Underrepresentation of women in the construction industry, a case of selected sites in Lira District Northern Uganda

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ABSTRACT

The construction industry is a significant pillar of economic and social development, creating employment and providing essential infrastructure. Nevertheless, it remains male-dominated, with women underrepresented in the sector. This study examined how sociocultural norms and gender stereotypes influence women's participation in the construction industry in Lira District, Northern Uganda. Guided by the critical research paradigm, the study employed a mixed-methods research design. The target population comprised 220 construction workers, students enrolled in construction programmes, industry stakeholders, TVET administrators and community leaders, of whom 200 participated in the study. Data were collected using questionnaires and interview schedules and analysed through descriptive statistics and thematic analysis. The findings revealed that cultural beliefs and practices, family and community expectations, gender stereotypes, social stigma and workplace discrimination were perceived as barriers to women's participation. All respondents agreed that gender stereotypes discourage women from pursuing technical construction roles, with 85% strongly agreeing and 15% agreeing. Furthermore, respondents reported that stigma and workplace discrimination were associated with prevailing cultural beliefs. The study concludes that sociocultural norms and gender stereotypes constrain women's participation in construction in Lira District. It recommends gender-awareness campaigns, community sensitisation, mentorship and networking programmes, inclusive workplace environments and greater visibility of successful women in construction to challenge discriminatory perceptions and promote women's participation in the sector.

Keywords: Women in construction; sociocultural norms; gender stereotypes; workplace discrimination; Lira District; Uganda

I. INRODDUCTION

The construction industry is an important sector of economic and social development as it creates employment and provides buildings, roads and other critical infrastructure. It is one of the sectors where women are significantly underrepresented. The industry remains male-dominated with a significant proportion of technical, site-based and skilled construction jobs being occupied by men. Among the factors associated with the low level of women's participation in construction are sociocultural norms and gender stereotypes (Oladinrin et al., 2025). Sociocultural norms are social expectations concerning how women and men are expected to behave and the roles they occupy in society. Gender stereotypes are widespread assumptions regarding characteristics, abilities and occupations that are considered appropriate for women and men (Banchefsky & Park, 2018). In the construction industry, gender stereotypes hold that construction work is physically demanding, technically complex and masculine. The same stereotypes hold that construction work is associated with masculinity and women are more suited for occupations perceived as less physically demanding or more traditional in their roles.

Gender has been recognized as a significant factor that affects career-choice behavior because of the existence of gender stereotypes and social influences, which make men and women choose dissimilar professions. Rocha and Van Praag (2020), as cited in the article about the construction career, show the relationship between genders and career choices, and Banchefsky and Park (2018) prove that stereotypical beliefs about occupations significantly influence people's choices when they decide on a career path that is male-dominated. For instance, Banchefsky and Park (2018) note that females who decide to work in male-dominated jobs think that society sees them as competent. At the same time, Akinlolu (2022) highlights that woman who study construction programs believe that gender stereotypes have a more significant influence on their career choices than men. As can be seen, people base their occupational choices on not only their interests and abilities linked to specific professions but on their beliefs about whether the chosen career is appropriate for men or women.

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Women entering construction may encounter social stigma, gender-biased attitudes and questions about their competence. Norberg and Johansson (2021) found that gendered representations of women continue to influence women's experiences in the construction industry. Similarly, Holdsworth et al., (2023) documented gender bias experienced by women working in trades and semi-skilled construction roles. Such experiences may impact on women's acceptance, retention and career progression within the industry.

The problem is also evident in African construction contexts, where traditional gender roles and socially constructed perceptions of work continue to influence occupational participation. Studies of women in construction have identified gender stereotypes, discrimination, negative perceptions and limited social support as challenges affecting women's participation. Lekchiri and Kamm (2020), for example, found that women in construction encountered negative perceptions, discrimination, hostility, work-life challenges and a lack of role models that impacted on their employment and career development. In South Africa, Akinlolu (2022) similarly demonstrated that gender stereotypes influence on career choices among students pursuing construction-related programmes. Evidence from Africa further reveals gender-based barriers may continue to challenge women after entering construction. Siqaqa and Mzangwa (2024), in their investigation of women working on construction sites in South Africa, document their experiences of gender discrimination and other workplace barriers to their career progression. Tunji-Olayeni et al. (2024) highlight similar gender-based challenges in the construction industry and call for enhanced inclusion of women in the built environment industry.

Women's participation in traditionally male-dominated occupations in East Africa, and other developing regions, are influenced by family expectations, social attitudes and perceptions of appropriate occupations for women (Kinyua, 2025). These can have a role in choices around education, occupational pathways and employment opportunities. Where construction is perceived as a male occupation, girls and women may be discouraged from considering construction-related education, technical training or employment. In Uganda, female education, vocational training and employment have increased, but gender-related barriers continue to hinder participation in some technical and traditionally male-dominated occupations. Evidence from Uganda's infrastructure sector has identified perceptions that construction and infrastructure work are more appropriate for men, together with beliefs about women's physical capacity and socially prescribed gender roles, as factors limiting women's participation (Muhwezi et al., 2021). These concerns are particular to construction, where technical and site-based occupations are strongly associated with masculine identities.

In Lira District, construction activities provide employment and opportunities for professional, technical and skilled workers. Nevertheless, women remain underrepresented in the sector. The extent to which locally held sociocultural norms and gender stereotypes influence women's participation has not been established. Existing studies have examined women's employment and gender-related issues in broader contexts, but there remains a need for evidence concerning women's participation in construction in Lira District. The study therefore sought to establish sociocultural norms and gender stereotypes perpetuating low female involvement in the construction industry in Lira District, Northern Uganda. The study focused on cultural expectations, gender stereotypes, stigma, discrimination and societal perceptions of women engaging in construction activities in order to offer recommendations for improving the situation.

1.1 Statement of the Problem

The construction industry plays an essential role in the economy and offers employment to a substantial number of people worldwide, including professionals, technical and skilled workers. Ideally, women and men should have equal opportunities to enter and thrive in this sector considering their capacity, skills and interest (Oladinrin et al., 2025). More and more women are acquiring technical expertise needed in the construction industry to contribute to its growth and development. Nevertheless, women are still underrepresented in construction, especially technical and site-based jobs, as well as leadership roles.

Construction is primarily considered a male profession that demands utmost physical and technical skills, stamina, and managerial abilities. Women are expected to be involved in household chores and childcare instead of pursuing a career in construction, a perspective full of challenges (Araya et al., 2025). Such stereotypes can negatively affect girls' and women's choices of studying construction-related disciplines at institutions offering technical programs. Similarly, gender stereotypes may hinder women from advancing in their careers after participating in the industry (Tabassum & Nayak, 2021). Moreover, negative stereotypes about female involvement in construction might result in stereotyping those who pursue a career in this area. For instance, they can be considered not to have the strength and endurance to perform tough on-site tasks, or be less technically competent than male colleagues, or more appropriate for secretarial or lower-skilled jobs than their male counterparts. Akinlolu (2022) found that women in construction-related programmes perceived gender stereotypes as having a stronger influence on their career choices than men. Similarly, Norberg and Johansson (2021) documented the persistence of gendered expectations affecting women's representation and experiences in construction.

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The problem is particularly relevant in African contexts where traditional gender roles and expectations may influence women's occupational choices and participation. Evidence from African construction settings indicates that women continue to encounter perceptions that construction is inappropriate or unsuitable for them because of its physical demands and masculine workplace culture (Amponsah-Asante et al., 2026). Such findings suggest that increasing women's educational and technical opportunities alone may not be sufficient to address their underrepresentation if social expectations surrounding construction work remain unchanged.

In Uganda, women have increasingly gained access to education, vocational training and employment opportunities, including opportunities in technical and construction-related fields. Nevertheless, gender imbalance continues to be evident in construction. Previous research has examined gender-related challenges in Uganda's construction and infrastructure sectors, but there is limited empirical evidence showing how specific sociocultural norms and gender stereotypes operate within local communities and construction workplaces to influence women's participation (Muhwezi et al., 2021). In particular, insufficient attention has been given to beliefs concerning women's physical ability, technical competence, domestic responsibilities and the perceived appropriateness of construction work.

This gap is particularly evident in Lira District, Northern Uganda. Although construction activities continue to expand and create demand for professional, technical and skilled labour, women remain underrepresented in the industry. The extent to which this underrepresentation is associated with locally held sociocultural norms and gender stereotypes has not been sufficiently established. Without empirical evidence on these factors, interventions aimed at increasing women's participation may focus primarily on education, training and employment opportunities while overlooking social attitudes and gender expectations that may continue to discourage or constrain women's involvement.

Therefore, the problem addressed by this study is the continued underrepresentation of women in the construction industry despite increasing opportunities for women to acquire education and technical skills, together with inadequate context-specific evidence on the sociocultural norms and gender stereotypes contributing to this situation in Lira District. The study consequently examined the sociocultural norms and gender stereotypes influencing women's participation in the construction industry in Lira District, Northern Uganda. The findings provide evidence that can inform gender-responsive awareness interventions, community sensitization and workplace practices aimed at creating a more inclusive construction industry.

1.2 Research Objective

To examine the sociocultural norms and gender stereotypes influencing women's participation in the construction industry in Lira District.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study is guided by Social Role Theory (Eagly, 1987), which explains how socially constructed expectations regarding the roles of men and women influence behaviour and occupational participation. Men are traditionally associated with technical and physically demanding occupations, while women are often expected to prioritise domestic and caregiving responsibilities. In the construction industry, these expectations may reinforce perceptions that construction work is primarily a male occupation, limiting women's entry, acceptance and career progression. The theory therefore provides a basis for examining how cultural beliefs, family expectations and gender stereotypes influence women's participation in construction-related activities in Lira District, Northern Uganda.

2.1 Empirical Review

Sociocultural norms and gender stereotypes contribute to the underrepresentation of women in the construction industry by shaping occupational choices, recruitment practices and workplace interactions. Greckol (1987) and Fielden et al. (2000) highlighted challenges associated with balancing construction work and family responsibilities, particularly where long working hours and changing work locations conflict with caregiving expectations. Bennett et al. (1999) identified employer perceptions concerning women, especially mothers with young children, while Dainty et al. (2000) examined gender-related barriers within construction careers. Such findings suggest that women's participation is influenced not only by occupational requirements but also by prevailing social expectations and organisational practices.

Similarly, Cookson ET AL., (2023) identified discriminatory social norms as barriers to gender equality in employment and leadership. These perspectives underscore the importance of addressing community attitudes and institutional practices that perpetuate gender-based occupational inequalities.

Although the reviewed literature identifies sociocultural and workplace barriers to women's participation in construction, further contextual evidence is needed to establish how cultural beliefs, family and community expectations, gender stereotypes, social stigma and discriminatory attitudes influence women's entry into and participation in construction-related activities in Lira District. This study addresses that contextual gap by examining these factors at selected construction sites in Northern Uganda.

III. METHODOLOGY

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3.1 Research Paradigm and Design

The study was anchored in the critical research paradigm and adopted a mixed-methods research design to examine the sociocultural norms and gender stereotypes influencing women's participation in the construction industry. The mixed-methods approach enabled the collection and analysis of quantitative and qualitative information to provide a broader understanding of the social factors affecting women's participation.

3.2 Study Area and Target Population

The study was conducted in Lira District, Northern Uganda. It targeted 220 respondents comprising women working in construction, female students pursuing construction-related programmes, construction industry stakeholders, TVET administrators and community leaders. The study focused on selected construction sites, construction-related institutions and relevant stakeholders within the district. A total of 200 respondents participated in the study.

3.3 Sampling Procedures

Random sampling procedures were used to select survey participants, while purposive sampling was used to select key informants with relevant knowledge and experience concerning women's participation in construction. These procedures enabled the study to obtain information from respondents who could contribute to understanding sociocultural norms, gender stereotypes and their influence on women's participation in the industry.

3.4 Data Collection Instruments and Procedures

Data were collected using structured questionnaires and interview schedules. The instruments addressed cultural beliefs, family and community expectations, and perceptions of construction as a male occupation, social stigma, discrimination and beliefs concerning women's suitability for technical construction roles. Questionnaires generated quantitative data, while interviews provided qualitative information about respondents' experiences and perceptions. The research instruments were pretested and piloted before the main data collection to identify weaknesses and improve their suitability. Validity was addressed by aligning the instruments with the research objective, while reliability was supported through consistency in the data collection procedures.

3.5 Data Analysis

Quantitative data were coded, cleaned and analyzed using descriptive statistics, including frequencies, percentages and means. Qualitative information obtained through interviews was analyzed thematically to identify recurring patterns relating to sociocultural norms and gender stereotypes. The findings were organized around cultural and family expectations, gender stereotypes, stigma and social acceptance, and discrimination and workplace attitudes.

3.6 Ethical Considerations

Ethical approval and the necessary research authorization were obtained before data collection. Participants provided informed consent, participation was voluntary, and confidentiality and anonymity were maintained throughout the research process.

IV. FINDINGS & DISCUSSIONS

4.1 Findings

The study examined how cultural beliefs, family and community expectations, gender stereotypes, social stigma and discriminatory attitudes influence women's entry into and participation in the construction industry in Lira District, Northern Uganda. The findings are presented through quantitative results and qualitative themes covering cultural expectations, gender stereotypes, stigma and social acceptance, and workplace discrimination.

4.1.1 Sociocultural Norms and Gender Stereotypes

Table 1 show that cultural norms and family or community expectations constitute important barriers to women's participation in construction. A total of 90% of respondents agreed that cultural norms discourage women from joining the industry, while 88% indicated that family and community expectations constrain women's construction careers. Gender stereotypes emerged as the most pronounced barrier, with all respondents agreeing that stereotypes discourage women from pursuing technical roles; 85% strongly agreed and 15% agreed.

Stigma and discrimination were also evident. A total of 87% of respondents agreed that women working in construction are often stigmatised, while 83% reported that women experience workplace discrimination because of cultural beliefs. However, perceptions of whether society generally considers construction work unsuitable for women were more mixed: 58% agreed or strongly agreed, while 42% disagreed or strongly disagreed. This suggests that, although attitudes may be changing, gender stereotypes and discriminatory practices remain important perceived barriers.

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Table 1

Respondents' Perceptions of Sociocultural Barriers to Women's Participation in Construction

Sociocultural barrier	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Mean	Interpretation
Cultural norms discourage women from joining construction	62	28	7	3	3.49	Agree
Family and community expectations constrain women's construction careers	58	30	9	3	3.43	Agree
Gender stereotypes discourage women from pursuing technical roles	85	15	0	0	3.85	Strongly agree
Women working in construction are often stigmatised	55	32	10	3	3.39	Agree
Women experience workplace discrimination because of cultural beliefs	48	35	13	4	3.27	Agree
Society generally considers construction work unsuitable for women	30	28	27	15	2.73	Uncertain/neutral

4.1.2 Gender Stereotypes by Respondent Category

Table 2 demonstrates broad agreement across all respondent categories that gender stereotypes discourage women from pursuing technical construction roles. Female construction students recorded the highest mean score (3.90), followed by women already working in construction and community leaders (3.88 each). These results suggest that the perceived influence of gender stereotypes is recognised by both women directly affected by the barriers and other stakeholders in the construction environment.

Table 2

Agreement That Gender Stereotypes Discourage Women from Pursuing Technical Construction Roles

Respondent category	n	Strongly agree (%)	Agree (%)	Mean
Women in construction	60	88	12	3.88
Female construction students	50	90	10	3.9
Construction industry stakeholders	40	80	20	3.8
TVET administrators	25	76	24	3.76
Community leaders	25	88	12	3.88
Total	200	85	15	3.85

4.1.3 Implications for Women's Career Choices and Participation

Table 3 shows that sociocultural barriers may operate at different stages of women's participation, from educational choices and occupational entry to retention and career progression. The findings therefore indicate that the influence of social expectations extends beyond the initial decision to pursue construction-related work.

Table 3

Influence of Sociocultural Norms on Women's Participation in Construction

Dimension	Key finding	Implication for participation
Occupational choice	Career decisions are shaped by socially defined expectations of appropriate roles.	Women may avoid or abandon construction careers despite interest and qualifications.
Educational pathway	Gender stereotypes influence subject and programme selection in TVET institutions.	Fewer women may enrol in construction-related programmes.
Entry into the industry	Stigma and family pressure discourage qualified women from seeking construction employment.	Women's entry into the industry may be restricted.
Retention and progression	Discrimination and hostile attitudes affect women's sense of belonging and career advancement.	Women may experience limited progression and increased risk of leaving the sector.
Social acceptance	Mixed perceptions indicate changing attitudes alongside persistent stereotypes.	Acceptance of women in construction remains uneven.

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4.1.4 Qualitative Themes on Sociocultural Norms and Gender Stereotypes

Table 4 show qualitative findings. Respondents described how traditional gender roles, family influence and community expectations shape women's occupational choices. Gender stereotypes were evident in perceptions of physical strength and technical competence, while stigma affected women's social acceptance. Workplace accounts further indicated that discrimination may influence recruitment, task allocation, training and career progression.

Table 4

Summary of Qualitative Themes and Sub-Themes

Theme	Sub-theme	Key finding	Illustrative quotation
Cultural and family expectations	Traditional gender roles	Construction is viewed as a male domain, while women are expected to pursue socially accepted occupations.	"In our culture, a woman is supposed to work in a clean environment, not on a construction site where there is dust and heavy work." (Community Leader, Lira)
Cultural and family expectations	Family influence on career choice	Parents and relatives discourage women from enrolling in construction-related programmes.	"My aunt told me to change my course because she said construction is for men and I will not get a husband." (Female Construction Student, TVET)
Cultural and family expectations	Community expectations	Women working on construction sites may face questions about their morality and respectability.	"People in the community think a woman on a construction site is of loose morals." (Woman Construction Worker)
Gender stereotypes	Construction as a masculine occupation	Construction is associated with male physical strength and technical competence.	"Construction work requires strength and technical know-how; women are seen as weak and unable to handle machines." (Construction Stakeholder)
Gender stereotypes	Technical-role stereotypes	Women's technical competence may be questioned despite their qualifications.	"Even when a woman is qualified, clients still prefer a male engineer or foreman because they believe men are more competent." (TVET Administrator)
Stigma and social acceptance	Stigma against women	Women working in construction may be labelled negatively and socially isolated.	"When I tell people I am a mason, they laugh and ask why I did not choose tailoring." (Woman Construction Worker)
Stigma and social acceptance	Limited social acceptance	Acceptance is increasing in some contexts, but stereotypes persist.	"Some people now accept us, but many still think we are just doing a man's job." (Woman Construction Worker)
Discrimination and workplace attitudes	Recruitment discrimination	Women may be excluded from site jobs or restricted to tasks perceived as suitable for them.	"When I applied for a site job, the supervisor told me they only hire men for masonry." (Woman Construction Worker)
Discrimination and workplace attitudes	Unequal opportunity allocation	Women may be denied training, promotion and equipment-operation opportunities.	"Men are given the machines to operate; women are left to carry materials." (Woman Construction Worker)
Discrimination and workplace attitudes	Hostile workplace attitudes	Negative attitudes may undermine women's competence and acceptance.	"My supervisor constantly says women slow down work and should be in the kitchen." (Woman Construction Worker)

4.2 Discussion

The findings demonstrate that sociocultural norms and gender stereotypes remain important influences on women's participation in the construction industry in Lira District. Four interconnected themes emerged: cultural and family expectations, gender stereotypes, stigma and social acceptance, and discrimination in the workplace. The finding that cultural norms and family or community expectations discourage women from entering construction suggests that occupational choices are influenced by socially defined expectations about appropriate roles for women. This is consistent with evidence from construction contexts where gender roles and perceptions of appropriate occupations influence women's career choices. Lekchiri and Kamm (2020) found that women in construction encountered negative perceptions, discrimination, hostility, work-life challenges and limited availability of role models. Such barriers demonstrate that women's participation is influenced by the wider social environment in which occupational decisions are made.

There is also evidence that gender stereotypes influence women's career choices within construction. Akinlolu (2022), in a study of students enrolled in construction-related programmes in South Africa, found that women perceived gender stereotypes as having a stronger influence on their career choices than men. The present study similarly found that all respondents agreed that gender stereotypes discourage women from pursuing technical construction roles, with 85% strongly agreeing and 15% agreeing. The similarity between the findings suggests that perceptions of construction as a male occupation may influence women's decisions concerning entry into technical construction careers.

Gender stereotyping was particularly pronounced in the present study. This finding is consistent with broader evidence that gender-based challenges continue to affect women in construction. Tunji-Olayeni et al. (2024) discuss

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persistent gender-based challenges in construction and the need for greater inclusion of women within the built environment sector. The present finding therefore suggests that the challenge is not simply whether women possess the technical ability required for construction work. Rather, perceptions about who is considered suitable for construction work may influence women's willingness to enter technical occupations and their acceptance after entry.

There was high level of agreement that women working in construction experience stigma further demonstrate the social dimension of women's underrepresentation. Stigma can operate before entry by discouraging women from considering construction careers and after entry by affecting their sense of belonging and acceptance within the industry. Norberg and Johansson (2021) similarly demonstrate that gendered representations of women in construction can influence their experiences and position within the industry. Recent African evidence also indicates that women continue to encounter gender-based barriers after entering construction. Siqaqa and Mzangwa (2024), studying women working on construction sites in South Africa, documented gender discrimination and other workplace barriers affecting women's career development. These findings are relevant to the present study because they demonstrate that gender-related challenges may persist beyond the point of entry into construction.

The finding that respondents associated women's workplace discrimination with cultural beliefs indicates that sociocultural norms can extend into construction workplaces. In this sense, culture operates not only at community level but can also shape recruitment, allocation of opportunities, interpersonal relationships and perceptions of competence. Holdsworth et al. (2023) similarly documented gender bias experienced by women working in trades and semi-skilled construction roles, demonstrating that workplace experiences can continue to reflect gendered assumptions even after women enter the industry.

The findings also indicate that increasing women's educational attainment alone may not automatically result in proportional increases in their participation in construction. Where social acceptance remains limited, qualified women may still encounter barriers to entering, remaining in and progressing within the sector. The findings therefore support the importance of addressing both individual opportunities and the social environment in which women make and pursue construction career choices. Taken together, the findings indicate that women's underrepresentation in the construction industry in Lira District is embedded in a broader social and occupational environment in which construction remains strongly associated with masculine identities and roles. Addressing the problem therefore requires more than encouraging individual women to acquire construction skills. It also requires challenging restrictive social expectations, improving acceptance of women in technical roles, addressing discriminatory workplace practices and increasing the visibility of women already working successfully in construction.

V. CONCLUSION & RECOMENDATIONS

5.1 Conclusion

This study concludes that sociocultural norms and gender stereotypes influence women's participation in the construction industry in Lira District. Cultural norms (90%), family and community expectations (88%), gender stereotypes (100%), stigma (87%) and workplace discrimination (83%) were identified as barriers to women's participation. Traditional beliefs and perceptions of construction as a male-dominated profession may discourage women from pursuing construction-related careers, particularly technical roles. The findings further indicate that women who enter the industry may experience stigma and discrimination associated with prevailing cultural beliefs, affecting their social acceptance, workplace experiences and career progression. These sociocultural barriers therefore contribute to the underrepresentation of women in construction.

Addressing women's underrepresentation requires interventions that challenge the social beliefs and stereotypes surrounding their involvement in construction. Community awareness, gender sensitisation, mentorship, professional networking and increased visibility of successful women may contribute to changing perceptions and promoting acceptance of women in technical roles. Collaboration among construction firms, technical institutions, communities, government agencies and other stakeholders is therefore important in creating a more supportive environment for women's participation.

5.2 Recommendations

Construction firms and relevant institutions should strengthen gender-awareness programmes aimed at challenging stereotypes that portray construction as exclusively a male profession. Such programmes should emphasise women's capabilities and promote equal recognition of women in technical and professional construction roles.

Government agencies, technical institutions and community leaders should conduct regular community sensitisation programmes targeting parents, teachers, employers and other community members. These initiatives should address traditional beliefs and social expectations that discourage women from pursuing construction careers and promote greater acceptance of their participation in the industry.

Construction firms and professional institutions should establish and strengthen mentorship and networking programmes connecting female students, trainees and workers with experienced women in construction. These

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programmes can provide guidance, encouragement and professional support to women pursuing construction-related careers.

Construction companies should also promote inclusive workplace cultures by addressing discriminatory attitudes and practices associated with gender. Women should be treated with dignity and provided with equitable opportunities to participate in technical construction activities, access training and pursue career advancement.

Finally, institutions, professional associations and relevant media platforms should increase the visibility of successful women in construction. Showcasing their achievements through institutional events, professional forums and technical education programmes may challenge negative perceptions, improve social acceptance and encourage more young women to consider construction as a viable career.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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