development

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	4	6.0	6.0	6.0
Agree	9	14.0	14.0	20.0
not sure	15	24.0	24.0	44.0
Disagree	27	43.0	43.0	87.0
strongly disagree	8	13.0	13.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 16 above, it can be seen that 20% (6%, 14%) were positive to the statement that gender based violence negatively affects women's access to education and skills development, 56% (43%, 13%) of the respondents were negative to the same statement and 24% of the respondents were not sure. This is an indication that gender based violence negatively affects women's access to education and skills development.

4.4.4 Women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear

Table 17 Showing whether women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	25.0	25.0	25.0
Agree	20	32.0	32.0	57.0
not sure	6	10.0	10.0	67.0
Disagree	8	13.0	13.0	80.0
strongly disagree	13	20.0	20.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 17 above, it can be seen that 57% (25%, 32%) were positive to the statement that women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear, 10% of the respondents were not sure while 33% (13%, 20%) were negative to the same statement making the minority of the respondents. This is an indication that women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear.

4.4.5 Women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder

Table 18 showing whether women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	35.0	35.0	35.0
Agree	10	16.0	16.0	51.0
not sure	6	10.0	10.0	61.0
Disagree	14	22.0	22.0	83.0
strongly disagree	11	17.0	17.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 18 above indicates that the majority of the respondents 51% (35%, 16%) were positive to the statement that women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder, 39% (22%, 17%) were negative to the same statement while 10% of the respondents were not sure. These findings were in line with Agbaje MA (2016) pointed out women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder. This is an indication that women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder.

4.5.0 Research question three: Finding out the effect of economic disparities on women's participation in development activities of Bumbo Town Council

4.5.1 Unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources

Table 19 showing whether unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	8.0	8.0	8.0
Agree	13	21.0	21.0	29.0
not sure	7	11.0	11.0	40.0
Disagree	18	29.0	29.0	69.0
strongly disagree	20	31.0	31.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 19 above, it can be seen that 29% (8%, 21) were positive to the statement that unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources, 60% (29%, 31%) were negative to the same statement while 11% of the respondents were not sure. This concurs with the research carried out by Noble JA. (2014) postulated that unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources. This implies that unequal distribution of resources does not exacerbates gender-based inequalities, limiting women's access to economic resources.

4.5.2 Women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws

Table 20 Showing whether women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	24	38.0	38.0	38.0
Agree	15	24.0	24.0	62.0
not sure	11	17.0	17.0	79.0
Disagree	4	6.0	6.0	85.0
strongly disagree	9	15.0	15	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 20 above shows that the majority of the respondents 62% (38%, 24%) were positive to the statement that women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws, 21% (6%, 15%) were negative to same while 17% of the respondents were not sure. This agrees with the research carried out by Birdsall N (2016) asserted that women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws, hence implying women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws.

4.5.3 Limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities

Table 21 Showing whether limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	22.0	22.0	22.0
Agree	18	29.0	29.0	51.0
not sure	10	16.0	16.0	67.0
Disagree	9	14.0	14.0	81.0
strongly disagree	12	19.0	19.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

Table 21 above shows that the majority of the respondents 51% (22% , 29%) had a positive response to the statement that limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities, 33% (14%, 19%) of the respondents were negative to the same statement meanwhile 16% of the respondents were not sure. This is an indication that limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities.

4.5.4 Unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities

Table 22 Showing whether unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	34	54.0	54.0	54.0
Agree	13	21.0	21.0	75.0
not sure	1	2.0	2.0	77.0
Disagree	11	17.0	17.0	94.0
strongly disagree	4	6.0	6.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With reference to table 22 above, it can be seen that 75% (54%, 21%) were positive to the statement that unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities, 23% (17%, 6%) respondents were negative to the same statement while 2% of the respondents were not sure. This was in accordance to Finnigan (2012) intimated unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities. This is a manifestation that unequal access to education and skill development opportunities due to economic disparities hinders women's capability to engage in development activities.

4.5.5 Economic disparities often result in women having less say in household and community decisions

Table 23 Showing whether economic disparities often result in women having less say in household and community decisions

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	27	43.0	43.0	43.0
Agree	16	25.0	25.0	68.0
not sure	8	13.0	13.0	81.0
Disagree	10	16.0	16.0	97.0
strongly disagree	2	3.0	3.0	100.0
Total	63	100.0	100.0	

Source: primary data (2024)

With allusion to table 23 above, it can be observed that the majority of the responds 68% (43% ,25%) had a positive response to the statement that economic disparities often result in women having less say in household and community decisions, 19% (16%, 3%) were negative to the same statement while 13% of the respondents were not sure hence implying that economic disparities often result in women having less say in household and community decisions.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

In this chapter the researcher gives a summary of findings, conclusions and recommendation in line with the research questions and objectives.

5.1 Summary of findings.

The researcher provided a summary of findings in line with the objectives as follows;

5.1.1 Research Question one: Findings on the effect of social cultural norms on women's participation in development activities of Bumbo Town Council

The study investigated into the effect of social cultural norms on women's participation in development activities of Bumbo Town Council. Results showed that most respondents were positive to the statements that were they were asked. For example; majority of respondents constituting **54% were positive to the statement that** social cultural norms often prioritize the education of boys over girls; 62% were positive to the statement that cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities; **61% of the respondents were positive to the statement that** cultural norms position women as passive participants in decision-making processes, 63% of the respondents were positive to the statement that certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities, and 88% of the respondents had apposite response to the statement that unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects.

On the other hand, 75% constituting the majority were negative to the statement that cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men, 54% were negative to the statement that cultural norms and patriarchal systems often restrict women's economic opportunities.

It can be concluded that social cultural norms has a significant effect on women's participation in development activities of Bumbo Town Council

5.1.2 Research Question two: Findings on the effect of gender based violence on women's participation in development activities of Bumbo Town Council

The study investigated into the effect of gender based violence on women's participation in development activities of Bumbo Town Council. Majority of the respondents 56% of the respondents were positive to the statement that gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources, 80% of the respondents were positive to the statement that gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes, it can be observed that 57% were positive to the statement that women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear, 51% were positive to the statement that women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder while 56% of the respondents forming the majority were negative to the statement that gender based violence negatively affects women's access to education and skills development. Basing on the above results, it can be concluded that gender based violence has a significant effect on women's participation in development activities of Bumbo Town Council.

5.1.3 Question three: Findings on the effect of economic disparities on women's participation in development activities of Bumbo Town Council

The findings revealed that 62% forming the majority of respondents were positive to the statement that women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws, 51% had a positive response to the statement that limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities, 75% were positive to the statement that unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities, 68% had a positive response to the statement that economic disparities often result in women having less say in household and community decisions. On the other hand, 60% forming the majority disagreed to the statement that unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources.

Results according to probable statistics, it can be concluded that economic disparities have a significant effect on women's participation in development activities of Bumbo Town Council.

5.2 Conclusion

Basing on the research objective one which was to assess the effect of social cultural norms on women's participation in development activities of Bumbo Town Council, it can conclude that social cultural norms has a significant effect on women's participation in development activities of Bumbo Town Council and can be enhanced by providing education and awareness programs to promote gender equality and women's empowerment. This can help change social attitudes towards women's roles in society and improve their participation in development activities, offering training and skill-building programs to women to enhance their capabilities and confidence to participate in development projects. Providing access to resources and opportunities can empower women to take on leadership roles and contribute to their communities.

With reference to the research objective two which was to analyze the effect of gender based violence on women's participation in development activities of Bumbo Town Council. It can be concluded that gender based violence has a significant effect on women's participation in development activities of Bumbo Town Council and can be enhanced by implementing campaigns and workshops to educate communities about gender equality, women's rights, and the negative impact of violence against women, Advocating for the enactment and enforcement of laws and policies that protect women against gender-based violence and promote their rights to participate in development activities, Provide training and resources to empower women economically, socially, and politically, enabling them to participate actively in development initiatives and decision-making processes, establishing and promoting accessible services such as help lines, shelters, counseling, and legal assistance for survivors of gender-based violence.

With allusion to the third objective which was to determine the effect of economic disparities on women's participation in development activities of Bumbo Town Council, it can be concluded that economic disparities affect women's participation in development activities of Bumbo Town Council this can be enhanced by improving access to quality education for women and girls can

help them acquire the skills and knowledge necessary to participate in economic activities and development projects, Providing training, funding, and resources for women entrepreneurs can help them start and grow their businesses, leading to economic empowerment and increased participation in development activities.

5.3 Recommendations

There is need of providing education and awareness programs to promote gender equality and women's empowerment. This can help change social attitudes towards women's roles in society and improve their participation in development activities, offering training and skill-building programs to women to enhance their capabilities and confidence to participate in development projects. Providing access to resources and opportunities can empower women to take on leadership roles and contribute to their communities. Advocate for policies and legislation that aim to enhance women's rights and participation in development activities. By working towards creating an enabling environment for women, social cultural norms can gradually shift towards gender equality.

The government should implement campaigns and workshops to educate communities about gender equality, women's rights, and the negative impact of violence against women, Advocate for the enactment and enforcement of laws and policies that protect women against gender-based violence and promote their rights to participate in development activities, Provide training and resources to empower women economically, socially, and politically, enabling them to participate actively in development initiatives and decision-making processes, establishing and promoting accessible services such as help lines, shelters, counseling, and legal assistance for survivors of gender-based violence.

There is need for the government to improve access to quality education for women and girls can help them acquire the skills and knowledge necessary to participate in economic activities and development projects, Providing training, funding, and resources for women entrepreneurs can help them start and grow their businesses, leading to economic empowerment and increased participation in development activities. Implementing policies that ensure equal pay for equal work and creating opportunities for women to access higher-paying and leadership positions can help reduce economic disparities and enhance women's participation in development activities.

Increasing women's access to financial services such as savings accounts, credit, and insurance can help them invest in businesses, save for the future, and participate in economic development initiatives.

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APPENDIX: I
QUESTIONNAIRE

Dear respondent;

I am Nabulobi Shamimu carrying out research on the topic “effect of gender discrimination on women's participation in development activities in Bumbo Town Council, Namisidwa District.” as a partial fulfillment for the award of bachelors degree in public administration and management of Uganda Christian University .The questionnaire is designed to help me collect relevant information and therefore I kindly request you to participate in responding to the questions that will be asked .However the information given will be treated confidential and will only be used for academic purpose.

SECTION 1: DEMOGRAPHIC DATA

(Tick in the box provided)

1. Gender distribution of the respondent

a) Male b) Female

2. Marital status of the respondent

a) Single b) Married Divorced Widowed

3. Age bracket of the respondent (years)

a) 20-30 b) 31-40 c) 41-50 C) 60 and above

4. Academic qualification of respondent

a) Secondary b) Certificate c) Diploma d) Bachelors' Masters

5. Years of working by the respondents.

a) Less than 1 year b) 1-2 years c) 3 years and above

Section A: To assess the effect of social cultural norms on women’s participation in development activities of Bumbo Town Council

This section aims at assessing the effect of social cultural norms on women’s participation in development activities of Bumbo Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree

No	Statements	1	2	3	4	5
1	Social cultural norms often prioritize the education of boys over girls					
2	Cultural norms that perpetuate gender stereotypes may discourage women from pursuing careers in fields traditionally dominated by men					
3	Cultural norms and patriarchal systems often restrict women's economic opportunities					
4	cultural expectations that prioritize women's care giving roles limit their time and resources for engaging in income-generating activities					
5	Cultural norms position women as passive participants in decision-making processes					
6	Certain cultural practices, such as child marriage, female genital mutilation, and dowry systems, perpetuate gender inequality and hinder women's participation in development activities.					
7	Unequal access to education, land, credit, and technology creates barriers for women to actively participate in economic development projects					

Section B: To analyze the effect of gender based violence on women's participation in development activities of Bumbo Town Council.

This section aims at analyzing the effect of gender based violence on women's participation in development activities of Bumbo Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree

No	Statements	1	2	3	4	5
1	Gender based violence limits women's opportunities for employment, reduces their earnings, and restricts their access to financial resources					
2	Gender based violence leads to decreased participation of women in political activities, including voting, running for office, and engaging in decision-making processes.					
3	Gender based violence negatively affects women's access to education and skills development					
4	Women who experience physical violence are more likely to withdraw from community engagements and public spaces due to fear					
5	Women who experience violence are more likely to suffer mental health disorders, including depression, anxiety, and post-traumatic stress disorder					

Section C: To determine the effect of economic disparities on women's participation in development activities of Bumbo Town Council. This section aims at determining the effect of economic disparities on women's participation in development activities of Bumbo Town Council. Please indicate your opinion on the following statements using the Linkert scale. Key: 1= Agree; 2= strongly Agree; 3= not sure; 4= Disagree; 5= strongly disagree

No	Statements	1	2	3	4	5
1	Unequal distribution of resources exacerbates gender-based inequalities, limiting women's access to economic resources					
2	women's access to land, housing, and other productive assets is often limited due to cultural norms and discriminatory laws					
3	Limited access to credit, loans, and capital restricts women's ability to invest in income-generating activities					
4	Unequal access to education and skill development opportunities due to economic disparities hinder women's capability to engage in development activities					
5	Economic disparities often result in women having less say in household and community decisions					
6	Empowering women through targeted economic interventions, such as microfinance programs and skills training, can enhance their participation in development activities					

APPENDIX II: INTERVIEW GUIDE

1. How do social cultural norms in the community influence women's decision-making power regarding participation in development activities?
2. In what ways do traditional gender roles impact the types of development activities that women are encouraged to participate in?
3. Have you observed any specific cultural practices that act as barriers to women's engagement in development projects?
4. How can we promote gender equality within local customs to better support women's involvement in development initiatives?
5. Can you provide examples of successful strategies that have challenged cultural norms and increased women's participation in development activities?
6. How does the fear of gender-based violence affect women's willingness to engage in community development projects?
7. In what ways does experiencing gender-based violence impact women's confidence and ability to actively participate in development activities?
8. What role do local authorities and community leaders play in addressing gender-based violence to enhance women's involvement in development initiatives?
9. How can we create safe spaces and mechanisms to support women who have experienced gender-based violence to participate in development projects?
10. How can empowerment programs and educational initiatives help prevent and respond to gender-based violence and promote women's participation in development activities?
11. How do economic disparities hinder women's access to resources and opportunities for participating in development projects?
12. In what ways do financial constraints and limited economic resources affect women's ability to engage in income-generating development activities?
13. How can we address economic barriers to ensure that women from all socioeconomic backgrounds have equal opportunities to participate in development initiatives?
14. What are some successful examples of microfinance or entrepreneurship programs that have empowered women to overcome economic disparities and engage in development projects?