

**ROLE OF THE BROADCASTING MEDIA IN PROMOTING GENDER EQUALITY IN  
UGANDA. A CASE STUDY OF U.B.C KAMPALA CENTRAL**

**BY**

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## DECLARATION

I, **Naggayi Joan I** declare that this dissertation on “ Role of the broadcasting media in promoting gender equality in Uganda. A case study of Uganda broadcasting Kampala central ” is my original work and has never been presented by any other person in any other University or institution for any kind of Award.

Signature.....

Date.....10<sup>th</sup>/09/2018.....

**NAGGAYI JOAN**

**APPROVAL**

This is to acknowledge that this report has been under my supervision as a university supervisor and is now ready for submission.

Signature.....*Janey*.....  
MS.NANYONDO JANET

Date.....*16<sup>th</sup> - 09 - 2018*.....

*75%*

## DEDICATION

I dedicate this piece of work to my beloved parents, brothers and uncles who have supported me financially, academically and morally during my research and the entire course of study.

## ACKNOWLEDGMENT

First of all I would like to thank the almighty God for his provision, guidance and care upon our lives and My parents for their struggle to pay for me tuition

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## ABSTRACT

This study attempted to examine the role of the broadcasting media in promoting gender equality in Uganda. It was guided i) To identify the ways of promoting gender equality by media ii) to examine the roles played by broadcasting in promoting for gender equality iii) To examine the attitude of media editors towards gender equality. The research took the form of a descriptive design, and the reason for this is because it aims to describe the current situation so that it can be understood clearly so that the gaps identified in it can be addressed in order to promote gender equality by media. The study explored descriptive correlational design to examine the relationship between the two variables that is the ways and attitude of promoting gender equality by the media. From the findings and the conclusions of the study, the researcher recommends the following:-i) There is a need to for the government to design or allocate a specific budget of men and women, ii) There is a need for the media editors to change their attitude towards promoting gender equality iii) There is a need to recruit more staff and train them on how to handle a girl children when they are at school v) Since the poor enrollment and high school dropout among girls, there is a need to for head teachers and parents to encourage regular attendance and the reduction of dropout rates and v) The media editors should develop the respect for human rights and freedom to both men and women

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Home is widely depicted to be a safe haven. 'Home sweet home', some say out of the comfort and safety it provides, but not for all. Recent studies exposed that women are more at risk of experiencing violence in intimate relationships than anywhere else, and home could be the worst unsafe place to be at for millions of women worldwide (WHO, 2005; UNFPA, 2005). In addition to the physical injuries, it has also an adverse impact on the mental health and emotional stability of the abused women. Moreover, children who witness domestic violence are also largely affected by the experience and most grow up to be perpetrators of such violent acts, as it is a learned behavior. Domestic violence also has both economic and social costs to the society.

Women are victims of various kinds of gender-based violence in all societies. From among these, studies indicate that domestic violence is the most common form of violence in women's lives, and yet remained largely hidden. It has been mitigated in most societies as a private family matter, as its occurrence behind closed doors and drawn curtains kept it out of sight, making many women to suffer in silence (WHO, 2005; UNFPA, 2005; Amnesty, 2003).

Despite the threat domestic violence poses to millions of women, serious attempts to determine the prevalence of domestic violence have been made only within the last 15 years. Until recently, it has been depicted as a minor social problem by most governments and policy makers. The nature and extent of violence against women in society surfaced as a powerful issue on the international agenda during the 1990s. It was during this time that it was recognized to be a major health and human right issue.

Uganda is a patriarchal society that keeps women at a subordinate position, using religion and culture as an excuse. These excuses have for many years been supported by laws and legislations that uphold patriarchy and women's subordination. This has brought about and maintained disparities between men and women, in division of labor, share of benefits, in law and state, in

how households are organized, and how these are In all Ethiopian cultures, women are victims of physical, sexual and psychological abuse both in the family and in the community. The violence exerted include beating, rape, FGM, abduction, early marriage and unregulated fertility which are well-established traditions that adversely affect the health and well being of the victims. These acts are major violations of human rights, but not considered so by the societies that take it as a normal feature of life (ibid).

In all Ugandan cultures, women are victims of physical, sexual and psychological abuse both in the family and in the community. The violence exerted include beating, rape, FGM, abduction, early marriage and unregulated fertility which are well-established traditions that adversely affect the health and well being of the victims. These acts are major violations of human rights, but not considered so by the societies that take it as a normal feature of life (ibid).

Women in Uganda have lower status in the society in many aspects. Most women are financially dependent on men and are less educated with only limited professional job opportunities. The male adult literacy rate for age 15 and above is 49.2 % and the adult female literacy rate, age 15 and above is 33.8 % (UNDP, 2005). Most girls are forced to drop out of school due to pressure from the society and the gap in education widens in higher education institutes. The prevailing gender inequality and the lower status of women have made women to have no decision-making power both in households and in the society. This can both be a cause and a consequence of violence against women in the society (Cherinet and Mulugeta, 2003).

## **1.2 Statement of the Problem**

Despite these facts, most cases of gender inequality go unreported and many women prefer not to raise the issue. This is partly because it is considered as normal feature of life since the culture and traditional norms condone male dominance over female tolerate and justify domestic violence in the society. According to various researches, the root causes for the deeply entrenched domestic violence in the country are the socio cultural norms that take domestic violence as a normal feature of life, a culture that tolerates and justifies domestic violence, lack of public awareness on a person's right for a violence free life and weak criminal justice system

against domestic violence. Thus, in order to tackle these issues and root out domestic violence from within the society, media intervention is crucial. Media should cover domestic violence adequately and address this hazardous hidden social problem that is affecting the lives of so many women by bringing into light and challenging the socio-cultural norms that stoke domestic violence. Mass media along with other ideological institutions such as schools is capable of challenging or sustaining societal values (Steeves, 1997). Media is advantageously positioned to be able to reach a wider population. Thus, media has a key role to play in stimulating public debate, exposing the severity and prevalence of violence against women, providing a forum for challenging attitudes and questioning traditional gender roles and by publicizing efforts to end the violence. In addition, media being a watchdog in the society, should pressure for the placement of better policies and legislation, and also monitor whether government and legal implementing bodies follow through with their commitments (M. Perse, 2001).

Most women are financially dependent on men and are less educated with only limited professional job opportunities. The male adult literacy rate for age 15 and above is 49.2 % and the adult female literacy rate, age 15 and above is 33.8 % (UNDP, 2005). Most girls are forced to drop out of school due to pressure from the society and the gap in education widens in higher education institutes. The prevailing gender inequality and the lower status of women have made women to have no decision-making power both in households and in the society. This can both be a cause and a consequence of violence against women in the society (Cherinet and Mulugeta, 2013).

### **1.3. Purpose of the study**

This study attempted to examine the role of the broadcasting media in promoting gender equality in Uganda.

### **1.4 Objectives of the study**

- 1.4.1 To identify the ways of promoting gender equality by media.
- 1.4.2 To examine the roles played by broadcasting in promoting for gender equality.
- 1.4.3 To examine the attitude of media editors towards gender equality.

## 1.5 Research Questions

- 1.5.1 What are the ways of promoting gender equality by media?
- 1.5.2 What is the role played by broadcasting in promoting gender equality?
- 1.5.3 What is the attitude of media editors towards gender equality?

## 1.6 Scope

### 1.6.1 *Geographical scope*

This study was carried out at vision group that is to say Vision Group incorporated as the New Vision Printing & Publishing Company Limited (NVPPCL), started business in March 1986. It is a multimedia business housing newspapers, magazines, internet publishing, televisions, radios, commercial printing, advertising and distribution services. NVPPCL is listed on the Uganda Stock Exchange, with an expected turnover of over UGX 92 Billion (FY 2015/2016).

### 1.6.2 *Theoretical scope*

This study was based on behavioral theory of gender by Jonathan Bendoretal, (2011) which suggests that women and political actors are fully irrational. While these formulations produce many insights, they also generate anomalies--most famously, about turnout.

### 1.6.3 *Contextual scope*

The study intended to examine the role of broadcasting on media in promoting gender equality that is the ways, attitude and roles played by the media and the extent does the media influence on gender equality in a country.

## 1.7 Significance of the study

The **Government** may use this research to develop policies which put into consideration on ways of promoting gender equality.

To **citizens**, the findings of the research may provide information on the role of media on gender equality hence understanding how authentic the information can be.

Other **researchers** who may attempt any topic closely related to this topic may have this research work as a source of insight. This knowledge could also be useful; in the development of policies and programs to prevent gender inequality.

### **1.8 Operational of key terms**

**Role** refers to the function assumed or part played by a person or thing in a particular situation

**Broadcasting** refers to transmit (a program or some information) by radio or television.

**Media** refers to the main means of mass communication (broadcasting, publishing, and the Internet), regarded collectively.

**Promoting** refers to further the progress of (something, especially a cause, venture, or aim); support or actively encourage.

**Gender equality** refers to the state in which access to rights or opportunities is unaffected by gender.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Socio cultural norms on gender equality

Domestic violence is seen as a private family matter in Ethiopia, and disclosing a family matter is seen as a shame. There is also a deeply set belief that “women who are beaten must have done something to deserve it and therefore most women tend to maintain silence about their situation” (EJHD, 2003: 65). Of the interviewed Ugandan women who had ever experienced physical violence by a partner, 39% of them had never talked to anyone about the physical violence. Among these, 53% said they feared the consequence or they had been threatened and 37% said they considered the violence “normal” or “not serious” (WHO, 2005).

According to another report by the UN Population Fund (UNFPA), nine out of ten women interviewed in Ethiopia think their husbands are justified in beating them (UNFPA, 2004). A similar study conducted by Butajira Rural Health Program (BRHP) revealed many of the women suffering physical or sexual partner violence believe that a man would be justified in hitting his wife “if she does not complete her household work on time, if she disobeys her husband, if she refuses to have sex with him, if she asks him about other girlfriends and if he suspects that she is unfaithful. Over half of the women felt that it was a women’s obligation to have sex with her husband even when she did not feel like it”. Similarly, nearly half of the women felt that other family members should not get involved if a husband beats his wife. (EJHD, 2003: 35).

Moreover there is a widely held belief in Ethiopia that beating a wife or a girl friend is a way of expressing love. This belief causes some women to endure the beatings especially at an early stage of their relationship. Moreover, it causes members of the society not to sympathize with them and not to be agitated by the occurrence, which is supposedly a crime if exerted on a stranger.



### **2.1.1 Legal and institutional frameworks on gender inequality in Uganda**

A new family law incorporating legal provision for domestic violence that clearly put domestic violence as a crime was adopted in May 2005. There was no legal framework prior to that, which had for a long time created a major loophole as cases of domestic violence had been largely mitigated and tolerated by police officers unless a severe body injury occurs. The 1957 Ethiopian civil code that governed for a long time subtly tolerated violence “Article 644 (2) of the Code under the heading ‘Husband to give protection states: He may watch over her relations and guide her in her conduct, provided this is in the interest of the household, without being arbitrary and without vexation and other abuses’” (EWLA, 2002). Even if a new law has been enacted as of May 2005, there are limitations with regards to the implementation especially with regards to the punishments. It is not clearly stated, and instead it is cross refer to other parts of the penal code according to the type of crime that is committed. (EWLA Personal Communication).

Although placing a stronger legal framework for addressing domestic violence is vital, violence against women cannot be alleviated without challenging traditional views towards women. “Most women believe that women should obey their husbands in all aspects of life, and that their husbands have the right to beat them if they do not. Such deeply rooted beliefs cannot be changed simply by decree. Therefore, it is crucial to carry out both national and community level educational campaigns to promote women’s right and challenge the view that violence against women is acceptable” (EJHD, 2003: 65).

In most places where laws against gender based violence exist, the legal enforcement system is not supportive and sometimes it even re-victimizes women by not providing legal protection. Even where laws against gender-based violence do exist, enforcement and legal systems may not be supportive (UNFPA, 2005).

### **2.1.2 International provisions on violence against women**

The Universal Declaration of Human Rights, states that everyone should enjoy human rights without discrimination on grounds of sex. The UN Charter affirms that the “equal rights of men

and women”, “the dignity and worth of the human person” and the realization of fundamental human rights are among the UN’s core principles and objectives (UN Charter, 1948). The United Nations Declaration on the Elimination of Violence was adopted by the Security Council in 1993, to tackle gender-based violence. The Declaration defines the problem as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life” (UN, 1993: Article 1). The declaration also emphasizes that governments are obliged for eliminating discrimination against women by any person, organization or enterprise and that governments are required to prevent violations of rights by any actor, punish these acts and provide compensation. (Article 4, sub-article (c)) in the declaration specifies, governments should, “Exercise due diligence to prevent, investigate and, in accordance with national legislation, punish acts of violence against women, whether those acts are perpetrated by the State or by private persons”.

Following that, the 1995 Beijing Platform Action included ‘Violence against Women’ as one of the twelve critical areas of concern to be addressed by governments and other actors. Violence against women, also known as gender-based violence, is now widely recognized as a serious human rights abuse, and identified as a major public health problem that concerns all sectors of society (Gallagher, 1998). Despite these international efforts and declarations many governments still do not acknowledge and address the problem of violence against women. While the adverse health consequences of violence are also increasingly recognized, the involvement of the health sector in tackling the problem is still very small. Most governments respond to domestic violence inadequately and domestic violence claims are frequently ignored, trivialized, and dismissed by police, by prosecutors and by judges (WHO, 2005).

### **2.1.3 Impacts of domestic violence on health**

Domestic violence has been identified as a major public health issue with an adverse impact on the health of the abused women (WHO, 2005; UNFPA, 2005) On the WHO country study undertaken in 10 countries, one quarter to one half of all women who had been physically assaulted by their partners said that they had suffered physical injuries as a direct result. The

abused women were also twice as likely to have poor health and physical and mental problems (WHO, 2005).

The consequences of gender-based violence are devastating. The abused women often experience life-long emotional distress, mental health problems and poor reproductive health. Abused women are also at higher risk of acquiring HIV/AIDS. The research findings in Ethiopia indicate that more than half of the women who had ever experienced physical partner violence in Ethiopia had been injured at least once. Among the main injuries were abrasions or bruises 39%; sprains and dislocations 22%; injuries to eyes and ears 10%; fractures 18%; and broken teeth 6%. One third of injured women were hurt badly enough to need health care. Also, women who experienced physical or sexual violence were twice more likely to report that their general health was fair or poor than non-abused women. Women who had ever been pregnant and who experienced violence also had more abortions than non-abused women (WHO, 2005).

The consequences of domestic violence are far beyond immediate physical damage to the victim. The psychological damage erodes a woman's self-esteem holding her back from defending herself and taking action against her abuser. Some of the long-term effects of violence against women are abuse of alcohol and drugs, depression, other mental health disorders and suicide (Amnesty, 2003).

#### **2.1.4 Social and Economic costs of domestic violence**

Even if little work has been done so far in placing a monetary value on the economic and social costs of domestic violence, the costs of domestic violence to society are large. To mention some, the value of goods and services used in treating or preventing domestic violence, increased health care expenditures, demands on courts, police, and losses in educational achievement and productivity as well as the value of goods and services not produced when abuse leads to increased absenteeism, decreased productivity while on the job, and job loss. "In Chile, domestic violence costs women \$1.56 billion in lost earnings in 1996, more than 2 per cent of the country's GDP." (UNFPA, 2005: Internet)

Moreover, domestic violence has a severe impact on children. It affects children in various ways including their health; their educational performance; and their use of violent conduct in their

own relationships. Even the unborn and newborns can be affected by domestic violence, as abused women are exposed to abortions. (Morrison et al, 1999).

Domestic violence perpetuates violence in the society, both inside and outside the home. Various studies indicate that violence is at least in large part a learned behavior. Thus, boys who grow up witnessing domestic violence against women are more likely to be future abusers, while girls who witness domestic violence are more likely to be future victims. Witnessing domestic violence also teaches children that violence is an appropriate way to resolve disagreements, which is likely to lead to violent conduct outside the home, as well. (Morrison et al, 1999)

## **2.2 Ways of promoting gender equality in Uganda**

The crucial role media could play in minimizing violence against women was underscored at the 1995 fourth women's conference, Beijing platform for action, right when it was first identified as a major threat to millions of women worldwide. Focus was placed on two major aspects on the links between media and violence against women. The first has been prompting a balanced and non-stereotyped portrayal of women in the media and the second major area of concern is media coverage of actual incidents of violence against women. Thus, from the beginning, bringing on board media to eradicate violence against women was noted. (UN DAW, 2001)

### **2.2.1 The role of media in promoting gender equality**

Media can play a crucial role by positioning domestic violence as a social problem that calls for the attention of political leaders and the society in general. In particular, the media can be an effective way to inform society at large. Communication programs can help to reverse the attitude that such violence is somehow normal and to be tolerated by family members and society as a whole (PRB, 2000).

The social norms aggravating domestic violence should be challenged by breaking the silence and by placing the problem squarely in the view of society. Media is the best tool to undertake this valuable function, being advantageously positioned to reach a large number of audiences. Media has a key role to play in stimulating public debate, exposing the severity and prevalence of violence against women, providing a forum for exploring strategies in other areas challenging

attitudes, questioning traditional gender roles and by publicizing efforts to end the violence (Gallagher, 1998).

This is part of a pivotal function of the media as a watchdog in the society, by highlighting abuses, encouraging better policies and legislation, and ensuring that governments follow through with their commitments and also by pointing out deviant behavior and holding it up to ridicule. (M. Perse, 2001) The above mentioned roles of the media are best explained by agenda setting theory, which is a media effects theory that points to the ability of the media to tell us what issues are important. It is the creation of public awareness and concern of salient issues by the news media that plays an influential part in how issues gain public attention.

Media effects study has gone a long way with varying perspectives reflected in different theories over the years. Early media effect theory, the Magic Bullet model, claimed media has a power and uniform effect on everyone exposed to the media message. This line of thought was later challenged by other scholars whose studies showed that media has a limited effect on the audience. Contemporary scholars, however, argued the type of media effects cannot be generalized and the effect vary depending on the message, the medium and other factors that makes it more complicated than described in the early theories. (Sparks, 2000).

Media has a persuasive power on its audience and the effects are illustrated at different levels. The first is change in the attitude, after being exposed to a certain media message over some time, and through time it leads to changes of behavior, which at a higher stage results in the creation of a behavior that persists over time. Communication is influencing what people buy, how they vote, what they wish and strive for, and how they conduct their daily lives. Companies spend millions of dollars to advertise their products indicating the messages are getting through to the audience bringing back profit, it works. Therefore, the same principles that are used in persuading people by advertisers can be applied to persuade people to adopt healthy principles and attitudes using the media

### **2.2.2 Communication for social change**

“Communication invites action, and informs women and men of where to seek guidance, where to find self-help groups, and who to call in an emergency. It can empower men and women alike to aspire to reverse the chronic patterns of violent behavior that many families endure” (Poppe, 1999: 185). Carefully designed media messages that are designed to promote and bring change in attitudes can make a difference. Women’s Media Watch in South Africa claims that stories about women who escape abusive relationships are often inspirational to women still caught in the cycle of violence (Gallagher, 1998). To address an issue as complex as domestic violence, a special kind of communication approach that is strategic, sustained and integrated is vital to bring forth social change. For communication to succeed there needs to be a systematic planning and implementation process. It should be based on clearly defined goals and should involve strategic design, market testing, audience input, production, monitoring, impact evaluation and planning for continuity and sustainability (Suarez and Quesada, 1999). Adopting a new behavior takes time. Changing attitudes and practices is not a simple process with an immediate result. Individuals go through a series of phases before adopting a certain behavior. This process of behavior change can be looked at in five steps. The first step is awareness or critical understanding of the issue - exposure to the message is critical.

### **2.2.3 Lessons from communication programs**

“For women who’ve been raped or abused, media coverage of how women have lived through, and survived similar experiences may provide the impetus to leave an abusive relationship, or speak out for the first time about an experience of rape or child abuse. When these stories are accompanied by the contact numbers of local organizations dealing with the issue, it’s often the first time women are made aware of such services.” (Usdin et al, 2004: internet. Many communication programs based on effective communication strategies have been successful in creating awareness and bringing forth change.

The media program was a TV drama series based on a story of a woman who is a victim of domestic violence. The drama was also broadcasted through radio and summary of the story was written on a weekly newspaper. It was designed to reflect all the ordeals of domestic violence and it tried to show remedies by highlighting the provisions on new law on domestic violence

and how a woman should go about seeking legal and medical support. It was aimed to make women identify themselves with the character on the drama and learn their legal rights and the procedures in seeking legal and medical support. It was also designed to target abusive men by making them identify themselves with the male main character that could make them question their personal attitudes and show them the adverse impact domestic violence has on children. (Usdin et al 2004).

### **2.3 Media coverage of violence against women**

By determining what goes into the media, gatekeepers are able to control the public's knowledge by presenting certain stories and by keeping others out. Moreover the audience attaches weight to a certain topic based on the emphasis media places on it. Hence, editors and journalists are vested with the power of determining what the audience should think and hold as an important issue. Therefore they have the responsibility to identify social problems affecting the well being of the society and address them efficiently by setting them as a top priority agenda. In order to fully utilize their power to influence the audience, editors should be well aware of pertinent issues and also should seek the collaboration of experts in the field. As discussed in depth in the previous section, communication, when undertaken effectively, bring forth a constructive change in the society. Even if there are procedures by which editors and reporters determine newsworthiness, it is has never been easy to define. When there are a lot of issues that call on media coverage, it is very difficult to separate what to cover and what to ignore. News scholars have also noted that the assessment of newsworthiness is a matter of ongoing compromise and negotiation among reporters and editors (Meyers, 1997).

#### **2.3.2 Media reinforcing patriarchal hegemony**

Cultural studies scholars argue that mass media content is made to sustain and strengthen the dominant ideology on which emphasis is not given to certain alternative points of views and issues. This line of thought is drawn from the concept of hegemony that explains how the ruling elite keeps its position by wining the consent of the governed. In the case of gender violence, media may support patriarchal hegemony by reinforcing framing techniques that are supported by news traditions and values (Steeves, 1997). By the use of language that supports the values, beliefs, and goals of the ruling elite, news contributes to the maintenance of popular consensus.

“News draws on traditional notions of appropriate gender roles in the representation of violence against women. Those notions are rooted in patriarchy, which is the systematic institutionalization of women’s inequality within social, political, economic, and cultural structures” (Meyers, 1997: 19).

Coverage of violence against women is rooted in cultural myths and stereotypes about women, men and violence, and it is framed by the news so as to support sustain, and reproduce male supremacy. Ethiopian media are gender biased in their portrayal of women. Women are mostly depicted “doing domestic chore”, or “appearing as sex objects” also their given characteristics of being mean and selfish. Such media content can perpetuate more violence and can further victimize the survivors. (Cherinet and Mulugeta, 2003). Feminism challenges the central assumptions of patriarchy’s hegemony, and struggles to rearticulate the meaning of gender in favor of equality at all levels - including in the news. Journalists must take the responsibility for halting the perpetuation of myths and stereotypes that underline patriarchal ideology and the myths of anti-women violence. They must stop excusing men for their violent behavior (Meyers, 1997).

### **2.3.3 Domestic violence not a woman’s issue**

Unless men are involved in the effort to root out this deeply entrenched social problem, there would not be much success. Domestic violence should not be seen solely as a women issue rather it is a societal issue and a collaborative effort is needed to eradicate it. The focus should be how to involve the maximum number of citizens, women and men, in recognizing issues aggravating this social problem. Then it may be possible to address it efficiently. The involvement of men in gender monitoring and analysis is important. “As long as “gender representation” remains synonymous with “ women’s representation, gender media advocates will find it difficult to make the media alliances that are necessary to bring about lasting changes” (Gallagher, 1998:193). Most central of all is the question of how to persuade the maximum number of media professionals, women and men that fair and diverse gender portrayal is likely to appeal to a wider range of audiences producing a higher output.



A World Health Organization (WHO) multi country study on women's health and domestic violence in 10 countries, including Ethiopia, on which a total of 24, 000 women were interviewed indicates that forever-partnered women lifetime prevalence of physical or sexual violence, or both, by an intimate partner, ranges from 15% to 71%, with estimates in most sites ranging from 30% to 60% (WHO 2005). Also The WHO 2002 report states, 40 to 70 per cent of female murder victims are killed by their husbands or boyfriends. Domestic violence is a widely spread and yet a hidden social problem in Ethiopia.

According to the study conducted by the WHO, in Ethiopia nearly half of the women interviewed reported physical violence by their partners and 59% of them reported sexual violence (WHO, 2005). Ample evidences indicate that domestic violence has a severe impact on the health of the abused women. (WHO, 2005; UNFPA, 2005; Amnesty, 2003) More than half of the women who had ever experienced physical partner violence in Ethiopia had been injured at least once (WHO, 2005). The Ethiopian Women Lawyers Association also noted many women have lost their body parts including their eyes and teeth and some have even lost their lives (personal communication).

According to the WHO study, combining the data for physical and sexual violence, in Uganda, 71% of ever-partnered women experienced one or the other form of violence, or both, over their lifetime. Among them, 35% of all ever-partnered women experienced at least one severe form of physical violence and 67% of the women reported that their children commonly witnessed the violence. These circumstances cause physical damage and mental disturbances for women (WHO, 2005). Also, according to the Ethiopian Women lawyers Association (EWLA), out of an average 30 women coming to their office seeking legal support daily, about 22 of them report physical violence by their partners (EWLA, 2002).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter deals with the research methodology to the study; the research design, the study population, sampling techniques, the sample size, the study instruments, sources of data, data analysis methods, data process methods respectively.

#### **3.1 Research Design**

The research took the form of a descriptive design, and the reason for this is because it aims to describe the current situation so that it can be understood clearly so that the gaps identified in it can be addressed in order to promote gender equality by media. The study will explore descriptive correlational design to examine the relationship between the two variables that is the ways and attitude of promoting gender equality by the media.

#### **3.2 Research Population**

The population of the study in this research is comprised of 100 people. These include: women leaders.

#### **3.3 Sample Size**

The sample size of (80) respondents were taken from target population. The Researcher used Krejice& Morgan (1970) tables to determine the sample size, thus; 80 respondents were used as the sample size as computed below;

### 3.3.1 Krejcie & Morgan (1970)

Table 1: Sample size of the study

Participants	Population	Sample Size	% of Sample from population
Women leaders	40	30	37.5
Directors of gender	60	50	62.5
<b>Total</b>	<b>100</b>	<b>80</b>	<b>100</b>

Source: Author's primary data, 2018

### 3.4. Sampling procedures

Purposive sampling procedure and simple random sampling procedure was used to obtain a sample by choosing the governmental officials, head teachers and parents depending on their age, working experiences, knowledge and skills got from various trainings. In this study, Purposive sampling or judgmental sampling is used by the researcher because it allows the use of personal judgment and common sense that is to say experience of the government officials, head teachers and the parents who have the experience as far as gender equality is concerned. In addition to that this type of sampling is more appropriate for qualitative research.

### 3.5. The data-gathering Methods:

#### Methods

The study was based on survey method which used open ended questionnaire. This method was used by the researcher included an interview guide and Desk research that was secured in the qualitative methodological framework which widely applied in general human rights and development studies.

#### 3.5.1 Research instruments:

This study used two types of data that is to say:-. Primary data was collected using questionnaires and in-depth interviews and it formed the main focus of the analysis. Secondary sources of data involved an intensive reviewing relevant literature from books, journals, magazines, newspapers and individual writing exercises.

### **3.5.1.2. Unstructured Interview**

Data collection entailed unstructured interviews or opened ended questions based on key informant interview. This was to allow them to express themselves freely about their lives and not limit them.

### **3.5.1.3. Focused Group Discussion**

The researcher used focused group interview with the members of the parliament collectively but I had to interview them individually because when the discussion session began, I soon realized that contribution and answers from informants were not varied and that they were all giving the same answers to the same questions.

## **3.6 Validity of the Instruments**

Content validity of the instruments was ensured through use of valid concepts and/or words which measure the study variables. The instruments were given to content experts to evaluate their relevance, wording and clarity of questions or items in the instrument after which a content validity index was computed. A content validity index of 0.758 was obtained which was higher than the minimum of 0.70, as per Amin (2005) and so the instrument was declared valid.

The Cronbach alpha coefficient was ensured reliability of the instrument computed using SPSS. A Cronbach Alpha of 0.817 was obtained, which was higher than the minimum stated by Amin (2005) of at least 0.70 and so the instrument was considered to be adequately reliable.

## **3.7 Data Gathering procedures:**

### **3.7.1 Before conducting the interviews**

An introduction letter was obtained from the College of Humanities and Social Sciences for the researcher to ask for approval to conduct the study from respective respondents. Once approved, the researcher secured a list of the qualified respondents from the state government officials, women leaders and directors of gender. The names were put in a rota and selected randomly using the simple random sampling technique. The respondents were briefed about the study and were requested to sign the informed consent form.

### **3.7.2 During Interviews**

The respondents were requested to answer every question that the interviewer asked them while writing down their opinions about the topic at hand.

### **3.7.3 After the administration of the questionnaires**

The data gathered was collected, encoded into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS).

### **3.8 Data Analysis:**

Different statistical techniques were used, namely: Simple frequency counts and percentage distributions were used to analyze data roles of the government policies on gender equality. Content analysis review forms of human communication including books, newspapers, and magazine on gender equality. The procedural process for the content analysis study is designed to achieve the highest objective analysis possible and involves identifying the body of material to be studied and defining the characteristics or qualities to be examined

### **3.9 Ethical Consideration:**

The research process was guided by sound ethical principles which include the followings:- the researcher ensured that respondents are not forced or manipulated into participating in the study. Respondents were told the purpose of the study and their consent to participate in the study were sought.

The researcher ensured of objectivity when carrying out the research and any attempt to bias results is considered unethical and should therefore avoid.

The respondents were assured of utmost confidentiality that is keeping of the information under privacy and secrecy. Their names were not written anywhere in the report and the information given was only be used for academic purposes.

The research team ensured to respect for the respondents. Respect was encompassed respecting the opinion of the respondents including the opinion to terminate the interview whenever they felt uncomfortable to continue, questioning style especially for very personal and sensitive questions.

it is crucial for the researcher to seek the consent of the respondents before giving the questionnaire for answering them and giving them freedom to choose either to agree or not to answer the questionnaires. The researcher will assure all authors and academicians whose ideas are fully recognized.

Any author that was used in the study was acknowledged.

### **3.10 limitations of the study**

The basic limitation of any qualitative study arises from the impossibility of controlling unnecessary variables such as honesty, bias that may include environmental and emotional biases of respondents. In addition there are the essential biases in documents due to the fact that they represent interpretations of the authors.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF THE RESULTS

#### 4.0 Introduction

This chapter presents, interprets and analyses the findings. For this purpose the chapter is structured according to the research objectives. The chapter comprises: To identify the ways of promoting gender equality by media, to examine the roles played by broadcasting in promoting for gender equality and the attitude of media editors towards gender equality. Close and open ended questionnaire were employed by the researcher to get the information about the topic using frequencies and percentage.

#### 4.1 The ways of promoting gender equality by media

In this study, the ways of promoting gender equality by media on using human rights based approach in addressing gender equality was the first objective, the respondents were asked to give their views on the ways of promoting gender equality on media using qualitative method that is open ended question as indicated in table 2

**Table 2: showing the ways of promoting gender equality by media**

Item	Frequency	Percentage %
<b>The ways of promoting gender equality by media</b>		
1. What are the ways by media to promote gender equality		
Press conference	25	31.3
Adverts	18	22.5
Banners	15	18.7
Documentaries	12	15
News reporting	10	12.5
<b>Total</b>	<b>80</b>	<b>100</b>

*Source: primary data 2018*

Results from table 2 the respondents indicated that the press conferences with 25(31.3%), though “adverts” only 15 (18.7%) said that the government has played and on building of educational

institutions 12(15%) and news reporting 10(12.5%). This means that even if the government happened to draft the law of educational policy, still as far as gender equality is concerned is still low.

Regarding the legislative measures taken by the government, most of the respondents are not sure 35(43.7%) meaning that though the law was drafted, still no legislative measures that have been taken if 30(37.5%) of respondents said "no". There is a strong presumption of impermissibility of any retrogressive measures taken in relation to the right to education, as well as other rights enunciated in the Covenant (V. Muñoz, 2005). If any deliberately retrogressive measures are taken, the State party has the burden of proving that they have been introduced after the most careful consideration of all alternatives and that they are fully justified by reference to the totality of the rights provided for in the Covenant and in the context of the full use of the State party's maximum available resources. The right to education, like all human rights, imposes three types or levels of obligations on States parties: the obligations to respect protect and fulfill. In turn, the obligation to fulfill incorporates both an obligation to facilitate and an obligation to provide. The obligation to respect requires States parties to avoid measures that hinder or prevent the enjoyment of the right to education. The obligation to protect requires States parties to take measures that prevent third parties from interfering with the enjoyment of the right to education.

#### **4.2 The roles played by broadcasting in promoting for gender equality**

The second objective was to examine the roles played by broadcasting in promoting for gender equality. On this objective, qualitative questions using open-ended questions the respondents gave their opinions as shown in table 3



**Table 3: The roles played by broadcasting in promoting for gender equality.**

N=80

Item	frequency	Percentage(%)
<b>The roles played by broadcasting in promoting for gender equality</b>		
1. What are the specific roles played by the media on broadcasting gender equality? Designing of legal framework of the girls, rights	32	40
Monitoring team for the implementation of rights	28	35
Tools to achieve gender equality	12	15
Ensuring education is a right for all	08	10
<b>Total</b>	<b>80</b>	<b>100</b>
2. To what extent the implementation of policy has been effected by the government Smaller extent	55	68.7
Larger extent	25	31.3
<b>Total</b>	<b>80</b>	<b>100</b>

source: primary data 2018

Results from table 3 indicate the specific government policies on gender equality that was given by respondents as “designing of legal framework of the girls’ rights were majority of the respondents over 32(40%). About the monitoring team for the implementation of the policy, 28(35%) mentioned it but on the policy of ensuring education as a right for all, only 08(10%) respondents mentioned it that is to say thought the legal framework of the girls’ right to education has been designed, still gender equality need to be emphasized.

As far as to what extent the implementation of policy has been effected by the government question has been concerned, the majority of the respondents said “Smaller extent above average (68.7%) and the few to a larger extent and they were 25(31.3%) implying that the policies though they have been set, they are not implemented by the government.

Pertaining whether there is any education policy that has been set to make primary education compulsory, free and available to girls? Most of the respondents were not sure over 40(50%) and 27(33.7%) yes. Though still there some respondents who said no 13(16.3%). This implies that however much the government has tried some efforts to ensure girl-children access primary

#### 4.3 The attitude of media editors towards gender equality.

The third objective is to the attitude of media editors towards gender equality where respondents were interviewed upon the attitude of media editors towards gender equality. On the qualitative questions, the respondents gave three opinions as shown in table 4

**Table 4: Table the attitude of media editors towards gender equality**

n=80

Item	Frequency	Percentage (%)
<b>The attitude of media editors towards gender equality</b>		
Positive	25	31.3
Negative	55	68.7
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source. primary data 2018)*

Regarding the question of what is the attitude of media editors towards gender equality? Most of the respondents showed negative 55(68.7%) and lastly positive with 25(31.3%). This implies that media editors cannot do to help fight gender inequality.

.On the contrary, gender stereotyping, threats to girls' emotional security and curricula that are insensitive to gender issues directly conspire against the realization of the right to education. Nor is progress on gender equality separate from the quality of education, especially bearing in mind that girls' education is fundamentally associated with the promotion of social justice and

democracy. M. Arnot,( 2 and 3 February ,2004, p. 1.) “Gender equality and opportunities in the classroom)Nairobi, the he emphasizes that education should be promoted as a means of constructing knowledge and the common good, in which the learning process acts as an element enabling all persons to exercise their human rights. The right to education represents a collective responsibility that implies respect for each person’s special characteristics; it is a praxis of diversity, since the learning process presupposes acknowledgment of and respect for the other, both male and female, and therefore of the possibility of consensus, acceptance of dissent and respectful dialogue geared to peaceful coexistence.

They had recommended ethnographic studies to provide information about the impact of human rights instruments on actual classroom situations, thus showing up the stereotypes that keep girls in a position of subordination and hinder their participation in the dynamics of schooling

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

In this fifth chapter, summary of the key results are in discussed, conclusions are drawn from this discussion. This chapter closes with recommendations drawn from the key findings. This study examined the This study attempted to examine the role of the broadcasting media in promoting gender equality in Uganda. It consisted of three objectives namely:-i) To identify the ways of promoting gender equality by media, ii) to examine the roles played by broadcasting in promoting for gender equality and iii) the attitude of media editors towards gender equality. Close and open ended questionnaire were employed by the researcher to get the information about the topic using frequencies and percentage.

#### 5.1 Discussions of Findings

##### **To identify the ways of promoting gender equality by media**

The study revealed that the ways of promoting gender equality by media was low as shown by the respondents when they indicated that the government contributed in the news reporting though “rights” only said that the government has played and on building of educational institutions 12(15%). This means that even if the media on gender inequality policy, still as for as is still low. While Uganda was not identified to be affected by culture or social norms and practice as adversely affecting girls’ education, other reported that persistent gender stereotypes and cultural bias continued to impact on girls’ access to school and the completion of their study (World Vision, 2004).

##### **To examine the roles played by broadcasting in promoting for gender equality**

Finding on the specific education policies on gender equality that was given by respondents as “designing of legal framework of the’ rights to education were majority of the respondents. About the monitoring team for the implementation of the policy, respondents mentioning that there’s a policy of ensuring education as a right for all, however it’s not implemented hence girl children are facing a problem of gender inequality.

On what extent the implementation of policy has been effected by the government question has been concerned, the majority of the respondents said “Smaller extent above average and the few to a larger extent implying that the policies though it has been set, they are not implemented by the government. Pertaining whether there is any education policy that has been set to make primary education compulsory, free and available to girls were not sure. This implies that however much the government has tried some efforts to ensure gender equality, still there’s no policy that is clear on whether it should be compulsory, free and available.

There is need to establish programs to provide training and occupational integration for women. Through its Girls’ Education Movement (GEM), South Africa put in place a programme that promotes girls’ education from a gender perspective and encourages girls to participate in their education and to access training and occupations usually associated with boys.

#### **The attitude of media editors towards gender equality.**

the attitude of media editors towards gender equality were respondents were interviewed upon their attitude. And the most of the respondents responded negative and few mentioned positive. This means that educational policies devised in accordance with human rights must promote curricular development that calls for girls’ to participate and be permanently included, with syllabuses and curricula that always accord them full respect and acknowledgement in classroom activity.

#### **5.2 Conclusions**

The researcher concluded depending on the findings of each objective--

The role of media on broadcasting gender inequality based approach in addressing were:- drafting the law on gender empowerment of women and girl child education, education must be available to all, and conclusion was made that even if the government happened to draft the law of educational policy which was highly mentioned, still as for as gender equality is concerned.

Since the budget allocation was not specified by the government, there was poor monitoring and control mechanisms to facilitate the provision of the budget allocated to the men.

On the second objective on roles played by the media in promoting gender equality

The specific roles were :- designing of legal framework of the men and women , monitoring team for the implementation of the policy on ensuring education as a right for all and the tools to achieve gender equality in education as policies were not implemented hence girl children are facing a problem of gender inequality.

On the third objective on attitude, a researcher concluded that it's negative.

Finally, the study concludes that the theoretical model of learning by Viyagun (1984) which emphasizes equal rights to education irrespective of age, sex, ethnic, socio economic and regional origins and equal access to different types and levels of education. The argument is that children should have equal treatment in school in terms of teacher behavior, teacher learner relationships and interactions were approved.

### 5.3 Recommendations

From the findings and the conclusions of the study, the researcher recommends the following:-

- i. There is a need to for the government to design or allocate a specific budget of men and women.
- ii. There is a need for the media editors to change their attitude towards promoting gender equality.
- iii. There is a need to recruit more staff and train them on how to handle a girl children when they are at school.
- iv. Since the poor enrollment and high school dropout among girls, there is a need to for head teachers and parents to encourage regular attendance and the reduction of dropout rates.
- v. The media editors should develop the respect for human rights and freedom to both men and women

#### 5.4 Areas for further study

Perhaps the most pressing area for further research is to establish the effect of media and gender equality.

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## APPENDIX I: QUESTIONNAIRES

### SECTION A (DEMOGRAPHIC DATA)

Faculty: \_\_\_\_\_

Sex: Male [  ] Female [  ]

Age: 16 – 20(  ) 21 – 25(  ) 26 and Above (  )

### SECTION B

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

#### The ways of promoting gender equality by media

1. What are the ways by media to promote gender equality					
Press conference					
Adverts					
Banners					
Documentaries					
News reporting					

## The roles played by broadcasting in promoting for gender equality

The roles played by broadcasting in promoting for gender equality	SA	A	D	SD
1. What are the specific roles played by the media on broadcasting gender equality? Designing of legal framework of the girls, rights	1	2	3	4
Monitoring team for the implementation of rights	1	2	3	4
Tools to achieve gender equality	1	2	3	4
Ensuring education is a right for all	1	2	3	4
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2. To what extent the implementation of policy has been effected by the government Smaller extent	1	2	3	4

## The Attitude of media editors towards gender equality

1. Engaging in academic forums on yahoo reduces my rate of understanding.
2. I use materials gotten from blogging sites to complement what I have been taught in class.
3. I will not perform well in my academics even if I stop using social media.

**THANK YOU FOR YOUR PARTIPATION**