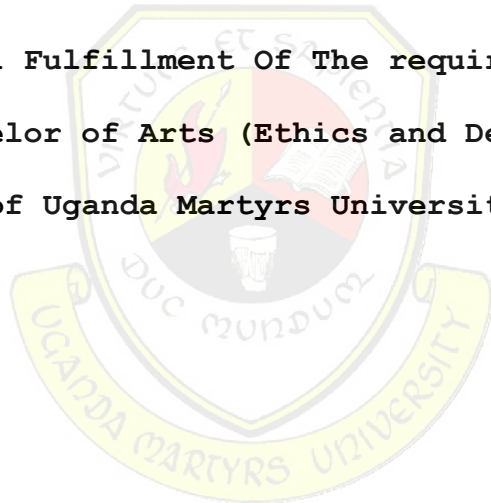


**The Impact of Gender Inequality on Socio-Economic Development in  
Bududa District  
A Case Study: Bududa Sub County.**

**A Dissertation Submitted To the School Of Arts And Social  
Sciences In Partial Fulfillment Of The requirement for The Award  
of Degree of Bachelor of Arts (Ethics and Development Studies)  
of Uganda Martyrs University**



**Watamba Fredrick**

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**June, 2017**

## **DEDICATION**

To my lovely parents Mr. Khabale Francis and Ms. Muyama Aidah who have tirelessly been there for me with enduring love and support throughout my educational endeavors.

You will always be remembered for your efforts and encouragement throughout my studies.

I love you all.

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For God and my country-Uganda

Watamba Fredrick

June, 2017

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### **List of Abbreviations**

AIDS	Acquired Immune Deficiency Symptom
CDOs	Community Development Officers
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
EA	Employment Act
GDP	Gross Domestic Product
GMG	Gender Mainstreaming Guideline
HDR	Human Development Report
HIV	Human Immune Virus
HRW	Human Rights Watch
JLOS	Justice, Law and Order Services
MDGs	Millennium Development Goals
MOFPED Development	Minister of Finance, Planning and Economic
MOGLSD Development	Minister of Gender, Labour and Social
MPs	Members of Parliament
PMA	Plan for Modernization of Agriculture
SPSS	Statistical Package for Social Scientists
UMU	Uganda Martyrs University
UNDP	United Nation Development Plan
UPE	Universal Primary Education
USE	Universal Secondary Education

WBDIs                      World Bank Development Indicators

WERR                      World Education Research Report

## **Abstract**

The study set out to investigate the impact of gender inequality on socio economic development of Bududa district; A case study of Bududa Sub County. The study was guided by the following objectives; to examine factors that lead to gender inequality in Bududa Sub County, to find out the impact of gender inequality on the socio economic development of Bududa Sub County and to explore mechanisms to balance gender equality in Bududa Sub County. It used the cross-sectional survey as its research design. Both qualitative and quantitative approaches to data collection were employed. Questionnaires, Focus Group Discussion guides and interview guides.

The study found out that cultural norms, unequal control over resources, unequal education rights and unequal rights to decision making were among the factors leading to gender inequality in Bududa sub-county and, poverty, decreased productivity, low investment and slow growth rates were the impacts of gender inequality in Bududa sub-county. The study found out that equality in education, remuneration and benefits and inclusive decision making, rights to inheritance were the better strategies for combating gender equality in Bududa sub-county. The study concluded that gender inequality in Bududa sub-county is real and very practical; parents prefer educating boys to girls. Girls are considered to be future wives therefore they are prepared for marriage. Any education and training should be geared towards preparing them to be good future wives. The study recommended that; the government and local authorities should come in and implement the gender policies of 1991 which stipulates that both women and men should be given equal rights to actively participated in social, economic and political activities, programmes, decision and policy making process. The local authorities and cultural leaders should come up strongly to condemn so the traditional customs and norms that are harmful to society, especially those that encourage widow inheritance and those that bar women from inheriting the property of their parents. Parents should offers equal opportunity to both girls and boys without segregating. Girls should only be prepared to be good wives. They should be given equal education opportunities by sending them to good schools where their brothers are sent and they should be encouraged to undertake subjects and courses which are summed to be for boys.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.1 Introduction**

This study was carried out to establish the impact of gender imbalance on socio economic development of Bududa Sub-County in Bududa District. It has five chapters; chapter one presented the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, conceptual framework, and definition of key terms; chapter two thematically reviewed the literature related to the study, following the objectives of the study; chapter three looked at the research methodology that was applied in this research. Chapter four looked at data presentation, analysis and discussion of the findings following the objectives of the study and, chapter five presented the summary of the findings, conclusion and it made appropriate recommendations to the study.

#### **1.2 Background to the Study.**

There is generic outcry of gender imbalance in socio-economic development of all nations around the globe. Almost 85% of women labor force is reduced to domestic chore, while that of men is in public chores (UNDP, 1995). It is estimated that 96% of marketable and well rewarded labor force is dominated by male as compared to their female counterparts. And, yet the basic objective of human development is enlarging people's choices, both male and female without discrimination. Thereby, creating an enabling environment for all people, (male and female) to enjoy, long healthy and creative lives, to be educated, and to enjoy a decent standard of living, political freedom, guaranteed human rights and self-respect for all.

UNDP (1995) points out that education is a crucial factor for nations around the globe to advance their social, cultural and economic well-being without discrimination. Gender equality in education is directly proportional to gender equality in the labor force, in the household and in decision making. Educating females and lowering mother and baby mortality rates generate higher educational attainment and achievement for next generations and improve economic conditions of all nations (Schultz, 1993). In spite of this realization female education is a crisis globally, with escalated gender discrimination against women.

A World Education Research Report (WERR, 1995) has shown a long-standing imbalance in participation of formal education by women. The report stipulated that the literacy rate of the world's women (71.2 %) is significantly lower than that of men (83.6%). Nearly two thirds of the world's illiterate adults are women (565 million), most of whom live in Africa, Asia and Latin America. This situation is against international campaigns to widen women access to education. WERR, ( 1995) notes that, economic and social discrimination against women is costing African continent more than \$100 billion a year. The U.N. Development Program's (2016) and Africa Human Development Report (2016) argue that closing the gender gap would be a boom for the Continent's economic and social prospects. Unfortunately, the report finds African women across the board being denied the same kind of economic, social and political opportunities men enjoy. It points out that, women lose out when it comes to education, work and health. It notes that fewer girls than boys go to school; women earn less money than men for paid labor, harmful traditional practices affect their health, and certain

cultural norms act as a hindrance to women moving ahead in society, (UNDP 2016).

Women in Uganda face a wide range of challenges including discrimination, low social status, lack of economic self sufficiency, and greater risk of HIV/AIDS infection. In Uganda, as in many African countries, gender discrimination means that women must submit to an overall lower social status than men. For many women, this reduces their power to act independently, become educated, avoid poverty, and/or escape reliance upon abusive men, (MGLSD 2016 report).

In Bududa district, there are issues that have been found to affect all sectors and are identified as important areas where the gender mainstreaming strategy should address. Literacy rates are higher in men than women, these curtails women in participation where literacy is needed. Men often dominate meetings and women's participation. Men own and control the productive resources and are the main decision makers. Women are often over burdened with heavy domestic chores. Low esteem of women often leads to limited access and utilization of information resources and opportunities. There are gender stereo type feelings about some jobs, thereby restricting opportunities for women, (Bududa LGDP 2014/15).

Many girls and young women become coerced into sex or can be obliged to trade sex for economic survival. It is common for girls to become sexually active at a much younger age than men, causing the rise of HIV/AIDS to become even more pronounced. Older men are breaking long-established social customs and choosing younger and younger girls to become their sexual partner in order to avoid catching HIV. In doing so, these men are in fact infecting them with HIV/AIDS (MGLSD 2016 report).

The situation in Bududa sub-county needs immediate intervention by both government and local authorities, otherwise, it is likely that this situation will be a time bomb to socio-economic development of Bududa sub-county.

### **1.3 Statement of the Problem**

Despite the government effort to close the gap of gender inequality, the socio-economic status of women in Bududa Sub County has not improved with an incidence of gender imbalance, where men continue to dominate the public workforce while women are subjected to domestic chore jobs with higher levels of marginalization and subordinates to all sorts of abuse and violence by their male counter parts. This situation has escalated in Bududa sub-county in Bududa district with high levels of moral decay and socio-economic collapse of many families, as young girls and women have resorted to prostitution as a means of survival. Men have also due to frustration of family collapse, resorted to addictions like alcohol and drugs as a means of comfort and consolation. This situation is so alarming that it calls for immediate intervention by both government and local authorities; otherwise, it is likely to turn into a time bomb to socio-economic development of Bududa District and the nation as a whole. It is on this backdrop that this study was carried out to investigate the impact of gender imbalance on socio-economic development of Bududa Sub County, in Bududa District.

### **1.4 Objectives of the Study**

#### **1.4.1 General objective of the study**

To establish the impact of gender imbalance on the socio-economic development in Bududa Sub county.



#### **1.4.2 Specific Objectives**

- I. To examine the causes of gender inequality on socio economic development in Bududa Sub County
- II. To establish the impact of gender inequality on socio economic development in Bududa Sub county.
- III. To find out the measures of improve gender inequality in Bududa Sub county.

#### **1.5 Research Questions**

- I. What are the causes of gender inequality in Bududa Sub County
- II. What is the impact of gender inequality on socio economic development in Bududa Sub County?
- III. What mechanisms can be employed to improve on gender equality in Bududa Sub County?

#### **1.6.1 Scope of the Study**

The study was limited to the impact of gender imbalance on socio economic development of Bududa Sub County in Bududa District. It dug detailed information by examining the factors that lead to gender inequality in Bududa Sub County, finding out the impact of gender inequality on the growth of Bududa Sub-county, and exploring mechanisms that brought about gender balance in Bududa Sub-county.

#### **1.6.2 Geographical Scope**

The study was carried out in Bududa Sub- County which is located one kilometer from Bududa district headquarters. Bududa district was part of Mbale district found in the Elgon region of Uganda and it is 37 Kilo Meters from Mbale town. Bududa District is comprised of four sub-counties namely Bukigai, Bukibokolo, Bushika and Bududa. The people are majorly Bagisu who speak

Lumasaba as their major language besides the few Kenyans. Their major economic activity is small scale agriculture and business.

**1.6.3 Time Scope**

The study covered the period of between 2014 up to 2017, because gender inequality was on the increase with alarming rates of gender discrimination in both private and public labour force.

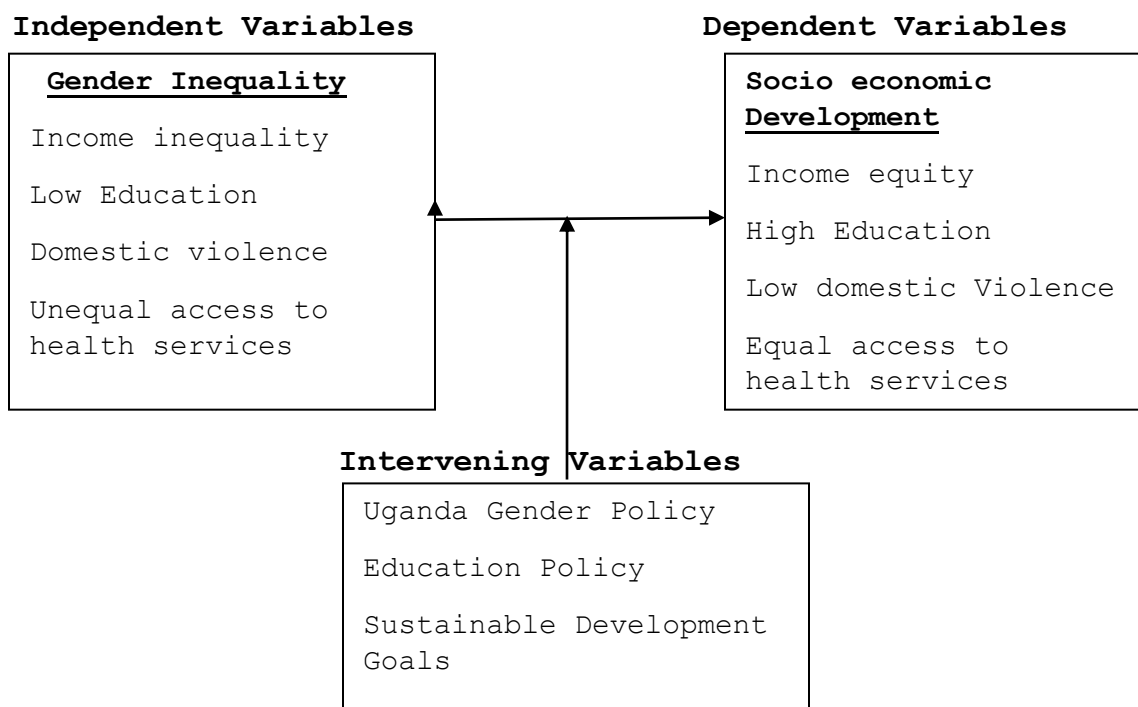
**1.7 Significance of the Study**

The study will to enable policy makers, planners and decision makers to design gender sensitive programmes in school and colleges hence creating environment of equal access to education for all sexes. For this reason the existing policies on gender may be reviewed and modified for realization of equal access for both boys and girls.

The study may avail a body of knowledge about the causes and impact of gender inequality on socio- economic development and this may be a basis for other researchers who want to carry out more research about the same topic.

**1.8 Conceptual Framework**

**Figure 1: Showing the conceptual framework.**



From the conceptual framework above, gender inequality involves many scenarios that is to say income disparity, low education amongst women, domestic violence. Presence of the variables under gender inequality do not yield social economic development within a society. However there are other intervening variables like sustainable development goal by the United Nations, Uganda gender policy, education policy which agitate for gender equality within societies or in the country. By achieving gender equality, there is an increase in income amongst women, attaining high education, and law on domestic violence. The yields from gender equality bring about socio-economic development within the country.

### **1.9 Definition of Key Terms and Concepts.**

**Development:** This is multidimensional process involving major changes in social structure, popular attitudes and nation institutions as well as acceleration to economic growth and development, eradication of poverty and improvement in the well being of people (Sen Amartya 2006).

**Gender:** These are socially constructed roles and responsibilities played by both women and men (Julia and Wood 2008)

**Gender Inequality:** This refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles. Gender systems are often dichotomous and hierarchical; gender binary systems may reflect the inequalities that manifest in numerous dimensions of daily life. Gender inequality stems from distinctions, whether empirically grounded or socially constructed (Awoyemi, T. and Adetola. I, 2006).

**Socio economic:** This is the combination of economic and sociology of an individual or a collective experience and socio relative to others based on income, education and occupation.

**Socio-Economic development:** Socio-economic development is measured with indicators, such as GDP, life expectancy, literacy and levels of employment. Changes in less-tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm, and the extent of participation in civil society (Barro, Robert J. 1970).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presented the review of literature that relates to this study. The literature discussed involves the following sub topics; concept of gender inequality, factors that lead to gender inequality, impact of gender inequality on socio economic development and mechanism to combat gender inequality.

#### **2.2 Causes of Gender Inequality**

##### **2.2.1 Unequal access to and control of resources**

According to UPPAP (2009), "lack of control" of resources, and the associated lack of decision-making power, is by far the most important, and most complex, of the issues in causing gender inequality around the world today. As is apparent from the UPPAP findings, the issue of lack of control by women concerns economic matters and choices related to earning or disposing of income or assets. It is also concerned with "when and how often to have children." However, the researcher holds a different view that the issues of gender inequality should not be generalized because in Africa, women have different duties and responsibility depending on traditional social setting. For instance, among the Karamojong in Uganda, Maasai in Kenya and Asante in Nigeria, women have a role of constructing shelters for their families, some do the work of grazing animals and so on. To have different duties and responsibilities assigned to different individual within the family and community should be considered as gender inequality. Nangoli (2001) pointed out that, relationships in Africa is imperative, women and men appreciate the gender differences that exist in their families and communities and

appreciate gender responsibilities and duties assigned to them following their sex.

MOFPED (2010) notes that the economic dependence of women and their lack of control over productive resources and assets is the root cause of the problems women face. At the household level, women's limited decision-making is associated with their insecurity of access to productive resources, especially land, and to their being predominantly engaged in the unpaid care economy. While women perform most of the agricultural work, they do not make decisions of what enterprises to get involved in or how the benefits accruing from them are distributed. This leaves women in unfavorable bargaining positions as well as poor fallback positions in cases of marriage break-up.

Differences in decision-making power within the household is one of the factors contributing to poor health outcomes in Uganda, including the high levels of maternal and child mortality. The combination of heavy workload, resource dependency, and limited decision-making may also help to explain why 44 percent of pregnant women delay their first visit to a health facility to the last trimester of their pregnancy. The issue of women's lack of control applies to the use of their own time (UPPAP, 2009). (The researcher disagrees with the view that women have no power to decision making and thus contributing to their poor health outcomes). Adeoti et al (2009) carried out study on poor health and life expectancy in Uganda and they found out that 65% of women have good health and have long life expectance as compared to 15% of men with low life expectance. It could be true, to some extent that women face some degree of marginalization than men but that does not mean that men are at safer side.

Silvia Tamale (2008) pointed out that men at the slopes of mount Ruwenzori face a lot of marginalization and mistreatment from their female counterparts who deny them sex, food, lock them out in the night and pour hot water on their faces in case they came demanding for food. Following Silvia's findings, women have decision making power in the Ruwenzori region as compared to other regions in the country. Do we then have to copy and paste that to the rest of the country or should we do the vice-versa from regions in the country.

### **2.2.2 Education and Health**

World Bank Development Indicators(WBDI, 2011) pointed out that the ratio of the male and female college enrollment rates plotted against GDP per capita for the several countries shows that the male bias in college-going falls (and in fact evaporates) as GDP increases. Although the correlation cannot be interpreted as a causal relationship, it is strong: In a an aviate regression of the college gender ratio on log GDP per capita, the ratio is 0.44, equivalent to a correlation of 0.66. A negative relationship between the schooling gender gap and GDP is also seen for primary and secondary school enrollment. The male to female ratio of college enrollment in the United States has declined steadily since 1950, falling below parity by 1980 and continuing to decline since then (WBDI, 2011)

Goldin et al.(2006) noted that the data points for China and India are labeled. These two countries are given special attention both because they are large together they are home to over one third of the world population and because they are infamous for their strong son preference. Interestingly, in terms of school enrollment, neither China nor India is an outlier.

Turning to health in general, women have a longer life expectancy than men, but this female advantage is somewhat smaller in poor countries,). The pattern is not explained by the disease composition varying with the level of development; even for a given cause of death, women have higher age-adjusted mortality relative to men in poor countries than in rich ones (Anderson and Ray, 2010).

Most sub-Saharan African countries are above the best- t line, the HIV/AIDS epidemic has hit Africa hard and decreased female life expectancy disproportionately political activity as well as mobility more generally. There is a dark side to the issue of women's lack of control of productive resources: powerlessness in the face of sexual and other forms of violence against women, which is exacerbated by the linkage between violence and the spread of HIV/AIDS (MOFPED, 2010). (The researcher disagrees with the above view that women's lack of control of productive resources, powerlessness in the face of sexual and other forms of violence are exacerbated by the linkage between violence and the spread of HIV/AIDS). Is this argument considering other women who are not under the influence of men, for instance the widows and unmarried or divorced, who are living their own way, have power and control of productive resources. There are some women who are highly positioned in society like Queen Elizabeth, speaker of Ugandan parliament, Rebecca Kadaga, Germany chancellor, Markel and British prime minister May and many others. The generalization of issues that affects women are likely to cause more problems to African continent in particular.



### **2.2.3 Cultural Subordination**

According to MOFPED, (2010) limited control over productive assets, is a systemic issue, where inequity in marital status and in property ownership intersect with cultural attitudes and beliefs to create formidable obstacles to change. Payment of bride price has a control imperative, which is interpreted as husbands' "owning" their wives and controlling virtually every aspect of their lives, including, especially, men's "absolute dominion" over sexual relations with their spouses.

The imperative to control women embodied in the question raised by informants in the Human Rights Watch study on gender-based violence, "how can property own property" is itself underpinned by some curious logic. Men fear that women will become promiscuous and indulge in extra-marital affairs if they are allowed to work, and that women will become "uncontrollable," "unmanageable," "unruly," or disrespect men if they gain economic independence. Just as unfortunate is that women are themselves often driven by the same cultural imperatives, and by the pressures of their upbringing and socialization, to support and uphold these views. These phenomena, though often perceived as outside the frame of reference notably the attitudes and beliefs which continue to prevent many women, in many spheres of life, from having any effective control over productive resources, including their sexuality and fertility, and that continue to prevent many men from contributing more fully and more effectively to the well-being of their households and families. (MOFPED, 2010).

#### **2.2.4 Unequal Legal Status.**

According to CEDAW (1995), there are important gender differences in men's and women's legal status and in the rights and protections afforded by law. Key gender-related barriers to access to justice have been identified as: substantive law issues, relating to gender biased laws (notably concerning divorce, adultery, and defilement) and differences in evidentiary (burden-of-proof) requirements; administration of law issues, including physical access, training and orientation of staff, and delays in delivery of justice; and barriers which exist in the community where disputes occur, notably the role of culture, religion, and patriarchy in community management, power imbalances in the household, and community dispute resolution for which are not necessarily gender-inclusive or gender-responsive. There are important gender differences in men's and women's legal status and in the rights and protections afforded by law. The Constitution of 1995 enshrines gender equality in many of its provisions. The JLOS aims to "enable all people in Uganda to live in a just and safe society." The researcher believes that, "reality", however, is that many people in Uganda, particularly the poor and marginalized groups like women, the disabled, and children, have very little access to justice and little protection from the justice system to ensure their safety and security political activity, as well as for mobility more generally. The society does not need to adopt approaches that reverse discrimination and marginalization should find amplified solution to harmonize the past mistakes and move on.

## **2.2 Impact of Gender Inequality on Socio Economic Development.**

Adeoti and Awoyemi (2006) examined the effect that gender inequality in employment has in rural cassava farm holdings in southwest Nigeria, finding that increased gender inequality decreases productive efficiency. In addition, Psacharopoulos (1994) finds that returns to female education are positive and higher than their male counterparts. (The researcher agrees that gender equality both indirect and direct benefits socio-economic development of a nation. For instance, Behrman et al. (1999) in his study found out that, children of more literate mothers in India study nearly two more hours a night. In addition, gender equality has been shown to influence a number of development related goals, such as lower fertility rates, higher education rates, and better child health ( Quibria 1995).

On a macro level, Esteve-Volart (2004) found out that when studying different states in India, those with higher rates of gender discrimination exhibit lower growth rates compared to others. However, do these concerns impact the growth of the country as a whole. Studies that have included gender disaggregated measures of education have found varying results. For instance, Barro and Lee (1994) used a panel data set of 138 countries to examine the empirical determinants of growth, including measures for both male and female schooling. In what they see as a "puzzling finding", female education is negatively correlated with growth. Barro and Lee attribute this to a sign of "backwardness" in the society, where gender differences are picking up on aspects of undeveloped countries that may not have been captured with an initial GDP variable. Therefore, such less developed countries may

experience higher growth rates due to a convergence mechanism.

Stokey (1994) claims that, Barro and Lee's result is biased by the four outlier East Asian tiger countries, conversely, Lorgelly and Owen (1999) support Stokey's conclusion, but assert that there are also a few countries in Sub-Saharan Africa that are also influential to the result. In addition, using the same data set as Barro and Lee (1994), Esteve-Volart (2000) finds a different result by reformulating the model. Instead of including education levels for males and females separately, she uses one variable to control for the level of education in the society as a whole, and then one variable to capture the difference between male and female education. Her results support the hypothesis that gender discrimination reduces growth. But she does not clearly show the correlation between gender inequality and economic growth.

## **2.3 Strategies to combat gender inequality**

### **2.3.1 Gender Equality in Education;**

According to Musisi and Muwanga (2003), in 1991 the Government of Uganda instituted a policy where girls entering university were given an extra 1.5 points to address the persistent gap in enrolment of women in higher institutions. This measure resulted in a surge in women's enrolment so that, in some university courses, women are now in the majority. A revision of the policy has a provision to the effect that any disadvantaged gender should have a minimum enrolment. In Busitema University, which specializes in engineering courses, this is between 27 percent and 30 percent. Makerere University is proposing a 40 percent to 60 percent range across all courses.

(The researcher to agree with the above views because) the measure will help over the long term to ensure a cohort of qualified women for public administration, as well as for other fields (and having good employment prospects could similarly stimulate enrolment). And such a measure could be considered in the Public Service, although it would need to be backed up by extra measures, such as reforming the recruitment process and fast-tracking women in promotions and training, in order to attract and equip talented women as well as sensitizing employers to benefits of employing women.

### **2.3.2 Remuneration and Benefits**

The Employment Act (2006) promotes equality of opportunity by providing for elimination of discrimination and equal pay for equal work. In the Public Service, remuneration between women and men is based on equal pay for equal work value. A cross-section of women interviewed in civil society, academia and Public Service for this case study stated that women employed in the Public Service did not always want to put in extra effort to build the performance competencies necessary for promotion. This comment points to a number of potential problems. Firstly, this applies only to women supported by their husbands and not to single or widowed women. Secondly, the de facto existence of a gender pay gap in favor of men should be explored. Despite legislation, studies in other countries reveal pay gaps in the public sector. Allowances should also be reviewed, such as travel and housing allowances. This is because they can inadvertently lead to unequal financial benefits if their basis is the assumption that the male is the breadwinner, and that all families have such a male breadwinner.

### **2.3.3 Gender Mainstreaming and Capacity-Building**

Gender Mainstreaming Guidelines have been launched in 2011. These are a useful reference for ministries and local governments and give examples of concrete actions that can be taken at the institutional level. It will be important to track whether these guidelines are implemented and also their impact on women's representation in the public administration as a whole and in specific agencies. Capacity-building interventions proposed by MPS for gender mainstreaming in Public Service include; formulating and implementing capacity-building programmes for women and men senior managers to improve knowledge, skills and attitudes in gender analysis, and gender mainstreaming, Gender-responsive research, Gender-responsive budgeting, Production and use of gender-disaggregated data . This training is envisaged to build the capacity of women and men in the Public Service to design and deliver gender-responsive policies and programmes. The target audience is all public officers, especially those in strategic and operational positions. This is useful in creating awareness of gender issues and it addresses the public's needs, but there remains a need to focus internally. For example, there is a need to identify and develop talented potential senior women. Sensitization of recruiting managers and human resources staff would also support a broad dissemination of the Gender Mainstreaming Guidelines (ROU, 2011).

### **2.4 Conclusion**

The above chapter gives an insight into what other authors say about the topic under the study. The researcher reviewed literature so as that to identify the gaps which are to be filled by conducting a field research. Therefore, this study establishes the impact of gender imbalance on the socio economic

development in Bududa district, Bududa Sub County. The next chapter highlights the methodology aspects of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, area of study, study population, sample size, sampling technique, data collection methods, data presentation and analysis, validity and reliability of the study, ethical consideration and anticipated limitation and delimitations of the study.

#### **3.2 Research Design**

The study employed cross-sectional design which is observation that analyses data collected from the population or representative subset at a specific point in a specific time. Across-sectional research design was helpful in this study because it allowed large scale cross-sectional studies to be made at less and no expense. It also avoided the manipulation of variables and, it also allowed the researcher to look at numerous things at once, for instance; age, education and gender of the respondents. The study employed both quantitative and qualitative approaches that were used to collect data from the field. Qualitative methods will help the researcher to have detailed information about the objectives under study. Quantitative methods enabled the researcher to analyze the relationship of the variables under study.

#### **3.3 Area of the Study**

The study was carried out in Bududa Sub County which is found in Bududa district. Bududa district was part of greater Mbale, found in the Elgon region of Uganda and it is 48 Kilo Meters from Mbale town. Bududa District neighbors Kenya to the East,



Manafwa District to the South, Mbale District to the West, and Sironko District to the North. While Bududa Sub County is 1km from Bududa Head Quarters and neighbors Sub Counties like Bukigai to the East, Bududa Town Council to the South, Bukibokolo to the West, and Bushika to the North.

### **3.4 Population Study**

The study was carried out in Bududa Sub County which is found in Bududa district. Bududa District has a population density of between 916-1000 persons per sq. km compared to the national average of 175 persons per sq. km, making it one of the most densely populated districts in Uganda. The people are majorly Bagisu who speak Lumasaba as their major language in addition to the few Kenyans who speak kiswahili. Their major economic activity is agriculture because of the fertile volcanic soils and abundant rain fall (averaging 1,500mm/year) which makes agriculture a driving force of the district economy.

### **3.5 Sampling Procedures**

#### **3.5.1 Sample Size**

The sample of the study consisted of 5 respondents from CDO (community development officers), 5 local leaders from the sub county, and 40 members from the community as shown in the table below.

**Table 1: showing the sampling size for respondents**

<b>Respondents</b>	<b>Population</b>	<b>Sample</b>
CDO department	5	5
Local leaders	15	10
Community members	100	40
Total	115	60

### **3.5.2 Sampling Techniques.**

Purposive sampling and simple random sampling was used during the study. Purposive sampling was used to select respondents with the knowledge about the themes of the study that is, to say, the community development office and local leaders, simple random sampling was used to select the different community members for the study. Every member of the community had an equal chance of being selected.

## **3.6 Data Collection Tools and Instruments.**

### **3.6.1 Methods**

The following methods were used in data collection; survey, questionnaire, interview guide and focus group discussion guide.

### **3.6.2 Instruments**

#### **3.6.2 Questionnaire**

A questionnaire is a form containing a series of questions and providing spaces as well as options to be attempted by the respondents themselves. The questionnaire was used because it was effective and cheap to administer, it does not require as much effort from the questionnaires as verbal or telephone surveys. It also gave standardized answers that made it easy to compile and simplify the data. The questionnaires were given to key informants who were chosen randomly but know how to read and write.

#### **3.6.3 Interview Guide**

It was a method where the researcher identified respondents and requested them to answer certain questions. The researcher used an interview guide when having an interview with the respondents. The men and women who were not able to express

themselves in English were able to speak in their mother language because the researcher was able to translate the questions into the local language.

### **3.7 Validity and Reliability**

#### **3.7.1 Validity.**

Kombo et al. (2002) defined validity as a measure of how well a test measure what it is suppose to measure. To validate instruments the researcher conducted a pilot study for testing the interview schedules before the main study was undertaken with duration of one week with a cross section of respondents. The purpose of this was to test interview questions and amend where necessary.

#### **3.7.2 Reliability**

Reliability is a measure of how consistent the results from test are. The researcher was careful in collecting the data from the field to avoid errors by supervising the research assistants carefully to avoid collecting information with a lot of erroneously.

### **3.8 Data Analysis**

After collecting data from the field, the data was edited, coded and later transferred to SPSS (statistical package for social scientists) for analysis. And later the findings were presented in tabulated format with percentages and frequencies.

### **3.9 Ethical Considerations**

Ethics are very important to all parties associated with research as they affect merits of individual and ultimately the quality of data obtained (Emory and Cooper 1991). Thus the

application of ethical procedure to research activities was primarily designed to protect the rights of the researchers and participants from harmful or adverse consequences. The researcher obtained a research letter from the university (UMU) to introduce himself to participants at all levels. The researcher was careful when constructing data collection instruments. In addition, the researcher assured the respondents that whatever they answer will be treated with much confidentiality.

### **3.10 Limitation of the Study**

Time and funds available was not adequate to transverse all corners of the vast sub-county. But the researcher managed to solicit some funds from the parents and he managed to transverse all the corners of the research area. Lack of reliable road network was a major hindrance. People walk on foot for long distances to reach their destinations. But some of the respondent who ride bicycles and motorbikes offered free transport to some of the respondents who did not have any means, especially female respondents

Language barrier was also hindrance to the researcher in collecting information from the field. This is because most of the people in Bududa sub county do not know how to read and write, this was overcome by having an interpreter for the respondents who do not know how to read and write.

Non response from the respondents was a hindrance to the study but this was overcome by assuring confidentiality of information from the respondents.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the field findings, analyzes and discusses thematically following the objectives of the study. It begins with the presentation of the respondents' demography like age, gender, marital status, and occupation and education background.

#### 4.2 Demographic information of the respondents

##### 4.2.1 Age category

**Table 2: The Age of respondents**

Age	Frequency	Percentage
26-30	20	33.4
31-35	15	25
36-40	10	16.6
41-45	10	16.6
46-50	5	8.4
Total	60	100

##### **Field findings 2017**

The findings above indicate that 20 (33.4%) of the respondents were between 26-30 age bracket and, 15 (25%) of the respondents were between 31-35 age bracket. 10 (16.6%) represented 36-40, 46-50, age bracket and, 5 (8.4%) of the respondents were between 56-65 age bracket. These findings imply that the majority of the respondents who participated in this research were the youth. The adults and elderly were the minority. The reason as to why the youth were the majority in this research is that they are the most affected by gender inequality, where

they face gender discriminations in education, employment, control over resources and decision making. This is in line with Morris (2011) who noted that the youth are the most affected with gender inequality vice, right from the time the girl child begins her primary education, she begins to face discrimination. Parents prefer educating boys to girls, girls find difficulty in furthering their education and if they do so with greater difficulty, they end up taking home economic courses that orient them to domestic core employment. UPPAP (2009) adds that, the “lack of control” of resources, and the associated lack of decision-making power, is by far the most important factors that cause gender inequality in most societies.

#### 4.2.2 Sex

**Table 3: Sex of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	25	41.6
Female	35	58.3
<b>Total</b>	<b>60</b>	<b>100</b>

#### **Field findings 2017**

The findings above indicate that 25(41.6%) of the respondents were male and 35(58.3%) of the respondents were female. This implies that the majority of the respondents who participated in this study were female. The females participated most in this study because they are the most affected by gender inequality in Bududa sub-county. One of the respondents during Focus group discussions mentioned that, “we women are treated like animals, first of all, our parents sale us like one of their property. Selling your own daughter in bridle price,

translates into selling her human dignity, reducing her to mere property not human being or can I call it "customary slave trade, perpetuated by cultural norms and patriarchy". Another female respondent reported that "our parents only pay our school fees in primary when we are still young, but when he sees you maturing, that is the end. When you are maturing the parents begin complaining that you are growing old at home without getting married". Matembe (2006) pointed out that, the traditional customs and norms are exploited by patriarchy to accelerate gender inequality in most of African communities. Tamale (2009) noted that parents in Africa treat their own daughters as if they are less-human. They sale their daughters under the guise of pride price, which is the real purchasing price for their daughters. This is not only selling and buying, but "slave trade" which has continued to exist in our communities. However, the researcher holds different view that culture remains culture and should be respected. There could be some customs and norms that may be harmful and need to be gradually changed but paying bride price should not be taken as "slave trade" as Tamale argues it out.

### 4.2.3. Marital Status

**Table 4: Marital Status of the Respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	25	41.7
Married	15	25
Divorced	15	25
Widow/widowers	5	8.4
Total	60	100

#### **Field findings 2017**

On the marital status of the respondents, 25(41.7%) of the respondents were singles, 15(25%) were married, 15(25%) were divorced and 5(8.4%) were widows and widowers. The majority of the respondents who participated in this research were the singles and the reason is that people no longer see any need to hurry to get married. One of the respondents reported that "one of the reasons as to why the numbers of the singles is on increase in Bududa sub-county is because the boys fear responsibility and girls fear to get married to irresponsible boys". Another respondent informed that "the numbers of singles are increasing because most of them are schooling; some of them are in secondary, tertiary institutions and universities, some are still looking for jobs". There is rampant unemployment in the country that people even take five to six years searching for jobs and they still fail to get one". "It is not good to get married when you do not have a job because you may fail to feed your family". Atuki (2008) noted that poverty is one of the factors that perpetuate domestic violence. Poverty has made men to barter their wives when they are not able to provide for their families.



#### 4.2.4 Occupation

**Table 5: Showing the Occupation of the Respondents**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
Peasants	30	50
Farmers	5	8.4
Civil servants	15	25
Business	10	16.6
Total	60	100

#### **Field findings 2017**

On the occupation of the respondents, 30 (50%) of the respondents were peasants, 5 (8.4%) were farmers, 15 (25%) were civil servants and 10 (16.6%) of the respondents were business people. The majority of the respondents who participated in this study were peasants and the majority of them were woman as they were always engaged in domestic core jobs. One of the respondents reported that, "women are majority peasants in this sub-county because they are not allowed by their husbands to do business, engage in commercial farming or further their studies to get white collar jobs, because men fear women who have money or wealth. Jessica (2012) pointed out that men fear that women will become promiscuous and indulge in extra-marital affairs if they are allowed to work, and that women will become "uncontrollable," "unmanageable," "unruly," or disrespect men if they gain economic independence.

#### 4.2.5 Education Background of the Respondents

**Table 6: Education Background**

<b>Education background(Primary O &amp; A Level)</b>	<b>Response</b>	<b>Percentage</b>
Certificate	35	58.3
Diploma	15	25
Bachelors Degree	8	13.3
Masters' Degree	2	3.3
<b>Total</b>	<b>60</b>	<b>100</b>

#### **Field findings 2017**

On the academic qualifications of the respondents, 35(58.3%) were certificate holders, 15(25%) were Diploma holders, 8(13.3%) were Bachelors degree holders and, 2(3.3%) held Masters Degree. In this study, the majority of the respondents were certificate holders and these were women. One of the respondents informed that "women are the least educated in this sub-county because of early marriages. Girls get married as early as 12 years. Even if the parents are willing to pay their school fees, they drop out of school and get married. They have negative attitude towards education". Another respondent reported that, "the level of unemployment in the country discourages many youth in this community to further their studies and they end up getting married". Another respondent added that "tertiary education and universities are very expensive and unaffordable. That is why people do not go for further education. Atuki (2008) argued that there are a number of factors that limit girl child education; bullying from school, unwillingness by parents to support girl child

education, poverty, lack of sanitary services for girls, traditional norms and customs, among others limit girl child academic endeavors. Jefferson (2005) argued that, poverty is the major factor that limits one education. The poor brilliant students cannot further their education where bursaries or scholarships are not awarded. Sometimes bureaucracy and corruption involved in awarding bursaries and scholarships limits the chances of the poor bright student.

### 4.3 Factors Leading to Gender Inequality

**Table 7: Factors Leading to Gender Inequality**

<b>Factors</b>	<b>Frequency</b>	<b>Percentage</b>
Cultural norms	30	50
Unequal control over resources	20	33.3
Unequal education rights	5	8.3
Unequal rights to decision making	5	8.3
<b>Total</b>	<b>60</b>	<b>100</b>

#### **Field findings 2017**

On the factors leading to gender inequality in Bududa sub-county, 30(50%) of the respondents reported cultural norms as one of the factors, 20(33.3%) reported unequal control over resources, 5(8.3) reported unequal education rights and unequal rights to decision making. The respondents informed that cultural norms and customs limit girl's education that girls are not supposed to be educated because after being educated they get married and the salary they get does not benefit the parents but the husband and the family she gets

married to. In addition, the customary laws do not allow women to inherit property when their parents pass-on. It is a taboo for women to inherit property when she is married in a different clan, and those who are divorced are already considered as failures and cursed, therefore, they have no right to say anything in the family or clan meeting. Unequal control of resources was one of the factors reported by the respondents. The respondents argued that their husbands do not allow them to have access to their own toil. "When you grow coffee, maize, millet, Irish potatoes or cotton, you only control it in the garden but after harvesting, the man begins to control all the produce and after selling, you do not see any coin". This is in line with Johnson (2011) who pointed out that, limited control over productive assets is a systemic issue, where inequities in marital status and in property ownership intersect with cultural attitudes and beliefs to create formidable obstacles to change.

(The researcher agree with the respondents and Johnson) that men in Bududa sub-county do not allow women to have access to their own sweat especially when it come to sale of the produce, women only have access to the crops in the garden but when it comes to storing and selling them, men begin to control everything and, after selling some of the products, women even don't receive any appreciation and, as a result, they sometimes end up being bartered if the they demand to know how much the husband had sold coffee or Irish potatoes. Gender inequality is physically practical in Bududa sub-county, for instance parents prefer educating a boy child to a girl child. The tradition has it that girls should be well versed with domestic core responsibility that when they get married, they should not be a shame to their parents. Even girls themselves fear to further their education because they

fear to reach a certain age without getting married or bearing children, as barren women are looked at as cursed.

#### 4.4 Impact of Gender Inequality on Socio economic Development

**Table 8: Showing the Impact of Gender Inequality on socio economic Development**

<b>Impact</b>	<b>Frequency</b>	<b>Percentage</b>
Poverty	25	41.6
Decreased productivity	20	33.3
Low investments and savings	10	16.6
Slow growth rates	5	8.3
<b>Total</b>	<b>60</b>	<b>100</b>

#### **Field findings 2017**

The above findings on the impact of gender inequality on economic growth of Bududa sub-county, 25(41.6%) of the respondents reported poverty, 20(33.3%) reported decreased productivity, 10(16.6%) reported low investment and 5(8.3%) reported slow growth rates.

The respondents gave detailed information that gender inequality has exacerbated abject poverty among the community. Low education status of women has subjected them to low paying jobs or no jobs at all, thereby depending on their husbands who are also earning meager income. Agricultural sector that has been employing 90% of women in Bududa sub-county has severely been affected by unfavorable climate change. One of respondents argued that, "if we women had an opportunity to further our education, we would be able to support our families, unfortunately, even farming that we have been depending on, the seasons have become unpredictable. Sometimes when you expect rain, it is prolonged droughts that come in

and when you expect drought, it is heavy rain with storms and heavy flooding which all destroy crops and you remain helpless". Another respondent reported that, "education may not do much because we have missed, but if our husbands could also allow us to do business; we would also be able to support them. But our husbands are very jealous men, they do not want to see woman counting money, even when you try to open a small restaurant, your customers are said to be your lovers and that they want to mislead you. You end up quarreling every day till you close up the business". Ray (2009) argued that, the economic dependence of women on their husbands and their lack of control over productive resources and assets is the root cause of poverty to women. At the household level, women's limited decision-making is associated with their insecurity of access to productive resources, especially land, and to their being predominantly engaged in the unpaid care economy. While women perform most of the agricultural work, they do not make decisions of what enterprises to get involved in or how the benefits accruing from them are distributed and this causes abject poverty to women.

The respondents also informed that gender inequality has led to low investment, savings and slow economic growth in Bududa sub-county. During interviews, one of the respondents pointed that gender inequality has brought low investments, savings and slow economic growth in this sub-county because women are not development partners, they have low education, they lack information, have no capital for start-up capital. Men struggle single handedly, paying school fees, buying food and other household items. For instance, this year 2017, there is prolonged drought and people are not digging, women and the children have to stay at home and wait for what their father will bring, there is no food and money is very scarce, feeding

the family of eight people is an "economy war". Women should be allowed to engage and actively participate in developmental activities, programmes and in decision making process at household level.

#### 4.5 Strategies to Improve on Gender Inequality

Table 9: Showing the Strategies to improve on Gender inequality

<b>Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Equality in education	25	41.6
Remuneration and benefits	10	16.6
Inclusive decision and policy making	10	16.6
Rights to inheritance	15	25
<b>Total</b>	<b>60</b>	<b>100</b>

#### **Field findings 2017**

On the strategies to combat gender inequality, 25(41.6%) of the respondents reported equality in education, 10(16.6%) reported remuneration and benefits and inclusive decision making. 15(25%) reported rights to inheritance. The respondents informed that one of the better strategies to combat gender inequality in Bududa sub-county is by providing equal education rights to both girls and boys. The respondents argued that, "we parents should treat both boys and girls equally. When it comes to education, all of them should go to good schools right from primary to university. We should encourage our girls to compete favorably with their brother on subjects and courses they undertake at school, without any segregation. For me, I am a woman but I do not support the idea of girl child education because it increases gender discrimination, it is "reverse gender discrimination". Women are not academically weak; they can favorably compete with

their counterparts. What women need is equal opportunity and inclusion".

Another respondent in interviews pointed out that, our husbands should involve us in household decision making process. When my husband makes a decision alone that directly affects me as a woman and he does not involve me, then he is beginning war, he is becoming a terrorist. In addition to that, our cultural customs should give an opportunity for girls to inherit the property of their parent. There are instances whereby the family produced only girls and they are not allowed to inherit all the wealth of their parents. This is not only "coerced deprivation" but "coerced economic suicide". Our cultures are good but we need to harmonize norms and customs which are harmful to the parties.

Muwanga (2003) highlighted that in 1991, the Government of Uganda instituted a policy where girls entering university were given an extra 1.5 points to address the persistent gap in enrolment of women in higher institutions. But one of respondents detested this that it breeds "reversed gender discrimination". (The researcher seems to disagree with the policy of giving an extra 1.5 points to girls entering university, I believe in giving an equal opportunity for all without any "favoritism"). Any family, institution, organization or a nation that operates on the principal of "favoritism" breeds corruption, segregation and discrimination. These are vices which cause chaos, violence and war. There should be socio-economic lazes-fair, thereby bringing in favorable competition, hence qualitative production of goods and services. In this case, quality academic products and human resources that can compete with international standards.



#### **4.6 Conclusion**

The above chapter gives data presentation, analysis and discussion about the objectives under the study. It begins with the presentation of the respondents' demography like age, gender, marital status, and occupation and education background

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusion and recommendations of the study.

#### **5.2 Summary of the findings**

The study set out to investigate the impact of gender inequality on socio economic development of Uganda: case study of Bududa sub-county- Bududa district. The study was guided by the following objectives;

To examine factors that lead to gender inequality in Bududa Sub County, to find out the impact of gender inequality on the socio economic development of Bududa Sub County.

To explore mechanisms to balance gender equality in Bududa Sub County. It used the cross-sectional survey as its research design. Both qualitative and quantitative approaches to data collection were employed. Questionnaires, and interview guides were the research tools used for collecting raw data in the field. The study found out that cultural norms, unequal control over resources, unequal education rights and unequal rights to decision making were among the factors leading to gender inequality in Bududa sub-county and, poverty, decreased productivity, low investment and slow growth rates were the impacts of gender inequality in Bududa sub-county. The study found out that equality in education, remuneration and benefits and inclusive decision making, rights to inheritance were the better strategies for combating gender inequality in Bududa sub-county.

The study concluded that gender inequality in Bududa sub-county is real and very practical; parents prefer educating boys to girls. Girls are considered to be future wives therefore they are prepared for marriage, any education and training should be geared towards preparing them to be good future wives.

On the issue of inheritance, women are not supposed to inherit the property of their deceased parents because even women are been inherited when their husbands pass-on. This situation has led to an increase in the prevalence and escalation of HIV/AIDS and other associated diseases such as gonorrhoea, syphilis, among others.

Women are also considered to be subjects and subordinates to their spouses, they have no voice in decision making and ownership or control over productive resources and this renders them poor. In fact, 90% of women in Bududa sub-county are subjected to abject poverty, they are malnourished, have no access to collateral rights hence they have no access to start-up capital in case they want to begin up any business venture.

### **5.3 Conclusion**

The study concluded that gender inequality in Bududa sub-county is real and very practical; parents prefer educating boys to girls. Girls are considered to be future wives therefore they are prepared for marriage, any education and training should be geared towards preparing them to be good future wives.

This situation has led to an increase in the prevalence and escalation of HIV/AIDS and other associated diseases such as gonorrhoea, syphilis, among others. Women are also considered to be subjects and subordinates to their spouses, they have no voice in decision making and ownership or control over productive resources and this renders them poor. In fact, 90% of women in Bududa sub-county are subjected to abject poverty, they

are malnourished, have no access to collateral rights hence they have no access to start-up capital in case they want to begin up any business venture.

#### **5.4 Recommendation**

The study recommended that;

- The government and local authorities should come in and implement the gender policies of 1991 which stipulates that both women and men should be given equal rights to actively participate in social, economic and political activities, programmes, decision and policy making process.
- The local authorities and cultural leaders should come-p strongly to condemn some of the traditional customs and norms that are harmful to society, especially those that encourage widow inheritance and those that bar women from inheriting the property of their parents.
- Parents should offer equal opportunity to both girls and boys without segregating. Girls should not only be prepared to be good wives, they should be given equal education opportunities by sending them to good schools where their brothers are sent and they should be encouraged to undertake subjects and courses which are summed to be for boys.
- Government and local authorities should formulate and implement capacity-building programmes for women and men senior managers to improve knowledge, skills and attitudes in gender analysis, and gender mainstreaming, gender-responsive research and gender-responsive budgeting.
- Training should be envisaged to build the capacity of women and men in the Public Service to design and deliver gender-responsive policies and programmes. The target audience should

be all public officers, especially those in strategic and operational positions.

- There is need to create awareness of gender issues and it should address the public's needs, but there remains a need to focus internally. For example, there is a need to identify and develop talented potential senior women. Sensitization of recruiting managers and human resources staff should support a broad dissemination of the Gender Mainstreaming Guidelines.

### **5.5 Areas for Further Research**

- The relationship between gender equality and socio-economic development.
- The impact of gender mainstreaming on socio-economic development
- The impact of gender activism on family stability

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*Uganda's Recover Uganda's Recovery (1996) The Role of Farms, Firms and Government*, World Bank: Washington D.C. **Appendix A:**

#### **QUESTIONNAIRE FOR KEY INFORMANTS**

**Dear Respondent,**

I Watamba Fredrick, a student of Uganda Martyrs University, pursuing Bachelors Degree in Ethics and Development Studies,

Is undertaking a research study on the impact of gender imbalance on socio-economic Development. A case study OF Bududa Sub-county, Bududa district. This research study is a requirement for partial fulfillment for the award of a Bachelors degree in Ethics and Development Studies.

You have been identified as a resourceful person in this study and all the information you will provide herein, is purely for academic purposes only and all responses will be treated with utmost confidentiality.

I look forward to your cooperation

**Instructions**

You are kindly requested to be sincere to make the research study a success

Tick in the space provided



**SECTION A**

**1.0 Demographic information of the respondents**

**1.1 Age category**

<b>1</b>	26-30	
<b>2</b>	31-35	
<b>3</b>	36-40	
<b>4</b>	41-45	
<b>5</b>	46-50	

**1.2 Sex**

<b>1</b>	<b>Male</b>	
<b>2</b>	<b>Female</b>	

**1.3 Marital Status**

<b>1</b>	Single	
<b>2</b>	Married	
<b>3</b>	Divorced	
<b>4</b>	Widow/widower	

**1.4 Education background**

<b>1</b>	Certificate	
<b>2</b>	Diploma	
<b>3</b>	Bachelors Degree	

4	Masters Degree	
---	----------------	--

**1.5 Occupation**

1	Peasant	
2	Farmer	
3	Civil Servants	
4	Business person	

**SECTION B**

**For each of the questions below, give as much information as you can**

**2.0 Factors leading to Gender inequality**

2.1 What is "gender inequality"?

.....  
 .....

2.2 Do people in your community understand the meaning of gender inequality?

.....  
 .....

2.3 What are the causes of gender inequality in your community?

.....  
 .....

2.4 Explain each of the causes?

.....  
 .....

**3.0 Impact of gender inequality on growth**

3.1 What is the impact of gender inequality on socio economic development in your community?

.....  
.....

3.2 How have the above impact of gender inequality affected the socio-economic development of your community?

.....  
.....

3.3 How have your community tried to solve the above problems of gender inequality?

.....  
.....

3.4 What measures have the local authorities and the government put in place to combat the problem of gender inequality in your community?

3.4(A) Local authorities

.....  
.....

3.4 (B) Government authorities

.....  
.....

3.5 In your opinion, what could be the best measures of combating the problem of gender inequality in your community?

.....  
.....

3.6 Any other comment about gender inequality in your community?

.....  
.....

THANK YOU.

## **Appendix B: INTERVIEW GUIDE FOR MEN AND WOMEN**

1. What is your understanding of gender inequality?
2. How does your community perceive gender inequality?
3. What are the causes of gender inequality in your community?
4. What problems caused by gender inequality in your community?
6. How has gender inequality affected you as an individual?
7. What effect does gender inequality have on your community?
8. How has gender inequality affected the socio-economic activities of your community?
9. How has gender inequality affected the growth of your community?
10. What remedies does your community have to problems caused by gender inequality?
11. What remedies does the government have to gender inequality in your community?
12. What are the better measures to the problem of gender inequality in your community?
13. Any other comment about gender inequality in your community?

### **Appendix C: INTERVIEW GUIDE FOR WOMEN**

1. What is your understanding of gender inequality?
2. How does your community perceive gender inequality?
3. What are the some of the cases of gender inequality in your community?
4. What causes gender inequality in your community?
5. What problems caused by gender inequality in your community?
6. How has gender inequality affected you as an individual?
7. What effect does gender inequality have on your community?
8. How has gender inequality affected the socio-economic activities of your community?
9. How has gender inequality affected the growth of your community?
10. What remedies does your community have to problems caused by gender inequality?
11. What remedies does the government have to gender inequality in your community?
12. What are the better measures to the problem of gender inequality in your community?
13. Any other comment about gender inequality in your community?