COLLEGE OF ARTS AND SOCIAL SCIENCES

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IMPACT OF PERCEPTION ON GENDER EQUALITY IN THE RWANDAN FAMILY

Case study: Gasabo District

(2014-2017)

Thesis submitted to University Rwanda, College of Arts and Social Sciences in partial fulfilment of the requirements for the award of Master's Degree in Local Governance studies

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Declaration

I declare that the work titled "*Impact of perception of Gender equality in the Rwandan family, a case study: of Gasabo district"**;*** is my own work, that it has not been submitted for any degree or examination in any other higher learning institution, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Date…….....

Names: **Esperance Uwimpuhwe**

Signature……..

Dedication

I dedicate this research work to my family for their moral and financial support throughout my education.

Acknowledgements

I acknowledge the Almighty God who has given me the strength and will to pursue this study.

Upon the completion of this work, it is my pleasure to witness on this occasion my gratitude to the Government of Rwanda through RALGA (Rwanda Association of Local Government Authorities) for the scholarship, and their moral and material support.

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May God bless you all!

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Abstract

The principles of gender equality would be achieved when women and men enjoy the same rights and opportunities across all sectors of society. However, some perceptions about gender equality do not always translate into reality. There still exists a gender subtext that reveals persistent practices of gender inequality and the misconceived perception of gender equality even at the family level.

The current research entitled ***"Impact of perception of Gender equality in the Rwandan family"*** was conducted on households of Remera and Bumbogo sectors of Gasabo District with the main objective of assessing the Perception of gender equality and their impact at the family level.

In order to avail findings, the researcher set 3 questions: How is gender equality implemented at the family level? How is gender equality perceived by Rwandan families? What impact do Rwandan families face related to their perception of gender equality? The researcher formatted these questions into a Likert-modelled questionnaire and interviews to collect primary data. The population of the study was 25,599 households on which a random sample of 68 households was chosen and interviewed with ethical considerations.

To conclude, through the adjusted, coded and interpreted primary data, the results showed that gender equality has been well implemented by the Government of Rwanda but it is still perceived at low scale within Rwandan families. Subsequently, perception of gender equality at the household level is somehow correlated to a certain impact leading to a pervasive gender inequality. The impact is observed in frequent issues such as GBV, divorces, murders, and other sorts of domestic violence.

As recommendation the Government of Rwanda and gender stakeholders have to continue to impart people the roles of gender equality in community, and help understand correctly the meaning of gender equality as some family members have misinterpreted the gender equality. Future researchers are encouraged to extend analogue studies to the whole country or/and advance in gender equality throughout other sectors.

Key terms: *Gender equality, perception, family, Rwanda*

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Abbreviation and Acronyms

APA	: American Psychological Association
BPfA	: Beijing Declaration and Platform for Action
CEDAW	**:** Committee on the Elimination of Discrimination Against Women
CNF	**:** Conseil National pour les Femmes /National Women's Council
COMESA	: Common Market for Eastern and Southern Africa
CSO	: Civil Society Organization
EDPRS	: Economic Development and Poverty Reduction Strategy
EICV	: Integrated Household Living Conditions Survey
EIGE	: European Institute for Gender Equality
et al	***:*** and others (Latin abbreviation)
EU	: European Union
GBV	: Gender-based violence
GMO	: Gender Monitoring Office
ILO	: International Labour Organisation
IPS	: Inter Press Service
JHPIEGO	**:** Johns Hopkins Program for International Education in Gynaecology and Obstetrics
MDGs	: Millennium Development Goals
MIGEPROF	: Ministry of Gender and Family Promotion
Mn	: Mean
NEPAD	: New Partnership for Africa's Development
NGO	**:** Non-Governmental Organisation
NGP	**:** National Gender Policy
NISR	: National Institute of Statistics Rwanda
NWC	**:** National Women Council
ODI	: Overseas Development Institute
OECD	**:** Organisation for Economic Cooperation and Development
PRSP	: Poverty Reduction Strategic Paper
RALGA	**:** Rwanda Association of Local Government Authorities
RIB	: Rwanda Investigation Bureau
Sd	: Standard deviation
SPSS	: Statistical Package for Social Sciences

TVET	: Technical Vocational Education and trainings
UN	: United Nations
UNDG	**:** United Nations Development Group
UNDP	: United Nations Development Programme
UNESCO	**:** United Nations Educational, Scientific and Cultural Organization
UNFPA	: United Nations Population Fund
UNICEF	: United Nations International Children's Emergency Fund
UNIFEM	: United Nations Development Fund for Women
UNSR	: United Nations Security Council Resolution
UR	**:** University of Rwanda
USAID	**:** United States Agency for International Development
VUP	: Vision 2020 Umurenge Programme
WEF	: World Economic Forum

CHAPTER ONE: GENERAL INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The distinction between men and women, depending on one's sex, has a long history, and under various forms, is present in all societies. Since the appearance of human beings on earth, physical differences and abilities have played a role in this distinction. Indeed, due to their greater physical strength, men were usually in charge of hunting and of other outdoor activities which required more strength (Eagly, 1987). On the contrary, women, who were considered weaker, and with the physical capability of bearing children, were consequently in charge of less physically demanding tasks such as picking berries, taking care of the household or rearing children (Eagly, 1987). Throughout centuries, masculine and feminine roles have become standardized. Today, men and women are expected to follow certain behaviours that are considered specific to one's gender. In this sense, in today's interconnected societies, sex-differentiated roles and behaviours seem more globally established.

About international Gender Policy, UNDP is well placed to ensure that gender equality and the empowerment of women are integrated into every aspect of its work to support countries to eradicate poverty and reduce inequalities and exclusion (UN, 2013). Rwanda National Gender Policy highlights principal guidelines on which Sector-centred policies and programs will base to integrate gender issues in their respective social, cultural, economic and political planning and programming. Implementation of the policy requires joint action of different actors, decision-makers, development workers and the entire population. (MIGEPROF, 2010)

The national gender policy document, being trans-sector-centred in nature, is not meant to be prescriptive for various institutions. Instead, it provides the overarching principles which will be integrated into their own policies, practices and programs. An independent evaluation of PRSP I found that, while gender received more attention than other cross-cutting issues, recommended policy priorities and budget commitments for gender equity were not sufficiently incorporated into sector programs. Among the reasons for this failure to produce results was the low capacity in planning, inadequate advocacy, limited budget allocation, insufficient gender-disaggregated data, few targets, and inadequate monitoring and evaluation by gender advocates and others responsible for mainstreaming gender equality in the development process. (MIGEPROF, 2010)

It is important to ensure that gender policy is effectively mainstreamed into the EDPRS so as to avoid the phenomenon of policy evaporation during the implementation process, which has been decentralized to the district level under Vision 2020 Umurenge programme (VUP). Effective integration of gender in the EDPRS will require coordinated and systematic technical capacities in policy analysis, policy implementation, data collection and analysis, and monitoring and evaluation at central and decentralized levels. (MIGEPROF, 2010)

It is probable that gender mainstreaming will be successful since the Government of Rwanda attaches great importance to the promotion of gender equality and equity as a prerequisite for sustainable development. This ideal is a fundamental principle within the Constitution of the Republic of Rwanda, 2003.

The centrality of gender equality in national development is underpinned by President Paul Kagame who reaffirmed his conviction that gender equality is not just women's business, it is everybody's business and that gender equality and women's empowerment are critical to sustainable socio-economic development. To achieve the gender equality goal, the Government of Rwanda has put in place a national gender policy in 2004 (MIGEPROF, 2010). By Jared Wadley; Perceptions about gender equality do not always translate into reality, said the most women and men hold egalitarian beliefs, but that does not guarantee impartial evaluation and treatment of others, said a speaker who studies gender issues. (Jared, 2003)

Dryburgh (1999) argues that assimilation is actually a process of professionalization by engineering students (women and men), which requires adaptation to the professional culture, internalization of the professional identity and solidarity with others in the profession; as also cited by Faulkner, (2006). As far as women are concerned, the success of cultural adaptation may also include the management of their own gender. Dryburgh maintains this is likely to include defining sexist behaviour as exceptional, working hard to show solidarity with male colleagues and accepting uncritically the masculine culture into which they are entering. This is also linked to Goffman's (1959) concept of impression management, whereby a range of actions are used to project an impression of self that the individual hopes will elicit a desired response or reaction in others.

Although we acknowledge the possibility of straightforward gender discrimination, the practices we came across in the banks are much more subtle and complicated. While gender

inequality still persists at different levels in the organization, its concealed nature prevents it from being perceived as such. We argued that a gender subtext (a set of often concealed, power-based processes or arrangements systematically (re)producing gender distinctions) puts in plain words both the persistent practices of gender inequality and the dominant perception of gender equality. This gender subtext directs organization members to trace the gender distinction back to gender-neutral factors: it is the inevitable consequence of differences in skill and quality, part-time work and care responsibilities. (Powell *et al*, 2009)

Wigglesworth (2015) found that gender-inequitable attitudes increase with age and that greater education does not have any discernible impact on this. This research has also shown that abrupt changes since national independence in 2002 have created many challenges for Timorese communities and customary practices. While gender equality and equity has been broadly accepted, understandings are often superficial and families find it difficult to implement these new concepts at the household level and in intimate family relations. (Wigglesworth *et al*, 2015)

A contradiction exists between national and local policy and practice which is reflected in young men's in-principle acceptance of gender equality but a lack of acceptance of change in gender relations in their own lives. There is a preference for the maintenance of traditional values which confer on them power and status attributed to masculinity and age. (Wigglesworth *et al*, 2015)

Thus it is upon the above background that the current study intends to examine how Gender equality is perceived and the impact of such perception in the Rwandan family with a case study of various households in Gasabo District.

1.2 PROBLEM STATEMENT

A prosperous and flourishing society means that women and men have equal opportunities for realizing their human rights. Men and women contribute mutually towards fulfilling the requirements of societal and cultural development. The societal and cultural development is directly linked with the political, national and economic development. The men and women must benefit equally in a society from the outcomes of that development. (Morrow, 2006).

The principle of gender equality is a cross-cutting issue in all policies and strategies, including the country's long-term development framework, Vision 2020and the Economic Development and Poverty Reduction Strategy, EDPRS. Rwanda has a National Gender Policy and specific policies include ones for girls' education, women in agriculture, gender-based violence and sexual and reproductive health, each with its own implementation strategy (MIGEPROF, 2010). Gender Responsive Budgeting has been in place since 2003, the production of gender budget statements was piloted in 2010/11 and since 2011/12 all ministries are expected to produce them.

However, even if policies and many activities have been put in place to improve gender equality, there is still a gap due to the increase and persistence of problems related to misconception of gender equality. For instance, in 2012; 244 rape cases were reported, 281 were reported in 2013 and 284 in 2014. Physical abuse cases were 587 in 2012, 411 in 2013 and 541 in 2014. Women who were beaten by husbands were 378 in 2012, 242 in 2013 and 271 in 2014 while women murdered by husbands were 28 in 2012, 39 in 2013 and 37 in 2014. It is thought that these problems have a strong relationship with the perception of gender equality. (Mbabazi, 2016)

Apart from the above article, the researcher has been inspired by Gender equality perception by her study background, by self-experience in Local government and after studying some modules about Gender equality. It is within this perspective that this study is designed to assess the impact of gender equality perception in the Rwandan family within a period of three years (2014-2017).

1.3 OBJECTIVES OF THE STUDY

1.3.1 Main objective

The major objective of the study is to assess Perception of gender equality and its impact at the family level.

1.3.2 Specific objectives

The specific objectives underlying this study are:

- Identify different elements of gender equality implementation at the family level
- Identify how gender has been perceived in the Rwandan community in general and at the family level
- Identify gender-related issues which are linked to the perception of gender at the family level

1.4 RESEARCH QUESTIONS

- How is gender equality implemented at the family level?
- How is gender equality perceived by Rwandan families?
- What impact do Rwandan families face related to their perception of gender equality?

1.5 RESEARCH HYPOTHESES

The research questions inspire to formulate the following hypotheses

1: Gender equality has been implemented at low scale; there is a need of some improvements.

2: Even though at the country level, gender equality is perceived positively; some people display undesirable attitudes.

3: There is a certain impact that can be related to the perception of gender equality in the Rwandan family.

1.6 SIGNIFICANCE OF THE STUDY

This study will help the public and private institutions intervening in gender to identify the problems faced by families related to gender equality as well. The recommendations from the research will help the decision-makers for policies formulation and measures which can be used to reduce and stop the consequences due to bad perception of gender equality. The study is also a valuable source of information for further researchers.

1.7 SCOPE OF THE STUDY

The research on Perception of gender equality and its impact on Rwandan families; appears very large, the researcher must limit her study. The research scope specifies the limitation that the research imposed on her study in terms of time, location, financial resources, population and study field.

1.7.1 Time scope

The study covered a period between 2014 and 2017 and references on previous years were used to provide a richer understanding.

1.7.2 Scope in domain

The study focused on gender equality principle specifically the perception of gender equality at the household level.

1.7.3 Limitation in space

This study was carried out on households of Remera and Bumbogo sectors of Gasabo District, Kigali City.

1.7.4 Study field

The study scope is related to gender analysis as part of Social Studies in Local Government Studies. It also wraps up some elements of Management in Action-Social, Economic and Ethical issues.

1.8 SIGNIFICANCE OF THE STUDY

The study helped once again people to know what gender equality is on Families and how its perceptions affect the Rwandan families. Apart from the significance of the study, the researcher has analysed personal interest, social interest, academic and scientific interest.

1.8.1 Personal interest

To the researcher, the research is part of the completion of the Degree of Masters in Local Governance at the University of Rwanda. It will also enhance her knowledge about gender analysis and management.

1.8.2 Scientific interest

The finding of the research will be useful to the other researchers because they will serve as reference in this domain. The research will serve to enhance tools used in advanced gender equality analysis.

1.8.3 Academic interest

This research will serve as a source of secondary data and some theoretical aspects for other people who will be interested in conducting researches related to gender equality.

1.8.4 Social interest

The family is a foundation of the society, any change made can affect easily the family's conditions. This research will help to get responses to problems faced by the society and policies can be used to overcome the related challenges.

1.9 STRUCTURE OF THESIS

This study is organized in five chapters. Chapter one highlights introduction, chapter two presents a literature review on gender equality both theoretically and empirically. Chapter three discusses the methodology with techniques used to analyse data for hypothesis testing. Chapter four analyses the data using the methods explained in chapter three and interprets the results obtained from the Statistical Package for Social Sciences version 17 (SPSS). Finally, chapter five presents the conclusion of the study and provides recommendations.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the literature. The literature for this research study includes both conceptual and empirical theories. While the empirical theory is made by other's reports and the researcher's personal findings while the conceptual theory is from other authors that is, textbook, and reports from different libraries.
It is comprised of options of other authors on topics directly related to the current study.

2.2 DEFINITIONS OF KEY CONCEPTS

The following definitions are provided to ensure consistency and understanding of these terms throughout the study. The researcher developed all definitions not always accompanied by a citation.

2.2.1 Perception

In general, Perception (from the Latin *perceptio, percipio*) is the process of attaining awareness or understanding of the environment by organizing and interpreting sensory information. (Wikipedia, 2018)
In psychology, Perception is the conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction. It is also a psychological process by which we make sense of what we are experiencing.
In this study, it was better to use the definition found in Robbins (2012) Pearson Dictionary where **Perception is** the set of processes by which individuals analyse and interpret incoming information and make sense of it within the environment. As pointed out, a situation may be the same but the interpretation of that situation by two individuals may be immensely different. (Robbins, 2012)

There are 3 factors influencing perception: the perceiver (personality, past experience, and education), the target and the settings.

In the current study, as a matter of fact, some theory of perception seems to be essential. The research set the objectives of identifying some numerous factors affecting the study, namely, Gender equality with reference to social and family issues, Economic empowerment of women, Health, women political empowerment and Education.

These factors depend on members of the population to study such the educational background, the lifestyle, environment, and the socio-economic conditions of the people. They also depend on the process of how the principle is implemented and last the place where this study is done. In the following chapters, the researcher described each and every factor cited above.

2.2.2 Impact

According to Oxford Dictionary (2018), the word Impact is defined as the action of one object coming forcibly into contact with one another; or a marked effect or influence

OECD (2002) defined impact as 'Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended'.

Impact is often used to refer to higher-level effects of a program that occur in the medium or long term, and can be intended or unintended and positive or negative. (USAID, 2009).

These effects can be economic, socio-cultural, institutional, environmental, and technological or of other types. Impact describes all the changes which are expected to happen due to the implementation and application of a given policy option/intervention. Such impact may occur over different timescales, affect different actors and be relevant at different scales (local, regional, national and worldwide). This might include changes in knowledge, skill, behaviour, health or living conditions for communities. (UNDG, 2011)

2.2.3 Gender concepts

A. Gender

Gender refers to the socially constructed roles of women, men, girls and boys. While sex refers to the biological difference between men and women, gender concentrates to the social relations between them (Vainio-Mattila 1999b).

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being women and men. The social definitions of what it means to be a woman or a man vary among cultures and change over time. Gender is a socio-cultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality. (Vainio-Mattila 1999a).

B. Gender equity

Gender equity is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality. (UNFPA, 1996)

C. Gender equality

Gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. (UNFPA, 1996)

Originally, it was believed that equality could be achieved by giving women and men the same opportunities, on the assumption that this would bring sameness of results. However, the **same** treatment was found not necessarily to yield **equal** results. Today, the concept of equality acknowledges that different treatment of women and men may sometimes be required to achieve sameness of results, because of different life conditions or to compensate for past discrimination. It is this notion of equality that is embedded in the *Canadian Charter of Rights and Freedoms*. (Carleton, 2018)

The further defines Gender equality as the equal valuing by society of both the similarities and differences between women and men and the varying roles that they play. (Carleton, 2018)

2.2.4 Engagement of a society in Gender equality

Gender Integration refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities, (Vainio-Mattila 1999).

Gender Mainstreaming is the process of incorporating a gender equality perspective into policies, strategies, programs, project activities, and administrative functions, as well as into the institutional culture of an organization. (Council of Europe, 1998)

Gender Stereotypes are ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing. (e.g., girls should be obedient and cute, are allowed to cry, and boys are expected to be brave and not cry, women are better housekeepers and men are better with machines, or boys are better at mathematics and girls more suited to nursing). (Vainio-Mattila 1999).

Empowerment refers to the expansion of people's capacity to make and act upon decisions (agency) and to transform those decisions into desired outcomes, affecting all aspects of their lives, including decisions related to health. It entails overcoming socioeconomic and other power inequalities in a context where this ability was previously denied. Programmatic interventions often focus specifically on empowering women because of the inequalities in their socioeconomic status. The empowerment definition is Adapted from Naila Kabeer's (1996) and Ruth Alsop's (2005) definitions. (JHPIEGO, 2018)

Homophobia is the irrational fear of, aversion to, or discrimination against homosexuals or homosexual behaviour or cultures. Homophobia also refers to self-loathing by homosexuals, as well as the fear of men or women who do not live up to society's standards of what it is to be a true man or true woman. (JHPIEGO, 2018)

Heterosexism is the presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to homosexual and bisexual people.

Men's Engagement is a programmatic approach that involves men and boys a) as clients and beneficiaries, b) as partners and c) as agents of change, in actively promoting gender equality, women's empowerment and the transformation of inequitable definitions of masculinity. In the health context, this comprises engaging men and boys in addressing themselves and supporting their partners' reproductive, sexual and other health needs. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and division of labour, and ending gender-based violence. (Vainio-Mattila 1999a)

Transgender is an umbrella term referring to individuals who do not identify with the sex category assigned to them at birth or whose identity or behaviour falls outside of stereotypical gender norms. The term transgender encompasses a diverse array of gender identities and expressions, including identities that fit within a female/male classification and those that do not. Transgender is not the same as intersex, which refers to biological variation in sex

characteristics, including chromosomes, gonads and/or genitals that do not allow an individual to be distinctly identified as female/ male at birth, (Vainio-Mattila 1999b).

2.3 GENDER EQUALITY PRINCIPLES

The Gender Equality Principles offer practical standards to which companies can aspire and a measure against which they can assess their progress on fundamental of gender equality issues. (Gender principles, 2018)

Organizations will take concrete steps to attain gender equality by adopting and implementing policies and practices in seven key areas, (Stein *et al*, 1997):

- ✓ **Employment and compensation**: Policies that eliminate gender discrimination in areas such as recruitment, hiring, pay, and promotion.
- ✓ **Work-life balance and career development:** Policies that enable work-life balance and support educational, career, and vocational development.
- ✓ **Health, safety, and freedom from violence:** Policies to secure the health, safety, and well-being of female workers.
- ✓ **Management and governance:** Policies to ensure equitable participation in management and governance.
- ✓ **Business, supply chain, and marketing practices**: Non-discriminatory business, supply chain, contracting, and marketing policies.
- ✓ **Civic and community engagement:** Policies to promote equitable participation in civic life and to eliminate all forms of discrimination and exploitation.
- ✓ **Leadership, transparency, and accountability:** Policies that are publicly disclosed, monitored and enforced that display active commitment from top leadership.

2.4 STEPS TO ACHIEVE GENDER EQUALITY IN FAMILIES

Achieving gender equality in family is not easy because the men had dominated in families from many years ago. The following steps were retrieved from an article of The Guardian written by Ann Leach on 14th March 2016 and will serve as tools to achieve gender equality: (Leach, 2016)

- ✓ **Talk to women and girls:** A fundamental reason we have not yet achieved gender equality in every realm is that women and girls' voices are too often excluded from global and national decision-making. (Stein *et al*, 1997).

- ✓ **Allow girls in families to use technology devices:** We increasingly see bans on girls using mobile phones. The dialogue on girls' access to STEM [science, technology, engineering and maths] education and women's role in technology has not even started to be acknowledged, (Stein *et al*, 1997).
- ✓ **Stop child marriage and sexual harassment:** If we want girls to be able to complete education we have to end child marriage. We also have to seriously address sexual harassment of girls. Insecurity is one of the reasons parents give for marrying their daughters. It is also a major barrier to girls' full participation in education, (Stein *et al*, 1997).
- ✓ **Make education gender-sensitive:** There has been much progress in increasing access to education, but progress has been slow in improving the gender sensitivity of the education system, including ensuring textbooks promote positive stereotypes. This is critically important for girls to come out of schools as citizens who can shape a more equal society. (Stein *et al*, 1997).
- ✓ **Empower mothers:** Through empowering women on the community level will also enhance girl's education. When mothers are educated and empowered to make choices in their lives, they enable their daughters to go to school (Leach, 2016).
- ✓ **Encourage women into non-traditional vocations:** Supporting women in non-traditional jobs is crucial in not only making long-lasting change in their lives but also help break social taboos. TVET schools are skilling women in professions such as motorcycle fixing, driving, hospitality, mobile-phone fixing, etc. (Leach, 2016)
- ✓ **Beware the backlash:** One of the realities that we need to remember and address is that when women trespass in spaces that were previously completely male-dominated there is often a penalty. In education and in the workplace that backlash often takes the form of sexual harassment, humiliation, violence. Looking at a local level or specific situation we can see how that slows the pace of women's entry to that sector or opportunity (Stein *et al*, 1997).
- ✓ **If you have children, be an equal parent**: Be willing to take paternity leave and stay at home to care for your kids when they need you. Divide childcare responsibilities with your partner and also ensure that both of you get to spend an equal amount of play time with the children, (Stein *et al*, 1997).

2.5 COMMON ISSUES REGARDING THE GENDER ROLES IN A FAMILY

Gender roles are defined by the socio-cultural norms of any society. In most of the societies, the family systems are based on the gender roles and it is the pre-designed gender roles that help members of the family to run the family with bound responsibilities. Any disturbance in the gender role aspect may affect the smooth functioning of the easy-going of any family, (Kalbfleisch *et al*,1995).

The origin of gender roles can be dated back to the very establishment of the social life. Ever since man started living in societies, they differentiated between the male gender and female gender and implicated specific lifestyle, duties and functional areas for each of these genders. It was quite needed in the then lifestyle of human beings. Hunting was the only way of finding a living; thus muscular male members took the role of hunters of food suppliers and physically less fit female members took over the role of homemakers and cooks. The masculinity helped male gender to dominate the society and made them authoritative in families. But the time has grown a lot empowering female gender to almost equal status of men and today, they dare to live independent of the help of men and at times, to the extent of questioning men in different aspects. The newly gained power makes women get out of the norms and define new gender roles in the family, which may often result in clashes in the family (Kalbfleisch, 1995).

The equal status may disturb the husbands as the laid-underneath superiority elements may require a certain amount of time to dissolve themselves and accept the new socio-cultural setup. The aspect of equality will give rise to certain issues too. Who is to direct and who to be directed? Who is the authority in family-related issues? etc., may put the family in trouble. If not accepted well and handled appreciably, the family may become like a vehicle steered to different direction at the same time by many drivers, (Kalbfleisch, 1995).

2.5.1 Clash in family responsibilities

Family is not just an institution of many people living together under one roof, but the union of similar-minded or mutually loving people bound with certain duties and responsibilities. The gender role structure was deliberately designed by the initial social setups to help the people accept and realize the specific duties each gender bound to. (Halpern, 2015).

But today, both the parents strive on working and earn for the family and both father and mother enjoy equal social status and financial independence. At this point, the role of homemaker becomes no one's responsibility and both the partners may insist the other one to be the homemaker. Adjustments, understanding and empathy are the advised aspects that may help a smooth-running family. Clinging to the century-old concepts and lifestyles may help only to worsen the situation, (Kalbfleisch,1995).

2.5.2 Kids and gender roles

Traditional family system had enough time dedicated to the kids as the mother was responsible for the entire process of childcare and development when the father had to bring in the essential food supplies. But modern lifestyle makes both the parents busy working for the family and earning the amount to meet the demands of life. Kids many times are left with caretakers or paid nannies. Such lifestyles may affect the families badly as children may grow unaffectionate to the parents. It is quite difficult for any parent to balance between the modern lifestyle and parenting or homemaker tasks. Kids need to be trained to cope up with the family roles. This will help them to be more understanding and affectionate to parents, (Kalbfleisch, 1995).

2.6 PERCEPTION OF GENDER EQUALITY

We all have our own lenses through which we see the world. Our window to the world is shaped by experience, hopefulness, unconscious beliefs, personal filters. The challenge becomes how to reconcile opposing and strongly held beliefs in the interest of improving a situation.

According to Liswood (2017), Men and women have different viewpoints about the perception of gender equality and several explanations can be put forward for these differences:

- ✓ **Potential versus performance**

Men assume policy leads to positive impact. Women see that these policies are not leading to positive outcomes. For example, men saw that there was a programme to mentor women, which they viewed as an affirmative programme to help women's progress. Women saw no results from the mentoring programme. For men, it was the potential and the effort that gave

them a sense of well-being. For women, their conclusion of dissatisfaction was based on performance, (Liswood, 2017).

Professor Cheryl Kaiser of the University of Washington refers to the illusion of inclusion in which people believe that discrimination and unfair practices can't exist if there is a diversity office or set of programmes in place directed at these practices. There can be a distinct gap between the formal programmes and the informal work culture, thereby setting up the potential for the illusion, (Liswood, 2017).

- ✓ **Confirmation bias**

We all do this. It is the phenomenon of sorting facts and observations in a way that confirms what we already believe. So if men think progress is being made for women, they will place more weight on the facts they see and believe confirm the advancement, and pay less attention to the impact of the impediments. Women will similarly focus more on the facts that confirm lack of progress and less on the advancements, (Liswood, 2017).

- ✓ **Cui bono?**

Who most feels the impact of the unlevelled playing field? When it comes to gender issues, men generally don't feel the impact (this may not include men from historically powerless groups, who certainly can feel the effects). For women, gender issues have full impact, affecting their lives constantly. Our gender identities shape what hurts and helps us, knowingly or unknowingly. We are all right and we are all wrong in our different lenses. (Liswood, 2017).

- ✓ **We want the same things**

Both men and women are looking for the same thing at work, including compelling colleagues, mutual values and challenging work. Based on their experiences, men might be more likely to achieve those work goals; women, on the other hand, may have experiences that create a diminished sense of satisfaction. Given these feelings of dissatisfaction in the workplace, women may have a lower threshold when it comes to deciding whether to leave the world of work or not (Liswood, 2017).

2.7. CULTURE & RELIGION AND GENDER EQUALITY

Several studies have revealed that religion, tradition and culture are often used to justify women's subordinate position in society. In all the world's major religions, religious texts have been interpreted to reinforce the power of men in society.

The current research considered culture and religion as intervening variable towards the perception of gender equality in the Rwandan society.

Religion

Religion is a system of faith and worship, which provides adherents with meaning and purpose in their lives. It is one of the major institutions in society, with almost every human civilization producing a system of religious belief. Religions may or may not include a belief in a supreme being, but all are concerned with the transcendent, the spiritual, and with aspects of life beyond the physical world. (Inter Press Service, 2002)

United Nations (2015) stated that Religion plays a vital role in shaping cultural, social, economic, and political norms in many parts of the world. Major religions, such as Buddhism, Christianity, Hinduism, Islam and Judaism are practised throughout the world, but there are also numerous minor religious groups, and indigenous religions particular to specific regions. Within each organized religion, one generally finds a large number of different denominations, sects, and cults, each with their own interpretations, beliefs and practices. Religious texts are often interpreted and used as a justification for gender discrimination. These arguments are persuasive, because the texts are considered sacred, and hold divine authority for believers. (Inter Press Service, 2002)

Culture

Culture is a complex phenomenon, in terms of which people both form and express their sense of identity. Although religion and culture are two separate concepts, there is a great deal of overlap between them. Traditional cultural practices have often found their way into religious systems, while religious beliefs influence the cultural life of communities. (Inter Press Service, 2002)

Most cultures in the world today are based on a patriarchal system of power. Culture is more than just ideas, practices, and expressions such as the arts: it dictates who in society has

access to and control over resources and political power. Tradition, culture and religion provide a set of social rules, which are used to ensure that men and women conform to their prescribed gender roles and do not challenge the male-dominated order. (UNDP, 2013)

There is a series of cultural and religious norms; across different countries; that are set as determinants of social stratification as they reflect and reproduce relations that empower some groups of people with material resources, authority, and entitlements while marginalizing and subordinating others by normalizing shame, inequality, indifference or invisibility. It is important to note that these norms reflect and reproduce underlying gendered relations of power, and that is fundamentally what makes them difficult to alter or transform.'
Examples: 1) Forced marriage: Parents can arrange their daughters' marriages so as to minimize dowry, bring in resources through bride price, or lead girls to marry or start to cohabit as a means of escaping poverty at home, 2) assigning the majority of domestic work to girls, 3) Child marriage: girls who marry 'late' may not find a husband, 4) Son preference: the joy in family is more when the baby born is a boy than where it is a girl, etc. (UNDP, 2013)

Here is a quote from Focus group with men and women, Uganda *God created us differently, the men and the women. That's why culture also treats us differently. It is government which is spoiling things. How can my son cook, bathe the children, wash my clothes, or fetch water when the women and the girls are there? How can my wife build the hut when I or her sons are there? Can I call my daughter to help to slaughter the cock when God blessed me with all these sons? God would curse me if I did.'* (Kyomuhendo, *et al*., 2015)

In the Rwanda context, Cultural views regarding women can at times play a positive role; for example, within Rwandan society, women are traditionally seen a peacemakers, which has helped to elevate women's roles in rebuilding post-genocide Rwanda, especially in the political realm. However, the majority of the time, the attitudes, beliefs, and socio-cultural practices in Rwanda strongly favour males over females. Men are perceived as the family heirs and are responsible for the endurance of the family line. Additionally, men are seen as the breadwinners, life insurance for the family, and as the defenders of both the clan and the country. Women, on the other hand, are expected to adopt a domestic and dependent role within the family; girls are to help their mothers with household chores, bear male children, and be reliant on the patriarchal figures in their lives Young girls are taught that it is not

proper to speak in the presence of men and that they are subordinate to men. (USAID, 2015, Uwineza, 2009).

All the above show how strong culture and religion affect the perception of a human being towards gender equality. In the current study, both culture and religion are taken as intervening variables to the impact of perception on gender equality.

2.8 CONTEXT OF GENDER EQUALITY IN RWANDA

Rwanda has ratified and adheres to a number of international and regional conventions, charters and declarations, including the CEDAW, the Millennium Development Goals (MDGs), United Nations Security Council Resolution 1325, the Universal Declaration of Human Rights of 10 December 1948, the New Partnership for Africa's Development (NEPAD), and COMESA, among others. (USAID, 2015)

In 1995, Rwanda adopted the Beijing Declaration and Platform for Action (BPfA) and undertook strategic actions aimed at tackling nine identified crucial areas among the twelve suggested. All of these instruments highlight gender mainstreaming and women's empowerment as strategic and important approaches for sustainable development. The commitments of the Government of Rwanda and efforts to promote gender equality and women's empowerment are reflected in the ratification of these international and regional conventions and instruments. (Government of Rwanda, 2014)

1. Global Gender Gap Index

The Global Gender Gap Index was first introduced by the World Economic Forum (WEF) in 2006 as a framework for capturing the magnitude of gender-based disparities and tracking their progress over time. The Index benchmarks national gender gaps on economic, education, health and political criteria, and provides country rankings that allow for effective comparisons across regions and income groups. The rankings are designed to create global awareness of the challenges posed by gender gaps and the opportunities created by reducing them. The methodology and quantitative analysis behind the rankings are intended to serve as a basis for designing effective measures for reducing gender gaps. (World Economic Forum, 2017)

The next table shows the ranking of Rwanda within 4 previous years. The table is extracted from 4 annual report of global Gender gap.

Table 1: Global Gender Gap Index (2014-2017)

Year	Countries	Educational Attainment		Health and Survival		Political Empowerment		Economic Participation and Opportunity		Overall*	
		Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
2014	142	0.93	114	0.97	118	0.48	6	0.77	25	0.78	7
2015	145	0.94	112	0.97	91	0.45	7	0.81	14	0.79	6
2016	144	0.96	110	0.97	89	0.45	8	0.82	8	0.80	5
2017	144	0.95	113	0.98	1	0.54	3	0.82	7	0.82	4

**The Global Index meaning: Imparity =0.00, parity =1.00*

Source: World Economic Forum, 2014-2017

Rwanda continues its steady climb since first entering the Index and has now closed 82% of its overall gender gap, scoring narrowly behind Finland. This is mostly due to continued progress on its *Economic Participation and Opportunity* sub-index score, on the back of improved parity in estimated earned income and, particularly, a significant narrowing of its gender gap in the number of women in ministerial positions. Combined with being the country with the highest share of female parliamentarians in the world (61%), it advances five spots on the Political Empowerment sub-index, where it now ranks third globally. Rwanda has also fully closed its *Health and Survival* gender gap for the first time, although its *Educational Attainment* gender gap remains open. (World Economic Forum, 2017).

2. Gender Development Index

According to United Nations (2017), Gender Development Index (GDI) ranks Rwanda 2nd globally with the lowest level of gender inequality. (UN, 2017)

The GMO report (2017) stated that despite many achievements related to gender equality in Rwanda, various gaps and challenges need to be addressed and include among others:

- Insufficient sex-disaggregated data and baseline statistics to credibly inform policy, decision making, and planning.
- Lack of skilled and competent personnel in different ministries/sectors to mainstream gender into policies, programmes, planning and budgeting processes.

- Lack of capacity within CSOs to demand accountability for gender-responsive resource allocation by donors and government.
- Limited capacity and technical skills in gender analysis, planning, and programming to mainstream gender at individual and institutional levels, and particularly at local levels.
- Lack of appropriate frameworks for CSO and NGOs to effectively implement, monitor and evaluate interventions for gender equality and women's empowerment. People in key positions of developing policies and decision-making, sometimes have limited capacities and awareness to conduct gender analysis. This limits evidence-based advocacy, planning and programming, and mainstreaming throughout the development cycle and makes it difficult to identify key gender priorities and to propose appropriate interventions.
- Lack of standardized indicators and frameworks for monitoring progress made on the achievement of gender equality commitments.
- Low levels of awareness of women in informal border trade of their rights with the EAC borders, many of whom work within a difficult and insecure trading environment.
- Persistent gender-based violence in Rwanda, despite the legal and policy frameworks in place, in particular, due to the adherence to traditional attitudes and practices.
- Lack of awareness of rights, and lack of financial or logistical capacity for GBV survivors to report cases, preventing proper legal proceedings.
- Need for men to be sensitized and empowered to effectively involve themselves in ending GBV.
- Limited gender-responsive research to inform policy, decision making and planning.
- Minimal involvement of men in promoting gender equality and fighting against GBV, particularly in rural areas.
- The triple role of women – in reproduction, production and as community social service providers - increases their burden, particularly in rural areas. For poor women, who are the majority in Rwanda, effectively balancing and playing these roles remains a big challenge. (GMO report, 2017)
- Poverty- Women still constitute the majority of the poor with about 47% of the female-headed households poor, compared to the 44% average for all poor households. Even though there are laws granting women and girls equal rights to inheritance and land, as we have seen, societal attitudes towards this remain conservative and hard to change, and as a result implementation of such laws largely stays on paper. (Government of Rwanda, 2014)

2.9 RELATED CASE STUDIES

UN (2015) research noticed that Gender is a primary marker of social and economic stratification and, as a result, of exclusion. Regardless of one's socioeconomic class, there are systematic gender differences in material well-being, although the degree of inequality varies across countries and over time. (UN, 2015)

Josefine Sjöberg and Sandra Österlund (2015) conducted a research on Men's *perceptions of how gender equality affects gender relations at household levels in rural Uganda* and they realized that Gender equality was in somewhat contradictory viewed as something good that could lead to development, as long as the men could remain higher in status than women. Lastly, many men seemed worried about women empowerment leading to disrespect, arguments and divorce, even though some benefits also were recognized. These findings indicate that 'universal ideas' of gender equality have a wide range of local interpretations that need to be taken into consideration when promoting gender equality in a development context.

Ridgeway (2011), conducted research on how gender inequality persists in the modern world. In the research, there is a perceptible quote that: *Gender inequality is not perpetuated exclusively through differential access to and control over material resources. Gender norms and stereotypes reinforce gendered identities and constrain the behaviour of women and men in ways that lead to inequality.* (Ridgeway, 2011)

According to UNICEF (2000), there is no one single factor to account for violence perpetrated against women: 'several complex and interconnected institutionalized social and cultural factors have kept women particularly vulnerable to the violence directed at them, all of the manifestations of historically unequal power relations between men and women.'

The European Institute for Gender Equality (EIGE, 2017) reported that the scores of the Gender Equality Index show that overall in the EU, gender equality remains far from a reality, with the most problematic areas in the domains of *power, time* and *violence.* For power: Low levels of gender equality is observed in political decision-making, and economic-decision making; but indicators to measure social power in decision-making are of insufficient data quality. Therefore, the domain of *powe*r provides an opportunity to address gender inequality fast. For *time* and *violence,* there are insufficient gender measurable indicators.

Gender gap is still observed in the EU, in the domains of *Knowledge, work, money, and health:*

For Knowledge, Gender segregation in educational fields remains high. Participation in lifelong learning remains low and is more feminised where participation is higher.

Work: Women remain less likely to participate in the labour market. Large gender segregation in the labour market remains prevalent. Thus, the gendered nature of quality of work needs to be measured. (EIGE, 2017)

Money: Women receive lower earnings and income than men in the EU. Women are at a disadvantage in terms of their economic situation. To conclude, individual rather than household-level indicators could measure gender differences in a more sensitive way. (EIGE, 2017)

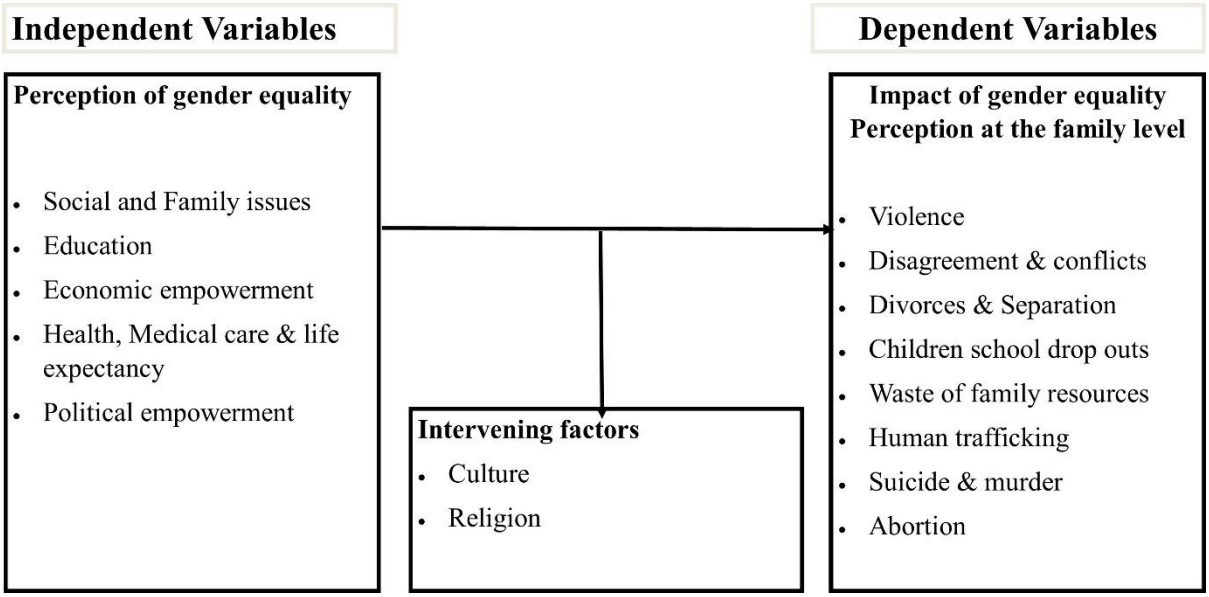
Health: Low gender gaps exist in access to health structures. The old adage that 'women get sicker and men die younger' remains largely true. Thus, sex-disaggregated indicators to measure health behaviour are still lacking.

Intersecting inequalities: disparities between women and men among different groups matter as these may be linked to different levels of gender equality (EIGE, 2017).

2.10 CONCEPTUAL FRAMEWORK

Under this section, the researcher depicted the relationship between independent variable and dependent variable. A conceptual framework is used to make conceptual distinctions and organize ideas (Rosenthal *et al*, 1991). The dependent variable represents the output or effect, or is tested to see if it is the effect. The independent variable represents the inputs or causes, or are tested to see if they are the causes. There are also intervening variables used to explain causal links between other variables. The relationship is plotted by the following figure.

Figure 1: Research conceptual framework



Source: Generated figure by the researcher, 2018

The perception of gender equality has an effect on the family through the various consequences and conflicts due to how men and women understood the gender equality.

From the above conceptual framework it is clear that the perception of gender equality consists of independent variables as measured by social and family issues, education, health, economic empowerment and political empowerment of woman with respect to man; while the impact (consequences and conflicts) due to such perception play the role of dependent variables. Culture and religion are the main intervening elements affecting the perception of human beings.

2.11 CONCLUSION

The chapter two has been dedicated to define key concepts of study, cite related cases studies and show the gender equality in the Rwandan context. Throughout the whole literature review, most considered studies likely illustrated pervasive gender equality gaps and their effects. The researcher has been enthusiastic to assess if these gaps may be mainly due to the individual perceptions towards gender equality principles and inspired to conduct analogous study to the Rwandan society. The following chapter described the methodology used to acquire findings.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

The current is an empirical study i.e. any conclusions drawn must be based upon hard evidence gathered from information collected from real-life experiences or observations.

Therefore, this chapter is an overall scheme, plan or structure conceived to aid in answering the raised questions as it presents the research methodology employed in the collection and statistical analysis of secondary and primary data, with the purpose of testing the proposed research hypotheses.

3.2 RESEARCH DESIGN

Kumar (2011) defines the research design as a plan of action. It is a plan for collecting and analysing. Data is an economic efficient and relevant manner. It is a blueprint and therefore at its best only tentative. Changes in design are permitted and are dictated by considerations during the operations of the project.

According to Miller (2011), has defined a designed research as he planned sequence of the entire process involved in conducting a research study.

Bryman and Bell (2007) defined a research design as a framework for the collection and analysis of data. In another dimension, Monette, Sullivan and Dejong (1990) maintain that a research design is a detailed plan utilizing how observations will be made.

There are three types of research purposes, namely exploratory, descriptive and explanatory designs (Saunders, 2007). Exploratory research is typically conducted by scanning published data, interviewing experts or organizing focus groups with key stakeholder informants, that is, by conducting primarily qualitative research (Saunders, 2009). Its main goals are to generate new insights and clarify understandings about a given problem that remains largely unresolved. This type of approach aims to provide preliminary answers to a particular research problem, not definite conclusions about it.

Descriptive research, on the other hand, entails the elaboration of a detailed, largely quantitative profile of events, people or situations at a given time (Aaker, 1991). To this end, it is crucial to have a clear picture (if not yet a theory) about the phenomena under study prior data collection and analysis. There is no intention to study cause-effect phenomenon (Saunders, 2009). Descriptive approaches are expected to draw conclusions about a given research problem from the analysis of the available data, which is often of a quantitative nature.

Lastly, explanatory research attempts to establish some causal relationships among variables, by resorting to experimental designs and quantitative data analysis (Saunders, 2009).
Its main goal is to test whether specific factors lead to, or significantly influence certain phenomenon by manipulating them experimentally. The choice of the approach depends on the type of research that one intends to carry out.

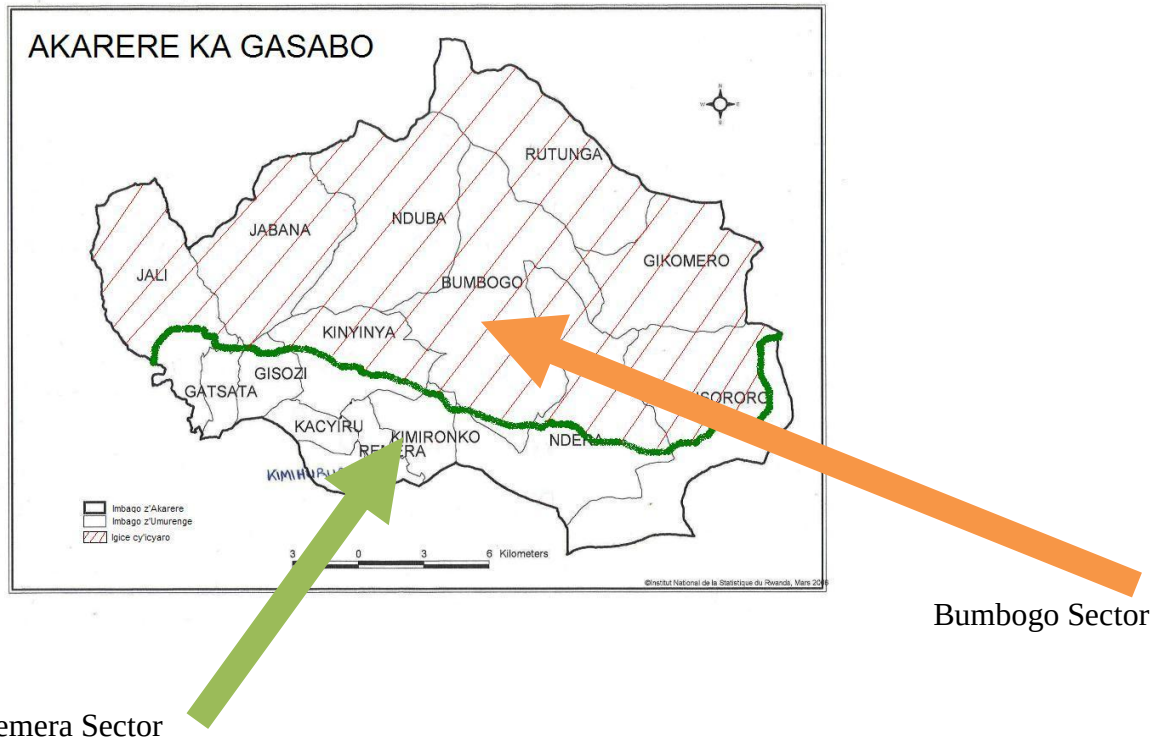
Since gender equality is mainly related to men and women, the population will be men and women of different ages and marital status. The population will also include married people because it will cover perception of gender at the family level. The population for this research will also include some local leaders since they are the ones that promote gender in the community and can, later on, appreciate the result of its perception by the community members. The researcher believes that through their experience, we can be able to qualitatively measure the perception of gender by the community. Based on the purpose of the study and the type of data involved, both quantitative (descriptive) and qualitative (exploratory) research designs will be used; i.e. a mixed research design.

3.3. BACKGROUND AND GEOGRAPHICAL LOCATION OF THE CASE STUDY

Gasabo is a district (Akarere) in Kigali City, Rwanda. Gasabo' head office is located in the Kacyiru sector- sector characterized by the office of the president, many ministerial offices and many government agencies. The Kigali City Master plan positions Gasabo District to be the country's administrative centre in the near future. Therefore, this is considered as potentiality and many more important agency offices, hotels and other service centres will be relocated and/or located in Gasabo District.

The district also includes large urban areas of the city itself, namely; Kacyiru, Remera, Nyarutarama (wealthiest area) and Kimihurura. The district occupies the northern half of Kigali City, which had its boundaries extended under the recent local government decentralization in 2006. Gasabo includes major suburbs of Kigali, sections of a ring of hills which surround the city, and some villages to the north and east of those.
Gasabo district is divided into 15 sectors (*imirenge*) namely; Bumbogo, Gatsata, Jali, Gikomero, Gisozi, Jabana, Kinyinya, Ndera, Nduba, Rusororo, Rutunga, Kacyiru, Kimihurura, Kimironko and Remera. It has also 73 Cells and 501 Villages.
The administrative map of Gasabo District is shown in the following figure.

Figure 2: Map of Gasabo District



Bumbogo Sector

Remera Sector

Source: Gasabo District, 2018

The researcher selected at random two sectors as a case study; one urban sector: Remera and one mainly rural sector Bumbogo.

3.4 STUDY POPULATION

According to Charmaz (1983) Population refers to the total group of people from whom the information is needed .

According to Cooper (2006), a population is the group of all items of interest to a statistics practitioner. He asserts that it is frequently very large, in fact, be infinitely large. The target population for the research consists of households in Remera and Bumbogo sectors of Gasabo District.

Grinnell *et al* (2006) defined population size as the totality persons or an object with which the study is concerned.

The target population considered in this study was drawn from Remera and Bumbogo households. The population has a total of 25,599 households adding 13 staff in local leaders.

3.5 SAMPLING TECHNIQUES AND SAMPLE SIZE

According to Cooper (2006), the economic advantage of taking a sample rather than a census is massive. Consider the cost of taking a census, sample provides much quicker results than does a census.

According to Bailey (1987), a sample can be highly accurate if done with care, he continues to say that saving in time and money should be obvious in using a sample.

Basing on the reason given by the above authors the study was conducted by drawing a sample that represents the whole population.

3.5.1 Sampling technique

The sampling technique is defined by Donald Cooper & Pamela Schindler (2006) as the process of selecting some elements from a population to represent that population. This is where the investigation decides without the use of any scientific technique to select certain items from his or her sample. Personal purposes, judgment and beliefs are guides.

In this research, two sampling techniques were used:

Purposive sampling: was used for the local leaders in charge of social activities.

Purposive sampling is defined by Grinnell *et al* (2006) as a type of non-probability sampling in which the researcher consciously selects specific elements or subjects for inclusion in a study in order to ensure that the elements would have certain characteristics relevant to the study. Purposive sampling is aimed at conducting interviews with individuals who are believed have information on the research.

Simple random sampling: was used for District Staff in charge of social affairs. According to Grinnell *et al*, (2006) Simple random sampling is a collection or cluster, or elements randomly chosen from the given population.

Both sampling techniques (simple random and purposive) were used to guarantee authenticity to data provided by elements chosen to fill a confident criterion. This method is often used for community study.

3.5.2 Sample size

A sample as defined by Bailey (1987), is a subset or a portion of the total population, a one per cent sample would consist of only one out of every 100 entities in the population. Therefore, the sample must always be viewed as an approximation of the whole rather than a whole itself.

Grinnell *et Al* (2006) added that before the sample can be selected; the researcher has to decide on how many people are needed to take part in the study. Determining sample size, Kakooza (1996) said that, a sample should consist of at least 30 cases and that a large sample normally has more of attributes of the population than a small sample.

In the current study, the population was grouped by households, CNF committees in two sectors, police stations, staffs in charge of gender at district and sector levels, and police one-stop centre at District level.

The staff was chosen purposively, but the sample of households is chosen at random. The simple random sample uses the Alain Bouchard method.

According to Alain Bouchard table (in the Appendices section), when the size of population is beyond 10,000 individuals the corresponding sample would be of 68 individuals when error margin is 10% for the precision of 90 times over 100.

The formula of BOUCHARD is the following:

$$n_c = \frac{n}{1+\frac{n}{N}} = \frac{n}{\frac{N+n}{N}} = \frac{Nn}{N+n}$$

Therefore

$$n_c == \frac{Nn}{N+n}$$

Where

n= is the estimated sample size according to Alain Bouchard

N=size population

n_c=size of the sample

For the case of this study, the population of households in both Remera and Bumbogo sectors the total households are 11,678 and 13,921 respectively. The total households in both sectors are 25,599 which are between 10,000 and 50,000 using the error margin of 10% for the precisions of 90% times over 100, the research used n which lies between 67 and 68, is determined below:

$n = 67 + \frac{68-67}{50000-10000}$ ⟶ n=67+$\frac{1}{40000}$ ⟶ n=67+0.0000025 ⟶ **n=** 67, 0000025

Thus as the population of households selected as sample was 25,599, applying this formula with N=25,599 n=**67, 0000025** a total of **68** households constituted the sample of households as expressed below:

$$n_c = \frac{\mathbf{25599x67.0000025}}{\mathbf{25599 + 67.0000025}} = 67{,}999738 \approx 68$$

The sample size of households to use is **68**.

The below table explains the categories of sample population.

Table 2: Sample size determination

	Respondent categories	Gasabo District	Remera Sector	Bumbogo Sector	Total population	Sample size	Basis Formula
1	V/C mayor social affairs	1			1	1	purposive sampling
2	Gender officer at District level	1			1	1	
3	Police One stop centre at District level	1			1	1	
4	Staffs at Sector level		2	2	4	4	
5	RIB stations at sector level		1	1	2	2	
6	CNF at sector level		2	2	4	4	
7	Number of households		11,678	13,921	25,599	68	Random sampling
Total						81	

Source: Primary data, 2018

It is important to realise that this sample was chosen in order to cope with funds, requirements and to manage the limited time of the study. Thus, the total sample size is shown in the table above.

3.6 SOURCES OF DATA

In conducting the research study the required data was gathered from both primary and secondary data sources. The information required helped the researcher to obtain the set objectives.

3.6.1 Primary Data

Primary data is defined as the information collected specifically for the purpose of the investigation on the field (Churchill, 1992). This data helped the researcher to arrive at the set objectives. In this study, interview, and questionnaires as techniques of data collection has been used in order to get information. As says Kalu (2005), the questionnaire is an instrument of data collection which elicits responses from respondents of the research

through a series of questions or statements put together with specific aim in mind. He adds that a questionnaire can be structured/closed or unstructured/open-ended.

Therefore, the researcher decided to use a structured questionnaire which consists of restricting the respondent to respond to questions in the manner and extent required. The researcher also used an interview in order to fill the information on the questionnaire.

3.6.2 Secondary data

Secondary data helped the researcher to make the research successful. According to Cooper et al (2006), secondary data are studies made by others for their own purpose. For the person who uses it, it is a secondary data.

Secondary data is defined as the data you collect from the work of others. This involves collecting data from textbooks, newspapers and websites. This method provides very rich information in order to analyse and to draw up a reasonable conclusion. Secondary data is gathered from Library of University of Rwanda, UN reports and other related documents.

The using of secondary data is that; the researcher analyses reports in order to fulfil the objectives of the study and to test the general hypothesis of the study. (Churchill, 1992).

Library search consists of the data collection process which is based on reading books and other documents such as reports, magazine and journals.

3.7 DATA COLLECTION METHODS AND INSTRUMENTS

In terms of efficiency of the present study, the researcher used three methods: the historical method (it helps the researcher understand the evolution of events in time), the analytical method (the researcher analysed the collected data, organize findings and then draw conclusions), and the statistical method (statistical data of the research were presented in tables easy to interpret and were used especially during the examination of the questionnaire).

In addition, scientific techniques refer to a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. The study required personal observation, documentary sources of relevant studies, transcripts of interviews conducted in the district staff, and survey collected from the questionnaire.

3.7.1 Personal Observation

The researcher frequently visited different families in Gasabo district and observed the movements, behaviours and interactions of family members.

3.7.2 Documentation techniques

The documentary research method is the use of documentary source in research data collection or in literature review. The use of documentary method refers to read documents that contain the information which is relevant to the study, and often, it involves some or all of conceptualizing, using and assessing documents. This technique helped us more through which, we got more information relative to the role of gender equality perception on Rwandan family.

3.7.3 Questionnaire

According to Kumar (2011), a questionnaire is a written list of questions, the answers to which are recorded by the respondents. He added that in a questionnaire respondents read questions, interpret what is expected and then write down the answers.

It is a predetermined written list of questions which may be answered by a respondent without supervision or explanation. (Kakinda F.1990). This technique of data collection was employed because it was easy to administer and it saved time.

Therefore, the researcher decided to use a structured questionnaire which consists of restricting the respondent to respond to questions in the manner and extent required. The researcher also used interview mode in order to fill the information of the questionnaire.

The questions must be exhaustive to research study because every scientific research should be effective, and goal-oriented. The main questions focusing on the subject were asked in ***Likert scaling model***. Generally, Likert scales have 4 categories (strongly agree, agree, disagree, strongly disagree). The steps and guidelines for preparing a Likert questionnaire are well detailed in Question Design of UNESCO (Kenneth, 2005).

3.7.4 Face-to-face Interviews

According to Bailey (1994), an interview is an instance of social interaction; a conversation at least between two individuals; the interviewer and the interviewee. Questions are asked by the interviewer to obtain information from the interviewee.

The researcher conducted face-to-face interviews onto the district staff in charge of social affairs, to find data revolved around the general information of the District, social affairs, gender-related issues, and the frequently families problems that can be related to gender equality.

Campion and Hudson (1994) observed that face-to-face interviews enable the interviewer to establish rapport with respondents, allow the interviewer to observe and listen, permit

complex questions to be asked than in other types of data collection and allow extensive driving to establish interviewees emotions, feelings, attitudes, prejudices, and opinions.

Normally, District staff has a limited time insufficient to reflect and fill questionnaires; therefore a face-to-face interview was convenient to them even if it took too much time and effort.

3.8. VALIDITY AND RELIABILITY TEST, AND GENERALISABILITY

When determining the quality standards of a case study research, Yin (1994) suggests commonly used tests; namely validity, and reliability.

Validity, as noted by Robinson (2002), is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. Validity will be ensured by having objective questions included in the questionnaire. This will be achieved by pre-testing the instrument used to identify and change any ambiguous, awkward, or offensive questions and technique as emphasized by Cooper *et al* (2003).

According to Yin (2003), reliability demonstrates that the operations of the study such as the data collection procedures can be repeated with equal result. A researcher that repeats the exact same procedure and research as described by an earlier researcher should arrive at the same result and draw the same conclusions.

In this study, the validity of instruments to be used, required expertise from UR staff, on the draft submission, the researcher did not know used method on her validation. Adjustment or discussions with supervisor have been essential. In addition, reliability was insured by pre-testing the questionnaire with a selected sample from Gasabo households, as all main questions are designed with Likert-type scaling.

Generalizability refers to whether the result of a study can be applied to a larger population outside of the study (Malhotra & Birks, 2007).

Since this study mostly uses a random sampling, the sample can be taken as representative of a larger population, and the results would be therefore considered as appropriate to make broader generalizations from. As mentioned earlier, as the aim is to assess the impact of gender equality a deeper insight into how consumers' behaviour is affected by the use of guerrilla marketing, there is no need to generalize into a larger population.

3.9 DATA PROCESSING

Data processing is the link between data collection and data analysis. It involves the transformation of observation from the field into a system of categories into coding. The data collected was transformed into meaningful information for easy interpreting and understanding. (Nachmias D and Nachmias C, 1976)

Therefore, in this study, data processing evolved through different activities such as summarizing data, analysing them and converting them into usable information. Moreover, such an exercise involved recording, editing, coding, sorting, calculating and tabulating and finally data analysis.

3.9.1 Editing

Editing is defined as inspection and collection if necessary, of each interview and observation form (Churchill, 1992). This involves checking all responses so as to detect errors and eliminate unnecessary information.

Efforts were made by the researcher to reduce errors that could appear during the course of the research processing, thus created better ground for coding and tabulation.

3.9.2 Coding

Coding is essential, after editing, questionnaires and interview schedules could be coded defined coding as a technical procedure by which data are categorized. This stage of data processing is used by the researcher due to the fact that the data to be collected is summarized by classifying the deferent responses given into categories for easy manipulation. (Churchill, 1992)

Coding was applied in the research because the researcher wanted to differentiate the answers given and grouped them by either ranking or assigning deferent numbers for closed question and according to their importance to the study, the coding frames is made for open-ended question in interview, the answers were noted. Frequently, tallies were made which are very important for tabulation.

3.9.3 Tabulation

Nachmias D and Nachmias C (1976) define tabulation as putting data into some forms of statistical tables such as percentages and frequency occurrences of responses to particular questions. Tabulations deals with putting data into some kind of statistical tables and showing the number of responses to particular questions. Tables were represented with corresponding

calculations. The tabulation is referring to the orderly arrangement of data in a table or other summary format achieved by counting the responses to each question. Each table is explained according to the data including in the table. (Churchill, 1992)

This illustrates the frequency of the respondents and their attitudes towards the study, helping the researcher to easily analyse and interpret the obtained data. Tables facilitate comparisons and provide a concise, efficient way to present numerical data.

3.10 DATA ANALYSIS

In data analysis, questions, and responses were classified to reflect essential partners and those respondents seconded a particular class of question. The aim of this process is, as Jorgensen (1989) states, to assemble or reconstruct the data in a meaningful or comprehensible fashion.

Data analysis in this research comprised a process of inspecting, cleansing, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Therefore, data were analysed using the qualitative and quantitative methods.

3.10.1 Qualitative data analysis

According to Nachmias (1976), qualitative data analysis deals with descriptions and data which can be observed but not measured. Qualitative variables are used extensively in observational studies. One function of qualitative analysis is that it makes the investigator to feel so close to the phenomena under investigation that she has little difficulty in formulating research questions and theories about the process involved.

3.10.2 Quantitative data analysis

According to Nachmias (1976), data analysis deals with numbers and data which can be measured. The collected data was expressed in different tables especially the responses from the representative sample under the study. With reference to this study, the researcher analysed the data collected basing on the number of respondents and calculated in percentages on which the researcher based on to design the conclusion.

3. 11. ETHICAL CONSIDERATIONS

All human organizations have some ethical issues to observe. To develop a valid and reliable body of scientific knowledge based on research. The researcher ought to apply that

knowledge to human behaviour in a variety of contexts following the ethical principle and standards provided by the American Psychological Association (APA, 1992).

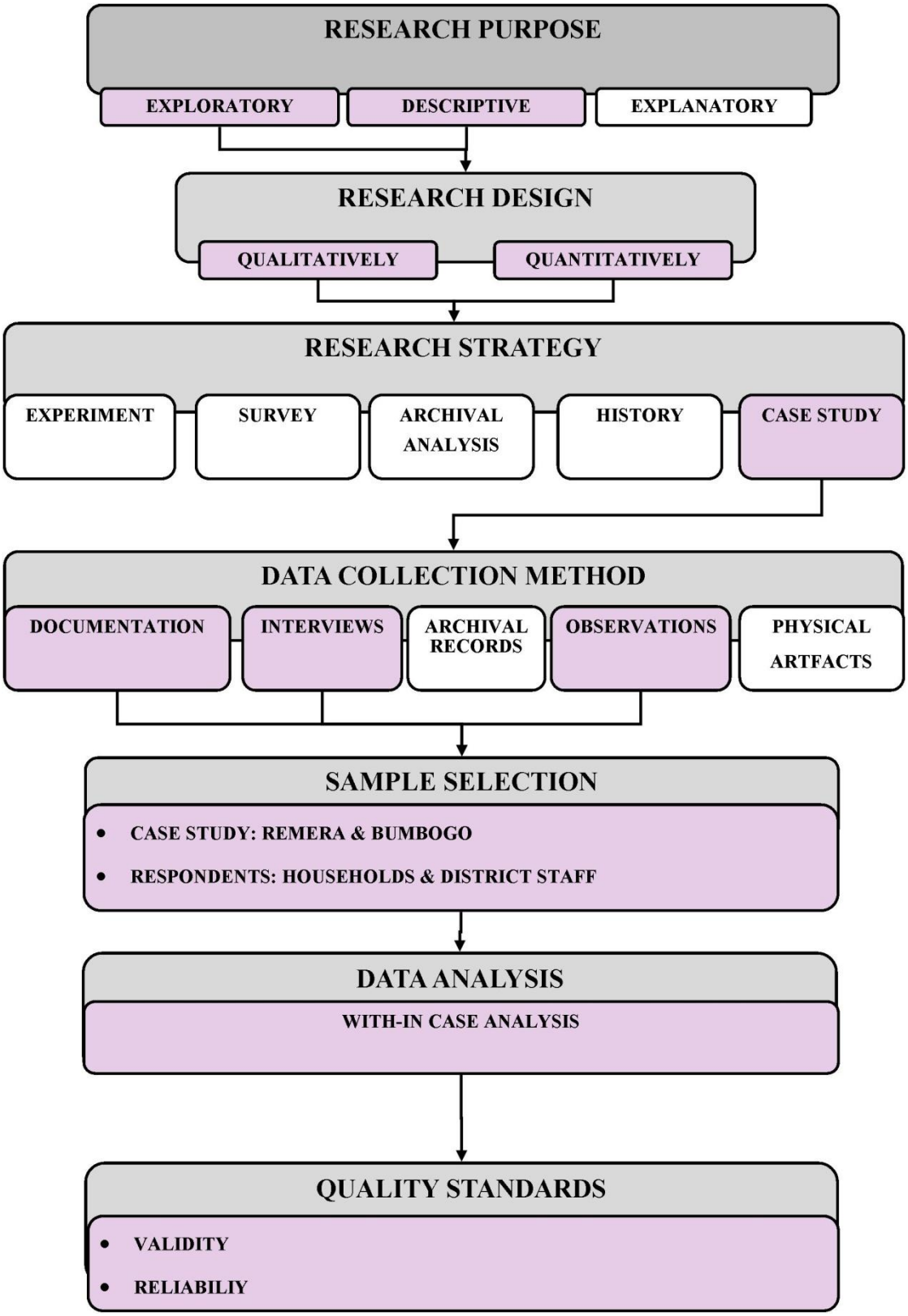
Divulging of information by a member of a household that can affect home is among several ethical issues. Respondents were addressed by first explaining the essence of the study. The researcher also used the information provided for purely academic purpose.

There was an assured confidentiality of the collected information from interviewees by ensuring that their names and other information that could bring out their identities. Respondents understood their role in the data collection activity to find answers to the research questions. To avoid imposing the interviews on respondents, they were given the choice to opt out if the interview would affects them in any way.

3. 12. CONCLUSION

This chapter begins with an introduction then describes the research design used in this study. Population and sample study is also mentioned before discussing the research methodology used to conduct this research. In collecting data, library and field research are used. For field research, a sample of respondents was chosen and addressed a questionnaire designed in Likert Scaling used to collect quantifiable qualitative data. The data that were collected are then analyzed and discussed and the results are displayed in the following chapter. A visual design of the used methodology is shown below.

Figure 3: Visual design of methodology



Source: Figure generated by the researcher, 2018

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents the data analysis and presentation of findings on the objective of this study which was to assess the impact of gender equality perception on Rwandan family. The questionnaires were distributed to 68 household members and to 13 leaders. The respondents gave out their responses to different questions and the results are here below presented and discussed:

4.2 DATA ANALYSIS AND INTERPRETATIONS

4.2.1 Household Questionnaire analysis

A. **Personal Information of households**

In this part, the respondent was given few multiple choice answers where she/he could choose one convenient answer matching (or nearly) with his/her points of view.

1. Sex of respondents

The sex affects much on the responsiveness of a person towards events and activities. The sex of respondents is shown in the table below by frequencies and percentages.

Table 3: Sex of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Male	26	38.2	38.2	38.2
	Female	**42**	**61.8**	**61.8**	100.0
	Total	68	100.0	100.0	

Source: Compiled from SPSS by Researcher, 2018

The researcher wanted to know the sex of respondents as the above table shows that 61.8% are women while 38.2% are men. This implies that both men and women have participated in the research which increased the quality of research on gender equality perception.

2. Age of respondent

The researcher purposed only three age intervals: between 20 and 35, between 36 and 50years old and 51 and above.

The table below shows the age Data by frequencies and percentages. 64respondents showed their point of view and 4 refrained.

Table 4: Age of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	20-35	**30**	**44.1**	**46.9**	46.9
	36-50	28	41.2	43.8	90.6
	51 & above	6	8.8	9.4	100.0
	Total	64	94.1	100.0	
Missing	System	4	5.9		
Total		68	100.0		

Source: Compiled from SPSS by Researcher, 2018

The table above shows that the age interval 20-35 leads other intervals at 46.9% followed by 36-50 year interval at 43.8%. This reflects the average age in which a Rwandan is supposed to be married. The later years includes many widowing cases.

3. Respondent level of study

The level of study affects much on the reflection and behaviour of humankind. The researcher purposed to categorize this level, from no schooling (uncultivated) up to higher level (university).

The following table shows the study level Data by frequencies and percentages. Here, 2 of 68 respondents refrained to show their point of view. Thus, there are 66 respondents.

Table 5: Education level of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	No formal schooling	18	26.5	27.3	27.3
	Primary	**21**	**30.9**	**31.8**	59.1
	Secondary	10	14.7	15.2	74.2
	Vocational trainings	9	13.2	13.6	87.9
	University level	8	11.8	12.1	100.0
	Total	66	97.1	100.0	
Missing	System	2	2.9		
Total		68	100.0		

Source: Compiled from SPSS by Researcher, 2018

The researcher wanted to know the education level of respondents as shown by the above table that the majority of respondents have primary school level with 31.8%, followed by no formal schooling with 27.3%, secondary with 15.2%, vocational trainings with 13.6%, and University level with 12.1%, there are 2 respondents who wanted to keep it as secret.

Mostly more than 72.7% of respondents are educated implying that before responding to the questions the respondents took time to read and write themselves accordingly, this increased the validity and quality of our research.

4. Marital status of respondents

The marital status largely affects the ability of perception as it can be a basis of emotional, behavioural and psychological responses to different types of event, environment and contexts.

The table below shows the marital status data by frequencies and percentages. All 68 respondents expressed their point of view.

Table 6: Marital status of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Married	**54**	**79.4**	**79.4**	79.4
	Separated	9	13.2	13.2	92.6
	Single	2	2.9	2.9	95.6
	Widow (er)	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Source: Compiled from SPSS by Researcher, 2018

The researcher wanted to know the marital status of the respondents and the results showed that among the respondents; the majority is married with 79.4% while 13.2% are separated, there are also 2.9% of single women and 4.4% of widows. The researcher considers that once most of respondents are married, they have ever met gender-equality related issues and as they are heading the households. The households are where the gender equality could start and the consequences due to gender equality perception are firstly in those households.

5. Number of children of respondents

Personal attitudes and beliefs may be affected by having a child or not at the household.

The table below shows the data on numbers of children per frequencies and percentages. All 68 respondents gave their point of view.

Table 7: Number of children of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	No child	2	2.9	2.9	2.9
	1 - 3	**47**	**69.1**	**69.1**	72.1
	4 & above	19	27.9	27.9	100.0
	Total	68	100.0	100.0	

Source: Compiled from SPSS by Researcher, 2018

The results indicated in the above table indicate that the majority of respondents have the children (97.0%) against 2.9% of respondents who have not any children. According to the findings, most of respondents have children; this implies that during our research this group was able to give out the impact of gender equality perception in families compared to how parents take care of their children vis-à-vis gender balance between girls and boys relating to benefits accorded to their children.

6. Occupation of respondents

Occupation of men or women may affect their perception of the gender equality at the household level.

The table below shows the occupation data by frequencies and percentages. All 60 respondents gave their point of view, while 8 refrained.

Table 8: Occupation of respondents

		Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Private	**34**	**50.0**	**56.7**	56.7
	Public	12	17.6	20.0	76.7
	Students	10	14.7	16.7	93.3
	Jobless	4	5.9	6.7	100.0
	Total	60	88.2	100.0	
Missing	System	8	11.8		
Total		68	100.0		

Source: Compiled from SPSS by Researcher, 2018

The results indicated in the above table indicate that the majority of respondents work for private institutions or run their own business (56.7%), those working for public institutions are of 20%, while 16.7% are women still take some studies or training. Finally, 6.7% stay at home. This implies that most of the responses of the interview and the gender equality perception may be affected by the respondent daily livelihood.

7. Awareness about gender equality

The channel through which respondents get information is very essential and contributes to their perception towards a raised issue. The following channels were used by respondents to get the awareness towards gender equality.

Table 9: Gender Awareness channels

Awareness channels	Responses		Per cent of Cases
	N	Per cent	
Media* (*Newspapers, TV, internet, Radio, social media)*	53	34.6%	77.9%
Research* *(personal, academic etc.)*	3	2.0%	4.4%
Non Formal* *(Friends, relatives, co-workers)*	**60**	**39.2%**	88.2%
Trainings* *(Gender based institution, In-service, etc.)*	4	2.6%	5.9%
Local Leaders* (meetings, speeches, etc.)	33	21.6%	48.5%

Awareness channels	Responses		Per cent of Cases
	N	Per cent	
Total Responses	153	100.0%	225.0%
Valid Respondents	67	98.5%	
Missing	1	1.5%	
Total	68	100.0%	

**Dichotomy group tabulated at value: Yes.*

Source: Compiled from SPSS by Researcher, 2018

The previous table shows the dichotomy of the usage of the proposed channels and the non-usage. The results highlight graphically that the most-used channel is non-formal one (i.e. friends, relatives, co-workers etc.) at 39.2 % followed by formal media (radio, TV, internet, social media and newspapers) at 34.56% and meetings & speeches of local leaders (village, cell and sector level). This implies that the shared information reflects their perception of gender equality and is the one being applied at the household level.

B. Main interview questions

In this part, the respondents were given questions in open-ended Likert scaling model in 4 categories, namely: strongly agree [4], agree [3], disagree [2], strongly disagree [1]. A mean closer to 4 or 3 represents *agreement* while one closer to 1 or 2 represents *disagreement*.

The respondents answered by surrounding their own convenient choice (number). Here the presentation of data can be uselessly too long. The researcher decided to group relatively similar data.

I. Social and Family issues

a. Perception of Gender equality in daily activities at home

The research purposed the following statements on the attitude of humankind at home.

- Women are taking care of the children more than men (*bathing. feeding lullaby sleeping, coaching*).
- Women are doing more housework in the home than men**. (***Preparing food, fetching water, cleaning etc.***)**
- Men deal with more maintenance issues at home than women**. (***repairs, construction***)**

- Men take care of family expenses more than women (*rent fees, buying electricity, paying bills, etc.*)
- Women spend more average hours on unpaid domestic work than men
- Women's unpaid work for the family is exploitation.
- Women's work for the family is undervalued.
- There are household tasks strictly for boys and others for girls

The table below shows the Data on human behaviours at home. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 10: Perception of Gender equality on daily activities at home

	N	Minimum	Maximum	Mean	Std. Deviation
Women are taking care of the children more than men	62	1.00	4.00	3.0645	.86595
Women are doing more housework in the home than men	65	1.00	4.00	2.8308	.83981
Men deal with maintenance issues at home more than women	66	1.00	4.00	3.2727	.66899
Men deal with payment for the family more than women	68	1.00	4.00	2.1029	.86628
Women spend more average hours on unpaid domestic work than men	68	1.00	3.00	2.6029	.92238
Women's unpaid work for the family is exploitation	64	1.00	3.00	1.6719	.53614
Women's work for the family is undervalued	68	1.00	3.00	2.0441	.60923
There are household tasks strictly for boys and others for girls	68	1.00	4.00	3.3529	.72821
Valid N (listwise)	53				
Average mean				**2.6178**	**.7546**

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that most of respondents agreed at higher rate that child caring is being done by women than men (*Mn=3.06, Sd=0.86*), women do more housework than men (*Mn=2.83, Sd=0.83*), women also spend much time on their unpaid domestic works than men (*Mn=2.60, Sd=0.92*), home maintenance issues are for men (*Mn=3.27, Sd=0.67*), and they agreed that there are family works that are strictly dedicated boys or girls (*Mn=3.35, Sd=0.72*). Respondent disagreed about payment issues (*Mn=2.10, Sd=0.86*), and they do not take domestic work as exploitation (*Mn=1.67, Sd=0.54*).

b. Empowerment of women at family level

The research purposed the following statements on the attitude against women empowerment in terms of gender equality.

- Women contribute to solving family problems as men (*design, implementation, monitoring and evaluation*)
- Women have autonomy in decision-making as men *(reproductive, sexual, child marriage, etc.)*
- Women are involved in organizing joint social activities as men (*burial, marriage, party etc.*)
- Women participate in community works as men (*e.g. umuganda*)

The table below shows the Data on women empowerment at home. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 11: Empowerment of women at family level

	N	Minimum	Maximum	Mean	Std. Deviation
Women contribute to solving family problems as men	68	1.00	4.00	2.6618	.92414
Women have autonomy in decision-making as men	63	1.00	4.00	2.4762	.87726
Women are involved in organizing joint social activities as men	68	1.00	2.00	1.3235	.47130
Women participate in community works as men	64	1.00	3.00	1.7344	.76100
Valid N (listwise)	59				
Average mean				**2.0489**	**.7854**

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that most of respondents agreed at low rate that women contribute to solve problems as men (*Mn=2.66, Sd=0.92*), but they somehow showed that women do not have autonomy in decision-making as men (*Mn=2.47, Sd=0.87*), they also strongly disagreed that women are involved in social activities as men (*Mn=1.32, Sd=0.47*), and lastly, they disagreed that women participate in community works as men (*Mn=1.73, Sd=0.76*).

II. Economic empowerment

a. Gender equality vs. jobs

The research purposed the following statements on the attitude towards women and jobs in terms of gender equality.

- Women tend to get more low-paid work than men.
- Women receive lower pay than men for the same or comparable work.
- Women works (reports plans, regulations) are valued as men's.
- Employers trust men more than they trust women.
- When jobs are scarce, men should have more right to a job than women.
- Girls are not encouraged to search for job than boys**.**
- Men get more opportunities than women for jobs that pay well, even when women are as qualified as men for the job.
- Certain jobs are more suitable for men and vice versa.
- Women and men have equal access/share equal opportunities in the workplace.
- Women should be able to work outside the home.
- It raises marital conflicts when wives have more income than their husbands.

The table below shows the Data on women jobs and gender equality. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 12: Jobs and gender equality

	N	Minimum	Maximum	Mean	Std. Deviation
Women tend to get more low-paid work than men	67	2.00	4.00	3.1642	.70918
Women works are valued as men's.	64	2.00	4.00	3.1562	2.92114
When jobs are scarce, men should have more right to a job than women.	66	2.00	4.00	3.2727	.59602
Certain jobs are more suitable for men and vice versa.	60	3.00	4.00	3.4500	.50169
Employers trust men more than they trust women	67	1.00	3.00	2.3134	.85651
Women receive lower pay than men for the same or comparable work.	65	1.00	3.00	1.6769	.68711
Girls are not encouraged to search for job than boys	68	1.00	4.00	1.8676	.68903
Men get more opportunities than women for jobs that pay well, even when women are as qualified as men for the job.	66	1.00	3.00	2.1818	.76277
Women should be able to work outside the home.	68	1.00	3.00	1.7353	.70431

	N	Minimum	Maximum	Mean	Std. Deviation
Women and men have equal access/share equal opportunities in the workplace	68	2.00	4.00	3.0441	.60923
It raises marital conflicts when wives have more income than their husbands	68	1.00	4.00	3.8741	.48903
Valid N (listwise)	58				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that respondents agreed that Women tend to get more low-paid work than men (*Mn=3.16, Sd=0.71*), Women works (reports plans, regulations) are valued as men's (*mean 3.15, Sd=2.92: this standard deviation is higher to show a wide diversity in answers*), that When jobs are scarce, men should have more right to a job than women (*Mn=3.27, Sd=0.60*) and that certain jobs are more suitable for men and vice versa. (*Mn=3.27, Sd=0.60*).

Respondents disagreed that Employers trust men more than they trust women (*Mn=2.31, Sd=0.85*), women receive lower pay than men for the same or comparable work. (*Mn=1.67, Sd=0.68*), and that girls are not encouraged to search for job than boys (*Mn=1.86, Sd=0.69*), respondents also disagreed that women should be able to work outside the home (*Mn=1.73, Sd=0.70*).

Men get more opportunities than women for jobs that pay well, even when women are as qualified as men for the job. (*Mn=1.73, Sd=0.70*).

Women and men have equal access/share equal opportunities in the workplace. (*Mn=3.04, Sd=0.61*). It raises marital conflicts when wives have more income than their husbands (*Mn=3.87, Sd=0.49*).

b. Gender equality vs. loans and repayments

The research purposed the following statements on the attitude against loans and repayments in terms of gender equality.

- Women have the same access to loan as men
- Men can encourage women to take loan for the women's favour
- Men tend to manage women salary, allowance, and savings
- Men help women in loan repayment
- women can encourage men to take loan for the men's favour
- Women tend to manage men salary, allowance, and savings
- Women help men in loan repayment

The table below shows the Data on loans and repayments. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 13: Gender equality vs. loans and repayments

	N	Minimum	Maximum	Mean	Std. Deviation
Women have same access to loan as men	58	1.00	4.00	2.9138	.97844
Men can encourage women to take loan for the women's favour	66	1.00	3.00	1.8333	.83359
Men tend to manage women salary, allowance, and savings	66	2.00	4.00	3.2424	.55638
Men help women in loan repayment	68	1.00	4.00	2.7059	1.18522
women can encourage men to take loan for the men's favour	67	1.00	4.00	2.9851	.86151
Women tend to manage men salary, allowance, and savings	66	1.00	3.00	1.4848	.56138
Women help men in loan repayment	68	2.00	4.00	2.9706	.77210
Valid N (listwise)	54				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that respondents slightly agreed that women have same access to loan as men (*Mn=2.91, Sd=0.98*).

On one hand, men cannot encourage women to take loan for the women's favour (*Mn=1.83, Sd=0.83*), while they tend to manage women salary, allowance, and savings (*Mn=3.24, Sd=0.55*). But finally, Men help women in loan repayment (*Mn=2.70, Sd=1.18*).

On the other hand, women can encourage men to take loan for the men's favour (*Mn=2.98, Sd=0.86*), Women do not tend to manage men salary, allowance, and savings (*Mn=1.48, Sd=0.56*), and women help men in loan repayment (*Mn=2.97, Sd=0.77*).

III. Health, Medical care & life expectancy

The research purposed the following statements on the attitude towards health services and medical care in terms of gender equality.

- Birth delivery is assisted by skilled personnel
- Women visit the doctor more than men (health conditions)
- Women get sick easier than men (morbidity)
- Adult women live longer than men (Life expectancy)

The table below shows the hearth data. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 14: Health and medical care vs. gender equality

	N	Minimum	Maximum	Mean	Std. Deviation
Birth delivery is assisted by skilled personnel	64	2.00	4.00	3.2647	.31745
Women visit the doctor more than men	61	2.00	4.00	2.9508	.61715
Women get sick easier than men	62	2.00	4.00	2.8387	.63229
Adult women live longer than men	68	1.00	4.00	3.0647	.72519
Valid N (listwise)	55				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that respondents agreed that Birth delivery is assisted by skilled personnel (*Mn=3.26, Sd=0.32*), Women visit the doctor more than men (*Mn=2.95, Sd=0.61*), women get sick easier than men (*Mn=2.83, Sd=0.63*), and finally that adult women live longer than men (*Mn=3.06, Sd=0.72*).

IV. Political empowerment

The research purposed the following statements on the attitude against political empowerment of women.

- The participation of women in decision-making processes have the same value as men
- Men are better at Public Service assignments than women
- Women hold managerial roles at the same level as men
- Women are involved in politics as men

The table below shows the Data on political empowerment of women. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 15: Political empowerment of women

	N	Minimum	Maximum	Mean	Std. Deviation
The participation of women in decision-making processes have the same value as men	66	1.00	4.00	2.1061	.93032
Men are better at Public Service assignments than women	62	1.00	4.00	3.2258	.61189
women hold managerial roles at the same level as men	66	1.00	3.00	1.7576	.65775
Women are involved in politics at the same level as men	67	1.00	3.00	2.1343	.64890
Valid N (listwise)	57				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that the participation of women in decision-making processes does not have same value as men's (*Mn=2.11, Sd=0.93*), Men are better at Public Service assignments than women (*Mn=3.22, Sd=0.61*), women do not hold managerial roles at the same level as men (*Mn=1.76, Sd=0.65*) and finally Women are not involved in politics at the same level as men (*Mn=2.13, Sd=0.64*).

V. Education and gender equality

The research purposed the following statements on the attitude against education in terms of gender equality.

- More illiterate are women than men
- Both girls and boys are equally enrolled in pre-primary and primary schools
- Fewer girls regularly attend class as boys (*due to different family reasons*)
- More girls drop out classes than boys
- More boys complete classes than girls
- More boys tend to continue the next level of education than girls
- Women tend to continue the next level of education after marriage

The table below shows the education data. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 16: Education vs. gender equality

	N	Minimum	Maximum	Mean	Std. Deviation
More illiterate are women than men	67	2.00	4.00	3.1791	.73702
Both girls and boys are equally enrolled in pre-primary and primary schools	63	1.00	4.00	2.6397	1.10461
Fewer girls regularly attend class as boys	67	1.00	4.00	3.0149	.91275
More girls drop out classes than boys	63	3.00	4.00	3.4286	.49885
More boys complete classes than girls	60	1.00	4.00	2.8333	.84706
Boys tend to continue the next level of education than girls	66	1.00	4.00	3.1212	1.11652
Women tend to continue the next level of education after marriage	67	2.00	4.00	3.0000	.67420
Valid N (listwise)	54				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that many illiterate are women than men (*Mn=3.18, Sd=0.73*), both girls and boys are equally enrolled in pre-primary and primary schools (*Mn=2.64, Sd=1.10),* fewer girls regularly attend class as boys (*Mn=3.01, Sd=0.91),*more girls drop out classes more than boys (*Mn=3.42, Sd=0.49),* more boys complete classes more than girls (*Mn=2.83, Sd=0.84),* Boys tend to continue the next level of education than girls (*Mn=3.12, Sd=1.11)* and finally women tend to continue the next level of education after marriage (*Mn=3.00, Sd=0.67)*

VI. The following impact is frequent in this region (Sector or district)

The research purposed the following issues as some most frequent impact in the region that may be related to gender equality perception; encountered from 2014 to 2017. The respondents would show how frequent they are.

- Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking*)
- Family disagreements & conflicts
- Divorces & separation
- School dropouts
- Sexual exploitation (*prostitution, cheating among spouses*)
- Waste of family resources
- Human trafficking
- Rape
- Suicide & murder
- Non-planed pregnancy & abortion

The table below shows the data concerning the impact encountered in Rwandan society between 2014 and 2017. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 17: Frequency of impact: household view

	N	Minimum	Maximum	Mean	Std. Deviation
Violence	66	2.00	4.00	3.2424	.65775
Family disagreements & conflicts	66	1.00	4.00	3.2273	.97342
Divorces & separation	68	1.00	3.00	1.9706	.73242
School dropouts	68	2.00	3.00	2.5588	.50022
Sexual exploitation	68	1.00	3.00	2.7647	.54956
Waste of family resources	67	1.00	3.00	2.0299	.75819
Human trafficking	65	1.00	2.00	1.2154	.41429
Rape	67	1.00	4.00	2.0746	1.14566
Suicide & murder	62	1.00	3.00	1.4839	.64635
Non-planed pregnancy & abortion	65	2.00	4.00	3.3692	.57471
Valid N (listwise)	52				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presentation show that violence is frequent (*Mn=3.24, Sd=0.66),* family disagreements & conflicts are frequent (*Mn=3.22, Sd=0.97),* divorces & separation are not too frequent (*Mn=1.97, Sd=0.73),* school drop outs are not frequent (*Mn=2.55, Sd=0.50),* sexual exploitation somehow frequent (*Mn=2.76, Sd=0.55),* waste of family resources is not frequent (*Mn=2.02, Sd=0.75),* human trafficking is very rare (*Mn=1.21, Sd=0.41),* rape is not frequent (*Mn=2.07, Sd=1.14),* suicide & murder are rare (*Mn=3.24, Sd=0.66),* and finally non-planed pregnancy & abortion are frequent (*Mn=3.37, Sd=0.57).*

VII. The following impact is likely to be linked to gender equality perception/ bias at the household level

The research purposed to assess how likely the following impact may be related to gender equality perception.

- Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking*)
- Family disagreements & conflicts
- Divorces & separation
- School dropouts
- Sexual exploitation (*prostitution, cheating the spouse*)
- Waste of family resources
- Human trafficking
- Rape
- Suicide & murder
- Non-planed pregnancy & abortion

The table below shows the Data concerning the impact related to gender equality perception. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 18: Impact related to gender equality perception: household view

	N	Minimum	Maximum	Mean	Std. Deviation
Violence	68	3.00	4.00	3.5588	.50022
Family disagreements & conflicts	68	1.00	3.00	2.3382	.63740
Divorces & separation	68	1.00	4.00	2.3382	1.07357
School dropouts	68	1.00	3.00	1.8824	.90652
Sexual exploitation	67	1.00	4.00	2.8507	.98863
Waste of family resources	64	1.00	4.00	2.5156	1.02341
Human trafficking	68	2.00	4.00	3.3971	.60198
Rape	68	2.00	4.00	3.4118	.60434
Suicide & murder	68	1.00	3.00	2.1912	.77762
Non-planed pregnancy & abortion	61	2.00	4.00	3.0656	.74986
Valid N (listwise)	56				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presentation show that Violence is highly related (*Mn=3.55, Sd=0.50),* family disagreements & conflicts are not related (*Mn=2.33, Sd=0.63),* divorces & separation are not related (*Mn=2.33, Sd=1.07),* school drop outs are not related (*Mn=1.88, Sd=0.91),* sexual exploitation somehow related (*Mn=2.85, Sd=0.99),* waste of family resources is somehow related (*Mn=2.51, Sd=1.02),* human trafficking would be very related (*Mn=3.40, Sd=0.60),* rape is very related (*Mn=3.41, Sd=0.60),* suicide & murder are not related (*Mn=2.19, Sd=0.77),* and finally non-planed pregnancy & abortion are related (*Mn=3.06, Sd=0.75)* all to the perception of gender equality .

VIII. Culture and religion

1. Religion

The research purposed the following statements on the attitude due to religion against gender equality.

- Religion is important in life
- how often respondent attends religious services (*Apart from weddings, funerals and christenings*)
- Religious leaders are very obeyed and believed
- Religion beliefs (texts, acts and their interpretations) are linked with attitude towards gender equality

The table below shows the data on religion vs. gender equality perception. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 19: Religion vs. gender equality

	N	Minimum	Maximum	Mean	Std. Deviation
Religion is important in life	59	1.00	4.00	2.9322	.88793
One attends regularly religious services	64	1.00	4.00	2.7969	1.18428
Religious leaders are very obeyed and believed	64	2.00	4.00	3.2031	.50958
Religion beliefs are linked with attitude towards gender equality	65	1.00	4.00	3.0308	.93490
Valid N (listwise)	50				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that respondents consider Religion important in their life (*Mn=2.93, Sd=0.89),* some respondents attend on a regular basis religious services (*Mn=2.79, Sd=1.18: this standard deviation is wide to mean that respondent scatter much in answers).* Respondents obey and believe religious leaders (*Mn=3.30, Sd=0.51),* and religion beliefs are linked with attitude towards gender equality (*Mn=3.03, Sd=0.93).*

2. Culture

The research purposed the following statements on the attitude due to cultural norms towards gender equality.

- Culture is important in life
- A male first-born is preferred to female
- If one bears one sex children, preference would be boys than girls
- A good woman (wife) manages household than man (husband)
- Food prepared by wife is better than other's
- Cultural norms are linked with attitude towards gender equality

The table below shows the Data on culture vs. gender equality perception. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 20: Culture vs. gender equality

	N	Minimum	Maximum	Mean	Std. Deviation
Culture is important in life	65	2.00	4.00	3.0615	.70438
A male first-born is preferred to female	65	1.00	4.00	3.0462	.90882
If one bears one sex children, preference would be boys than girls	65	1.00	4.00	2.4615	1.18687
A good woman (wife) manages household better than man (husband)	66	1.00	4.00	2.4545	1.05512
Food prepared by wife is better than other's	66	1.00	4.00	2.9848	.85020
Cultural norms are likely linked with attitude towards gender equality	68	1.00	4.00	3.0147	.92224
Valid N (listwise)	58				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show that respondents consider culture important in their life (*Mn=3.06, Sd=0.70),* most of respondents prefer the firstborn would be a boy than being a girl (*Mn=3.05, Sd=0.91),* the ideal of bearing one sex children, preference would be boys than girls is scattered (*Mn=2.46, Sd=1.19),* the idea that a good woman (wife) manages household than man (husband); is scattered (*Mn=2.45, Sd=0.85),* the idea that the food prepared by wife is better than other's (*Mn=2.98, Sd=0.85),*and finally respondents agreed that Cultural norms are linked with attitude towards gender equality (*Mn=3.01, Sd=0.91).*

4.2.2 Leader's Questionnaire analysis

The researcher interviewed 13 staff in Gasabo district. The Interview questions were also asked /stated in a Likert model.

A. Overview of gender equality perception

The research purposed the following statements on the perception of gender equality

- Men and women are treated equally
- Women and men are equally involved in joint activities of society
- Local leaders adequately aware the society about gender equality principles
- The population reflects a positive perception of gender equality principles
- Gender equality perception is reflected in household activities
- Gender equality perception impact on projects/programs/activities implemented by family members /community
- The government should assume legal measures in improving gender equality.

The table below shows the data on leader perception towards gender equality. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 21: Local leader overview on Gender equality perception

	N	Min	Maxi	Mean	Std. Deviation
Men and women are treated equally	13	3.00	4.00	3.4615	.51887
Women and men are equally involved in joint activities of society	13	1.00	4.00	2.1538	.89872
Local leaders adequately aware the society about gender equality principles	13	2.00	4.00	2.9231	.75955
The population reflects a positive perception to gender equality principles	13	1.00	2.00	1.3077	.48038
Gender equality perception is reflected in household activities	13	1.00	4.00	3.0000	1.08012
Gender equality perception impact on projects/ implemented by family members /Community	13	2.00	4.00	3.0769	.64051
The government should assume legal measures in improving gender equality.	13	2.00	4.00	3.2308	.59914
Valid N (listwise)	13				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presented show an overview of local leaders about gender equality. Respondents agreed that men and women are equally treated (*Mn=3.46, Sd=0.51),* but women are not involved in joint activities of society as men (*Mn=2.15, Sd=0.89).* Local leaders adequately aware the society about gender equality principles (*Mn=2.92, Sd=0.76).* Nevertheless, the population does not reflect a positive perception of gender equality principles (*Mn=1.31, Sd=0.48)* and such Gender equality perception is reflected in household activities (*Mn=3.00, Sd=1.08).* Local leaders agreed that gender equality perception impact on projects/programs/activities implemented by family members /Community (*Mn=3.07, Sd=0.64).* Finally, they recommended the Government of Rwanda to assume legal measures in improving gender equality. (*Mn=3.27, Sd=0.59).*

B. The following impact is frequent in this region

The research purposed the following issues as some most frequent impact in the region that may be related to gender equality perception; encountered from 2014 to 2017. The respondents would show how frequent they are.

- Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking*)
- Family disagreements & conflicts
- Divorces & separation
- School dropouts
- Sexual exploitation (*prostitution, cheating among spouses*)
- Waste of family resources
- Human trafficking
- Rape
- Suicide & murder
- Non-planed pregnancy & abortion

The following table shows the Data concerning the impact accounted in society from 2014 to 2017. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 22: frequency of impact: Leader view

	N	Minimum	Maximum	Mean	Std. Deviation
Violence	13	3.00	4.00	3.5385	.51887
Family disagreements & conflicts	13	2.00	4.00	3.0000	.70711
Divorces & separation	13	1.00	3.00	1.7692	.83205
School dropouts	13	1.00	2.00	1.2308	.43853
Sexual exploitation	13	1.00	3.00	2.1538	.89872
Waste of family resources	13	1.00	3.00	1.6154	.65044
Human trafficking	13	1.00	2.00	1.1538	.37553
Rape	13	2.00	4.00	3.0769	.75955
Suicide & murder	13	1.00	3.00	1.6154	.65044
Non-planed pregnancy & abortion	13	1.00	3.00	1.6923	.63043
Valid N (listwise)	13				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presentation show that violence is frequent (*Mn=3.53, Sd=0.51),* family disagreements & conflicts are frequent (*Mn=3.00, Sd=0.70),* divorces & separation are not too frequent (*Mn=1.76, Sd=0.83),* school drop outs are not frequent (*Mn=1.23, Sd=0.43),* sexual exploitation not frequent (*Mn=2.15, Sd=0.89),* waste of family resources is not frequent (*Mn=1.61, Sd=0.65),* human trafficking is very rare (*Mn=1.15, Sd=0.37),* Rape is not frequent (*Mn=3.07, Sd=0.75),* suicide & murder are rare (*Mn=1.61, Sd=0.65),* and finally non-planed pregnancy & abortion are not frequent (*Mn=1.69, Sd=0.63).*

C. How likely the impact below is to be linked to gender equality perception/ bias at the household level

The research purposed to assess how likely the following impact may be related to gender equality perception.

- Violence (*GBV, honour, tradition-based, emotional, domestic, harassment, stalking*)
- Family disagreements & conflicts
- Divorces & separation
- School dropouts
- Sexual exploitation (*prostitution, cheating the spouse*)

- Waste of family resources
- Human trafficking
- Rape
- Suicide & murder
- Non-planed pregnancy & abortion

The table below shows the Data concerning the impact related to gender equality perception. The data variations are characterized by simple central tendencies and simple measure of scales.

Table 23: Impact related to gender equality perception: leader view

	N	Minimum	Maximum	Mean	Std. Deviation
Violence	12	2.00	4.00	3.0833	.79296
Family disagreements & conflicts	13	2.00	4.00	3.5385	.66023
Divorces & separation	13	2.00	3.00	2.6923	.48038
School drop outs	13	1.00	3.00	1.6923	.75107
Sexual exploitation	13	2.00	4.00	3.3846	.65044
Waste of family resources	12	1.00	3.00	1.4167	.66856
Human trafficking	13	3.00	4.00	3.5385	.51887
Rape	13	2.00	4.00	3.1538	.68874
Suicide & murder	12	1.00	2.00	1.3333	.49237
Non-planed pregnancy & abortion	13	1.00	3.00	2.9231	.86232
Valid N (listwise)	10				

Source: Compiled from SPSS by Researcher, 2018

The results in the table above of the data presentation show that violence is related (*Mn=3.08, Sd=0.79),* family disagreements & conflicts are highly related (*Mn=3.53, Sd=0.66),* divorces & separation are somehow related (*Mn=2.69, Sd=o.48),* school drop outs are not related (*Mn=1.69, Sd=0.75),* sexual exploitation is related (*Mn=2.53, Sd=0.51),* waste of family resources is not related (*Mn=1.41, Sd=0.67),* human trafficking would be very related (*Mn=3.53, Sd=0.51),* rape is related (*Mn=3.15, Sd=0.68),* suicide & murder are not related (*Mn=1.33, Sd=0.49),* and finally non-planed pregnancy & abortion cases are somehow related (*Mn=2.92, Sd=0.86)* all to the perception of gender equality.

4.3 CONCLUSION

Chapter four highlighted the data analysis and presentation of findings on the main objective of this study which was to assess the impact of gender equality perception on Rwandan family. In order to avail data, the researcher set 3 questions: How is gender equality implemented at the family level? How is gender equality perceived by Rwandan families? What impact do Rwandan families face related to their perception of gender equality? These questions has been formatted in Likert-modelled questionnaires which were distributed to 68 respondents randomly selected from 25,599 households of Remera and Bumbogo sectors of Gasabo District; and to 13 leaders purposively selected from District staff. Findings revealed data in the following.

Regarding social and family issues, gender equality has been implemented at low scale (*Mn=2.42, Sd=0.75*). In economic empowerment, (*Mn=2.66, Sd=0.84*). In health and medical cares, women and men are equally treated (*Mn=3.02, Sd=0.57*). In political empowerment, even if the progress is to thank but there is an improvement in need (*Mn=2.30, Sd=0.71*). In education, men and women are equally treated even though there is a culture that makes women stay behind (*Mn=3.03, Sd=0.84*). The social issues encountered in Rwandan society are not too frequent (*Mn=2.39, Sd=0.69*) nevertheless violence, family conflicts and abortion are very frequent (*Mn=3.27, Sd=0.73*). Apart from, suicides, school dropout, social issues are somehow linked with the perception of gender equality (*Mn=3.71, Sd=0.79*). The findings are in line with the statement of the study.

Comparing the data from 68households and 13 staffs, the perception of gender equality is somewhat positively correlated to social issues encountered at the Rwandan family level.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides for the summary of research, conclusion and recommendations.

5.2 Summary

The main objective of the research was to assess the Perception of gender equality and their impact at the family level. Specific objectives were to identify different elements of gender-equality implementation at the family level, to identify how gender has been perceived in the Rwandan community in general and at the family level, to identify gender implementation-related issues which are linked to the perception of gender at the family level and finally, set recommendations for gender stakeholders and future researchers.

In order to collect primary data, the researcher used a questionnaire and interviews. The population of the study was 25,599 households on which a random sample of 68 households was chosen. Secondary data were collected from archives, reports of Gasabo District and different gender stake-holding institutions.

In the sample of 68 chosen randomly from 25,599 households, the results showed that 61.8% of respondents were women while 38.2% were men. The 20-35 age interval leads other intervals at 46.9% followed by 36-50 interval at 43.8%. This reflects the average age in which a Rwandan is supposed to be married. The majority is married with 79.4% while 13.2% are separated; there are also 2.9% of single women and 4.4% of widows. As for the respondents' education attainment, the majority have primary level with 31.8%, followed by no formal schooling with 27.3%, secondary with 15.2%, vocational trainings with 13.6%, and University level with 12.1%. One can realise that more than 70% of respondents are educated. Most respondents work for private institutions or run their own business (56.7%), those working for public institutions are of 20%, while 16.7% are women still take some studies or training. Finally, 6.7% are jobless. In addition, the majority of respondents have children (97.0%) against 2.9% of respondents who have not any children. There is another point that can be observed: most learnt gender equality issues from friends, relatives, or and co-workers 39.2 %; followed those via formal media at 34.56% and other from meetings and speeches of local leaders.

The respondent personal identification and livelihood were very necessary to the issues related to gender equality perception in households. Personal attitudes, and beliefs depend on their backgrounds.

In the main interview section, the respondents were given questions in open-ended Likert scaling model in 4 categories, namely: strongly agree [4], agree [3], disagree [2], strongly disagree [1]. A mean closer to 4 or 3 represents *agreement* while one closer to 1 or 2 represents *disagreement*.

At home, child caring is still mostly done by women than men (*Mn=3.06, Sd=0.86*), the same to housework (*Mn=2.83, Sd=0.83*), and women spend much time at home (*Mn=2.60, Sd=0.92*), while men take care of home maintenance issues (*Mn=3.27, Sd=0.67*), and still some works that are strictly dedicated boys or girls (*Mn=3.35, Sd=0.72*), domestic work is not taken as exploitation (*Mn=1.67, Sd=0.54*), women contribute to solve problems as men (*Mn=2.66, Sd=0.92*), but they somehow results showed that women do not have autonomy in decision-making as men (*Mn=2.47, Sd=0.87*), women are not involved in social activities as men (*Mn=1.32, Sd=0.47*), and lastly, women do not participate in community works as men (*Mn=1.73, Sd=0.76*).

In the economic activities, Women tend to get more low-paid employment than men (*Mn=3.16, Sd=0.71*), even if women works are valued as men's (*mean 3.15, Sd=2.92*). When jobs are rare, men have more veracious to a job than women (*Mn=3.27, Sd=0.60*) and that certain jobs are more suitable for men and vice versa. (*Mn=3.27, Sd=0.60*). At work; men and women are treated equally: trust (*Mn=2.31, Sd=0.85*), and payment (*Mn=1.67, Sd=0.68*). Nevertheless, women should not be able to work outdoor the home (*Mn=1.73, Sd=0.70,* and it raises marital conflicts when wives have more income than their husbands (*Mn=3.87, Sd=0.49*).

For income management, women have same access to loan as men (*Mn=2.91, Sd=0.98*), men tend to manage women salary, allowance, and savings (*Mn=3.24, Sd=0.55*). Only women can encourage men to take loan for the men's favour (*Mn=2.98, Sd=0.86*), and women help men in loan repayment (*Mn=2.97, Sd=0.77*).

For health issues, birth delivery is assisted by skilled personnel (*Mn=3.26, Sd=0.32*), Women visit the doctor more than men (*Mn=2.95, Sd=0.61*), women get sick easier than men (*Mn=2.83, Sd=0.63*), and finally that adult women live longer than men (*Mn=3.06, Sd=0.72*).

In terms of political empowerment, women decision-making does not still have same value as men's (*Mn=2.11, Sd=0.93*), men are better at public service assignments than women (*Mn=3.22, Sd=0.61*), women do not hold managerial roles at the same level as men (*Mn=1.76, Sd=0.65*) and finally Women are less involved in politics than men (*Mn=2.13, Sd=0.64*).

With regards to education access, many illiterate are women than men (*Mn=3.18, Sd=0.73*), even if both girls and boys are equally enrolled in pre-primary and primary schools (*Mn=2.64, Sd=1.10),* fewer girls regularly attend class as boys (*Mn=3.01, Sd=0.91),* girls drop out classes more than boys (*Mn=3.42, Sd=0.49),* boys complete classes more than girls (*Mn=2.83, Sd=0.84),* boys tend to continue the next level of education than girls (*Mn=3.12, Sd=1.11)* and finally women tend to continue the next level of education after marriage (*Mn=3.00, Sd=0.67).*

As far as social issues are concerned, various forms of violence are very frequent (*Mn=3.24, Sd=0.66),* family disagreements & conflicts are frequent (*Mn=3.22, Sd=0.97),* divorces & separation are not too frequent (*Mn=1.97, Sd=0.73),* school dropouts are not frequent (*Mn=2.55, Sd=0.50),* sexual exploitation somehow frequent (*Mn=2.76, Sd=0.55),* waste of family resources is not frequent (*Mn=2.02, Sd=0.75),* Human trafficking is very rare (*Mn=1.21, Sd=0.41),* Rape is not frequent (*Mn=2.07, Sd=1.14),* suicide & murder are rare (*Mn=3.24, Sd=0.66),* and finally non-planed pregnancy & abortion are frequent (*Mn=3.37, Sd=0.57).*

Various forms of violence are highly related (*Mn=3.55, Sd=0.50),* family disagreements & conflicts are not related (*Mn=2.33, Sd=0.63),* divorces & Separation are not related (*Mn=2.33, Sd=1.07),* school drop outs are not related (*Mn=1.88, Sd=0.91),* sexual exploitation somehow related (*Mn=2.85, Sd=0.99),* waste of family resources is somehow related (*Mn=2.51, Sd=1.02),* human trafficking would be very related (*Mn=3.40, Sd=0.60),* rape is very related (*Mn=3.41, Sd=0.60),* suicide & murder are not related (*Mn=2.19,*

Sd=0.77), and finally non-planed pregnancy & abortion are related (*Mn=3.06, Sd=0.75)* all to the perception of gender equality .

Culture and religion intervene in respondent point of views. Religion is of great importance in respondents' life (*Mn=2.93, Sd=0.89),* some respondents attend regularly religious services (*Mn=2.79, Sd=1.18).* Respondents obey and believe religious leaders (*Mn=3.30, Sd=0.51),* and religion beliefs are linked with attitude towards gender equality (*Mn=3.03, Sd=0.93).* Culture is also of great importance in their life (*Mn=3.06, Sd=0.70),* most of respondents prefer the firstborn would be a boy than being a girl (*Mn=3.05, Sd=0.91),* the ideal of bearing one sex children, preference would be boys than girls is scattered (*Mn=2.46, Sd=1.19),* the idea that a good woman (wife) manages household than man (husband); is scattered (*Mn=2.45, Sd=0.85),* the idea that the food prepared by wife is better than other's (*Mn=2.98, Sd=0.85),*and finally respondents agreed that cultural norms are linked with attitude towards gender equality (*Mn=3.01, Sd=0.91).*

5.3 Conclusions

The research has examined the impact of perception on gender equality in Rwandan family. The majority of Rwandan community is conceptualised to enhance gender equality at the family level.

According to results of the research, gender inequality is still pervasive in Rwandan households. In some extents like child-caring, decision-making, household work, spent time at home; inequality is observed. On the other hand, there is great progress toward gender equality, and women contribute to solve problems. Regarding economic activities, gender inequality is still observed in view of managerial role: women are still somehow underrated by men and by themselves to certain jobs and access even if women works are valued as men's and have same access to loan as men. Women tend to let men manage salaries, allowance, and savings than themselves. For health issues, women and men have equal access but women visit the doctor more than men, and get sick easier than men and contrarily adult women live longer than men. In politics, women decision-makings, managerial roles, involvement is still low. For education access, the progress in gender equality is of great value in the view of enrolment, but due to the family perception, girls do not regularly attend class as boys, girls drop out classes more than boys. The observed gender equality perception is mostly linked to different social issues. Various forms of violence, sexual exploitation, and non-planed pregnancy & abortion are frequent are and related to gender perception. Cultural norms and Religious beliefs intervene in attitude towards gender equality.

To conclude, there is an impact of perception on gender equality in the Rwandan family. Generally, the evaluated perception highlights that gender inequality is still somehow problematic, and different family issues were linked to such perception despite of the effort shown by the Government of Rwanda to implement gender equality principles.

5.4 Recommendations

Recommendations to gender stakeholders

Concerning the findings from the present study, the following recommendations were given:

- Findings from the study showed that gender equality perception has an impact on Rwandan community, the Government of Rwanda has to continue to impart people the roles of gender equality in community, and help understand correctly the meaning of gender equality as some family members have misinterpreted the gender equality.
- The family members have to take gender equality as a source of peace and development of family otherwise the perception of gender equality can limit some family members to participate in family development.
- The institutions and organizations having gender equality in responsibilities have to do much to improve gender equality policies to avoid the negative perception of gender equality.

Recommendations to further researchers

As this work is subject of assessing the impact of gender equality on Rwandan community, A Case Study of Gasabo District the following proposed topics could interest other researchers.

- An analogous research could be made throughout the effect of gender equality perception on families in other districts to further guarantee the certainty of the study.
- A similar research could be made throughout the effect of gender equality perception on employment in Rwanda,
- Further research could be done to assess if there is no further negative impact that gender equality could convey to women/ men in their increasing duties to fulfil gender equality.
- Further research could also be done on the relationship between gender equality perception and gender-based violence in rural areas in Rwanda.
- Further research could also be extended to the relationship between gender equality perception at home and drug abuses in Rwanda.

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Appendices

APPENDIX I: COVER LETTER FOR ASKING AN INTERVIEW

UWIMPUHWE Esperance
+250 788 307 3570
May 07, 2018

To: Executive Secretary of Remera/ Bumbogo Sector
Gasabo District, Rwanda

Re: Conducting an academic research survey

Dear Sir/Madam,

As a postgraduate student pursuing a master's degree in Local Governance Studies at the University of Rwanda (UR), I would like to have the opportunity form you to conduct a research survey within Remera / Bumbogo Sector in your charge with your staff and population; and also to request you an interview relating to some information about the Sector. The research is entitled *"**Perception of Gender Equality and its impact at the family level, within a Period: 2014-2017".*** It is for purely academic purposes.

In fact, Dear sir/Madam, I have been interested in your Sector for many reasons, namely, its administrative system. The results from this survey will be useful to Rwandan families and gender-based institutions in order to improve the implementation of gender equality issues.

Enclosed with this letter is a copy of my Research Proposal to give you a better idea of my research, and would welcome any comments you may have for its improvement.

I am available at your convenience and look forward to hearing from you. Thank you for your time and consideration.

Sincerely,

UWIMPUHWE Esperance
Masters student in Local governance Studies
University of Rwanda (UR)

APPENDIX II: QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

*As a postgraduate student pursuing a Master's degree in Local Governance Studies at the University of Rwanda (UR), I would like conducting a survey in the sector in which you live; entitled "**impact of Perception on Gender Equality in the Rwandan family, within a Period: 2014-2017".** You were randomly selected among the few households in the Sector.*

This questionnaire is addressed to you for purely academic purposes. Please do not write your name on the questionnaire. All information provided by you will be treated as strictly confidential.

PERCEPTION OF GENDER EQUALITY

***Notice:** Tick (√) to the case that is corresponding to your answer(s)*

A. Personal Information:

1. **Gender:** Male ☐ Female ☐

2. **Age interval:**

   20 -35 years ☐ 36 -50 years ☐ 51 years & above ☐

3. **Occupation**: _____

4. **Level of Education:**

   a) No schooling ☐
   b) Primary level (P1 –P6) ☐
   c) Secondary level (S1-S6) ☐
   d) Vocational Trainings ☐
   e) University level ☐

5. **Marital status**

   Married ☐ Single ☐ Separated ☐ Widow (er) ☐

6. **Do you have child(ren)?**

   Yes, ☐ if yes, provide the number: _____
   No. ☐

Notice: *The following Interview questions are asked /stated in a Likert model in such way you should choose only one number on correspondence please surround your best answer /choice*

1	*2*	*3*	*4*
Strongly disagree	*Disagree*	*Agree*	*Strongly agree*

B. Social and Family issues

7. Women are taking care of the children more than men (*hygiene. Feeding, teaching and coaching bed making etc.*). **1 2 3 4**
8. Women are doing more housework in the home than men**. (***Food preparation fetching water, general house cleaning* **)** **1 2 3 4**
9. Men deal more maintenance issues at home than women**. (***repairs, construction***)** **1 2 3 4**
10. Men take care of family expenses morethan women (*rent fee, buying electricity, paying bills, etc.***)** **1 2 3 4**
11. Women contribute to solve family problems as men (*design, implementation, monitoring and evaluation*) **1 2 3 4**
12. Women spend more average hours on unpaid domestic work than men **1 2 3 4**
13. Women have autonomy in making reproductive and sexual decisions **1 2 3 4**
14. Women's work for the family is undervalued. **1 2 3 4**
15. Women's unpaid work for the family is exploitation. **1 2 3 4**
16. Men drive car better than women **1 2 3 4**
17. Women and men decide together about the child marriage issues **1 2 3 4**
18. There are family works strictly for boys and others for girls **1 2 3 4**
19. Girls are forced to get married at an earlier age than boys **1 2 3 4**
20. Women are involved in organizing joint social activities as men (*burial, marriage, party etc.*) **1 2 3 4**
21. Women participate in community work (*umuganda*) than men **1 2 3 4**

C. Economic empowerment

22. Women tend to get more low-paid work than men.	**1**	**2**	**3**	**4**
23. Women works (reports plans, regulations) are valued as men's	**1**	**2**	**3**	**4**
24. Men give good services compared to women	**1**	**2**	**3**	**4**
25. Women access to credit as men	**1**	**2**	**3**	**4**
26. Men can encourage women to take credit for the women's favour	**1**	**2**	**3**	**4**
27. Men tend to manage women salary, allowance, savings and credit	**1**	**2**	**3**	**4**
28. Women tend to manage men salary, allowance, savings and credit	**1**	**2**	**3**	**4**
29. women can encourage men to take credit for the men's favour	**1**	**2**	**3**	**4**
30. Men help women in loan repayment	**1**	**2**	**3**	**4**
31. Women help men in loan repayment	**1**	**2**	**3**	**4**
32. Employer trusts men than women	**1**	**2**	**3**	**4**
33. Certain jobs are more suitable for men and vice versa.	**1**	**2**	**3**	**4**
34. Women receive lower pay than men for the same or comparable work.	**1**	**2**	**3**	**4**
35. Men get more opportunities than women for jobs that pay well, even when women are as qualified as men for the job.	**1**	**2**	**3**	**4**
36. When jobs are scarce, men should have more right to a job than women	**1**	**2**	**3**	**4**
37. Women and men have equal access/share equal opportunities in the workplace.	**1**	**2**	**3**	**4**
38. Women should be able to work outside the home	**1**	**2**	**3**	**4**
39. Girls are not forced to search for job than boys	**1**	**2**	**3**	**4**
40. Men are more Landowners than women	**1**	**2**	**3**	**4**

D. Health, Medical care & life expectancy

41. Women visit the doctor more than men (health conditions)	**1**	**2**	**3**	**4**
42. Women get sick easier than men (morbidity)	**1**	**2**	**3**	**4**
43. Adult women live longer than men (Life expectancy)	**1**	**2**	**3**	**4**

E. Political empowerment

44. The participation of women in decision-making processes have the same value as men

	1	**2**	**3**	**4**
45. Public Service is well done if it is done by a woman than a man	**1**	**2**	**3**	**4**
46. women hold managerial roles as men	**1**	**2**	**3**	**4**
47. Women are involved in politics as men	**1**	**2**	**3**	**4**
48. Women's share of government ministerial positions	**1**	**2**	**3**	**4**

49. Proportion of seats held by women in national parliament is higher than men's

	1	**2**	**3**	**4**

F. Education

50. Many illiterate are women than men	**1**	**2**	**3**	**4**

51. Both girls and boys are equally enrolled to pre-primary and primary schooling

	1	**2**	**3**	**4**
52. Girl does not attend class more than boy (*due to deferent reasons family care, menstruation etc.*)	**1**	**2**	**3**	**4**
53. Girls drop out classes more than boys	**1**	**2**	**3**	**4**
54. Boys complete classes more than girls	**1**	**2**	**3**	**4**
55. Boys tend to continue the next level than girls	**1**	**2**	**3**	**4**
56. Women tend to continue the next level after marriage	**1**	**2**	**3**	**4**

G. The following impact is frequent in this region (Sector or district)

57. Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking*)	**1**	**2**	**3**	**4**
58. Family disagreements &Conflicts	**1**	**2**	**3**	**4**
59. Divorces & Separation	**1**	**2**	**3**	**4**
60. School drop outs	**1**	**2**	**3**	**4**
61. Sexual exploitation (*prostitution, cheating the spouse*)	**1**	**2**	**3**	**4**
62. Waste of family resources	**1**	**2**	**3**	**4**
63. Human trafficking	**1**	**2**	**3**	**4**
64. Rape	**1**	**2**	**3**	**4**
65. Suicide & murder	**1**	**2**	**3**	**4**
66. Abortion	**1**	**2**	**3**	**4**

H. The following impact is likely linked to gender equality perception/ bias at the household level

67. Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking*)	**1**	**2**	**3**	**4**
68. Family disagreements &Conflicts	**1**	**2**	**3**	**4**
69. Divorces & Separation	**1**	**2**	**3**	**4**
70. Sexual exploitation (*prostitution, cheating the spouse*)	**1**	**2**	**3**	**4**
71. Forced Marriage	**1**	**2**	**3**	**4**
72. Human trafficking	**1**	**2**	**3**	**4**
73. Rape	**1**	**2**	**3**	**4**
74. Femicide (wife murder)	**1**	**2**	**3**	**4**
75. Suicide	**1**	**2**	**3**	**4**

Thank you for your Contribution!

APPENDIX III: QUESTIONNAIRE FOR LEADERS

Dear Respondent,

*As a postgraduate student pursuing a Master's degree in Local Governance Studies at the University of Rwanda (UR), I would like conducting a survey in the sector in which you live; entitled "**impact of Perception on Gender Equality in the Rwandan family, within a Period: 2014-2017".** You were randomly selected among the few households in the Sector.*

This questionnaire is addressed to you for purely academic purposes. Please do not write your name on the questionnaire. All information provided by you will be treated as strictly confidential.

The Interview questions are asked /stated in a Likert model in such way you should choose only one number on correspondence please surround your best answer /choice

1	*2*	*3*	*4*
Strongly disagree	*Disagree*	*Agree*	*Strongly agree*

A. Overview of Gender equality perception

	Statements	**1**	**2**	**3**	**4**
1	Men and women are treated equally				
2	Women and men are equally involved in joint activities of society				
3	Local leaders aware the society about gender equality principles				
4	The population reflects a positive perception of gender equality principles				
5	Gender equality perception is reflected in household activities				
6	Gender equality perception impact on projects/programs/activities implemented by family members /Community				
7	The government should assume legal measures in improving gender equality.				

B. The following impact is frequent in this region

	Impact	**1**	**2**	**3**	**4**
1	Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking)*				
2	Family disagreements &Conflicts				
3	Divorces & Separation				
4	School dropouts				
5	Sexual exploitation (*prostitution, cheating the spouse*)				
6	Waste of family resources				
7	Human trafficking				
8	Rape				
9	Suicide & murder				
10	Abortion				

C. The following impact is likely linked to gender equality perception/ bias at the household level

	Impact	**1**	**2**	**3**	**4**
1	Violence (*GBV, honour, sexual, tradition-based, emotional, domestic, harassment, stalking)*				
2	Family disagreements &Conflicts				
3	Divorces & Separation				
4	School dropouts				
5	Sexual exploitation (*prostitution, cheating the spouse*)				
6	Waste of family resources				
7	Human trafficking				
8	Rape				
9	Suicide & murder				
10	Abortion				

Thank you for your Contribution!

APPENDIX IV: TABLEAU D'ALAIN BOUCHARD

	Précision								
	90%			**95%**			**99%**		
	10%	**5%**	**1%**	**10%**	**5%**	**1%**	**10%**	**5%**	**1%**
Infinité	68	271	6765	96	384	9604	166	664	16589
1,000,000	68	271	6720	96	384	9513	166	663	16319
100,000	68	270	6336	96	383	8763	166	659	14229
50,000	68	269	5959	96	381	8057	165	655	12457
10,000	67	263	4035	95	370	4899	163	622	6239
5,000	67	257	2875	94	357	3288	161	586	3842
1,000	63	213	871	88	278	906	142	399	943
500	60	176	466	81	271	475	125	285	485
100	41	73	99	49	80	99	63	67	99
50	29	43	50	33	44	50	49	47	50