

**GENDER ROLE IN RWANDA: EXPLORATION OF SOCIALISATION PRACTICES
AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.
THE CASE STUDY OF KICUKIRO DISTRICT.**

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UNIVERSITY *of*
RWANDA

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A DISSERTATION SUBMITTED TO THE CENTER FOR GENDER STUDIES,
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SOCIAL SCIENCES IN GENDER AND DEVELOPMENT.

UNIVERSITY OF RWANDA

Supervisor: TUSIIME Michael, PhD

Kigali, September 2020

DECLARATION AND COPYRIGHT

I declare that this dissertation entitled “Gender role in Rwanda: Exploration of Socialization practices and Engagement of Boys in Household Chores”. A case study of Kicukiro District (Nyarugunga Sector) is my unique Dissertation, except where specifically acknowledged, and to the best of my knowledge, it has not been done before.

I declare that I have used the anti-plagiarism checker

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Students’ name: Beatrice MUKAZI

The undersigned declares that he has read and hereby recommends for the acceptance by the University of Rwanda, the dissertation entitled: “Gender role in Rwanda: Exploration of Socialization practices and Engagement of Boys in Household Chores”. A case study of Kicukiro District (Nyarugunga Sector), in fulfillment of the requirement for the degree of Masters of Social Sciences in Gender and Development from College of Arts and Social Sciences.

Signature:

Supervisor’ name: TUSIIME Michael, PhD

Date: _____

DEDICATION

This work is dedicated:

To my beloved parents, who gave me the adequate basis of my life.

To my husband, MURENZI Jean Pierre, who has encouraged me to complete my studies in Gender and Development.

To my children: Sheila Christiane MURENZI, MUGISHA Christian MURENZI, and NGABO Christin MURENZI who have encouraged me to finalize my Masters' Studies.

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Thank you God for the wisdom you gave me to complete this study; thank you all lecturers of University of Rwanda for your support, specifically Dr. TUSIIME Michael for your advice, guidance and support as my direct supervisor.

ABSTRACT

The study is Gender role in Rwanda: an exploration of socialization practices toward engagement of boys in household chores. Household chores are often considered as a secondary issue while they are a key driver of domestic injustice and gender inequality and often a source of family conflicts. It could not continue to be a burden to women and girls. In the Rwandan context, males are rendered breadwinners while females are considered caregivers. Even in a context of children's decreasing availability to care for parents, male spouses assume the required caregiving role is a reservation for females. However, the government of Rwanda has committed to fight against all forms of discrimination against women and girls, and promote gender equality. To this, it is important to explore the socialization practices in the engagement of boys in household chores and propose solutions to its challenges so that boys and men grow into being supportive to women and girls in performing important house roles that are traditionally reserved for women.

Specifically, this study has been undertaken in order to analyse socialization practices regarding engagement of boys in household chores; to analyse the perceptions of key agents of socialization i.e. parents, teachers, boys and girls and local authorities on engagement of boys in household chores; to identify challenges affecting parents and teachers in engagement of boys in household chores.

The study employed both qualitative and quantitative research method with a case study of Nyarugunga Sector, Kicukiro District in the Republic of Rwanda. The purposive sampling was used to determine respondents. Interview guide and focus group discussion were used to collect data from 62 respondents composed with parents, teachers, students and sectors officers.

The study findings revealed that household chores still traditionally socialized as reserved to female. But, teachers and parents' perception agree that the engagement of boys in household chores contributes to fights against discrimination based on gender, to prevent domestic injustice and gender based violence in their future family, to change gender role expectations and promotes gender equality. They agreed to some challenges as negligence, misunderstanding of gender equality, lack of parental modelling, and guidance, and lack of specific education program to boys' education.

The study recommended to design boys' education programs at school and to change socialization practices so that boys can be engaged in household chores by considering gender equality and to the parents to focus more on guidance and role modeling. The researcher concluded that respondents appreciate socialization of gender role in engagement of boys in household chores and this aspect highlights that the more the population get sensitized on equal engagement of both gender, female and male, in household chores, the greater the lack of parity in performing them can be eradicated.

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LIST OF ACRONYMS AND ABBREVIATIONS

EECA: Eastern Europe and Central Asia region

FAWE: The Forum for African Women Educationalists

FC : Family Conflict

FGD: Focus Group Discussion

GBV: Gender-Based Violence

GMO: Gender Monitoring Office

HIC: High Income Countries

LMIC: Low and Middle Income Countries

MIGEPROF: Ministry of Gender and Family Promotion

MINEDUC: Ministry of Education

NCC: National Commission for Children

NGSR: National Gender Statistical Report

NISR: National Institute of Statistics of Rwanda

SPSS: Statistical Package for Social Sciences

UK: United Kingdom

USA: United States of America

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations' Children's Fund

WC: Work Conflict

WFC: Work-Family Conflict

WHO: World Health Organization

CHAPTER ONE: GENERAL INTRODUCTION

1.1. INTRODUCTION

This study aims at exploring gender role in Rwanda towards socialization practices and engagement of boys in household chores in order to ensure its effectiveness. The national gender policy considers the involvement of men in addressing gender inequalities (MIGEPROF, 2010). In addition according to article 209 of Law N°32/2016 of 28/08/2016 Governing Persons And Family; management of the household spouses jointly provide management of the household including moral and material support to the household as well as its maintenance (Republic of Rwanda, 2016). However, the problem of gender inequality persists in Rwanda and the later has its roots causes in socialization practices.

In ancient Rwandan society system, the man was measured the main decision-maker, while women and girls were only caretakers within the home, in charge for all aspects of domestic works (Adekunle, 2010). Those practices were changed progressively because the Government of Rwanda has emphasized on gender equality through so many policies and other related tools including the Convention on the Elimination of Discrimination against Women (CEDAW) ratified by the Rwandan Presidential Decree Number 431 / 16 of November 10th 1981 and since then, regularly monitored. (Women, U., 2009). It is in the same angle that Rwanda has established the Gender Monitoring Office (GMO).

However, gender role continue to divide males and females whereby most household chores are still reserved for females. According to National Institute of Statistics of Rwanda report ((NISR), 2016) on the adherence to some activities, including household chores by sex, it is shown that females still spend more time in house works than males. Therefore, it is of great importance to involve boys in household chores in order to end women overload.

This part comprises the study background, the research problem, the objectives of the study, the research questions, the significance of the study, scope of the study, limitations of the study, and finally the conclusion of the chapter.

1.2. RESEARCH BACKGROUND

Through gender socialization in many societies, boys and girls are directly and indirectly told that they are different not only biological, but also from social expectations. Therefore, boys and girls should perform and assume different roles in the family (Cheianu, 2012). There is a well-defined division of labour and roles between males and females in many societies around the world. Males are usually specialized in outdoor works including hunting agriculture, fishing forestry, and construction whereas females are focusing more on domestic jobs like bearing children, breast-feeding them, cooking, cleaning, managing and gardening vegetables, growing small animals like chicken and rabbits. These roles assigned by culture seem so natural that are tempted to believe that “that is how it is supposed to be” (Helgeson, 2009).

Traditional and cultural norms render specific gender role to male and female whereby breadwinner roles are exclusive for men as they are the decision makers in the family and have the sole purpose of working towards sustaining the family, whereas women are solely meant to be caregivers to husbands and children at home, which does not allow them to do any work outside home. Generally, the phenomenon is not only seen in Rwanda, because in many countries males are seen and considered as breadwinners while females are seen and considered as caregivers (Pilcher & Whelehan, 2004). Socialization practices of various countries of the world do not engage boys and girls at the same level in household chores where girls are still being the main actor. This has been confirmed by the research on “Harnessing the Power of Data for Girls: Taking Stock and Looking Ahead to 2030”, released by UNICEF ahead of the International Day of the Girl Child on October 11, found out that girls still do more household chores compared to boys (UNICEF, 2016).

1.2.1. Socialization practices of gender role, perception of key agents and challenges towards engagement of boys in household chores in western countries

The study carried out by Scott Coltrane in USA revealed that different socialization comes in family. It was evidenced that there is gender disparities between girls and boys. In general girls are still treated as if they are outweighed by boys in all dimensions (Scott Coltrane, 2005) boys are given more privileges compared to girls.

Boys are more independent than girls; boys don't perform domestic chores because when they do so, they are unvalued and then are considered to be feminine. Similarly, data from Eastern Europe and Central Asia region (EECA) show females are still more burdened by household chores than males, spending an average of three more hours on household chores per day, even though they work only 1.5 hours fewer in the paid workplace (UNCEF 2013). In addition, the research in UK revealed that the teenage boys and girls involved in family works equally; but are oriented in diverse works (Abby Hardgrove, 2014). Girls are oriented in household chores while boys are oriented in outside works.

1.2.2. Socialization practices of gender role, perception of key agents and engagement of boys in household chores in African countries

Due to African socio-cultural tradition; in many African societies, care work is highly gendered, with women and girls usually considered to be the primary caretakers due to their assumed "natural" roles as "nurturers" (Evans, 2010). As articulated Akanle and Ejiade (2012) in Africa men are traditionally seen as very domineering and never to be involved in family support giving beyond financial provision due to African patriarchy that favours. Chores are thus female remit. As continue to argue Akanle and Ejiade (2012) within the construct of patriarchy beliefs by tradition, men are domestic/family war lords and gladiators who never participate in family life other than to be served by their wives and children thereby propelling common population indicators of women as housekeepers/home minders and tenders. Webbink (2013) said that girls are extra expected than boys to involve in indoors works and double the fraction of girls than boys' work more than 28 hours per week doing household chores. This low engagement of boys in household chores in Africa is linked to soci-cultural norms as Adesina, J.O. (2013) revealed that gender and domestic chores' role play are strongly influenced by history and socio-cultural systems.

Statistical data of gender socialization and engagement of boys in household chores are eloquent in South Africa in regard with gender socialization and household chores. A research realized by Rachel Bray (2003) a very high proportion of children (boys) are engaged in the wider employment market, and a very low proportion doing household chores. While in Uganda, half of the population reports that, in practice, girls are still performing more housework (Evans R. , 2013).

1.2.3. Socialization practices of gender role, perception of key agents and challenges towards engagement of boys in household chores in Rwanda

Rwandan society is characterised by a patriarchal social structure that underlies the unequal social power relations between men and women, boys and girls. This has translated into men's dominance and women's subordination. Gender inequalities have not been seen as unjust, but as respected social normality (MIGEPROF: 2010).

The Rwandan traditional society task division was based on gender where boys and girls were socialized to become males and females in line with societal norms. Boys and girls were taught to perform tasks based on their expected gender role. According to Ibeshaho (2018) the characteristic of Rwanda traditional culture boys were trained on men expectations in itorero and girls on women expectations in urubohero. Itorero taught boys works that are different to those of girls like loving their country while girls were taught some other household chores like weaving mats in urubohero. But normally on a daily basis, boys over five years in traditional Rwanda, used to follow their fathers and sit with them to learn from their daily men activities. Girls also did so to learn primary duties of women. These show the socialization practices of gender role which are different and perpetuate the inequality in domestic roles. This unequal engagement between females and males in household chores in Rwanda is shown in table 1.

Table 1: Adherence to some activities, including household works by sex

S/N	Indicator	Females	Males
1	Economic activities (%)	51.7	48.3
2	Labour force participation rate for persons aged 16 + (%)	87.7	87.2
3	Labour force participation rate for persons aged between 15 and 24 (%)	48.6	48.2
4	Looking after family/home (%)	9.7	3.2
5	No work available/future starters and discouraged seekers (%)	5	1.3
6	Contributing family workers (%)	12.4	5.9
7	Hours spent on paid and unpaid domestic work combined per week (total work burden) (hours)	53	43
8	Hours spent on unpaid domestic work per week (hours)	21	8
9	Whole hours spent in domestic work per week (hours)	35	25
10	Private works, informal non-farm (%)	60	42
11	Private formal works (%)	45	50
12	Public sector (%)	44	48
13	Unpaid non-farm and others (%)	36	35
14	Hours spent in cooking (hours)	10	3
15	Other household chores (hours)	3	2
16	Water fetching and going to the market (hours)	2	2
17	Households classified as poor sex of head of household (%)	43.8	36.9
18	Foraging and firewood (hours)	3	2
19	Households classified as extremely poor of heads of households (%)	19.5	14.6

Source: NISR - National Gender Statistics Report, 2016.

The National Institute of Statistics of Rwanda report (2016) reflected the adherence to some activities by sex, including household chores, it is clear that the average number of hours spent on paid and unpaid domestic work combined per week (total work burden), women use 53 hours while men use 43 hours. The normal number of hours spent on unpaid domestic work per week, women use 21 hours and men use only 8 hours. In addition, the report shows that women spend 9.7 hours per week looking after children while men spend only 3.2 hours.

Women spend 10 hours in cooking for the family, while men can spend only 3 hours. In other household chores, women spend 3 hours and men can spend maximum 2 hours. When it comes to water fetching and firewood foraging, women spend 3 hours whereas men spend 2 hours. Overall, the whole hours spent in domestic chores, females use 35 hours while men use 25 hours (NISR, 2016).

These figures show that they are still traditional socialization practices and gender stereotypes that still dominate our society; consequently, they reinforce gender inequality when it comes to distribution and sharing household chores. Household chores (unpaid work) are often considered a secondary issue, but it's one of the key drivers of women's inequality.

Rwanda as cited by UNICEF (2016) is among the three African countries that have uppermost occurrence of participation in household chores, more than half of the girls aged five to 14 spend at least 14 hours per week, or at least two hours per day, on household chores (Somalia 64%, Ethiopia 56% and Rwanda 48%). Although, these three countries are said to be the ones in which gender equality has best record.

Even if the progress has made in gender equality through females' empowerment which resulted into a big number of women and girls performing paid works in different governmental and non-governmental organizations including parliament and cabinet (GMO, 2019) which previously considered to be boys and men's duty, females still facing the workload of household chores. This failure to adherence of boys and men to household chores is due to the weaknesses of socialization practices.

1.3. PROBLEM STATEMENT

According to Crespi (2004), the way we are, behave and think is the final product of socialization. Since the moment we are born, we are being moulded into the being the society wants us to be. Bornstein (2016) in his research entitled Girls' and boys' labor and homeworks in developing countries found that household chores like cooking, washing cloths and caring for kids are unpaid work that ar performed in around 28 hours per week. The thirteen countries sampled boys perform less jobs comparing to girls.

In Rwanda, as well as in almost many countries in the world, gender role were learned differently by boys and girls through socialization practices. The tasks-division was based on gender whereby boys and girls were socialized to become men and women respectively in line with societal norms. So, boys and girls were taught to perform tasks according to their expected gender role and in Rwanda tradition society, the role of women was caregiver and men breadwinner.

In recent decades, wide-ranging transformation has started that impacted a lot on traditional gender role, and women started taking jobs reserved so far to men and that is observed in different societal domains almost.

Thanks to the Rwandan Constitution of June 2003 revised in 2015 and other policies there is a higher level of representation of women. This resulted into women empowerment and engagement almost in all domains of activities. Meanwhile women empowerment concepts have resulted into a big number of women performing wage-earning activities, with the latter previously considered men's duty, however, there was no change on the side of men who continued to consider household chores as women's work (NISR, 2016).

In Rwanda today, women seem to exercise double role; being at the same time breadwinners and caregivers. Meeting job requirements, family obligations, especially household chores and personal needs present a serious problem for many women. They claim to be continuously tired and stressed, because they are overloaded. For instance, in many cases when the wife and the husband are both employed and all coming back home tired, the wife continues with the household chores, whereas the husband is relaxing watching TV or goes to join colleagues and friends and share some drinks. Again, when the husband is unemployed and he may sit and wait the wife to do the household chores, because he considers those works not appropriate for him.

As gender norms and roles are learnt from childhood and that those boys who saw their own fathers isolating from household chores are much more likely to do so when they, too, became adults. Thus, lack or low level of engagement of boys in household chores is an obstacle to gender equality that Rwanda is committed to realize. If we fail to engage boys in household chores at an early age, there is a risk of continuing to experience gender inequality, domestic injustice and therefore family conflicts. It is in that regard that the researcher would like to explore current socialization practices and engagement of boys in household chores, perception of key agents of socialization practices in engagement of boys in household chores, and challenges encountered by key agents (parents and teachers) of socialization practices in engagement of boys in household chores. This research was conducted in Nyarugunga Sector, Kicukiro District, Kigali City in Rwanda.

1.4. RESEARCH OBJECTIVE(S)

The general objective of this study is to explore socialization practices towards engagement of boys in household chores in Rwanda. The specific objectives are:

- i. To identify socialization practices that determine gender role regarding household chores;
- ii. To analyze the perceptions of key agents of socialization (parents, teachers, students, etc.) regarding the engagement of boys in household chores;
- iii. To highlight the challenges that parents and teachers face in educating boys for engagement in household chores;

1.5. RESEARCH QUESTION(S)

- i. What are the socialization practices that determine gender role regarding engagement of boys in household chores?
- ii. How do parents, teachers and students perceive socialization practices regarding engagement of boys in household chores?
- iii. What are the challenges that parents and teachers encounter in the socialization practices in engagement of boys in household chores?

1.6. SCOPE AND LIMITATIONS OF THE STUDY

The content of this study is to explore socialization practices towards engagement of boys in household chores. Geographically, the research has been conducted in Nyarugunga Sector, Kicukiro District, in Kigali City within the Republic of Rwanda. The choice of geographical scope was motivated by the fact that the researcher found all facilities to conduct her study in the mentioned area. This study covered the period of the five years, which is from 2015 to 2020. Since 2015 the Rwandan constitution of 4th June 2003 was revised to ensure equal rights between males and females and ensuring their complementarities in the national development. The year 2020 corresponds with the year in which primary data was gathered. Therefore, with this narrow scope, the findings of this case study are far from being generalised.

1.7. SIGNIFICANCE OF THE STUDY

Considering the experience of the researcher as a parent in engagement of boys and girls in household chores such as cooking, washing dishes, moping, sweeping, etc and its success for sexes in doing these activities the research felt the need to conduct a research for exploring socialization practices toward engagement of boys in household chores.

This study helped the researcher to accumulate practical knowledge and competent skills in the area of study. Undertaking this study helped the researcher to know better the gaps that still exist to achieve gender equality that society wants, the weakness that exists today in socialization practices of gender role. This study is undertaken to fulfil one of the requirements of the Center for Gender Studies, College of Arts and Social Sciences, University of Rwanda, which requires the students to do scientific research in order to be awarded with Masters' Degree.

Academically, this study will be the reference for future researchers in the domain. Socially, the study findings will help the teachers, parents, boys and girls to change their mind-sets with regard to household chores. Finally, the study findings and recommendations will help the government, institutions, civil society organizations, scholars and Rwandans at large interested or who intervene in promoting gender equality strategies in order to socialize and engage men and boys in household chores.

1.8. DEFINITION OF KEY CONCEPTS

Though a concept can have different understandings, the definitions that are given here will be the ones that would be understood in the context of this study.

Gender role: Gender refers to the roles, behaviours, activities, attributes and opportunities that any society considers appropriate for girls and boys, women and men. (WHO, 2020). Gender interacts with, but is different from, the binary categories of biological sex.

Breadwinner: This refers to the member of a family who earns the money that the family needs. Men are often expected to be the breadwinner in a family (Cambridge, 2020).

A breadwinner is the person in a household who brings in the lion's share of income and thus supports the family financially.

Caregiver: Is someone who is responsible for looking after another person, for example, a person who has a disability, or is ill or very young. It is nearly always women who are the primary care givers (Collins, 2020).

Socialization practices: In sociology, as said by Marcionis, (2003) socialization is the process of internalizing the norms and ideology of society. Socialization encompasses both learning and teaching and is thus "the means by which social and cultural continuity are attained".

Socialization is the process through which children learn about the social expectations, attitudes and behaviours typically associated with boys and girls (Leaper, 2014).

According to Blodgett, (2019) gender socialization is defined as a process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions. So, Socialization practices are designed to prepare children for the dominant adult roles and opportunities that are available in a given cultural community.

According to (Hill, 1983), socialization of gender role is the process of teaching/learning on being a boy or girl begins early and continue as children develop. It includes teaching girls to be prepared for the roles of wife and mother and training boys to bear the roles of supplier and guardian.

Agents of socialization: According to Lumen (2020) they are 4 main agents of socialization which are groups, schools, media and families. Again he continued saying that they are other minor agents like churches and place of work.

The process of Socialization of gender role involves various actors such as family, parents, schools, and media and community institutions (Leaper, 2014).

Engagement of boys: A boy is defined by Webster dictionary as a male child from birth to adulthood. Engagement of boys' concern different effort made in the area of gender to involve boys in different practices of socialization of gender role in order to be a part of this programs or policy (Akanle, 2012).

Household chores: Tasks such as cleaning, washing and others that have to be done regularly at home (Cambridge, 2020). In the same context, Collins English Dictionary (Collins, 2020) defines it as works like washing cloths, cleaning, cooking and so on that are done frequently at home.

For this study, household chores refer to any housework performed at the family level not paid involving children both male and female.

1.9. CONCLUSION OF THE CHAPTER

This chapter briefly indicates the general orientation of the study. It elaborates the overview of the background and the statement of research problem, the objectives and questions of the study. This is followed by describing the scope, significance and the definition of key concepts.

This research in general comprises general introduction to the study in chapter one, review of related literature in chapter, research methodology in chapter three, presentation, analysis and intepreion of findings in chapter four, and then the conclusion and recommendations in chapter five.

CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

This chapter includes the theoretical literature, the empirical review, the theoretical framework, and the conceptual framework that this research is based on. It discussed literature review about socialization practices regarding engagement of boys in household chores; the perceptions of key agents of socialization such as parents, teachers, peers and local authorities on engagement of boys in the household chores and the challenges faced by parents and teacher in educating boys for engagement in household chores.

It highlights the views and interventions of different scholars on socialization practices towards engagement of boys in household chores.

2.2. THEORETICAL REVIEW

According to Dawson et al., (1991: 438) a theory is a set of propositions, derived from and supported by established evidence, which serves to explain a group of phenomena”

In this part, the researcher was focused on gender role theory, imprecise theories and theory of engagement of children in doing household chores.

2.2.1. Gender social role theory

A theory developed by Alice H. Eagly (1999) explains that boys and girls learn to perform one’s biologically assigned gender through particular behaviors and attitudes. Gender role theory emphasizes the environmental causes of gender role and the impact of socialization, or the process of transferring norms, values, beliefs, and behaviors to group members, in learning how to behave as a male or a female.

Gender social role theory proposes that the social structure is the underlying force in distinguishing genders and that sex-differentiated behavior is driven by the division of work between two sexes within a society. The division of labor creates gender role, which in turn, lead to gendered social behavior (Carter, 2014)

Gender-typed expectations may occur regarding personality traits (e.g., “boys are aggressive”), abilities (e.g., “girls are good at reading”), activities, and roles (e.g., “men are scientists”). As gender equality has increased in many cultures during the last several

decades, there has been a corresponding increase in adults' endorsement of gender-egalitarian attitudes. There is now more variation among parents with some holding traditional expectations and some expressing egalitarian expectations for their daughters and sons (Blodgett, 2019).

Also, some parents may support egalitarian views about some domains (e.g., occupations) but remain more traditional about other domains (e.g., family roles). Finally, parents (especially fathers) tend to be more rigid in their expectations for sons than daughters (Bailey, 1991). This gender social role theory is relevant to this research about exploring socialization of gender role practices as it considers the environmental causes of gender role and the impact of socialization, or the process of transferring norms, values, beliefs, and behaviors variables to group members, in learning how to behave as a male or a female.

2.2.2. Implicit gender role theories

A key assumption in implicit gender role theories is whether a given feature or domain is fixed (*entity theory*) or malleable (*incremental theory*). Applied to gender role, individuals who subscribe to a fixed theory believe certain attributes or tasks are intrinsically linked to gender. That is to say, the role of caretaker cannot be disentangled from the female gender. Men might take on this role, but at its core it will always be a woman's role. Those with a more incremental theory of gender role, in contrast, see them as pliable: these roles and behaviors are linked more to specific actions and circumstances than to a fixed relationship with gender (Blackwell, Trzesniewski, & Dweck, 2007). Entity theorists attempt to discredit the information to maintain their most basic beliefs that people cannot change, while incremental theorists protect the view that people can change (Plaks, Grant, and dweck, 2005).

Implicit theories guide social perception. For instance, individuals with entity theories of personality tend to perceive more consistency in people's personal attributes over time than those with more incremental theories of personality (Chiu, Hong, and Dweck, 1997).

It proposes that holding the belief that social roles are permanently fixed to gender will have predictable effects on gender-relevant attitudes and beliefs over and above beliefs about biological origins of gender differences (Prentice and Miller, 2006).

Fixed Gender role System justification reflects a fundamental motive to see the current system that is, laws, social structures, and societal norms as good, fair, and right, (Jost and Banaji, 1994). Entity theorists may be especially motivated to defend the fairness of the current gender system and to justify gender inequality. In addition to supporting the gender system at the societal level, entity theorists may be more likely to hold beliefs about group differences for men and women. They reinforce beliefs that the current system is fair and that any inequality is an inevitable consequence of inherent differences in the value of men and women's social roles, thus sustaining the status quo. In addition to affecting attitudes about gender role, implicit gender role theories might also influence self-perception, in line with the tendency to change oneself to fit into a world perceived to be static and unchangeable (Morling and Evered, 2006).

Both dominant and subordinate group members contribute to the maintenance of the system, but the circumstances under which they do so vary. Subordinate group members tend to justify a system that disadvantages them because of feelings of powerlessness or when the advantages of the system are highlighted (Jost, 2011) whereas dominant group members are motivated to defend the status quo when it is threatened with change (Ellemers, Van Knippenberg and Wilke, 1990). According to Kray and Haselhuhn (2012) fixed gender role may trigger men's efforts to assure their gender status by strengthening their identification with the male gender group. In turn, men may come to see that their privileged position in the system is fair and just. In this way, men's system justification after adopting a fixed gender role theory may reflect egocentrically biased reasoning.

Implicit theories provide a lens through which the self and the social world are perceived by instilling the belief that gender role can change and are in fact changing, men and women are better positioned to set aside their differences to promote gender equality. These theories are very crucial for this study on exploration of socialization practices and engagement of boys in household chores.

Gender role is not fixed but may change when parents, teachers and peers provide non discriminatory guidance throughout gender role socialization practices focusing on household chores.

2.2.3. Theory of engagement of children in doing chores

This theory developed by Cheianu (2012) has shown different levels verified in order to help children doing house works. Give young children simple tasks, choose age-appropriate chores, use chore calendars & reward systems, consider the timing of chores for kids, include all family members in chores, recognize a job well done, involve children in the decision-making process, and try to have fun as explained below.

- **Give young children simple tasks:** Children as still young too can be given household chores, such as helping take clothes out of the dryer, putting their clothes away, cleaning up after a meal by throwing away the paper napkins or wiping tables or counters, carrying a knapsack from the car into child care, or turning off lights at bedtime. Keep expectations truthful when children are very young or chores are new: the goal is establishing the repetitive and teaching kids' responsibilities, rather than how clean the table is or how effortlessly folded his clothes are.
- **Choose age-appropriate chores:** Establish that chores are based on developmental levels: older children should be expected to do more. These chores can include some that take a little longer, require more effort, and are more complex: setting or clearing off the dinner table, sorting or folding the laundry, washing the dishes, sweeping the kitchen, or taking out the garbage.
- **Use chore calendars & reward systems:** Calendars and chore charts are not only good organizational systems, but can also be used for to help reinforce language and math skills for children.
- **Consider the timing of chores for kids:** Assign or schedule chores for a time that work best for your child. Right after school or closely before bed when kids need some down time may not be the best times for chores.
- **Include all family members in chores:** Diminish conflict and resistance by making it clear to all family members that "everyone has to pitch in." It is also reasonable to assert that you work hard outside of the home as part of your own effort.
- **Recognize a job well done:** Find a good balance between praise and recognition of the effort children make to complete household chores. Chores are part of living and should be considered part of the family contribution rather than a task that calls for effusive

praise. A simple "great work getting your chores done on time" recognizes your child's effort. Likewise, allowances for chores as a means of sharing the family income for "all the work we do" can be a good way to recognize efforts and teach them about money.

- **Involve children in the decision-making process:** Listen and give clear choices about tasks. Ask, "What chores are you interested in doing? Would you prefer to clear the table or put the dishes in the dishwasher?" But remember: you are "your children's boss" and it's okay to assign household chores that they may not want to do.
- **Try to have fun:** Family chores can be fun for children. Laundry can involve games such as sorting, matching, and tossing socks in the basket. Listening to music can add some life to chores - a little song and dance can become a part of doing chores together. This theory is matching with this study because it considers and treats both sexes equally; it suggests ways of helping all children doing chores.

The theory of engagement of children in doing chores fits exactly with what has been emphasized on during this study as it shows the steps through which boys can be engaged in household chores either by themselves or by their parents and /or relatives. For example boys' recognition after cooking and cleaning activities as a fan may help to engage themselves in household chores.

2.3. EMPIRICAL REVIEW

This part is about the past practical researches of other researchers that are related to engagement of boys in household chores. It is about the analysis of different scholars on socialization practices, the perceptions of agents of socialization practices and challenges faced by parents and teachers towards engagement of boys in household chores.

2.3.1. Literature on Socialization practices and engagement of boys in household chores

According to McHale, Whiteman, & Crouter (2003) socialization begins within the context of the family. In developmental psychology socialization refers to social experiences needed by humans to learn their culture and to survive as attested by (Marcionis, 2003).

The Encyclopedia of language and linguistics produced by Jakob (2006) on its side states that socialization basically represents the whole process of learning throughout the life

course and is a central influence on the behavior, beliefs, and actions of adults as well as of children.

In today's society, children tend to be taught the differences between girls and boys. This phenomenon assimilates in their daily lives with the encouragement of socialization agents who include parents, peers, school teachers and the media. Young girls learn that they are supposed to like dolls, make dolls whereas boys involve in footballs, cars out of pieces of wood, guns out of sticks etc. Throughout different kinds of direction from some of the above stated external influences, agents of socialization, children usually experience socialization of gender role (R.Porter, 1988).

During children's development, from childhood to adolescence, there are a multiplicity of factors that they are opened to, that significantly influence and affect their attitudes and behavior towards gender role. Usually the background of a child's parents or guardians is one of the most influential of all. These factors include though not limited to religion, family, culture, etc. (Kulik, 2002).

Gender role are primarily educated at home and shortly emphasized by a child's peers, the school, and the media. In that view, they are built and maintained by these agents of socialization, with the most significant and active influence being the family, who pass on the roles both clearly and clandestinely (Witt, 2000). In African countries, while parents put gender parity as an objective, still gender inequality persists. For example, boys are given works that require much efforts and strength while girls perform those that require carefulness. It was seen that fathers are firmer in their outlook for gender conventionality comparing to mothers, and their prospect are stronger for sons compared to they are for daughters (Lumen, 2020). Consequently, boys tend to be chiefly attuned to their father's disapproval when engagement in an activity that might be considered feminine, like dancing or singing (Scott Coltrane, 2005).

For this study, engagement of boys' concerns creating the climate of interesting boys to engage in all household tasks without being hindered by cultural barriers but by considering the general interests of the society in general and the family in particular.

Carter (2014) states that engagement of men and boys often requires first coming jointly to think on gender relations and aims men/boys face [masculinities] and taking action for transforming domineering gender norms and promoting gender parity.

As a result, girls surrender important opportunities to learn, grow, and just enjoy their early days. This unequal distribution of labor among children also perpetuates gender stereotypes and the double-burden on women and girls across generations.” The report notes that girls’ work is less noticeable and often undervalued. Too often adult responsibilities such as caring for family members, including other children, are compulsory on girls. Time spent on chores limits a girl’s time to play, socialize with friends, study and be a child. In some countries, collecting firewood and water puts girls at risk of sexual violence (Bornstein, 2016).

UNICEF (2016) indicates that the unequal load of domestic work begins early, with girls between 5 and 9 years old spending 30 per cent more time, or 40 million more hours a day, on household chores than boys with their age. The inequalities grow as girls get older, with 10 to 14 year olds spending 50 per cent more time, or 120 million more hours each day. “The overload of unpaid household work begins in early childhood and intensifies as girls’ reach adolescence,” said UNICEF’s Principal Gender Advisor Anju Malhotra.

2.3.2. The perceptions of key agents of socialization and engagement of boys in household chores

This part focusses on different data about perceptions of key agents of socialization such as parents, teachers, and students.

2.3.2.1. Perceptions of Parents

Many researches about parents’ perceptions on gender socialization have been focusing on the parents’ active direction of children’s gendered behavior. According to McHale, Whiteman, & Crouter, (2003) recommendation, there is great significance which is evident during the inactive education experience that children imitate their parents’ ways of life.

When we focus on the modeling opinion of the social-learning theories, there is an opportunity to presuppose that a child’s experience of a non-gendered, non-traditional and parental affiliation could result in a less gender-stereotyped child than a child’s experience of a gendered, traditional parental relationship.

Therefore, to continue, it can be found that the more gender parity the parental relationship is, represented by the nature and division of household chores, childcare, employment, decision-making power, and gender-role attitudes, the more gender-equality the children within the family was (McHale, Whiteman, & Crouter, 2003).

A study realized in USA, in 2008, states that 55% of men said they did at least half the cooking, up from 34% in 1992. Women see it slightly differently, though, with only 26% saying men do at least half, up from 15% in 1992 (Tzvetkova, 2017). As for house cleaning, there's an even greater difference of perception about who does the work. Fifty-three percent of men said they do at least half, up from 40% in 1992. But only 21% of women said their spouse or partner does at least half, up from 18% in 1992, not a statistically significant difference. "It has clearly become more socially acceptable for men to be and to say they are involved in child care, cooking and cleaning over the past three decades than it was in the past," the report said (Mick Cunningham, 2008).

In Rwanda and else where in the world, parents have a significant role in their children bearing, despite of whether or not they are able to successfully control every factor in the children's growth. Parents are completely responsible for imparting important life skills to their children, skills such as cleaning, shopping, cooking fetching water or even budgeting. The study realized by (Kielland, 2006) has shown that boys perform less houseworks comparing to boys and twice the ratio of girls than boys' works more than 28 hours per week doing household chores.

2.3.2.2. Perceptions of Teachers

In Australia data of primary school teachers have recognized that teachers monitor masculinity and promote hyper-masculinity, showing control through the use of sports and of humor toward students perceived to display "weak" masculinities (Witt, 2000). Another Australian investigation used a multi-site study of four high schools and two secondary colleges (grades 11-12), interviewing teachers and students and observing some classes.

Teachers in this study perceived girls as submissive, passive, and "controllable" and firmly repressed instances of anti-feminine behavior. "Bad girls" were those who do not confirm to teachers' standards of appropriate female behavior.

Classroom discipline was a salient practice that reflected teacher attitudes and through which double standards and traditional values about masculinity and femininities were reinforced (Bailey, 1991). This study shows that teachers perceive girls in traditional and cultural mirror that make girls submissive.

A third study, also in Australia, of eight teachers in two secondary schools found that they tended to employ binary constructions of girls and boys, with girls being more “open” to new ideas, while boys “closed off,” girls “in control” vs. “boys out of control,” and girls as “mature” vs. boys as “immature.” These images were found to affect teachers’ classroom interactions with each group. It would seem that in this particular case, teacher constructions favored girls.

These studies can permit to conclude that at the beginning teachers did not care about alleviate traditional practices on socialization about household work. But with the new era to change the traditional practices, teacher began to emphasize in their daily speeches to call upon change on boys’ mentality towards household chores so that, every day they encourage boys to change attitudes (Abby Hardgrove, 2014).

2.3.2.3. Perception of Girls and Boys on Socialization about Household Chores

It was found that women socialize girls to accept exploitations of boys throughout the transmission of values. Boys then grow up with a superiority complex while girls are made to accept and internalize an inferior position in society. Although this form of socialization results in gender inequalities, it is considered by the family to be perfectly normal (UNICEF, 2016). Consequently, girls accept the dominating role attributed to men and boys by society, become submissive to men and aim to fulfill social roles as wives and mothers, sometimes at incredibly rather early ages. The teaching is therefore centered on their social and biological reproductive roles.

As social reproducers, girls are automatically educated to become the future caretakers of the family, as a result, they are taught to appropriate the multiple roles their mothers play in the family. These roles range from food production and preparation to the portage of water and fuel over long distances, as well as household chores like house-cleaning, laundry, taking care of household members and so on.

The excessive workload which society impose on girls, who work along with their mothers in the private sphere, deprives them of any potential they may have to participate in public life and explains their embarrassment from playing leadership roles in society later on in life (UNICEF, 2016).

2.3.3 The challenges faced by parents and teachers in socialization practices and engagement of boys in household chores

Agents of socialization face multiples challenges such as challenge related to Construction of masculinity, to lack of parental modeling and guidance, challenges related and to lack of education programme on gender role as found by different researchers.

2.3.3.1. Challenge related to Construction of Masculinity

Children begin experiencing gender differences at early age. Boys are told not to cry, not to fear, not to be forgiving and instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and “ladylike”. These gender role and expectations have large scale ramifications (UNICEF, 2016).

In many parts of the world, girls face prejudice in the care they receive in terms of their access to nutritious foods and health care, leading them to believe that they deserve to be treated differently than boys. The degree of gender differences observed varies in all cultures in respect to infant, toddler and young child health, nutrition, care developmental activities, education, hygiene and protection (UNICEF, 2016).

This is the same situation in Rwanda, because of Rwandan society structure, the man was considered the main decision-maker, while women and girls were the only caretakers within the home, responsible for all aspects of childcare, domestic chores such as cooking and cleaning, fetching firewood and water, and caring for sick or elderly relatives (Adekunle, 2010).This highly influences children, girls and boys from their childhood negatively if the society does not moderate its traditional beliefs.

2.3.3.2. Challenges related to lack of parental modeling and guidance

According to (Marcionis, 2003) , the theory on gender socialization and gender role affirmed that because parents are the key agents of socialization, their modeling to their children play the key role in values transmissions.

The authors relating to sociology have identified four ways in which parents socialize gender role in their children: Shaping gender related attributes through toys and activities, differing their interaction with children based on the sex of the child, serving as primary gender models, and communicating gender ideals and expectations.

However despite of the above situation which is also practiced in Rwanda, article 209 of Rwandan law governing persons and family in Official Gazette n°37 of 12/09/2016 stipulates that spouses jointly provide management of the household including moral and material support to the household as well as its maintenance. One of the spouses performs those duties alone if the other is unable to do so. In case of disagreement, competent authorities take the decision (ILO, 2016).

2.3.3.3. Challenge related to Lack of Education programme on Gender role

Teachers, as educated people could help in engaging boys in household chores at school through different tasks given to girls and boys students however they are also parents who live in a society characterized by their culture that promotes inequality and they do not have specific education programmes dedicated to the equal engagement of boys in households' chores. Blodgett (2019), highlighted that teachers encounter a challenge of lacking a formalized gender program to engage both boys and girls in gender role at home, at school and else where, more still be able to complement on parents modeling through skills dissemination such that children who lack parental guidance and modeling would get it from teachers.

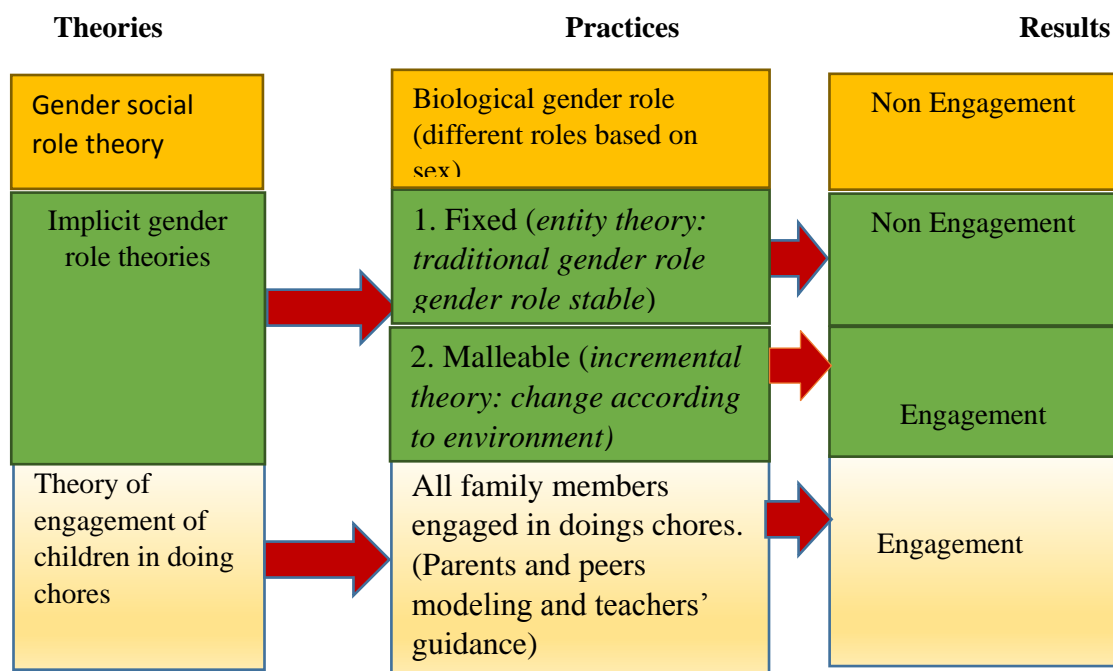
In sum, due to noticed gape in engaging boys and girls equally in doing domestic works, there is a need to engage boys at an early age in household chores in order to address the issue of gender inequality and domestic injustice that still exist in Rwandan society. The engagement should be at childhood stage as confirmed by Robert, (1972) that “gender socialization at an early age is more significant than later on, and brings about greater changes in the individual personality.

And as advised by Bornstein, (2016) it is of great importance to involve boys not only in household chores but also in other work domains that have been attributed for women and girls in various communities. Therefore, the researcher explored socialization practices and engagement of boys in doing household chores.

2.4. THEORETICAL FRAMEWORK

Theoretical frameworks are obviously critical in deductive, theory-testing sorts of students. In those kinds of studies, the theoretical framework must be very specific and well thought out (Day, 1996). Thus, in this research, theoretical framework concerns the developed theories related to the past practical researches that are related to engagement of boys in household chores.

Figure 1: Theoretical framework of Engagement of Boys in Household Chores



Source: Researcher

In the theoretical framework, boys are non-engaged in household chores because through gender social role theory, boys and girls learn to perform one's biologically assigned gender role. As in Rwandan society, household chores were and are still the women and girls' duties.

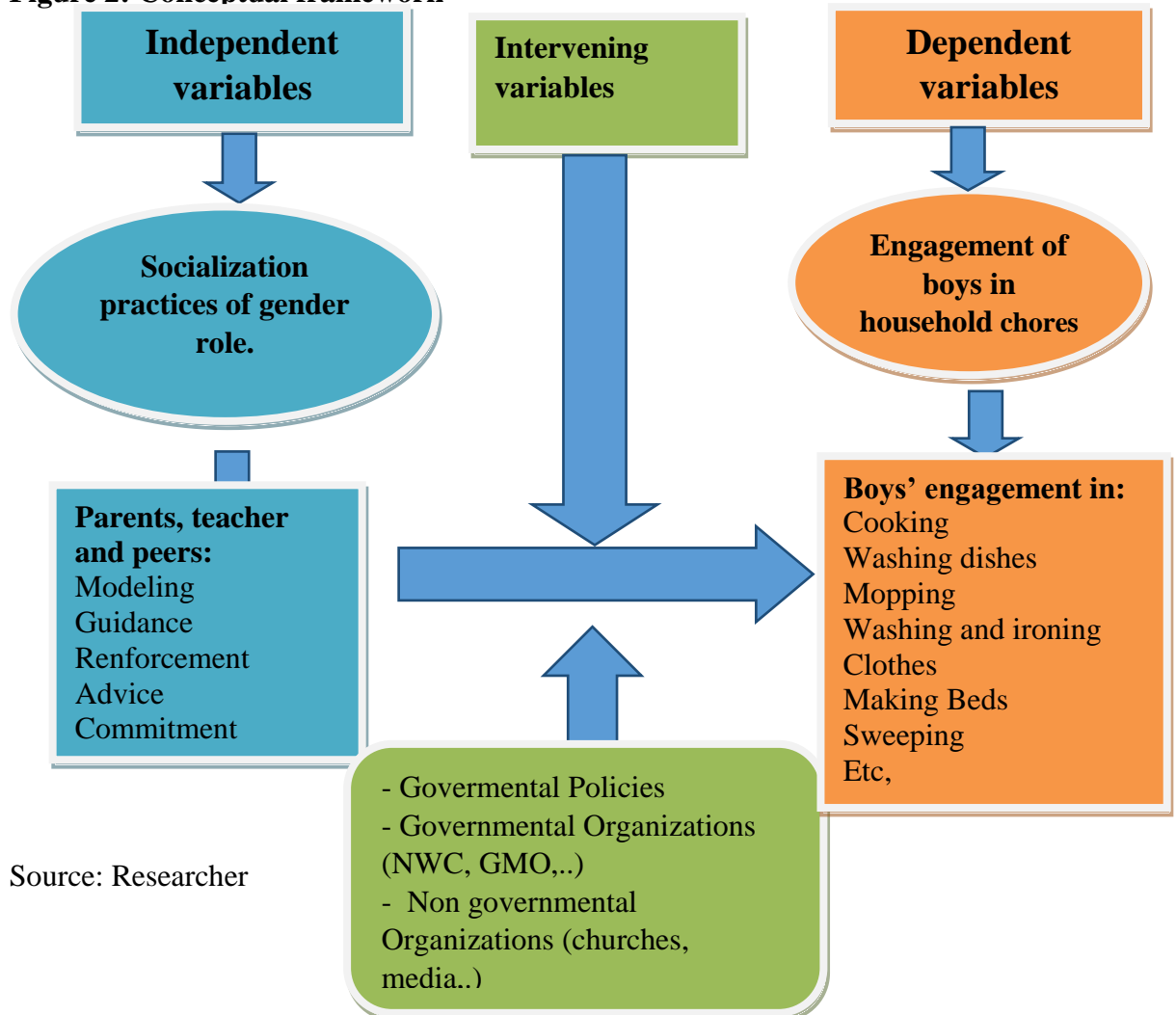
For Implicit gender role theories traditional gender role stable are unchangeable in Fixed (entity) theory and this leads to non engagement of boys in household chores whereas according to malleable (incremental) theory of gender role can change with the environment and meaning that engagement of boys in household chores is possible.

In addition, the theory of engagement of children in household chores which entails positive parental modelling and positive parental guidance as well as doing household chores involving all family members also facilitate the engagement.

2.5. CONCEPTUAL FRAMEWORK

The conceptual framework is concerned with different variables in the study. In this study, socialization of gender role is an independent variable engagement of boys in household chores whereas is dependent variable. In this research, the conceptual framework is summarized as follow:

Figure 2: Conceptual framework



Source: Researcher

According to the conceptual framework, whenever there is modeling, guidance, reinforcement, advice and commitment of parents, teachers and peers, it always has an impact on boys' labor-division which is non-discriminatory and influence on engagement of boys in household chores. By modeling, guidance and advice parents, teachers and peers of both sex females and males do household chores and boys engage themselves due to good examples from them.

Teachers' influence is usually effective when there is lack of parental modelling, as this help children to learn more about household chores which they practice at home and at school even if the parents don't encourage them to these household chores.

Reinforcement is a motivation to boys who perform household chores. When agents of socialization are committed to break the tradition way of doing household chores and encourage boys to perform household chores with their sisters there is engagement.

All above mentioned agents of socialization; parents, teachers and students, are inspired by the exiting governmental policies and different established organization either governmental or non-governmental that promote gender equality.

Therefore, thanks to other agents of socialization as independent variables, governmental policies, non governmental organizations, churches, media as intervening variables there is an engagement of boys in household chores as a result or dependents. This process leads to gender role socialization of females and males without discrimination and inequality. It is conformed by a research of Carter (2014) it is imperative to view the various aspects of how males and females learn masculinity and femininity through family/primary group interactions and how they are socialized into dichotomous, "traditional" gender role.

2.6. CONCLUSION OF THE CHAPTER

This chapter has focused on the literature review which includes the theoretical literature, the empirical review, the theoretical framework, and the conceptual framework that this research has emphasised on. Also, studies suggest that parents with gender-egalitarian attitudes may nonetheless act differently with daughters and sons. Some studies suggest that parents' treatment of sons and daughters may have an influence on some aspects of their gender development.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

According to (Silverman, 2001), research methodology refers to the overall methods to the research process from collection and analysis of the data and it includes theoretical rules, guidelines, values and means used in the study.

This chapter constitutes the research design, research area and geographical location, sample size, sampling procedures and data analysis methods.

3.2. RESEARCH DESIGN

A research design is well-defined as a complete strategy to get knowledge through a method that answers research questions (C.R. Rebar, 2014). This is an exploration research. The research is qualitative and quantitative. These approaches involve gathering information in the context of testing and questionnaire survey to provide responses related to predetermined questions.

3.3. RESEARCH SETTINGS

According to Lisa M Given (2008) the study settings is the physical, social and cultural site in which the researcher conducts the study. This study has been conducted in Nyarugunga Sector, in Kicukiro District, in Kigali City, the Capital of Rwanda. It has an easy access which permits to collect data in a good condition. As the target population of this study was parents, teachers and students, Nyarugunga Sector was a good area to oriente this study.

In addition to that, the researcher is connected to the Sector authorities who have facilitated the access to the school authorities in order to easily reach respondents.

Information was collected from two sittings. The first was the “Group Scholaire Camp Kanome” where teachers, parents and students were available for some school activities. The second sitting concerned Sector authorities as some of them were among the target population because Sector social affairs officer has gender issues under her responsibility, and Sector Education officer deals with schools in Nyarugunga Sector.

3.4. TARGET POPULATION

The target population or the population of the study is the main group of people from which an illustrative sample is designated (Silverman, 2001). Purposively, the study included the respondents who are connected with socialization practices and engagement of boys in household chores in Nyarugunga Sector. In line with this, the target population for this study was parents, teachers, local authorities (Sector Education Officer and Sector Social Affairs Officer) and A' level students both boys and girls.

3.5. SAMPLING TECHNIQUES AND SAMPLE SIZE

According to Onwuegbuzie & Collins (2007), when sample size is so small will be limited of the achievement of data saturation, and the other side, sample size so large will not permit to undertake a deep case-oriented analysis. Based on this study, 62 respondents were purposively sampled and subdivided into four categories which are twenty (20) parents, twenty (20) teachers, twenty (20) students and two (2) relevant officers (Sector social affairs officer, Sector education officer).

3.5.1. Convenience sampling

According to Alan. B., Edward. B. and James. T., (2012), a convenience sample is one that is used simply because the elements are readily available to the researcher.

In this study, because of COVID-19 period the convenience sample technique was used to collect data from parents and teachers who were the most conveniently accessed in Nyarugunga Sector. The researcher went to places where respondents had met to conduct interviews.

3.5.2. Snowball sampling

For snowball sampling the research question concerns a special population whose members are difficult to locate, for moral, legal, ideological, or political reasons, research might resort to snowball sampling (Bryman 2012:25). In this study, the student representative helped to reach other students concerned by the research. In addition, snowball sampling was also used to select four (4) parents for in depth interview and four (4) teachers for FGD.

The researcher used Phone calls in scheduling Focus Group Discussions (FGDs), and appointments with some respondents respectively.

Table 2: Sample size and sampling techniques

Category	Sample size	Sampling technique
Sector officers	2	Convenience sampling
Teachers	20	Convenience sampling and Snowball sampling
Parents	20	Convenience sampling and Snowball sampling
Students	20	Snowball sampling

Source: primary data, 2020

According to Table 2, the researcher used non-probability sampling to select the sample; described by Nicholas (2011) non-probability sampling is based on selection by non-random means. This can be useful for certain studies, for example, for quick surveys or where it is difficult to get access to the whole population. According to the same author there is a variety of techniques that can be used, such as convenience sampling, quota sampling and snowball technique.

In order to comply with COVID- 19 MoH measures the sample comprised of 20 teachers, and 20 parents that were selected using convenience sampling, 20 A' level students fom GS Camp Kanombe were included in this study using snowball sampling. The sector education officer and social affair officer of Nyarugunga sector, they were added to the study to provide additional information as they have access to inforamtion as key informants and were available.

The study's sample size was complying with findings of Warren (2002:99) that indicates that for a qualitative study to be published the minimum number of interviews required seems to be between 20-30, and the findings of Gerson and Horowitz (2002:223) which confirm that fewer than 60 interviews cannot support convincing conclusion and more than 150 produce too much material to analyze effectively.

In general, sample size in qualitative research should not be so small as to make it difficult to achieve data saturation or information redundancy.

At the same time, the sample should not be so large that it is difficult to undertake a deep case-oriented analysis (Onwuegbuzie and Callins 2007: 289).

3.6. RESEARCH INSTRUMENTS

According to Patton (2001) research instruments refer to tools that are utilized while collecting data. These include mainly questionnaire, interview guide, and focus group discussion guide to obtain the information that relates to the opinions, perceptions, intentions, and thoughts of respondents about socialization of gender role in engagement of boys in household chores in Rwanda was used.

According to Morgan (2014), questionnaires are usually any set of written questions to which respondents are usually asked to respond in writing, often by ticking, checking or circling responses. In this study, the researcher used an elaborated questionnaire that was reserved for parents, teachers, local authorities and students. According to Patton (2001) an interview guide is a list of questions that are to be explored in the course of an interview. An interview guide specifies important issues and topics related to the formulated research questions that will have to be covered during the interview. In qualitative research, questions need to be open-ended, neutral, singular and clear.

Focus group Discussion Guide is a guide used in qualitative technique for data collection. A focus group is “a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic” (Anderson, 1990).

3.7. DATA COLLECTION TECHNIQUES

Primary data was collected using a questionnaire, interview and focus group discussion as well as observation during interviews sessions while secondary data was acquired using documentary analysis through the review of the existing documents available like reports, books, articles, etc.

3.7.1. In depth interview

The interview can be described as a communicative process through which the investigator extracts information from a person or informant.

The extracted information will be strongly influenced by the respondent, who acts and interprets the environment on the basis of the previous experiences. So every interview generates a subjective informative product shaped by the interviewees' experiences (Delgado, 2006).

In the context of this study, an interview with key informants gave deeply more insights to find out the awareness of socialisation practices in reference to engagement of boys in household chores and served as a way of triangulation. In depth interviews were held with key informants with relevance to the case study. For this, four (4) parents, member of representative committee and two local leaders: in charge of social affairs and education officer of NYARUGUNGA sector were interviewed. The interview guide was developed and was translated in Kinyarwanda with the assumption that targeted people may not fully understand English because it is a second language. Also the questionnaire was pre-tested for the collection of data. During the interview, the researcher was reading and writing responses from respondents for time management.

3.7.2. Focus Group Discussion (FGD)

A Focus Group Discussion is a comprehensive way of gathering people together from similar backgrounds with similar experiences so as to discuss specific topics of interest (Silverman, 2001). In this study, Focus group discussion were conducted in order to triangulate it with information collected by questionnaire.

FGD was composed of a group of four (4) teachers, of both sexes: two males and two females. As we were in COVID-19 period I met respondents at GS Kanombe respecting Ministry of Health (MoH) regulations. I informed the respondents of FGD questions to guide and to stimulate sharing within the group. Each member of the group was given the chance to share before moving on to the next question. I encouraged the respondents to be as open and honest as possible and reminded them that they can all learn from each other.

The guide developed by the researcher prior to the group discussions gave direction to the content of the discussion but the researcher was probing questions when she wanted more information.

The conversation was recorded by researcher with the consent from respondents. This helped to listen to the conversation for the second time back home to make sure all information was captured appropriately during data analysis.

This lines with the view of Yin (2011) who suggests that recording helps to improve the completeness and accuracy of the initial notes taken during the actual fieldwork, thus enhancing reliability of the information collected.

3.7.3. Questionnaires

According to Neumann (2011), questionnaire is a set of questions designed to the necessary data for accomplishing the objectives or research project. A questionnaire contains both structured and unstructured questionnaire and permits the respondents to choose one or more of responses whereas in unstructured questionnaire permits the respondents to give their own views or feelings on the subject. Under this research a selected sample from the population under the study was asked to complete the designed questionnaires. Structured and unstructured questionnaires have been used in this study to obtain information from agents of socialization including twenty (20) parents, twenty (20) teachers and twenty (20) students.

3.8. DATA COLLECTION PROCEDURE

In this study, the following data collection procedures were implemented: Before going to the field, an introduction letter from University of Rwanda, School of Gender and development was offered to me. It allowed me to enter into contact with Sector authorities of Nyarugunga Sector in order to help me access respondents; a copy of an informed consent form participant was shared with the sector authorities as research protocol and data collection protocol.

3.9. DATA PROCESSING, PRESENTATION AND ANALYSIS

After collecting the primary data and secondary data, they were processed, analyzed and interpreted by the researcher to accurately reflect the situation on the ground. The whole process involved editing, tabulation, figures, frequency, percentages and finally analysis of data collected; the Statistical Package for Social Sciences (SPSS) software version 22.0 was used.

The raw data collected from the field through questionnaire, interview and focus group discussions, and eventually through observation, was gathered. Opinions and points of view from respondents were also quoted and interpreted as per research guidelines.

The data were divided into the categories i.e. items from structured questions and open ended questions and then were tabulated. This is in order to transfer classified data from the data gathered tools to the tabular form in which they were systematically examined, which was the coding of the data. Quantitative data analysis was done using descriptive statistics such as frequency distribution and percentages.

Qualitative data were arranged into themes as per the objectives and interpreted accordingly.

3.10. VALIDITY AND RELIABILITY

This section explains the validity and reliability of research instruments. This enables the reader of the study to have additional information on how solid were the instruments used.

Validity is a concern with whether the findings are really about what they appear to be about. Thus, validity is highly linked with the credibility of a research. It also refers to how well the result of a research can give the right answer to the research question.

According to Catherine (2002:104). In order to be able to generalize the results beyond the confines of the experiment itself, the experiment should really reflect the situation in the real world, that is, it should possess both internal validity; the extent at which the ideas about cause and effect are supported by the study and external validity; the extent at which findings can be generalized to populations or to other settings.

Reliability refers to the extent to which the data collection techniques or analysis procedures was yield consistent findings. It can be assessed by posing the following three questions: 1. Will the measures yield the same result on the other occasions? 2. Will similar observations be reached by other observations? 3. Is there a transparency in how raw data have been used to draw conclusions? Reliability is quantified if you administer a test to a subject twice and get the same score on the second administration as on the first (Kombo and Tromp 2006).

In this study, instruments were checked by the researcher with the help of the supervisor. The content of items was judged adequate and appropriate, a pilot study was administrated

to two parents, two teachers and two students in order to regulate and improve it for being ready to the data collection. Then, instruments were used for data collection. Data was processed through processing, coding and tabulation methods into manageable proportions. The collected data also was checked in the field. Inconsistent data was eliminated. The coding divided the responses into categories for every point of the questionnaire. The tabulation was used to get frequencies and percentages of each element. The ultimate goal of reliability of research instruments was to obtain the consistency and uniformity of responses and information collected. This was regarded as assessing many times through an assessment of the relevancy of the research instruments, clarity and hesitation on data collection tools.

3.11. RESEARCH ETHICAL CONSIDERATION

Researchers should treat respondents with due ethical consideration, in the way you choose them, deal with them personally and how you use the information they provide. In many cases, respondents choose freely whether to take part in a survey by simply responding to the form or not. Respondents will decide whether to take part according to the information they receive about the research. The form that this information takes will depend on the type of person, the nature of the research process and the context. It should be clear and easily understood so they can make a fair assessment of the project in order to give an informed consent. (Nicholas W, 2011).

For this study, after getting an authorization letter for conducting research from University of Rwanda, the researcher acquired permission from Nyarugunga Sector. The researcher obtained consent signed voluntarily from respondents after explaining deeply the purpose of the research and ensured them the confidentiality of their responses which are only academically use. To help the respondents ease the communication, the questionnaires were translated into Kinyarwanda.

3.12. CONCLUSION OF THE CHAPTER

This chapter focused on research methodology mostly detailing information on how the study was prepared and carried out. This chapter details research instruments, data collection techniques, data collection procedure, data processing, presentation and analysis, validity and reliability and research ethical considerations. Data collection techniques and instruments used to generate data to be presented, analysed and interpreted in chapter four.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1. INTRODUCTION

This Chapter is about presentation, analysis and discussion of the findings. It is done in relation to the study objectives. The general objective was to explore socialization practices towards engagement of boys in household chores in Rwanda. Concerning the specific objectives, they were: to identify socialization practices of gender role regarding household chores in Rwanda, to analyze the perceptions of socialization of gender role among key agents such as parents, teachers and students on engagement of boys in household chores; to highlight the challenges faced by parents and teachers in engagement of boys in household chores.

4.2. PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.2.1. Biographical data of respondents

The choice of parents, teachers and students as respondents for this study is based on the philosophy behind that these are among key agents of socialization. According to Carly Kay Friedman (2007), as children develop, their gender self-concepts, beliefs, and motives are informed and transformed by families, peers, the media, and schools. The researcher has chosen respondents based on the fact that they play a key role in the socialization process in their daily environment and they are among key agents (Lumen, 2020).

Table 3: Biography of respondents

Respondents	Sector officers		Teachers		Parents		Students	
Number of respondents	N=2		N=20		N=20		N=20	
Frequency and percentages	F	%	F	%	F	%	F	%
Gender of respondents								
Male	0	0	8	40	7	35	8	40
Female	2	100	12	60	13	65	12	60
Age of respondents								
below 25	0	0	1	5	0	0	20	100
25-35	0	0	8	40	0	0	0	0
36-45	1	50	8	40	12	60	0	0
46-55	1	50	3	15	8	40	0	0
Education level of respondents								
Undergraduate (A1 and A0)	2	100	20	100	2	10	0	0
TVET Education	0	0	0	0	3	15	0	0
Secondary education	0	0	0	0	5	25	20	100
Primary education	0	0	0	0	10	50	0	0

Source: Primary Data, 2020

According to table 3, among twenty (20) teachers twelve (12) are females while eight (8) are males, amongst twenty (20) students twelve (12) are females while eight (8) are males and thirteen (13) are females whereas 7 are males among twenty (20) parents. In addition, both sector education and sector social affairs are female.

Analyzing the above statistics, the presence of males and females in answering the research questions explains the complementarity between boys and girls in various activities and it ensures the gender equality. Sex in this research contributed to ensure that the information got was shared by all categories of respondents.

The number of female respondents is bigger than the number of male respondents; females teachers and students respondents stand for 60% and female parents represent 65% this percentage are very important in this study about socialization practices and engaging boys in household chores because females are mostly in charge of socialization as caregivers of the family. A cross-cultural study that included Australian, Swedish, and American samples demonstrated that girls and boys who grew up in female-headed households tended to be more egalitarian than those who grew up in dual-parent-headed households or fatherheaded households, an effect attributable to evidence that women tend to be more egalitarian than men (Sidanius & Pena, 2003; Hochschild, 1989). In addition, both local authorities who responded the research interview; sector education officer and social affairs officer are female being female implies that they have professional and personal information as females, regarding gender role issues.

Concerning the age group of respondents; this study has accurate information about socialization practices and engagement of boys in household chores because different age groups are represented. Regarding the level of education, the big number of respondents has secondary and university level and the rest attended primary schools these findings show that all research respondents know to read and write, they are therefore able to respond the research questionnaire.

4.2.2. Socialization practices of gender role towards engagement of boys in household chores

Gender role was differently socialized in past time where males were considered as breadwinners and females as caregivers even though the latter could be found among breadwinners. The research was oriented to have a deeper insight on how today's socialization practices are viewed differently.

Caregiver role and breadwinner gender role

Agents of socialization such as parents, teachers and students consider female as caregiver and male as breadwinner separately and others consider both females and males as breadwinners and caregivers as it is presented in table 4.

Table 4: Caregiver role and breadwinner role

Item: Are the following gender role a responsibility for Male or Female or both?																		
Gender role	Male students' responses (n=8)						Male parents' responses (n=7)						Male teachers' responses (n=8)					
	Male		Female		Both		Male		Female		Both		Male		Female		Both	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Caregiver role are for	0	0	6	75	2	25	0	0	6	86	1	14	0	0	2	25	6	75
Breadwinner role are for	4	50	2	25	2	25	5	72	0	0	2	28	2	25	0	0	6	75
Item: Are the following gender role a responsibility for Male or Female or both?																		
Gender role	Female students' responses (n=12)						Female parents' responses (n=13)						Female teachers' responses (n=12)					
	Male		Female		Both		Male		Female		Both		Male		Female		Both	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Caregiver role are for	0	0	9	75	3	15	0	0	9	69	4	31	0	0	4	34	8	66
Breadwinner role are for	6	50	2	17	4	37	8	62	2	15	3	23	2	18	0	0	1	82

Source: Primary Data, 2020

According to the table 4, many female teacher respondents consider caregiver roles as being for both male and female at 66% and 34% and consider also caregiver roles as for female only, female parent respondents witnessed at 69% that caregiver roles are females' role and female student respondents said that 75% are females' role.

On the other hand, male teachers represented by 75% pointed out that those are roles for both males and females while male parents confirmed that these are Female role at the rate of 80% and 75% of male students affirmed that these are female role. Clearly from the majority of respondents, caregiver roles have been attributed to females.

The declaration has been confirmed during interviews with parents, a female parent highlighted that they train all children to perform household chores though boys do not seem to enjoy it. In affirming that, UWINEZA (pseudonym) said: : *“...We definitely try to train all children to perform household chores, but boys do not seem to enjoy it. They are mostly tempted to leave homes, especially during this period of school closure due to Covid-19 pandemic, to go work as mason helper”*.

To respond to the question, why don't boys like household chores? The same respondent replied that: *“They (boys) opt for casual labor where they are paid on a daily basis, they think household chores is not for boys, as all of them don't spend the day at home to do them, more so, they do not see their fathers doing household chores”*

In reflection of the above, male parents during interviews pointed out that engaging children (both boys and girls) in household chores is a female's responsibility. In affirming so, HABINEZA (pseudonym) said: *“According to what I see, their mother makes sure they all perform household chores”*.

For the researcher, in order to determine if fathers do parental modeling, one father was asked: How about you? Do you at least cook? On this question HABINEZA astonished replied that: *“is that even possible? What do you think would happen if my wife finds me in her kitchen?”* This shows that in some families, however much the male parents want to do household chores, their wives can't accept. These female's behaviors are linked to their socialization background whereby their mothers' guidance and advice received from their mothers too are full of traditional beliefs and stereotypes.

In discussing these findings, the research made it clear and added that in many families, men don't involve in household chores due to focusing on works that bring direct income in the family and the household chores are for women.

From this information, Crespi (2004) added that there are significant traditional gender role whereby a man's position is the breadwinner of the family, who is mostly expected to be combative and the sole decision maker, whereas the women are expected to be nurturing, home-making and submissive.

This behavior led to up to now noticing that households' chores are unequally distributed between men and women; and it confirms the lack of parental guidance and modelling. Therefore, children grow up having in mind that household chores are for women and outdoors works are for men. In their theory on gender socialization and gender role, Macionis, Gerber, John, Linda (2010) affirmed that as parents are present in a child's life from the beginning, their influence in a child's early socialization is very important, especially in regards to gender role.

The researcher has even personally witnessed this particular concern, the day she visited the school Groupe Scolaire Camp Kanombe for the purpose of carrying out this research and realized that the majority (more than 90%) of parents who came to collect tools for online programme for their children-students were females. Astonished, the researcher asked why that situation was so considered and NYIRANEZA (pseudonym) said: *“even though our husbands are available, they can't come, they refuse and say, you women, you have to go there, these are your role”*.

These findings revealed that still women are overloaded as longer they play both roles: caregiver role and breadwinner role because some of mothers who were present are employed either in public or private sector and had to do household chores.

This situation shows that gender inequality still exists in Rwandan society, where roles are attributed to individuals according to sex where female are victims of such inequalities. It shows that there is lack of parental modeling and guidance in most families, fathers are not engaged in household chores therefore boys imitate what their father do. This failure of socialization of gender role was confirmed by Marcionis (2003), who said that parental modeling to their children play a key role in transmission values. The researcher concluded that in Nyarugunga sector, breadwinner and caregiver roles as responsibility for males or females are critical as, students and parents- respondents surveyed attributed particular roles to each type of gender.

Respondents' views on performance of household chores

Sharing household chores such as house cleaning, cooking, washing/ironing clothes, making beds, cleaning compound and taking care of siblings among children (boys and girls) is one of indicators of the engagement of boys in household chores. The following section presents analyses and interprets findings from parents, teachers and students.

Parents' responses on performance of household chores

The researcher wanted to know who (female, male and both) should perform household chores such as house cleaning, cooking, washing/ironing clothes, making beds, cleaning compound and taking care of siblings and responses from parents are presented in table 5.

Table 5: Parents' responses on performance of household chores

Household chores	Female parents' responses (n=13)						Male parents' responses (n=7)					
	Male		Female		Both		Male		Female		Both	
	F	%	F	%	F	%	F	%	F	%	F	%
House cleaning	0	0	10	77	3	23	0	0	6	86	1	14
Cooking	0	0	10	77	3	23	0	0	5	71	2	29
Washing/ironing clothes	0	0	8	62	5	38	0	0	5	71	2	29
Making beds	0	0	11	85	2	15	0	0	6	86	1	14
Fetching water	6	46	3	23	4	31	1	14	2	29	4	57
Cleaning compound	0	0	9	69	4	31	0	0	5	71	2	27
Taking care of young siblings	0	0	12	92	1	8	0	0	6	86	1	14

Source: Primary Data, 2020

In the table 5, it is indicated that parents respondents, concurred that household chores like house cleaning (77% of female and 86% of male), cooking (77% of female and 71% of male), washing/ironing clothes (62% of female and 71% of male), making beds (85% of female and 86% of male), cleaning compound (69% of female and 71% of male) and taking care of siblings (92% of female and 86% of male) are attributed on female accountability while fetching water (31% of female and 57% of male) as a household chore was more regarded to be practiced by both males and females mostly because it is an outdoor chores that males choose and enjoy.

Furthermore, the aforementioned finding was triangulated against qualitative data in order to obtain in-depth information as it is described in the following prominent quote of MWIZA (pseudonym):

‘I am a mother of five children –males and females. Even if the authorities sensitize us to promote gender equality, the gender ideology in our country still seems to determine the percentage of tasks considered traditionally accepted as either feminine or masculine. Most of Rwandan society members still consider household chores such as cooking, washing, child caring and cleaning, at home as feminine and they most of the time mock at boys who tend to execute them.

Another male parent respondent on being asked whether he, as a father is bothered by having boys and girls performing household chores or not, KANEZA (pseudonym) replied that: *“Not really, it actually stops them from wandering”*. The researcher wanted to know which household chores boys do and same respondent replied that: *“They go fetching water when we don’t have it, and the older ones, who are students, washing their clothes”*.

In regard to boys cooking and sweeping at home, the same KANEZA replied: *“You know, those activities are reserved for their sisters, and in these days, we have domestic servants in our homes, the children don’t do a lot of household chores, they do some chores on a small basis”*.

From this information, the researcher perceives that there is unequal involvement in household chores between boys and girls in Nyarugunga sector. The male parents confirmed that there are household chores meant for girls and for boys, more so, since most homes in urban areas have house helpers, parents do not engage children in household chores. According to male parents all home chores have to be done by girls while boys may only help to fetch water and female parents too have the same views.

Reference made to the findings, parents teach their children different household chores based on sex. This is confirmed by UNICEF (2016) that sad that from birth, many parents tend to lead boys and girls on different tracks. Tasks like fetching water, collecting firewood, or taking care of younger siblings are the girls’ responsibility.

Seeing the position of both parents regarding the engagement of boys in household chores there is a gap in socialization practices. The parents' teachings affect negatively the engagement of boy in household chores and UNICEF (2007) affirms that it is generally accepted that early gender socialization is one of the most pertinent issues in early childhood, affecting both boys and girls. The foundations for stereotypes in gender role are laid through early socialization of gender role.

The low level engagement of boys in household chores which leads to gender inequality is the result of parents' socialization practices of gender role especially in performing house taks. As many studies found that parents raise their daughters and sons quite differently as they interact with them from birth. Parents help their girls learn how to act and think "like girls," and they help their boys learn how to act and think "like boys." That is, they help their daughters and sons learn their gender (Wood, 2009).

Teachers' responses on performance of household chores

Teachers, agents' socialization of gender role of a child at school responded to the researcher's questionnaire about who should perform household chores such as house cleaning, cooking, washing/ironing clothes, making beds, cleaning compound and taking care of siblings and their views are presented in table 6.

Table 6: Teachers' responses on performance of household chores

Household chores	Female teachers			Male teachers		
	Male F (%)	Female F (%)	Both F (%)	Male F (%)	Female F (%)	Both F (%)
House cleaning	0(0)	2(17)	10(83)	0(0)	2(25)	6(75)
Cooking	0(0.0)	3(25)	9(75)	0(0)	4(50)	4(50)
Washing/ironing clothes	0(0.0)	4(33)	8(67)	0(0)	3(38)	5(62)
Making beds	0(0)	3(25)	9(75)	0(0)	2(25)	6(75)
Fetching water	5(42)	0(0)	7(58)	2(25)	0(0)	6(75)
Cleaning compound	0(0)	3(25)	9(75)	0(0)	2(25)	6(75)
Taking care of young siblings	0(0)	2(17)	10(83)	0(0)	3(38)	5(62)

Source: Primary Data, 2020

According to table 6, almost all male teacher respondents were of the same mind that household chores like house cleaning (75%), cooking (50.0%),

washing/ironing clothes (62%), making beds (75%), cleaning compound (75.0%), fetching water (75%) and taking care of siblings (62.5%) are attributed on both female and male responsibilities. And the majority of female teacher respondents revealed that household chores like house cleaning (83%), cooking (75%), washing/ironing clothes (67%), making beds (75%), cleaning compound (75%) and taking care of siblings (83%) are attributed on both male and female accountabilities, though the least of percentage on these household chores are for female only. Fetching water as a household chore was more regarded to be masculine and feminine (58% of female and 75% of males) and the rest (42% of female and 25% of male) were attributed to males.

To confirm or not these frequencies about household chores performed by boys in the FGD the following question was asked: *“what do you do to engage boys in household chores?”*

All teachers on this question have affirmed that: *“When we give them tasks at school, we don’t separate them as boys and girls, they all mop and do gardening work. Furthermore, we must promote gender equality in what we say and, in our actions, while teaching. However, there are some tasks that boys perform better than girls; as an example, when mopping, a boy is able to carry a jerrycan easily to get water they need or even move a bench from one corner to the other while more than one girl are required to do the same”*.

The respondents during FGD also on another question: what are household chores that are performed by boys? *“All of them mentioned fetching water, collecting firewood, grazing cattle, house rehabilitation, splitting firewood, home gardening and harvesting are done by boys”*.

These primary data are supported by the secondary data as follow; Helgeson, (2009) found that there is a well-defined division of labour and roles between males and females in many societies around the world. Males are usually specialized in outdoor works including hunting agriculture, fishing forestry, and construction whereas females are focusing more on domestic jobs like bearing children, breast-feeding them, cooking, cleaning, managing and gardening vegetables, growing small animals like chicken and rabbits. These roles assigned by culture seem so natural that are tempted to believe that “that is how it is supposed to be”.

From this information, the researcher discovered that there is unequal involvement in household chores between boys and girls in Rwanda. As it is proven that there are significant differentials in the time that girls and boys devote to housework (Sollberg, 1994) girls spend approximately twice as many hours as boys do on this activity.

At school even though teachers give joint tasks for both boys and girls at school, there are tasks that well done by boys e.g. fetching water and others by girls e.g. mopping. This is usually agreed upon by both boys and girls at school voluntarily while doing these chores at school, not because they are forced by their teachers, but because they themselves think some chores can be best done by boys and vice versa. This is confirmed in Statistics South Africa, (2001) that both male and female are engaged even though boys are mostly engaged in farming / gardening, tending animals, collecting fuel, collecting water. For the US, Bianchi and Robinson (1997) and Raley (2006) come to the same conclusion, though another American study Hofferth and Sandberg (2001) who found only minor differentials in girls' and boys' housework.

Teachers are also parents living a society driven by cultural traditions; it is sometimes difficult for them to apply fully what they know about gender equality in addition they are sometimes influenced by their childhood life styles. They therefore promote gender inequality unknowingly as stated that schools are also a significant source of gender socialization, as even in this modern day, teachers and curricula send out various messages that reinforce the qualities traditionally ascribed to females and males, and students engage in recess and other extracurricular activities that do the same thing (Booher-Jennings, 2008).

Students' responses on performance of household chores

Students (Peers) have a word to say on who should performance of household chores such as house cleaning, cooking, washing/ironing clothes, making beds, cleaning compound and taking care of siblings as their responses are highlighted in table 7.

Table 7: Students' responses on performance of household chores

Household chores	Male students' responses (n=8)						Female students' responses (n=12)					
	Male		Female		Both		Male		Female		Both	
	F	%	F	%	F	%	F	%	F	%	F	%
House cleaning/moping	0	0	6	75	2	25	0	0	10	83	2	17
Cooking	0	0	5	63	3	37	0	0	9	75	3	25
Washing/ironing clothes	0	0	6	75	2	25	0	0	8	67	4	33
Making beds	0	0	8	100	0	0	0	0	3	25	9	75
Fetching water	6	75	0	0	2	25	6	50	0	0	6	50
Cleaning compound	0	0	7	88	1	12	0	0	10	83	2	17
Taking care of young siblings	0	0	8	100	0	0	0	0	12	100	0	0

Source: Primary Data, 2020

Findings presented in table 7 indicated that majority of students surveyed affirmed that household chores like house cleaning (75% of male and 83% of female), cooking (63% of male and 75% of female), washing/ironing clothes (75% of male and 63% of female), making beds (100% of male and 75% of female), cleaning compound (88% of male and 83% of female) and taking care of siblings (100% of both male and female student respondents) are attributed on female accountability while fetching water as a household chore was more regarded to be practiced by both males and females (25% of male and 50% of female). And the remaining portion that is 75% of male and 50% of female attributed fetching water to boys' responsibility.

According to findings on making beds, there is disagreement in answers of boys and girls, where girls stand at 75% for both and boys confirmed that it is only reserved for female. From this information, the researcher approved that there is not only the unequal involvement in household chores between boys and girls, but also, they are some gender stereotypes which refuse to boys to accept the accomplishment of some household chores in Nyarugunga sector. The findings concur with that of Adekunle which found that females are highly involved in household chores more than males (Adekunle, 2010). The researcher noted that when students were filling in the questionnaires, the girls did it quickly as they mentioned that they would like to get back home and do the household chores waiting for them.

Normally, children either boys or girls imitate their parents of the same sex. As revealed by Bussey & Bandura (1984) that children learn gender role through modelling, which involves observation and imitation of behavior. Mischel, (1966) added that children imitate models they perceive to be similar to them, which usually translates into imitation of a same sex parent. And the information they receive through modelling is then incorporated into their schemata of gender as McHale et al. (2003) found. Thus, parents shape their children's gender-related behavior (Block, 1983). Parents tend to respond more favorably to their children when they display gender-appropriate behaviors, and in so doing, parents demonstrate a type of positive reinforcement that increases the likelihood of the child's repetition of the behaviors (Fagot, 1985).

The researcher concludes that parents especially fathers influence the the way of doing due to given encouragements when they what they want them to do.

Male student responses are mostly influenced by the culture because even if they dress bed for themselves at school they think that it is for girls.

4.2.3 Perception of socialization practices and engagement of boys in household chores

After being sure of unequal involvement in household chores between boys and girls in Nyarugunga Sector, the researcher went further to investigate how the parents, students and teachers respondents who participated in interviews and FGDs perceive socialization practices and engagement of boys in household chores.

Parents' perception on socialization practices and engagement of boys in household chores

The parent respondents' perceptions on socialization practices and engagement of boys in household chores are very important in this study and are presented in table 8.

Table 8: Parents’ perception on socialization practices and engagement of boys in household chores

Statement	SA		A		N		D		SD	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Engagement of boys in household chores prevents against any discrimination based on gender	6(46)	3(43)	5(38)	4(57)	2(15)	0(0)	0(0)	0(0)	0(0)	0(0)
Engagement of boys like girls in household chores is one of the children’s rights	6(46)	4(57)	5(38)	3(43)	2(15)	0(0)	0(0)	0(0)	0(0)	0(0)
Boys who perform household chores fail to their masculinity	6(46)	5(71)	6(46)	2(29)	1(8)	0(0)	0(0)	0(0)	0(0)	0(0)
Fathers refuse their sons to perform household chores	7(54)	4(57)	5(38)	2(29)	0(0)	1(14)	0(0)	0(0)	0(0)	0(0)
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family	8(62)	4(57)	5(38)	2(29)	0(0)	1(14)	0(0)	0(0)	0(0)	0(0)
Engagement of boys in household chores change gender role expectations	4(31)	3(43)	8(62)	3(43)	0(0)	1(14)	1(8)	0(0)	0(0)	0(0)
Engagement of boys in household chores change gender role stereotypes	6(46)	4(57)	7(54)	3(43)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)

Source: Primary Data, 2020

Legend; SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree, F (%): Female percentage, M (%): Male percentage,

According to parents’ responses on perception of engagement of boys in household chores, the majority of them highly appreciated engagement of boys in household chores as shown below:

Engagement of boys in household chores prevents against any discrimination based on gender statement was confirmed by both female (84%) and male (100%) parent respondents. The high percentages are the result of parents knowledge of gender policies of the Republic of Rwanda that fight against gender discrimination through different institutions like GMO, NWC, etc. This study findings are in line with the National Women's Council’s (NWC) vision which is “to have a Society where both men and women have equal rights and opportunities” (National Women Council, 2015).

On the statement: engagement of boys like girls in household chores is one of the children's rights was supported by female (84%) and male (100%) parent respondents. This high percentage is a result of the government of Rwanda initiatives in promoting child rights thought National Commission for Children (NCC) and independent organizations like IMBUTO FOUNDATION. The later for example initiated *Inkubito z'Icyeza* model aiming at awarding best performing girls completing primary and secondary education. It has contributed in promoting competitive spirit and inspiring other female students to boost their self-confidence and performance (GMO, 2016). Thus, when children of both sexes are engaged in household chores they also both (male and female) have time to enjoy their rights as children including right to education.

Boys who perform household chores fail to their masculinity this has been confirmed by 96% and 100% by female and male parent respondents respectively. Even if there is a noticeable progress in terms of gender equality in Rwanda, traditional stereotypes about gender role persist in parents. They still believe that there are a set of attributes, behaviors, and roles associated with boys and men as illustrated by Lytton H, Romney DM. (1991) that encouragement of gender-stereotyped activities is also another way explaining the gap and difference of socialization between boys and girls. The researcher concluded that these views are linked to stereotypes and have to be discouraged.

Fathers refuse their sons to perform household chores statement was supported at 92% and 86% by female and male parent respondents respectively. These figures explain the rigidity of male toward gender equality. Fathers want to maintain their role of head of family by training boys who will replace them. They wish to defend their position. These fathers' behaviors are explained by Fixed Gender role System justification reflects a fundamental motive to see the current system that is, laws, social structures, and societal norms as good, fair, and right, (Jost and Banaji, 1994). Thus fathers force their sons to identify to them for the sustainability of males' group dominance.

Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family as affirmed by female and male parent respondents respectively (100% and 86%).

These high percentages were also supported by a parent during interview responding to the following researcher's question "*Does it lead to conflicts?*". KEZA (pseudonym) responded that: "*Let me give you an example, I sometimes lack peace due to my husband who yells at me when he finds his clothes unironed. I don't think it would be an issue or a source of misunderstandings if he accepted to do it by himself*").

The research concluded that If boys are taught how to do household chores including ironing clothes the above stated conflicts should not happen. It is better to engage male and female in household chores when they still young to limite conflicts that occur in the future.

Parent respondents, female (83%) and male (86%) affirmed that the engagement of boys in household chores changes gender role expectations. In many countries men are seen and considered as breadwinners while women are seen and considered as caregivers (Pilcher &Whelehan, 2004). This belief is attached to gender role stereotypes based on sex and such misconceptions have to be ended.

All (100%) female and male parent respondents confirmed that the engagement of boys in household chores change gender role stereotypes. There is a misconception that males and females have different assigned gender role according to sex however in some families boys perform household chores perfectly and there is no negative impact on them as husbands/fathers. The affirmation is supported by the study of Evans R. (2013) conducted in Tanzania and confirmed that despite the usual gendered division of labor within households, young people's household chores in Tanzania did not differ significantly according to gender; although a slightly higher proportion of girls and boys were involved in activities focused around the household chores or outdoors works respectively, both genders were equally involved in some activities traditionally perceived as "women's work", such as washing dishes, making tea and fetching water. For this testimonies there is no longer a stereotypes attributing household chores to female only.

Perceptions of teachers on socialization practices and engagement of boys in household chores

The researcher also investigated the teacher respondents' perception on socialization practices and engagement of boys in household chores and the provided responses are presented in the table 9 as follows:

Table 9: Perceptions of teachers on socialization practices in engagement of boys in household chores

Statement	SA		A		N		D		SD	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Engagement of boys in household chores prevents against any discrimination based on gender	6(50)	3(38)	6(50)	5(58)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Engagement of boys like girls in household chores is one of the children's rights	6(50)	3(38)	6(50)	5(63)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Boys who perform household chores fail to their masculinity	7(58)	4(50)	1(8)	2(25)	0(0)	0(0)	3(25)	1(13)	1(8)	1(13)
Fathers refuse their sons to perform household chores	9(75)	4(50)	1(8)	3(38)	0(0)	0(0)	2(16)	1(13)	0(0)	0(0)
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family	7(58)	5(58)	5(42)	3(42)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Engagement of boys in household chores change gender role expectations	3(25)	2(25)	6(50)	4(50)	0(0)	0(0)	2(16)	1(13)	1(8)	1(13)
Engagement of boys in household chores change gender role stereotypes	7(58)	6(75)	5(42)	2(25)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)

Source: Primary Data, 2020

Legend; SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree
F (%): Female percentage, M (%): Male percentage

Teachers' perception on engagement of boys on household chores are presented, analysed and discussed as follow;

Engagement of boys in household chores prevents against any discrimination based on gender; this statement was highly respectively supported by female and male teacher respondents at 100% and 96%. At school girls and boys alternatively clean the tables after breakfast, lunch and dinner.

Boys and girls mop classrooms and toilets together and they both enjoy the task. This sharing of tasks leads to no discrimination based on sex will continue. Scholars said that traditionally, women have been responsible for the majority of housework, especially that which involved cooking and cleaning. During the last few decades, men have begun to participate more frequently in household chores (Calasanti & Bailey, 1991). Therefore, based on primary and secondary data the engagement of boys in household chores prevents against any discrimination based on gender.

Engagement of boys like girls in household chores are one of the children's rights as a statement has been confirmed by 100% of female and male teacher respondents. In the Competence Based Culculum (CBC) teachers have to know, teach and protect child rights. Teachers' trainings on child right explain the above findings.

Female and male teacher respondents confirmed at 66% and 75% respectively that boys who perform household chores fail to their masculinity. Some think that boys who engage in household chores tend to "lose" their masculinity just because they are doing girl's work. This is not true; it is because of patriarchal society as expalined in the National Gender policy of 2010: Rwandan society has been characterized by patriarchal society where there is masculine dominance which has unequal power relations between women and men, boys and girls.

Both female and male teacher respondents at 83% and 88% respectively revealed that fathers refuse their sons to perform household chores. Father, a fovered, dominant and powerful person according to fixed gender role theory. Charles Horton Cooley said that by interacting with other people we gain an impression of how they perceive us. In effect, we "see" ourselves when we interact with other people, as if we are looking in a mirror when we are with them Cooley, C. H. (1902). Boys tend to be particularly attuned to their father's disapproval when engaging in an activity that might be considered feminine, like dancing or singing (Scott Coltrane, 2005).

All (100%) female and male teacher respondents proved that engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family. In the past, females were considered as social reproducers, girls are automatically educated to become the future caretakers of the family.

Consequently, they are taught to appropriate the multiple roles their mothers play in the family (UNESCO, 2003). But actually, with the purpose to prevent gender based violence Rwanda undertook appropriate measures, including legislation to fight any act or practice of discrimination against women, to modify and/or abolish existing laws, regulations, customs and practices which embody discrimination against women (MIGEPROF, 2010). In case, parents are complying with MIGEPROF there is engagement of boys in household chores.

Engagement of boys in household chores changes gender role expectations as presented respectively by female and male teacher respondents (75% and 75%). This respondents' affirmation is against traditional gender role expectations which were gender biased. It was declared that the culmination of this process is a divergence of the sexes: men are socialized to embody masculine qualities and women to embody feminine qualities. It is in this way that one adopts gender role that encompass behaviors, cognitions, and attitudes based on what it means to be one gender relative to the other (West & Zimmerman, 1987). Therefore, with engagement of boys in household chores female and male do not only fulfill sex oriented roles.

Engagement of boys in household chores change gender role stereotypes as highlighted by all (100%) respondents female and male teacher. Boys' engagement in household chores ends gender role stereotypes about children. For example parents find it more obvious that boys will make a career on the labor market, for which reason it would be natural that boys should spend more time investing in their human capital through school homework, school time, socializing activities, sports etc., while activities preferred for girls might be oriented towards those which are more traditionally female (Berk, 1985). But with engagement of boys it is different.

KARABO (pseudonym), in a focus group discussion shared a story about a newly married couple. She said that:

“after few days in the their newly founded home, their domestic servant decided to leave the job which brought a big issue concerning the preparation of meals as none of the two possessed cooking skills. Therefore, the woman came up with the idea of going to a restaurant which the man did not think much about. However, after a couple of time, the man realized that his wife did not have any cooking skills

which is the reason for her encouragement towards him to always go to the restaurant. Thereafter, the man proposed his wife to go visit her parents and when the time to return from the visit arrived, the man made it clear to his wife's mother that he will return back home alone so that his wife can stay so as to get some cooking skills from her mother”.

The female teacher shared this story as she believed that the woman was the one supposed to perform those duties rather her husband. However, another participant in the focus group discussion did not agree to her point of view because the latter believed that it's a duty for both of them which means that the man should have thought his wife how to cook if he really had some knowledge about it instead of bringing her to her mother.

From the above mentioned focus group discussion, the researcher found that even the teachers who have in their responsibilities to impart to the students the gender parity in household chores; reference made on this newly married couple and on that disagreement between those two teachers, they are still attributing some particular household chores to females only. Therefore, teachers need intensive training on gender equality and on engagement of boys in household chores.

Students' perceptions on socialization practices and engagement of boys in household chores

Students revealed their position on perceptions of socialization practices and engagement of boys in household chores as it is presented in table 10.

Table 10: Students’ perceptions on socialization practices in engagement of boys in household chores

Statement	SA		A		N		D		SD	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Engagement of boys in household chores prevents against any discrimination based on gender	4(33)	3(38)	5(42)	4(50)	1(8)	1(13)	1(8)	0(0)	1(8)	0(0)
Engagement of boys like girls in household chores is one of the children’s rights	5(42)	3(38)	7(58)	5(62)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Boys who perform household chores fail to their masculinity	5(42)	3(38)	6(50)	4(50)	0(0)	1(12)	0(0)	0(0)	1(8)	0(0)
Fathers refuse their sons to perform household chores	6(50)	4(50)	4(34)	3(38)	1(8)	1(12)	1(8)	0(0)	0(0)	0(0)
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family	5(42)	4(50)	7(58)	3(38)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Engagement of boys in household chores change gender role expectations	6(50)	3(38)	3(25)	3(38)	1(8.3)	1(12)	1(8.3)	1(12)	1(8.3)	0(0)
Engagement of boys in household chores change gender role stereotypes	7(58)	4(50)	5(42)	3(38)	0(0)	1(12)	0(0)	0(0)	0(0)	0(0)

Source: Primary Data, 2020

Legend; SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree, F (%): Female percentage, M (%): Male percentage

Students’ findings on perception on socialization practices in engagement of boys in household chores rated in percentages (%) as follow:

The majority of students’ respondents that is 75% and 88% female and male student respondents respectively recognized that engagement of boys in household chores prevents against any discrimination based on gender. Female and male student affirmed this statement because of the current high number of women in decision making positions thanks to equal rights to education of males and females.

According to GMO (2019) in Rwanda, in 2018 women was representing 61% and 52.3% in parliament and cabinet respectively. This education of female was facilitated by progress engagement of boys in household chores.

All (100%) female and male student respondents proved that engagement of boys like girls in household chores is one of the children's rights. According socio-cultural norms household chores are for female only, if so they can not compete with their brothers at schools. To insure equal child rights, engagement of boys in household chores is in line with the Girls' education Policy and its strategic plan put in place by the Ministry of Education to ensure access, retention performance of girls and women at all levels. Emphasis is put on girls' education in science and technologies. In this regard, some affirmative actions were put in place including the FAWE Girls' schools, Awards for girls, etc. (MIGEPROF, 2010).

Respectively female and male student respondents at 92% and 88% exposed that boys who perform household chores fail to their masculinity. This assertion was supported because children pretend to be other people in their play and in so doing learn what these other people expect of them. Younger children take the role of significant others, or the people, most typically parents and siblings, who have the most contact with them; older children when they play sports and other games take on the roles of other people and internalize the expectations of the generalized other, or society itself (Mead, G.H., 1934). Therefore, with the influence of the environment characterized by stereotypes attached to masculinity and gender role respondents think that boys may fail to their masculinity if they perform household chores.

Fathers refuse their sons to perform household chores as presented by female and male student respondents at 84% and 88% respectively. Social learning theories emphasize the role of reinforcement and modelling as the fundamentals in the acquisition of gender role (Mischel, 1966). Parents tend to respond more favorably to their children when they display gender-appropriate behaviors, and in so doing, parents demonstrate a type of positive reinforcement that increases the likelihood of the child's repetition of the behaviors (Fagot, 1985). Due to social cultural traditions fathers motivate boys who imitate them and demotivate those who do not.

Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family; this statement was confirmed by female and male student respondents at 100% and 88% respectively. It is true that the egalitarian attitudes of men and women were influential in determining men's level of participation in housework. Viewing parental models sharing household chores, and especially sharing traditionally female household chores, may be influential in determining children's ideas of what connotes gender neutral and gender-stereotyped household work (Coltrane, 1989). These findings are also supported by a study realized in USA, in 2008, whereby 55% of men said they did at least half the cooking, up from 34% in 1992. For house cleaning, fifty-three percent of men said they do it at least half, up from 40% in 1992 (McGrory, E. 2019).

Engagement of boys in household chores change gender role expectations as identified by 75% of female student respondents and by 76% male student respondents. McHale et al. (2001) conducted a short-term longitudinal study to investigate the social learning prediction that younger siblings would be more likely to emulate the gender-related traits of their older siblings than vice versa. He found that siblings can have a direct impact on one another's gender development in "serving as models, advisors, social partners, and combatants" on an everyday basis (McHale et al., 2003, p. 140). From this information, if the all children are engaged in household chores stereotyped gender role expectations change towards inclusive gender role.

According to research findings; 100% and 86% of female and male student respondents respectively attested that engagement of boys in household chores change gender role stereotypes. As the main educators of children of both sexes in the traditional African families, women socialize boys and girls to accept conditions of exploitation of females by males through the values they transmit. Boys then grow up with a superiority complex while girls are made to accept and internalize an inferior position in society. Although this form of socialization results in gender inequalities, it is considered by the family to be perfectly normal (UNESCO, 2003). The researcher found this traditional belief is discouraged when there is engagement of boys in household chores.

4.2.4. Challenges faced by parents and teachers in engagement of boys in household chores

The researcher under this section presents, analyzes and interprets the views given by parents and teachers regarding the challenges that teachers and parents face in engagement of boys in household chores. The results are going to be analyzed in terms of frequencies and percentages of respondents' choices.

Parents' views on challenges to parents and teachers in engagement of boys in household chores

In this study, table 11 illustrates the parents' responses on challenges faced by parents and teachers in engagement of boys in household chores.

Table 11: Parents' views on challenges faced parents and teachers in engagement of boys in household chores

Statement	SA		A		N		D		SD	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Negligence regarding household chores	5(38)	3(43)	7(54)	3(43)	0(0)	1(14)	1(8)	0(0)	0(0)	0(0)
Lack of parent modeling	5(38)	4(57)	6(46)	3(43)	1(8)	0(0)	1(8)	0(0)	0(0)	0(0)
Lack of skills about household work	0(0)	0(0)	0(0)	0(0)	0(0)	1(14)	7(54)	4(57)	6(46)	3(43)
Lack of parenting guidance	6(46)	5(71)	7(54)	2(29)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Lack of support from many agents of socialization	8(62)	4(57)	4(30)	2(29)	0(0)	1(14)	1(8)	0(0)	0(0)	0(0)
Lack of specific education program on engagement of boys in household chores	6(46)	5(71)	6(46)	2(29)	1(8)	0(0)	0(0)	0(0)	0(0)	0(0)
Resistance to change	5(38)	4(57)	5(38)	2(29)	2(16)	1(14)	1(8)	0(0)	0(0)	0(0)
Gender role stereotypes	6(46)	4(57)	7(54)	3(43)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Patriarchal system	5(38)	4(57)	5(38)	2(29)	2(16)	1(14)	1(8)	0(0)	0(0)	0(0)
Masculinity	6(46)	3(43)	7(54)	3(43)	0(0)	1(14)	0(0)	0(0)	0(0)	0(0)

Source: Primary Data, 2020

Legend; SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree, F (%): Female percentage, M (%): Male percentage

According to the table 11, the results showed that almost all female and male parent-respondents respectively agree that parents and teachers face the subsequent challenges like negligence regarding household chores (92% and 86%), lack of parental modeling (84 and 84), lack of parenting guidance (100% and 100%), lack of support from many agents of socialization (92% and 86%), lack of specific education program on engagement of boys in household chores (92% and 100%), resistance to change (72% and 96%), gender role stereotypes (100% and 100%), patriarchal system (96% and 86%), and masculinity (100% and 86%).

Teachers' views on challenges faced by parents and teachers in engagement of boys in household chores

Table 12 presents teachers' views on challenges faced in the process of engagement of boys in household chores by parents and teachers.

Table 12: Teachers' views on challenges faced by parents and teachers in engagement of boys in household chores

Statement	SA		A		N		D		SD	
	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)
Negligence regarding household chores	10(83)	6(75)	2(17)	2(25)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Lack of parent modeling	6(50)	3(38)	6(50)	5(25)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)
Lack of skills about household work	4(33)	2(25)	0(0)	2(25)	0(0)	0(0)	6(50)	2(25)	2(17)	2(25)
Lack of parenting guidance	7(58)	4(50)	1(8)	2(25)	0(0)	0(0)	3(25)	1(13)	1(8)	1(13)
Lack of support from many agents of socialization	8(67)	5(63)	2(17)	2(25)	0(0)	0(0)	1(8)	1(13)	1(8)	0(0)
Lack of specific education program on engagement of boys in household chores	7(58)	3(38)	2(17)	1(13)	0(0)	0(0)	2(17)	2(25)	1(8)	2(25)
Resistance to change	6(50)	3(38)	3(25)	3(38)	0(0)	0(0)	1(8)	0(0)	2(17)	2(25)
Gender role stereotypes	5(42)	6(75)	5(42)	1(13)	0(0)	1(13)	1(8)	0(0)	1(8)	0(0)
Patriarchal system	7(58)	2(25)	5(42)	1(13)	0(0)	0(0)	0(0)	3(38)	0(0)	2(25)
Masculinity	6(50)	3(38)	3(25)	3(38)	0(0)	0(0)	2(17)	0(0)	1(8)	2(25)

Source: Primary Data, 2020

Legend; SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree, F (%): Female percentage, M (%): Male percentage

According to the table 12, majority of female and male teacher-respondents respectively confirmed that parents and teachers face the subsequent challenges like negligence regarding household chores (100% and 100%), lack of parental modeling (100% and 63%), lack of parenting guidance (63% and 75%), lack of support from many agents of socialization (84% and 88%), lack of specific education program on engagement of boys in household chores (75% and 51%), resistance to change (75% and 76%), gender role stereotypes (82% and 88%), patriarchal system (100% and 38%), and masculinity (75% and 76%).

Table 11 and 12 affirm that parents and teachers face the subsequent challenges in engagement of boys in household chores which are almost common to female and male teacher and parent respondents analysed and interpreted as follow:

Negligence regarding household chores; the latter is considered as unpaid work therefore parents do not engage boys who have to do paid work as breadwinner.

Lack of parental modeling; parents are the first to do household chores in order to give examples to their children unfortunately they were socialized in a society which males were educated as breadwinners and females as caregivers. Identification theories emphasize a child's identification with its same-sex parent as the most important factor in the child's development of gender roles (Freud, 1962). According to McHale, Whiteman, & Crouter (2003) recommendation, there is great significance which is evident during the passive learning experience that children receive from observing their parents' marital ways of life. Marital relationships can always differ through the distribution of power between parents and in the extent of traditionalism of the parents' gender role. These traditional ways of doing thing fathers do not do household chores.

Lack of parenting guidance: both categories of respondents parents and teachers pointed out that the challenges to parents and teachers in engagement of boys in household chores are mostly lack of parenting guidance because of social cultural norms that up to now influence behaviors and decision of parents and teachers. This was affirmed by data shown in Figure 1 in chapter 1 of this study which shows the adherence to some activities including household chores by sex whereby some household chores are specifically oriented to females yet they can be done by men as well.

Guidance is done basing on sex, boys are permitted a greater degree of freedom to break rules or commit minor acts of deviance, whereas girls are expected to follow rules carefully and adopt an obedient role (Learning, Lumen, 2020).

Lack of support from many agents of socialization: major agents of socialization like parents, teachers and peers live in a society that do not facilitate engagement of boys in household chores instead of encouraging boys engagement they discourage them. When children do not conform to the appropriate gender role, they may face negative sanctions such as being criticized or marginalized by their peers. Though many of these sanctions are informal, they can be quite severe. For example, a girl who wishes to take karate class instead of dance lessons may be called a “tomboy,” and face difficulty gaining acceptance from both male and female peer groups. Boys, especially, are subject to intense ridicule for gender nonconformity (Scott Coltrane, 2005). In addition, parents still supply boys with trucks, toy guns, and superhero paraphernalia, which are active toys that promote motor skills, aggression, and solitary play. Daughters are often given dolls and dress-up apparel that foster nurturing, social proximity, and role play (Y M Caldera, 1989). Finally, More Blodgette (2019) said that in times where there is lack of parental guidance, teachers could work towards guiding boys and girls in their chores at school.

Lack of specific education program on engagement of boys in household chores:

Currently, the traditional way of division of labor influences education programs, consequently, specific education programs targeting to engage both children are limited. Right from the beginning, boys and girls are treated differently by the members of their own environment, and learn the differences between boys and girls, women and men (UNICEF 2007).

Resistance to change: males do not want to renounce the dominance position and females do not want to change the tradition because of not being against the culture. As it was revealed by research a traditional role-model still prevails even in modern, double-career families, and, thus, the upbringing of children becomes sex typed even though many parents nowadays are in favor of equal opportunities (Bonke, 1999).

The phrase “boys will be boys” is often used to justify behavior such as pushing, shoving, or other forms of aggression from young boys. The phrase implies that such behavior is unchangeable and something that is part of a boy’s nature (Kane, 1996).

Gender role stereotypes: there exists a general prospect that women will amicably function in social roles which serve men's interests. In affirmation, Lindsey (2005) states that negative stereotypes targeting females can result in sexism, the belief that the female status is inferior to the male. This belief is perpetuated by systems of patriarchy, male-dominated social structures whose norms operate and have become the standard to which people adhere, throughout all social institutions. Sexism leads to the oppression of women and thus, the limitation of social and economic opportunities.

Patriarchal system: due to the patriarchal structure of Rwandan society, there is considerable evidence that parents socialize sons and daughters differently. Generally speaking, boys are allowed more autonomy and independence at an earlier age than daughters. They may be given fewer restrictions on appropriate clothing, dating habits, or curfew. Sons are also often free from performing domestic duties such as cleaning or cooking and other household tasks that are considered feminine. Daughters are limited by their expectation to be passive and nurturing, generally obedient, and to assume domestic responsibilities (Scott Coltrane, 2005). In addition, the practice of ‘bride wealth’ or *inkwano* further subordinated women within the gendered social hierarchy of Rwandan society; when a couple wed, the man would pay the woman’s family in either cows or money to take her hand in marriage (Uwineza and Pearson, 2009).

Masculinity: children start facing norms that define “masculine” and “feminine” from an early age. Boys are told not to cry, not to fear, not to be forgiving and instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and “ladylike”. These gender role and expectations have large scale ramifications (UNICEF, 2007). Boys may be asked to take out the garbage or perform other tasks that require strength or toughness, while girls may be asked to fold laundry or perform duties that require neatness and care.

It has been found that fathers are firmer in their expectations for gender conformity than are mothers, and their expectations are stronger for sons than they are for daughters (Learning,

Lumen, 2020). Parents, especially fathers tend to be more rigid in their expectations for sons than daughters (Marks JL. et al. 2009).

On the question” what are the challenges you meet in engagement of boys in household chores?”

MUNEZA’s answer during depth interview was: *“some family confers boys’ power relation over girls; this could be due to Rwandan patriarchal society where masculinity is socialized based on status”*.

This quotation confirms the listed of challenges that parents and teachers face in engagement of boys in household chores.

To back up the above responses, the researcher drew some views from FGDs where teachers highlighted the lack of special designed lessons on household chores to train them effectively as a challenge in engagement of boys in household chores.

During FGD KAZUBWENGE (pseudonym) said that:

“We have realized that they are not trained in the same way at home. As an example; I once told one of my boy students to go pick a broom so that he can sweep as a form of punishment. He then replied, “Teacher, can I instead go gardening?” and I said no, go bring that broom. What happened is that he started crying and I asked him why he was crying, he then answered to me that other students would laugh at him if he would start sweeping. To me, that means he never does that and that he thinks it is not for him. Another one says; “But I hope you do not support that”. I called him and had a conversation with him.

The sector officers also highlighted some challenges and provided the solutions especially, giving teachers and parents a special training on engagement of boys in household chores.

Some challenges reinforced by teachers during Focus Group Discussion were: *“negligence regarding household chores, lack of parent modeling, lack of skills about household work, lack of support from many agents of socialization, lack of specific education program on engagement of boys in household chores, resistance to change, division of tasks based on gender and patriarchal system”*.

On the question: “what should be the solutions to the provided challenges?”

The following solutions to the above challenges were given by respondents in FGD.

***At the national level:** Facilitate the engagement of non-governmental organization to promote the involvement of all children in all household chores without any discrimination
The national commission for children should have a clear program that explains the gender equality and household chores.*

***At local level:** put in place children’s platforms that is headed by older people (a husband and a wife), to sensitize both parents to be involved in household chores through Umugoroba w’ababyeyi and follow up of children’ life in their family.*

***At school level:** treat all students equally, install clubs that cater for gender equality, include gender equality while teaching in all subjects, to put in place some programs that support engagements of boys in household chores.*

***At the family level:** to put in place a clear plan on household chores for all children, parental role model, family conversation on household chores, and parental guidance on household chores.*

4.3 CONCLUSION OF THE CHAPTER

The information was summarized in tables according to the objectives of the study. Data from each of the data collection tools was analyzed separately. Frequencies and percentages were calculated based on the available data. The interviews data too were intergreted systematically and incorporated into the other analysis.

In addition, this Chapter has highlighted, discussed and presented the findings from responses of respondents whereby different views from teachers, parents, local authorities, boys and girls focused on socialization practices, gender role as breadwinner and caregiver, and all the respondents stated that gender role should be equally split between boys and girls irrespective of gender, cultural and traditional norms, more still there should be an increase in socialization practices in engagement of boys in household chores.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This study aimed at exploring gender role in Rwanda: exploration of socialization practices and engagement of boys in household chores. The sample size of 62 respondents (20 students, 20 parents, 20 teachers and 2 administrative authorities) was taken.

5.2. SUMMARY OF THE MAJOR FINDINGS

This chapter presents the summary of the findings in relation to the study objectives. The researcher presented the conclusion of the study in relation to the findings and provided recommendations that are deemed to be necessary to eradicate gender disparities in boys and girls.

For the first objective, to identify socialization practices of gender role regarding household chores in Nyarugunga sector, the study findings considering the answer of sector officers, parents and students confirm the unfair household chores distributions between males and females but it is different to teachers, because most of teachers attribute household chores to both females and males. From this information, basing on all respondents' views the researcher concluded that in Nyarugunga sector, gender role as responsibility for males or females entail criticality as surveyed respondents attributed particular roles to each type of gender.

In addition to this, it was also indicated that parents, sector officers, students and teachers who participated in the survey concurred that household chores like house cleaning, cooking, washing/ironing clothes, making beds, cleaning compound and taking care of siblings are attributed on female accountability while fetching water as a household chore was more regarded to be masculine; the source of unequal involvement in household chores between boys and girls in Rwanda.

For the second objective, to analyse the perception of socialization of gender role in engagement of boys in household chores; the research findings made accurate that many female teachers take caregiver roles as being for both male and female,

while the big percentage of male teachers respondents on the other hand pointed out that household chores are roles for both males and female and a small number of male teacher respondents attributed them to girls, meanwhile male parents said that household chores are female roles, and male students affirmed that these are female role.

There are significant traditional gender role whereby a man's position is the breadwinner of the family, who is mostly expected to be assertive and the sole decision maker, whereas the women are expected to be nurturing, home-making and submissive this creates an environment whereby there is unequal involvement in household chores between boys and girls which encourages the use of some gender stereotypes which refuse to boys to accept the accomplishment of some household chores in Nyarugunga sector.

Teachers too have in their responsibilities to impart to the students the gender parity in household chores while the sector officers also agreed that there are some challenges and provided the solutions especially, giving teachers and parents a special training on engagement of boys in household chores.

From this information, the researcher confirmed that even if the respondents attribute particular types of household chores to feminine gender, they appreciate socialization practices towards engagement of boys in household chores and this aspect highlights that the more the population get sensitized on equal engagement of both gender on household chores, the greater the lack of parity in performing them can be eradicated.

For the third objective, to examine the challenges affecting parents and teachers in engagement of boys in household chores, the study findings of majority of respondents disclosed that, caregiver roles have been attributed to females as most parents, pointed out that they train all children to perform household chores though boys do not seem to enjoy it. It is also evident from the research findings that in many families, men don't involve in household chores due to focusing on works that bring direct income in the family and the household chores are for women. This has in the end led to noticing that households' chores are unequally distributed between men and women; and it confirms the lack of parental guidance and modelling.

Also parents and teachers face the subsequent challenges like preserving culture belief, preserve public image, negligence regarding household chores, failure to understand gender equality, lack of parent modeling, lack of parenting guidance, lack of support from many agents of socialization, lack of specific education program on engagement of boys in household chores, resistance to change, unpaid daily work, division of tasks based on gender, gender role stereotypes, patriarchal system, masculinity and femininity.

This led the researcher to the understanding that challenges in engagement of boys in household chores are so many and that many efforts should be put in finding solutions for them.

5.3. CONCLUSION

This study dealt with exploring gender role in Rwanda: exploration of socialization practices and engagement of boys in household chores and it was extended by objectives which were as follows: to identify socialization of gender role practices regarding household chores in Rwanda, to analyse the perceptions of socialization of gender role key agents i.e. parents, teachers, boys and girls and local authorities on engagement of boys in the household chores and to highlight challenges faced by parents and teachers in engagement of boys in household chores.

From the findings, the research results made true that in Kicukiro District, gender role as responsibility for male or females entail criticality as sector officers, parents, teachers, and students surveyed attributed particular roles to each type of gender. Moreover, the findings revealed that above three quarters (80%) of the respondents surveyed attribute particular types of household chores to feminine gender and in addition to this information, the researcher concluded that all respondents appreciate socialization of gender role in engagement of boys in household chores and this aspect highlights that the more the population get sensitized on equal engagement of both gender on household chores, the greater the lack of parity in performing them can be eradicated.

In the last, the research findings revealed that there are challenges in engagement of boys in household chores that need more effort to find solutions for them. Hence, for this reason, the results have therefore shown that the objectives of this research have been met.

Efforts used to mobilize women and girls to engage in wage-earning works were not the same efforts used to mobilize men and boys, so, they, from different agents of socialization still think that household chores are mainly reserved to females. There are still traditional gender socialization practices that still dominate our society through various gender stereotypes. They reinforce gender inequality when it comes to the distribution and sharing household chores. Traditional thinking that household chores are women and girls' responsibilities still persists in Rwanda.

5.4. RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

Under this sub section, the researcher mentions some of the recommendations derived from respondent's views and from the researcher's analysis. They are presented as follows:

5.4.1. To the Ministry of Gender and Family Promotion

- The ministry in partnership with other concerned bodies should design a national programme that strengthens engagement of boys in caregiving role.
- In partnership with Ministry of Education, to develop educational programmes to provide boys skills on household chores through other forums that intervene in the same domain
- To put in place “Umugoroba w’abana” headed by older people (a husband and a wife),
- To sensitize both parents to involve in household chores through” Umugoroba w’ababyeyi”, to play as model and guidance in performing household chores.

5.4.3. To the parents (Family)

- Both parents to involve in household chores as role models.
- To put in place a clear plan on household chores for all children and guidance them.
- To initiate family conversation on household chores.
- To review fairly traditional division of household chores and motivate them.
- To consider household chores as paid work.

5.4.4. To teachers (Schools)

- Teachers should serve as role model to all males and females' students.
- Teachers should play a key role in setting up gender clubs and mentoring them.
- To treat all students equally and equitably.
- To make child right and genderr equality and equity a crosscutting topic in all subjects.
- To use learning by doing teaching methods while teaching of household chores.

A lot of facts that need to be developed were revealed in this study. It is in this perspective that we recommend other researchers to work on:

- Socialization of gender role practices in Rwanda: exploration of engagement girls in breadwinning tasks.
- Gender inequality in household chores and family conflict.

5.5. CONCLUSION TO THE CHAPTER

This chapter summarizes the key points of the study which include the summary of the findings in relation to the study objectives, conclusion of the study in relation to the findings and provided suggestions for further research, research criticism and gap identification, recommendations from relevant stakeholders i.e. parents, teachers, MINEDUC, Ministry of Gender and Family promotion, local authorities and students that are deemed to be necessary to promote engagement of boys in household chores.

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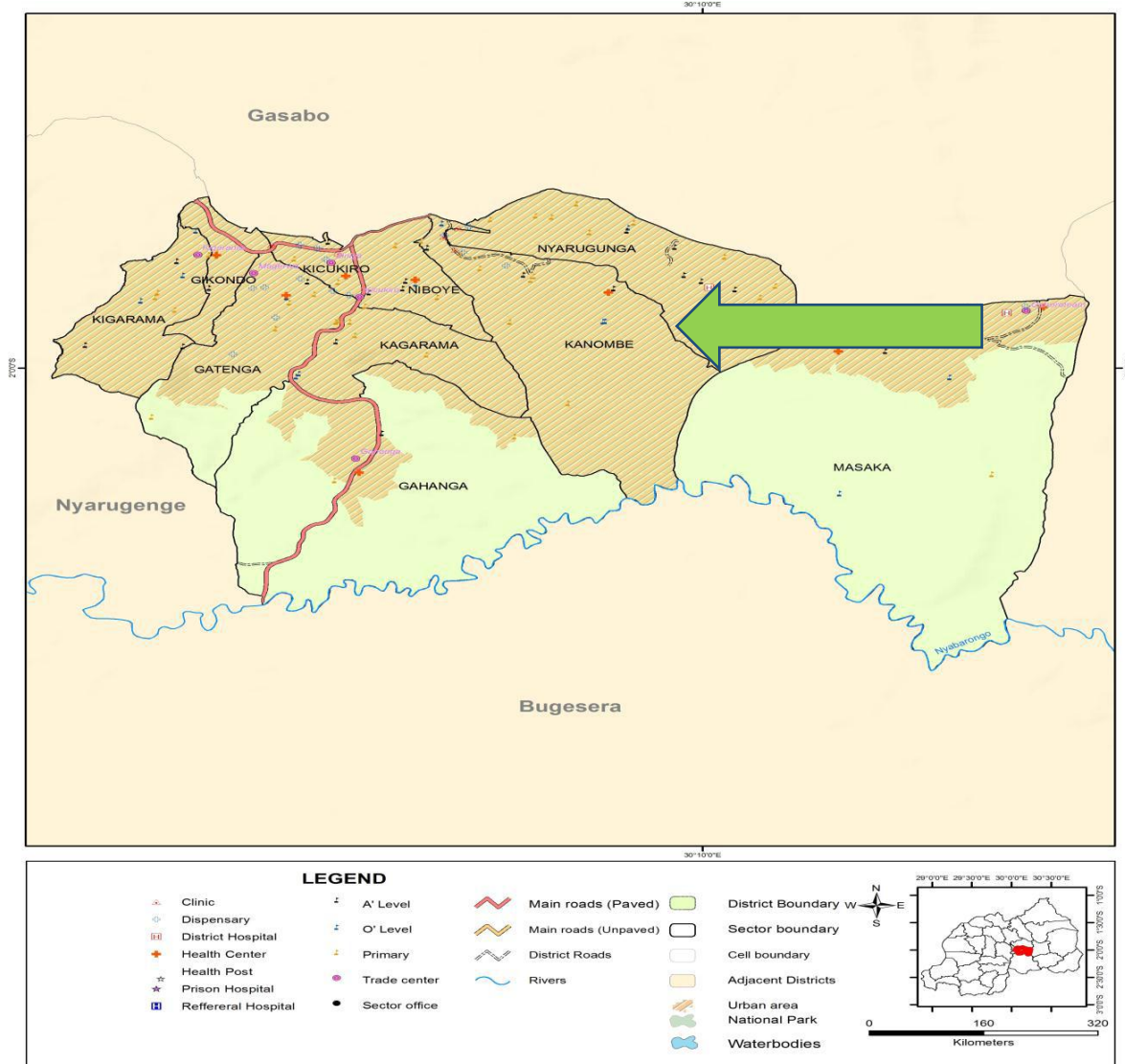
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APPENDICES

APPENDIX I: Geographical Map of Kicukiro District



Source: Secondary Data

APPENDIX II: TO WHOM IT MAY CONCERN



UNIVERSITY of
RWANDA

CENTRE FOR GENDER STUDIES
COLLEGE OF ARTS AND SOCIAL SCIENCES

TO WHOM IT MAY CONCERN

The Centre for Gender Studies (CGS) at University of Rwanda/ College of Arts and Social Sciences offers a Master's Degree in Social Sciences specialising in Gender and Development. As part of the Master's Degree requirements, students have to carry out a field study and write a thesis on an area of their interest.

During data collection phase, students usually require the assistance from organisations relevant to their chosen area of study. We envisage these studies having a wide-range impact not only on the growth of academic knowledge in Rwanda but also, on the development of policy and practice throughout the country.

Allow me to introduce **Mrs MUKAZI Beatrice** whose thesis topic is titled "**Gender-Role Socialization: An Exploration of Engaging Boys in Household Chores in Rwanda. A case of Nyarugunga Sector of Kicukiro District 2015-2020.**" She will provide you with a proposal of her intended study and discuss with you her research needs.

If you require any other information, please contact us at cgs.rwanda@gmail.com

Thank you for your cooperation.

Sincerely,

For
MUKAZI BEATRICE
Princip
Dr Josephine MUKABERA GPO
Ag Director, Centre for Gender Studies



Date: *15-JULY-2020*

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Po Box: 5039 Kigali

APPENDIX III: PERMISSION TO CONDUCT RESEARCH IN NYARUGUNGA SECTOR



APPENDIX IV: RESPONDENT CONSENT FORM

Topic: Gender role in Rwanda: Exploration of Socialization practices and Engagement of Boys in Household Chores. The Case Study of Kicukiro District.

Consent to take part in research

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequence.

The researcher had the purpose and nature of the study explained to me in writing and the researcher had the opportunity to ask questions about the study.

I agree to my interview being audio-recorded.

I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that signed consent forms and original audio recordings will be retained in [specify location, security arrangements and who has access to data] until [specific relevant period – for students this will be until the exam board confirms the results of their dissertation].

I understand that I am free to contact the researcher to seek further clarification and information.

Names and Signature of research participant

Date

.....

.....

I believe the participant is giving informed consent to participate in this study.

Names and Signature of research participant

Date

.....

.....

APPENDIX V: QUESTIONNAIRE FOR PARENTS

My names are Beatrice MUKAZI, a final year candidate in masters. I am writing my thesis on Gender role in Rwanda: Exploration of Socialization practices and Engagement of boys in Household Chores; the case Study of Kicukiro District 2015- 2020. I kindly request a few minutes of your time to answer these questions. The purpose of this study is purely academic. You are kindly requested to sacrifice your time and fill the questionnaire below. The responses were treated with utmost confidentiality and they will pay a major role in the completion of dissertation and was very useful to academicians and the entire society.

Part I. BACKGROUND OF RESPONDENT

(Tick as appropriate).

1.1 Respondent		1.2 Sex	
01	Parent	01	Male
		02	Female
1.3 Age Group		1.4 Level of education	
01	Age < 25	01	No-Education
02	Age between 25-35	02	Primary
03	Age between 35-45	03	Secondary
04	Age between 45-55	04	A1 or A2
05	Age between 55-65	05	TVT
06	Age > 65	06	Master
		07	PhD

Part II: SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

Code	II.1 Are the following gender role a responsibility for Male or Female or both. (Tick as appropriate).	Male	Female	Both
01	Caregiver roles are for			
02	Breadwinner roles are for			
Code	II.2 Which of the following household chores are a responsibility for boys, girls or both in your home? (Tick ✓ as appropriate)	Boys	Girls	Both
01	House Cleaning (Mopping)			
02	Cooking			
03	Washing Dishes			
04	Washing / Ironing Clothes/			
05	Making Beds			
06	Fetching Water			
07	Cleaning Compound (Sweeping)			
08	Taking Care of younger siblings			

PART III: PART III: PERCEPTION ON SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

5= strongly agree 4= Agree 3= Neutral 2= Disagree 1= Strong Disagree/

III.1 Statement (Tick \checkmark as appropriate)	5	4	3	2	1
Engagement of boys in household chores prevents against any discrimination based on gender.					
Engagement of boys like girls in household chores is one of the children's rights.					
Boys who perform household chores fail to their masculinity.					
Father refuse their sons to perform household chores.					
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family.					
Engagement of boys in household chores change gender role expectations.					
Engagement of boys in household chores change gender role stereotypes.					

PART IV. CHALLENGES TO SOCIALISATION PRACTICES OF GENDERGENDER ROLE AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strong Disagree

IV.1 Statements (Tick as appropriate)	5	4	3	2	1
Negligence regarding household chores					
Lack of parent modeling					
Lack of skills about household work					
Lack of parenting guidance					
Lack of support from many agents of socialization					
Lack of specific education program on engagement of boys in household chores.					
Resistance to change					
Genderr roles Stereotypes					
Patriarchal system					
Masculinity					

THANK YOU!

APPENDIX VI: QUESTIONNAIRE FOR TEACHERS

My names are Beatrice MUKAZI, a final year candidate in masters. I am writing my thesis on Gender role in Rwanda: Exploration of Socialization practices and Engagement of boys in Household Chores; the case Study of Kicukiro District. I kindly request a few minutes of your time to answer these questions. The purpose of this study is purely academic. You are kindly requested to sacrifice your time and fill the questionnaire below. The responses will be treated with utmost confidentiality and they will pay a major role in the completion of dissertation and was very useful to academicians and the entire society.

Part I. BACKGROUND OF RESPONDENT.

(Tick√ as appropriate).

1.1 Respondents		1.2 Sex	
01	Teacher	01	Male
		02	Female
1.3 Age Group		1.4 Level of education	
01	Age < 25	01	No-Education
02	Age between 25-35	02	Primary
03	Age between 35-45	03	Secondary
04	Age between 45-55	04	TVT
05	Age between 55-65	05	A1 or A2
06	Age > 65	06	Master
		07	PhD

Part II: SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

Code	II.1 Are the following gender role a responsibility for Male or Female or both. (Tick as appropriate).	Male	Female	Both
01	Caregiver roles are for			
02	Breadwinner roles are for			
Code	II.2 Which of the following household chores are a responsibility for boys, girls or both in your home? (Tick √ as appropriate)	Boys	Girls	Both
01	House Cleaning (Mopping)			
02	Cooking			
03	Washing Dishes			
04	Washing / Ironing Clothes/			
05	Making Beds			
06	Fetching Water			
07	Cleaning Compound (Sweeping)			
08	Taking Care of younger siblings			

PART III: PART III: PERCEPTION ON SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

5= strongly agree 4= Agree 3= Neutral 2= Disagree 1= Strong Disagree

III.1 Statement (Tick \checkmark as appropriate)	5	4	3	2	1
Engagement of boys in household chores prevents against any discrimination based on gender.					
Engagement of boys like girls in household chores is one of the children's rights.					
Boys who perform household chores fail to their masculinity.					
Father refuse their sons to perform household chores.					
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family.					
Engagement of boys in household chores change gender role expectations.					
Engagement of boys in household chores change gender role stereotypes.					

III.2 what do you do to engage boys in household chores?

.....

.....

.....

PART IV. CHALLENGES TO SOCIALISATION PRACTICES OF GENDER ROLE AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

5= Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strong Disagree

IV.1 Statements (Tick as appropriate)	5	4	3	2	1
Negligence regarding household chores					
Lack of parent modeling					
Lack of skills about household work					
Lack of parenting guidance					
Lack of support from many agents of socialization					
Lack of specific education program on engagement of boys in household chores.					
Resistance to change					
Gender role Stereotypes					
Patriarchal system					
Masculinity					

IV.2. How can the identified challenges faced in engagement of boys in household chores be addressed at different levels?

- a) At National Level
- b) At Local Level (District, Sector, Cell, Village)
- c) At School Level
- d) At Household / Family Level

THANK YOU FOR YOUR TIME!

APPENDIX VII: QUESTIONNAIRE FOR STUDENTS

My names are Beatrice MUKAZI, a final year candidate in masters. I am writing my thesis on Gender role in Rwanda: Exploration of Socialization practices and Engagement of boys in Household Chores; the case Study of Kicukiro District. I kindly request a few minutes of your time to answer these questions. The purpose of this study is purely academic. You are kindly requested to sacrifice your time and fill the questionnaire below. The responses will be treated with utmost confidentiality and they will play a major role in the completion of dissertation and was very useful to academicians and the entire society.

Part I. BACKGROUND OF RESPONDENT

(Tick as appropriate).

	1.1 Respondent			1.2 Sex	
01	Student		01	Male	
			02	Female	
	1.3 Age Group			1.4 Level of education	
01	Age < 25		01	Secondary	

Part II: SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

Code	II.1 Are the following gender role a responsibility for Male or Female or both. (Tick as appropriate).	Male	Female	Both
01	Caregiver roles are for			
02	Breadwinner roles are for			
Code	II.2 Which of the following household chores are a responsibility for boys, girls or both in your home? (Tick ✓ as appropriate)	Boys	Girls	Both
01	House Cleaning (Mopping)			
02	Cooking			
03	Washing Dishes			
04	Washing / Ironing Clothes/			
05	Making Beds			
06	Fetching Water			
07	Cleaning Compound (Sweeping)			
08	Taking Care of younger siblings			

PART III: PERCEPTION ON SOCIALIZATION PRACTICES AND ENGAGEMENT OF BOYS IN HOUSEHOLD CHORES.

5= strongly agree 4= Agree 3= Neutral 2= Disagree 1= Strong Disagree

III.1 Statement (Tick \checkmark as appropriate)	5	4	3	2	1
Engagement of boys in household chores prevents against any discrimination based on gender.					
Engagement of boys like girls in household chores is one of the children's rights.					
Boys who perform household chores fail to their masculinity.					
Father refuse their sons to perform household chores.					
Engagement of boys in household chores is one of strategies in preventing domestic injustice and gender-based violence in their future family.					
Engagement of boys in household chores change gender role expectations.					
Engagement of boys in household chores change gender role stereotypes.					

APPENDIX VIII. INTERVIEW GUIDE FOR PARENTS

- a) Sex
- b) Age

1. What are household chores do your boys perform?
.....
.....

2. How do you perceive the engagement of boys in household chores?
.....
.....

3. What are the challenges do you face on engagement of boys in household chores?
.....
.....

Thank you!

APPENDIX IX. INTERVIEW GUIDE FOR SECTOR SOCIAL AFFAIRS AND SECTOR EDUCATION OFFICER

a) Sex

b) Age

1. What are household chores do boys perform?

.....
.....

2. How do you perceive the engagement of boys in household chores?

.....
.....

3. What are the challenges do parents and teachers face on engagement of boys in household chores?

.....
.....

Thank you!

APPENDIX X: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS.

1. How do you perceive the engagement of boys in household chores?
2. What do you do to engage boys in household chores?
3. What are the challenges do you faced in teaching boys to engage in household chores?
4. How can the identified challenges while engaging boys in household chores be addressed at different levels?
 - e) At National Level
 - f) At Local Level (District, Sector, Cell, Village)
 - g) At School Level
 - h) At Household / Family Level

THANK YOU FOR YOUR TIME!

GENDER ROLE IN RWANDA:
EXPLORATION OF
SOCIALISATION PRACTICES
AND ENGAGEMENT OF BOYS
IN HOUSEHOLD CHORES.
THE CASE STUDY OF
KICUKIRO DISTRICT

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