

**GENDERED MOTIVATIONAL THEORIES AND LABOUR  
PRODUCTIVITY**

**CASE STUDIES:**

**NINA INTERIORS (U) LTD**

**INTERMEDIA (U) LTD**

**BEWULIRA-WANDERA ANNE-MARIE**

**2012-B021-10222**

**UGANDA MARTYRS UNIVERSITY**

**JUNE 2015**

# **Gendered Motivational Theories And Labour Productivity**

## **Case Studies:**

**Nina Interiors (U) Ltd**

**Intermedia (U) Ltd**

**An Undergraduate Dissertation Presented to the Faculty of Business  
Administration and Management in Partial Fulfilment of the Requirements  
for the Award of a Bachelors Degree in Business Administration and  
Management at Uganda Martyrs University.**

**BEWULIRA-WANDERA ANNE-MARIE**

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## **DEDICATION**

I dedicate this dissertation to my family, friends, colleagues and all those who wished me well and supported my efforts.

This research is also dedicated to managers and business owners genuinely concerned with the well-being of their employees.

And finally, this work is dedicated to the researchers, scholars and academicians who have also dedicated their efforts into finding ways to make work more enjoyable and providing a conducive environment for all.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to thank the efforts of my supervisor, Dr. Maurice Mukokoma Nalwoga, whose support, direction and dedication made this publication possible. I will always be grateful for her unwavering patience with me.

I would also like to thank the love, support and prayers of my beautiful family; my Mothers, Mrs. Joanitta Bewulira-Wandera, Mrs. Flavia Kintu, Ms. Kaya Kagimu Mukasa and Ms Alice Biira, my Father Mr. Dick Kintu, my brothers Latimer Bewulira-Wandera, Phillip Mukasa, Andrew Kintu, Samuel Kintu and David Kaggwa and my sister Sanyu Kintu. I am truly blessed with each and every one of you. I also thank my friends, whom I consider my extended family, Lucia Namyalo, Charles Omol, Alvin Nkera, Phionah Byamugisha, Diana Nakayiza and my lecturers whom I also consider to be my friends, Mr. Moses Kibrai, Sr. Dr. Prisca Kobusingye and Miss Agnes Ssekatawa.

I also give my appreciation to the management and staff of Nina Interiors (U) Ltd and Intermedia (U) Ltd for their cooperation and contribution and agreeing to take time out of their busy schedules to help me with my research.

Most importantly, I give thanks to the Lord God Almighty, Who has blessed me with the opportunity and privilege of education, bringing me this far and blessing me with all these wonderful people. Praise be to God!

# TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF TABLES .....	viii
LIST OF FIGURES .....	x
ABSTRACT .....	xi
CHAPTER ONE .....	1
1.0 Introduction .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Objectives of the Study .....	5
1.3.1 Major Objective of the Study.....	5
1.3.2 Specific Objectives of the Study.....	5
1.4 Research Questions .....	5
1.5 Scope of the Study.....	5
1.5.1 Geographical Scope .....	5
1.5.2 Subject Scope.....	5
1.5.3 Time Scope .....	6
1.6 Significance of the Study .....	6
1.7 Justification of the Study.....	7
1.8 Definition of Key Terms .....	7
1.9 Conceptual Framework .....	8
CHAPTER TWO .....	12
LITERATURE REVIEW .....	12
2.0 Introduction .....	12
2.1 Background .....	12
2.2 Gendered Motivational Theories.....	13
2.3 Gendered Attribution Theories and Labour Productivity .....	17
2.3 Gendered Goal Theories and Labour Productivity .....	20

2.4	Gendered Expectancy Value Theories and Labour Productivity .....	23
2.5	Conclusion.....	25
CHAPTER THREE .....		26
Methodology.....		26
3.0	Introduction .....	26
3.1	Research Design.....	26
3.2	Area of the Study.....	27
3.3	Study Population .....	27
3.4	Sampling Procedures.....	28
3.4.1	Sample Size .....	28
3.4.2	Sampling Techniques .....	28
3.5	Data Collection Methods and Instruments .....	28
3.5.1	Primary Data Sources .....	28
3.5.2	Secondary Data Sources .....	29
3.6	Quality Control Methods.....	30
3.6.1	Validity .....	30
3.6.2	Reliability.....	30
3.7	Data Management and Processing .....	30
3.8	Data Analysis and Presentation.....	30
3.9	Ethical Considerations.....	31
3.10	Limitations of the Study.....	31
CHAPTER FOUR.....		33
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS .....		33
4.1	Introduction .....	33
4.2	Background Information of the Respondents.....	33
4.3	Gendered Attribution Theory and Labour Productivity.....	37
4.4	Gendered Goal Theory and Labour Productivity.....	42
4.5	Gendered Expectancy-Value Theory and Labour Productivity .....	47
4.6	General Motivational Approaches and Labour Productivity .....	51
CHAPTER FIVE .....		57
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....		57

5.0	Introduction .....	57
5.1	Summary of Findings .....	57
5.1.1	Gendered Attribution Theories and Labour Productivity .....	58
5.1.2	Gendered Goal Theories and Labour Productivity .....	59
5.1.3	Gendered Expectancy-Value Theories and Labour Productivity .....	60
5.2	Conclusions .....	60
5.3	Recommendations .....	61
5.4	Suggestions for Further Research .....	61
	REFERENCES .....	63
	APPENDIX 1: RESEARCH QUESTIONNAIRE.....	67
	APPENDIX 2: LETTER OF INTRODUCTION .....	70
	APPENDIX 2: LETTER OF INTRODUCTION	

## **LIST OF TABLES**

**Table 1: Showing the age groups of the respondents in Nina Interiors (U) Ltd**

**Table 2: Showing the age groups of the respondents in Intermedia (U) Ltd**

**Table 3: Showing the gender of the respondents in Nina Interiors (U) Ltd**

**Table 4: Showing the gender of the respondents in Intermedia (U) Ltd**

**Table 5: Showing how long the respondents have been working in Nina Interiors (U) Ltd**

**Table 6: Showing how long the respondents have been working in Intermedia (U) Ltd**

**Table 7: Showing the relationship between Gendered Attribution Theory and Labour Productivity in Nina Interiors (U) Ltd**

**Table 8: Showing the relationship between Gendered Attribution Theory and Labour Productivity in Intermedia (U) Ltd**

**Table 9: Showing the relationship between Gendered Goal Theory and Labour Productivity in Nina Interiors (U) Ltd**

**Table 10: Showing the relationship between Gendered Goal Theory and Labour Productivity in Intermedia (U) Ltd**

**Table 11: Showing the relationship between Gendered Expectancy-Value Theory and Labour Productivity in Nina Interiors (U) Ltd**

**Table 12: Showing the relationship between Gendered Expectancy-Value Theory and Labour Productivity in Intermedia (U) Ltd**



**Table 13: Showing the relationship between General Motivational Approaches and Labour Productivity in Nina Interiors (U) Ltd**

**Table 14: Showing the relationship between General Motivational Approaches and Labour Productivity in Intermedia (U) Ltd**

## **LIST OF FIGURES**

*Figure 1: A DIAGRAM SHOWING THE CONCEPTUAL FRAMEWORK*

## **ABSTRACT**

This research aims to understand how Gendered Motivational Theories affect Labour Productivity by conducting a comparative analysis between two case studies, one of which applies the gendered aspect of motivation in the organization and the other uses generalized motivational approaches. To do this, three gendered theories of achievement motivation are being used to understand the impact on labour productivity, formulating the objectives of the study which are, gendered attribution theory and labour productivity, gendered goal theory and labour productivity and gendered expectancy-value theory and labour productivity,

The methodology applied in conducting this research was analysis of two case studies, namely Nina Interiors (U) Ltd and Intermedia (U) Ltd, where a total of fifty respondents were given questionnaires to fill giving their background information as well as personal opinions on statements in line with the research objectives.

Findings of the study showed that gender differences identified by numerous researchers under the three theories did exist in the organizations and due to the gendered nature of the motivational theories applied in Nina Interiors (U) Ltd some of the gender differences were reduced and the attitudes, behavior and resultantly labour productivity was in a comparatively better state.

This research shows that there is a positive relationship between the application of Gendered Motivational Theories and Labour Productivity as opposed to the utilization of generalized motivational theories that do not account for the gender differences of the workforce.

# CHAPTER ONE

## General Introduction

### 1.0 Introduction

The era of equality is a large and growing phenomenon. Women are taking on positions that were previously viewed as exclusively for the men and there is a breakdown in the majorly patriarchal system of society. Whether through the work of feminists or realization that contribution of both sexes is greater than one, equality has also taken over in the business world. Locally, according to Lucas (n.d), in Uganda, women constitute up to 52% of the workforce. Due to the change, organizations felt the growing need to recognize the differences between the sexes while others continued to treat all employees, regardless of their gender, the same way. Both methods have yielded success and failure, however comparisons concerning effectiveness have not been drawn between the two. According to Cullen (1999) ‘...the gendered nature of the motivation theories that women (and men) managers use to understand and interpret their own and others’ behavior precludes a motivation to help others.’

This Chapter describes the Background of the Study, Statement of the problem, Objectives of the Study, Research Questions, Scope of the Study, Significance of the Study, Justification of the Study, Definition of Key Terms, and the Conceptual Framework.

### 1.1 Background to the Study

This study, as previously mentioned, is carried out to attempt to establish a clear connection and to satisfy the knowledge gap between gender and labor productivity. A

method similar to the MM (Mugenda and Mugenda) Model shall be used in providing the back bone of the study and to clarify the variables in question.

Labor is perhaps the most fundamental input of any product or service industry and is simply defined as the human resource/input in a business. According to the United States Department of Labor, Bureau of Labor Statistics webpage (last modified August 6<sup>th</sup> 2012), productivity is defined as a measure of economic efficiency which shows how effectively economic inputs are converted into output. According to Hafeez and Abdelmeguid (n.d), ‘A measurement of economic growth of a country. Labor productivity measures the amount of goods and services produced by one hour of labor.’ In simpler terms, this is the contribution made by each worker. Labor productivity can be used to reflect on several macroeconomic concerns such as, quoted from the Investopedia, ‘Growth in this labor productivity number can usually be interpreted as improvements or rising standards of living in the country.’ Also from the United States Department of Labor, labor productivity can serve as a determinant of the current economic situation assisting policy makers, it may also serve as an economic indicator (in relation to Gross Domestic Product), understanding requirements for labor, to mention but a few. With a concept as important to macro and microeconomic policy makers as this, it is imperative to understand all major determinants to ensure favorable conditions for this variable. According to Bamford and Grant (2010) who also defined labor as the amount of goods and services a worker is able to produce in a specified time period, introduced the need for acquisition of knowledge surrounding this key variable and are quoted as follows;

*The importance of productivity is in recognizing that although the labor force in an economy is a key resource, the output it is able to produce is to a large extent directly related to the technical knowledge, skills and motivation of that work force.*

The subject matter of this research is focused majorly on motivational theories and approaches and their influence on labor productivity. More specifically, the viability of the application of gendered motivational theories and approaches in the work place.

Gendered motivational theories are a relatively new concept and are mainly focused and applied in educational psychology and are still largely theoretical. In simple terms, gendered motivational theories are traditional motivational theories adjusted to factor in the influence of gender of subjects in order to better address, determine and predict the needs of the people the theories are being applied to.

With increased participation by both sexes in the field of commerce, right from the root of the business world, according to Sikula and Costa (1994), women's enrollment in business school from the 1960s through to the 1980s is the reason for what was described as "explosive growth" in the overall business school enrollment and a greater portion of MBA programs were being taken up by women and they constituted half of the total percentage of undergraduate business students. It is important to recognize these contributions and handle them accordingly.

There has been a need to consider gender when motivating employees and this was best stated by Parker (2007) who stated that historically, males and females were just as different mentally as they were physically which was previously handled by according them with different opportunities altogether. However, recently laws have been passed and perceptions have altered to be of the view that men and women are of equal status. Although the perception of equality might be true to a certain extent, biologically, male

and female are different and for optimized results with particular focus on gender, this should be put into consideration regarding motivation.

When understanding the motivational beliefs values and goals while paying particular attention to gender, Eccles and Wigfield (2002) divided tried and tested motivational theories into four categories, namely, the theories on expectancies for success, theories on task value, theories integrating expectancies and values and theories integrating motivation and cognition. These concepts help understand the gendered nature of the conventional motivational approaches and how they can be applied in the work place.

This research takes an objective point of view and, as earlier stated, is a comparative analysis of the applicability of these theories and whether or not there is a definite relationship between gendered motivational theories and labor productivity or otherwise.

## **1.2 Statement of the Problem**

Research on the subject matter has been done almost exclusively on educational psychology as seen by the work of Parker (2007) and Meece, Glienke and Burg (2006). Therefore, although research findings may be similar, applicability of these theories is not the same in the business world as in educational psychology.

In addition, being that consideration of gender when motivating employees is a new concept, its practice is to a smaller extent. Most organizations will operate on stereotypical beliefs in the field, as evidenced by the work of Kalkowski et al., (2004), citing common prevalent stereotypes between men and women in the business world, thus ignoring the concept of gender with regards to motivation altogether.

### **1.3 Objectives of the Study**

#### **1.3.1 Major Objective of the Study**

The main purpose of this research is to study the relationship between Gendered Motivational Theories and Labor Productivity.

#### **1.3.2 Specific Objectives of the Study**

- To evaluate the effect of gendered attribution theories on labor productivity.
- To analyze the effect of gendered goal theories on labor productivity.
- To assess the influence of gendered expectancy-value theories on labor productivity.

### **1.4 Research Questions**

- How do gendered attribution theories affect labor productivity?
- How do gendered goal theories to affect labor productivity?
- How do gendered expectancy-value theories affect labor productivity?

### **1.5 Scope of the Study**

#### **1.5.1 Geographical Scope**

The study is going to be conducted in Kampala, Uganda at two case studies to enable comparative analysis of the subject matter. The two case studies are Nina Interiors (U) Ltd, one of the largest and oldest furnishing and interior design stores in the country which is situated on Jinja Road. The second case study is Intermedia (U) Ltd, a marketing public relations firm and recording studio located in Namirembe, Bakuli.

#### **1.5.2 Subject Scope**

The content/subject scope is in relation to the dimensions of the independent and dependent variables which are gendered motivational theories and labor productivity,



respectively. Under the gendered motivational theories, we will pay specific attention to the attribution, goal and expectancy-value theories to be used in understanding and motivating the labor force and how they relate to labor productivity.

### **1.5.3 Time Scope**

The time scope shall be limited to the responses provided by the employees in the questionnaire, observations by the researcher over the period of two weeks and relevant company documents for the previous two financial years starting in June 2013 to date.

## **1.6 Significance of the Study**

This research shall serve to assist potential business owners in the field of human resource. They shall utilize the information to help them maximize labor productivity in relation to gender (mix), run businesses smoothly by avoid gender sensitive conflicts and are more aware of different individuals' attitudes and behavior.

It shall also help existing business owners in rectifying any issues that can boost labor productivity and help them tackle gender sensitive issues in the human resource in the best possible way.

The research may also assist future researchers to better understand the relationship between gendered motivational theories and labor productivity and build on their own work.

The research will help to diminish any biases and stereotypes on gender related issues in terms of productivity. Any pre-set notions about gender and labor productivity may be supported or rejected, possibly inspiring others to conduct their own research and make their own findings.

It will help governments and/or large scale policy makers understand the gender dynamics in relation to motivation more so as to conduct necessary exercises to create a favorable environment to induce higher labor productivity.

The research proposal is a requirement for my attainment of a Bachelors Degree in Business Administration and Management. It is, therefore imperative that this research is conducted thoroughly and to the best of my academic ability.

## **1.7 Justification of the Study**

This study is practically a necessity to all the previously mentioned stake holders in that it provides information that will diminish or support stereotypes of gender and labor productivity as well as providing information that will satisfy the knowledge gap in the relationship between gendered motivational theories and labor productivity. It will reduce the need for guess work as empirical evidence will be given on the connection mentioned above.

This study shall also seek to carry out a comparative analysis as to the use of gendered motivational theories and labour productivity and cases where conventional motivational theories have been applied and their effect on the labour productivity. This has not been done by other researchers as they seek to study one or the other of the above mentioned cases rather than to draw a comparison.

## **1.8 Definition of Key Terms**

**Gendered motivational theories-** Traditional motivation theories based on the concept of gender to better understand the differences in behavior, responses and actions of the work force.

**Labor Productivity-** Contribution of each worker. Factor input of each unit of labor in relation to the total output of the organization. According to the OECD (2015), “the ratio of a volume measure of output to a volume measure of input.

**Attribution Theories-** (Weiner, 1985) Theories shaping emotional and behavioural responses. Causal explanations for events or experiences.

**Goal Theories-** Theories of motivation used to understand and motivate certain perceptions of final outcomes (Bandura, 1997).

**Expectancy-Value Theories-** Theories to understand and moderate competency perceptions of labor in relation to achievements (Eccles et al Expectancy-Value model, 1983).

## **1.9 Conceptual Framework**

In understanding the main branches of motivational theories for understanding and influencing workers’ behaviour, Eccles and Wigfield (2002), divided them into four categories and gave examples of the theories that may fall under the mentioned category, namely; theories focused on expectancies for success such as the theories of self-efficacy and control, theories that focus on reasons for engagement or task value such intrinsic motivation, flow, interest and goal theories, theories integrating expectancies and values such as the expectancy-value model of the same author (Eccles et al, 2002) and attribution theories and finally, theories on cognition such as the social cognitive theories of self-regulation and motivation (Borkowski et al,1990) The gendered aspect was reinforced by Meece et al. (2006) when they used these theories to understand the differences between men and women and to motivate them better and address their needs

more accurately therefore providing a more conducive working climate. The main theories introduced by the scholars were attribution theories of motivation, contemporary expectancy-value theories and self-efficacy theories in gauging the differences in male and female psychology and motivation. From these finding, three major theories are focused on, namely; attribution theories, goal theories and expectancy-value theories.

For the dependent variable of labor productivity, the Organization for Economic Cooperation and Development (OECD), an organization between 30 member countries concerned with discussion and development of economic and social policy, in their publication on *Labor Productivity Indicators* by Freeman (2008), suggested several ways to measure the labor productivity of the member countries. Labor productivity is seen as the contribution of each worker which should not be confused with production (aggregate output) because productivity is concerned with the total output being divided across each unit of labor to assess individual contribution. For purposes of this study, we shall assess the changes in labor inputs at a constant amount of output to analyze the changes brought about the application of these theories or otherwise. Some of the labor inputs put forward the OECD include the number of hours worked, the number of workers engaged, cost of labor and the number of jobs. We shall mainly focus on the changes in the number of hours worked and number of workers engaged in the job or task at hand at a constant level of output.

***Figure 1: A DIAGRAM SHOWING THE CONCEPTUAL FRAMEWORK***

**Independent Variable:**

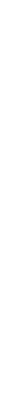
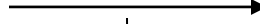
**Dependent Variable:**

## Gendered Motivational Theories

- Attribution Theories
- Goal Theories
- Expectancy-Value Theories

## Labor productivity

- Number of hours worked
- Number of workers engaged
- Number of jobs/tasks



## Intervening Variables

- Levels of education
- Experience and training

**Source: Eccles and Wigfield (2002), OECD (2008) As Modified by the Researcher**

The illustration above shows the relationships between the independent, dependent and intervening variables by mapping out the dimensions of each which formulates the backbone for the study of the relationship between Gendered Motivational Theories and Labor Productivity.

The independent variable being gendered motivational theories with particular consideration being made to attribution goal and expectancy –value theories as the dimensions. The dependent variable being labor productivity with particular attention being paid to the dimensions of number of hours worked and number of workers being engaged in a particular job or task. The

variables that may intervene in this relationship include the level of education and the training and experience of the workers. However, these two will not be studied in this research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is concerned with reviewing the work of several scholars and researchers on the study of Gendered Motivational Theories and Labour Productivity. First, a background will give some context to the study, the concept of Gendered Motivational Theories shall be discussed, a brief introduction will be given on labour productivity and then literature shall be reviewed in line with the objectives of the study, namely Gendered Attribution Theory and Labour Productivity, Gendered Goal Theory and Labour Productivity and Gendered Expectancy-Value Theory and Labour Productivity.

#### **2.1 Background**

One of the most integral parts of any organization is the human input; more specifically, the labour productivity. Its importance spans to macroeconomic spheres, as noted by Freeman (2008), who stated that "...labour productivity is particularly important in the economic and statistical analysis of a country."

Although several motivational theories have been tried and tested in the business context, studies should be continuously conducted to better understand the needs of the employees and how best to motivate them so as to achieve optimum labour productivity. Continuous monitoring process should be carried out in organizations to assess the impact of employee motivation on labour productivity.

Among the paradigm shifts in the motivational spheres that have been discovered more recently are the gender differences when it comes to the application of motivational theories in order to influence labour productivity.

The purpose of this research and review of related literature is to therefore discuss the identified dimensions of motivational theories and how each one relates to, and affects labour productivity.

## **2.2 Gendered Motivational Theories**

In 1977, Rosabeth Kanter introduced the concept of “tokenism” in her publication entitled *Men and Women of the Corporation*. This concept was an attempt to improve work place conditions for working women by simply increasing the number of female workers in the organization. In her book, Kanter was quoted to have stated;

*If the ratio of men to women in various parts of the organization is to shift, as affirmative action and new hiring and promotion policies promised, forms of relationships and peer culture should also change.*

At the time of the introduction of the concept, it was supported by numerous researchers such as Rustad (1982) who talked about changing the predominantly male make-up of the armed forces and Forisha and Goldman (1981) who argued that the reduction of organizational problems could be done by increasing the number of women in managerial positions.

However, this notion is not necessarily a solution. In the Cambridge Dictionary, the word “tokenism” is actually referred to as a disapproving or negative term today. Several



researchers have disagreed with this theory and argue that it might not change anything and might, in fact even make the situation worse. For instance, according to Zimmer (1988), who stated that merely increasing the number of women in an occupation considered non-traditionally female or where men make up most of the population does not necessarily guarantee that women will have better working condition and cites poor examination of any causal link supporting such a concept. Zimmer goes on to state that tokenism might even worsen the situation, arguing that in a sexist society, failure to address these rampant sexists attitudes or even working towards the improvement of relationships between men and women while increasing the number female workers in male dominated organizations will actually worsen the situation for the women in these conditions. Zimmer also argues that, although supporting the attainment of jobs by women in such organization is supported by a number of reasons, there is no clear guarantee that they will receive equal conditions upon employment. This argument created the need to address workplace issues surpassing figures to help women survive and thrive in the world of business, thus the birth of traditional motivational theories that account for gender differences.

Accounting for gender in motivational theories may be new in the business world but not necessarily a new concept in itself. According to Meece et al (2006), “The role of gender in shaping achievement motivation has a long history in psychological and educational research.” However, Kalkowski et al (2004) gave an extensive history of gender-related motivational studies with particular attention to the ‘Motivation to Manage’ studies observing the differences in men and women in organizations and their findings are discussed as below;

In 1974, John B. Miner was conducting his research in structured organizations with his Miner Sentence Completion Scale (MSCS) to analyze the motivation to manage, in line with his theory and had been doing so for fifteen years. Prior to his investigation, Miner had expected to discover that women had less motivation to manage than men did due to child-bearing norms. In that year, his study concluded that managerial motivation had a strong link to the success of female managers and that there were no coherent differences between the sexes in managerial motivation. Miner stated that it was clear that female managers had similar motivational capacities to those of their male counterparts but it begs the question as to whether the increase in women's labour force participation necessarily translates to increased "managerial talent." Miner also tested his theory in college students, finding that most courses had minimal differences in motivation to manage between the men and women, save for his findings in business administration and liberal arts, where the females showed lower motivational scores than the men. Miner deduced that aspects including liberation of women had no effect on the motivation to manage and therefore positions of men and women in society obtained in 1960-1961 were just the same as those obtained in 1974, thus, as quoted from Miner "there is nothing to indicate that women cannot possess the motivation needed for managerial success..."

Miner went on to note that at the time, although females had what he described as "sizeable reservoir of potential managerial talent", it was not as large as the men. Miner also said that the differences in managerial representation cannot be entirely attributed to discrimination and that differential motivation is present. Miner also stated that this gap

should be closed so that women's representation in management is proportional to their contribution in the labour force.

According to the Merriam-Webster online dictionary, the term "gendered" was first used in 1972 and is defined as "involving gender differences or stereotypical gender roles." It is therefore, by association that gendered motivational theories are those that account for differences in gender. When discussing achievement motivation, Meece et al. (2006), discussed four theories of achievement motivation with special attention being paid to gender differences in each

### **2.3 Labour Productivity**

According to the Investopedia (n.d) labour productivity is simply defined as the measure of goods and services produced by one hour of labour and is also an indicator of a country's economic growth. Similar to the dimensions introduced by the OECD, the United Kingdom Office for National Statistics views labour productivity as output per hour, output per job and output per worker for the whole economy and these dimensions are often used to measure the concept.

Unfortunately, Ugandan labour productivity levels are not doing well as compared to our regional counterparts. According to Bagadawa (2009), Uganda is 60% less than Kenya and 40% less than Tanzania in terms of labour productivity. Although, according to the Uganda Manufacturers Association's executive director the reasons cited for the poor performance was failure for Universities to equip students with relevant skills for the job market, this is not the sole cause and is only one in potentially a multitude of problems that the Ugandan labour productivity levels are facing.

The purpose of this study is an attempt to rectify this issue by dealing with labour productivity at its base; the workers themselves. By assessing whether or not gendered motivational theories could have a positive impact on the labour productivity of individual organizations and therefore potentially the economy as a whole, we are one step closer to moving forward.

### **2.3 Gendered Attribution Theories and Labour Productivity**

The first theory being used in this research is the gendered attribution theory. Malle (2011) explained the term attribution in the social psychological context by giving its two primary meanings; the first being answers to “why” questions, that is to say, the explanations of behavior, and the second was given as inference and ascription, that is to say, “...inferring traits from behavior and ascribing blame to a person.” Malle drew the similarity between the two being the assignment process, stating, “...in attribution as explanation, a behavior is assigned to its cause; in attribution as inference, a quality or attribute is assigned to the agent on the basis of an observed behavior.” Therefore, attribution theories are concerned with the perception of an individual and how they understand and interpret observations and eventually reach conclusions. According to Meece et. Al (2006), attribution theories are concerned with how individuals perceive motivation, their cognitive processes and the interpretation of success and failure in the context of achievement. Weiner (1985) mentioned that the causes of success or failure have three major components, namely; locus, stability and controllability.

There have been numerous gender differences identified under the attribution theory. The first and perhaps most prominent are the expectations for success and failure. Studies have shown that women are more prone to low expectancy attribution patterns. That is to

say, women have a tendency to expect failure more often than they expect success. According to Crandall et al (1965), men usually attribute their successes to what has been defined as 'internal stable causes' which are also known as abilities, while women attributed failure to the same reasons. This pattern of low-expectancy has often been a problem because as a result, women are less inclined to take on more daunting tasks and end up delegating where they can or giving up altogether. However this can be rectified with more vigorous motivation oriented towards improving women's confidence in positions viewed as predominantly male or proper job placement. In line with this theory not only do women attribute failure to their inabilities, but they also identify with failure a lot easily than with success. An article in the online Journal *Psychology Today*, (2013), showed that women associated with failure better than men, and based on the gender stereo types promoted by Hollywood, seemed to identify with the image of the struggling woman. Studies show that women tend to avoid success for fear of being considered "unfeminine", particularly in fields deemed predominantly male. However, because women associate so easily with failure, it is easier for them to overcome it, compared to the men.

Another difference between the sexes under the attribution theory, is the ability to withstand pressure. According to Brooks, (2014), "Risky situations tend to increase anxiety for women, leading them to perform worse than they would under normal circumstances." This study presented at the American Sociological Association, showed that women's performance was likely to suffer due to anxiety and this was not true for the men. According to Meece et al (2006), women had higher scores of anxiety, compared to the men in the Test Anxiety Questionnaire developed by Mandler and Sarason in 1952.

This inability to perform under pressure is likely to negatively impact women's productivity in high pressure jobs and situations that may induce anxiety. To overcome this issue, motivation should gradually stimulate women to perform in situations that appear to cause anxiety and positioning them in jobs which have significantly lower levels of pressure and stress.

Another concept under the attribution theory is learned helplessness. According to Meece et al (2006), this is when an individual gives up easily or considers their inability to be the reason for failure and fails to formulate problem solving strategies when things go wrong. According to Dweck (1973) Learned helplessness starts in the earlier stages of development when children underestimated themselves or believed that others performed better than they do. However some children did not show patterns of learned helplessness and saw that failure resulted due to lack of effort or the complexity of the task. Studies conducted by the earlier referenced Dweck in 1986 showed that girls were more likely to suffer from learned helplessness than boys. Parsons et al (1982) disproved this notion in an experiment of learned helplessness in adolescents, concluding that "No differences were noted in persistence expectancy judgements, or error rates..." showing that learned helplessness was dependant on the field not the individual. For instance in the academic context, females will show more instances of learned helplessness in subjects such as Mathematics and Anagram problems, and males may show learned helplessness in less male sex-typed subjects such as English and Social Sciences. Learned helplessness can be avoided for both sexes through training programmes aimed at improving their skills in fields that are stereo-typically considered to be unconventional for their gender.

There has been a knowledge gap concerning the speed at which the sexes pick up traits of other individuals with whom they are in constant interaction with. That is to say, work colleagues. According to Niederle and Vesterlund (2011), men have a slightly more competitive nature and women tend to react negatively to competition. The desire for women to conform rather than to rebel may result in development of traits similar to those they are in close proximity with. Men's competitive nature may push them to develop more skills and abilities of their own, meaning they are less likely to pick up traits from others. However, this speculation is to be confirmed by the Research.

### **2.3 Gendered Goal Theories and Labour Productivity**

According to Meece et al (2006), Goal Theories are those concerned with understanding the reasons for an individual choosing performing and persisting at a certain activity. This particular theory has not been largely studied in relation to difference in gender, as stated by the earlier referenced Meece and colleagues. This creates a knowledge gap that this research is oriented to discover. However, a few differences were identified between boys and girls in an academic setting, but very few in the business context.

In relation to goal achievement, Horner (2005) concluded that women have a tendency to deliberately avoid success due to negative outcomes such as being viewed as unfeminine and social rejection. This could translate to mean that women may make a conscious effort to avoid accomplishing certain goals to avoid these negative consequences. Men on the other hand, are more driven to accomplish the goals set for their positions, either due to their naturally competitive nature, or to out-compete peers. This difference could be handled with the provision of an environment that celebrates accomplishment of both sexes, rather than rejecting women who are high achievers. The men should be

encouraged to appreciate driven females as well. Management should strive to set goals in line with the workers' abilities, while designing training programmes that develop and improve the individuals and expand the skill set they already possess.

Concerning confidence in the individual's capabilities, Bar Tal (1978) stated that women attributed failure to inabilities as opposed to any other factor. This could mean that there is a general lack of confidence in their capabilities and are therefore more prone to undermining themselves in relation to achieving certain goals. Men on the other hand, considered success to be a result of their own abilities and are therefore more likely to exhibit greater levels of confidence in their capabilities in relation to achieving the goals set in their positions. The earlier discussed competitive nature that men possess has also been speculated to be a driver for the attainment of these goals.

Another possible difference under the goal theory is the importance of goal and attainment to self-perception. This concept could also fall under the attribution theory but it is more heavily reliant on the attainment of certain goals. Although, as previously seen, women tend to avoid goals or are generally less motivated to achieve them, it has been discovered that they attach more value to the achievement of these goals than their male counterparts. According to a survey conducted by the Harvard Business School in 2014, women were discovered to attach more value in terms of how they perceive themselves when it comes to accomplishing goals. Female CEO, Cynthia A. Kase was quoted to have stated that "achievement is my whole life" when discussing what it meant to her to achieve the goals she had set for herself and those set in her position.



Cited by Meece et al (2006); Ames (1992) developed two types of goal orientations under this theory. These goal types defined the standards utilized in the judgment of achievement and performance. The first theory, also discussed by Meece et al. (2006) is the learning or mastery goal orientation. This concept is characterized by the desire to master a certain skill or task, intellectual and competence improvement and continuous learning. According to Ames and Archer (1988), this theory is often used when dealing with complex tasks, understanding concepts and recollection of information. Elliot and Dweck (1988) also noted that the mastery focus was applied to areas that may interest the individual, ones that necessitate persistence and what was considered as areas of “task involvement.” As earlier noted, there have been no definite gender patterns deduced from goal theory, however the research seeks to draw a definite pattern based on the work of the previously cited researchers. For instance, men may exhibit instances of using the mastery goal orientation because it is normally applied for difficult situations and women may be more oriented to this goal as it requires more personal development as opposed to the more competitive nature of the second goal orientation identified as the performance goal orientation.

The second goal orientation, as mentioned above, is the performance goal orientation. This focuses on competition as the individuals that exhibit this goal are more likely to have the desire to show superior abilities as compared to others and the desire to gain recognition for this performance. Elliot et al (1996 and 1997), still cited by Meece et al (2006) further divided this orientation in to two; Performance-approach goals which are aimed at attaining positive recognition for the abilities and performance-avoidance goals which are aimed at the avoidance of negative judgment on the performance. Due to the

earlier discussed more dominant nature of men, the performance goal orientation seems to be more likely exhibited in male workers. However, there has not been definite research conducted on the subject matter outside of the academic sphere concerning which gender is likely to exhibit each kind of goal orientation and this research hopes to identify gender patterns in the theory.

## **2.4 Gendered Expectancy Value Theories and Labour Productivity**

One of the more prominently used theories in understanding achievement motivation, and has also been useful in understanding gender differences in motivation, is the Expectancy-Value Theory. This belief was shared by Meece et al (2006) in citing the work of several prominent researchers such as Eccles et al (2000) who studied this theory extensively and even developed the expectancy value model in the academic context in 1983.

Research cited by Meece et al (2006) discussed how men and women differed in the attachments of value that they made to the accomplishment of certain tasks. Right from Elementary School level, girls and boys showed different views of their abilities and interests; girls exhibited higher perceptions in language arts and boys in math abilities. Although insufficient research has been conducted in the business context with regard to the expectancy value theory, conclusions can be deduced based on the work of previous researchers. For instance, Meece et al (2006) noted that despite previously less than satisfactory performance, competence beliefs serve as indicators of potential performance in different contexts.

According to Eccles et al, (1983) competency beliefs are approximations an individual may make concerning their ability or inability in performing a certain task. These beliefs have mainly been examined in the field of academics and have been discovered to have a very strong relationship to academic performance. According to the same Eccles, gender stereotypes have been discovered to coincide with the gender differences in competency beliefs. For instance, in 1993 Eccles concluded that girls had stronger competency beliefs in instrumental music while boys had stronger competency beliefs in sports and mathematics. Wigfield and Eccles (2000), discovered that experience declines in competency beliefs, but at different paces between the genders based on the fields stereotypically believed to be the ones that they perform best at. For instance, female competency beliefs declined at a slower rate in the instrumental music than male.

In line with the Expectancy-Value theory, Eccles et al (1983) also discussed Value Beliefs. Quoted from Meece et al (2006), “The influence of competency perceptions are moderated by the value attached to the achievement activities.” There were four components discovered when discussing Task Value namely;

1. The perception of importance of being good at a certain task.
2. The perception of how useful the activity is in achieving short or long term goals.
3. The perception of interest in the task.
4. The perception of the cost of carrying out the task. For example, the amount of effort being invested, the likelihood of performance anxiety, among others.

Eccles discovered that individuals are able to distinguish between things they are good at, and things they value from a very early stage. In other words, people are able to distinguish between competency and value beliefs, even at the pre adolescent stage.

Gender differences in expectancy value theory, are discovered in comparisons drawn regarding competence. According to Niederle and Vesterlund (2011), men are more likely to compare their abilities to others when gauging their competence at certain activities. The same researchers observed that women are more likely to react negatively to more competitive environments and therefore comparisons drawn to arrive at personal levels of competence are likely to be with themselves. That is to say, women are more likely to compare their past competence to their present abilities as a measure for progress.

## **2.5 Conclusion**

From the available literature, it can be seen that the gendered nature of these theories has a causal link to labour productivity. However, due to limited research on the variables, there are limited sources of literature of these theories in the business context. The researcher intends to build on this limited reservoir of subject content on the topic and modify findings to apply to the subject of research, without manipulating the meanings intended by the researchers.

# CHAPTER THREE

## Methodology

### 3.0 Introduction

This chapter elaborates on the methodologies to be used by the researcher throughout the study for the retrieval of necessary information. It includes the research design, study area and population, sample size, sampling techniques, assurance of quality for the above mentioned, to mention but a few. In this section the Researcher will also justify the usage of selected research methodologies in my investigation and the validity and reliability of the procedures.

### 3.1 Research Design

The research design that shall apply to this research is a case study on Nina Interiors (U) Ltd and Intermedia (U) Ltd. This design shall provide the Researcher with empirical evidence in a work place environment, which is not only advantageous to my research but also intellectually intriguing.

The research approaches to be applied are both quantitative and qualitative. Reason being that, according to the researcher's viewpoint, numerical and non-numerical data is important in drawing a sound and accurate conclusion for the research.

The selected time dimension of the study is cross-sectional. This is because, the relationship between the variables of the topic is not as influenced by time although new dimensions may develop after a lengthier period of time. By employing the cross-sectional approach it provides the researcher with a wider scope of information on the topic in the current time setting. Longitudinal studies are extremely beneficial however

time consuming. However, the researcher shall refer to some historical information on the variables for a more in depth perception of the topic at hand.

### **3.2 Area of the Study**

The study is to be conducted in Kampala, Uganda. Being that it is a comparative study, two cases will be analyzed, more specifically, Nina Interiors (U) Ltd on Jinja Road, Central Division and Intermedia (U) Ltd in Namirembe also in Central Division. Nina Interiors (U) Ltd is a furniture and interior design store values the input of their workers with great consideration to gender. Considering the length of time they have been in business (19 years) is also advantageous to my study; more time may reflect may experience. They value the contributions of employees and put an effort in to the assurance of a conducive environment for productivity and in doing so, prove that they possess superior knowledge on the relationship between gender and labor productivity, among other areas. Intermedia (U) Ltd is a marketing, public relations and recording studio that has been in business for almost as long as Nina Interiors. They are known for taking on numerous projects sensitizing the youth of Uganda on healthy living. Unlike Nina, Intermedia does not pay particular attention to the sex of its workers and motivates men and women in the same way, but values each individuals input greatly.

### **3.3 Study Population**

Being that the research design being applied is a case study, the population relevant to this particular study is the staff and management of Nina Interiors (U) Ltd and Intermedia (U) Ltd of both sexes. The study population is estimated to be at a total of 60 respondents; 40 respondents from Nina Interiors and 20 respondents from Intermedia.

## 3.4 Sampling Procedures

### 3.4.1 Sample Size

The total population of the workers in Nina Interiors approaches nearly 50 workers, 34 of which will be requested to respond and all of which shall be studied and observed for the course of the research. Intermedia has a total worker population of 47 workers, 16 of which will be requested to respond and all of which shall also be observed during the course of the research.

### 3.4.2 Sampling Techniques

Brought forward by Yamane (1967) and cited by Makarti (2004), below is a mathematical derivation of the latter's original formula;

$$n = \frac{N}{1 + N(e)^2}$$

Where  $n$  is the sample size to be obtained,  $N$  is the total population size and  $e$  is the allowance for errors.

## 3.5 Data Collection Methods and Instruments

### 3.5.1 Primary Data Sources

**Direct Observations:** This method requires the researcher's direct observation of the population relevant to the study. This method provides the researcher with practical evidence as the topic is in observed action rather than in theory. The researcher is given the opportunity to discover findings on their own and not just based on the findings of others.

**Questionnaires:** This method requires the study population's input to the findings. They shall be given questions to fill, given their consent. The questions shall be structured to obtain the relevant information for the study. This method allows for more accurate data being that it is directly obtained from the respondents rather than from someone who does not have the required experience.

**Interview Method:** This involves the researcher's direct interaction with the population relevant to the study. The researcher shall converse with and/or question the respondents to acquire the information relevant to the study. This gives the researcher more detailed evidence and a better understanding of the topic.

### **3.5.2 Secondary Data Sources**

The acquisition of secondary data through review of publications by scholars, researchers, etc, text books, dissertation, government papers, among others will be done for clarification of the relationship and historical, current and predictions of the variables for a better understanding of the topic. The researcher shall engage in the review of literature compiled by other researchers, scholars, people in the field, observers, governmental/authoritative bodies, to mention but a few, for the retrieval of all necessary information on the topic. These will give evidence and explanations for a better understanding of the topic.

Tertiary sources, however, shall not be applied in this case, for the purpose of saving time and also, due to the fact that all necessary information can be received elsewhere.



## **3.6 Quality Control Methods**

### **3.6.1 Validity**

According to Phelan and Wren (2006) ‘Validity refers to how well a test measures what it is purported to measure.’ It was also shown that it is not sufficient for a test to be merely reliable but also valid. The researcher shall ensure validity through consultation with peers, supervisors and experts, comparisons between measures, among others.

### **3.6.2 Reliability**

According to the earlier cited Phelan and Wren (2006) ‘Reliability is the degree to which an assessment tool produces stable and consistent results.’ Cross-referencing and meticulous procedures shall be carried out to ensure the reliability of, not only the instruments employed, but also the results produced for more accurate findings.

## **3.7 Data Management and Processing**

For measuring the research variables, the Likert scale shall be applied. According to Bertram (n.d), the Likert scale is ‘a psychometric response scale primarily used in questionnaires to obtain participant’s preferences or degree of agreement with a statement or set of statements.’ Using options ranging between ‘Strongly Disagree’ to ‘Strongly Agree’, the researcher is able to qualitatively measure the variables.

## **3.8 Data Analysis and Presentation**

Although the research is predominantly qualitative, it will also quantitative aspects. These aspects shall be analyzed with the use statistical software packages including Statistical Package for Social Sciences (SPSS).

### **3.9 Ethical Considerations**

All sources of literature shall be properly cited under the Harvard Referencing style to avoid any form of plagiarism. Any semblance to an uncited source is purely coincidental.

Collecting information from the proposed case study shall only commence with the presentation of a letter showing that I am a student of Uganda Martyrs University and that my research is purely for academic purposes (and shall only be used as such). This letter shall be obtained upon authorization of my supervisor to collect the required data.

The Researcher acknowledges that all works submitted under her name are entirely her own work, and no unauthorized personnel have participated in the compilation of the research. All references have been acknowledged as such.

All information obtained from respondents shall be acquired given the consent of the respondents and all involved persons. It is within their right to either authorize or deny the retrieval of information and shall not be forced to do otherwise. All information submitted in confidence shall be maintained as such. Should respondents request anonymity, as the researcher, I am obligated to do so and shall do so.

Any other ethical issues shall be put into consideration prior, throughout and after the undertaking of this project.

### **3.10 Limitations of the Study**

The population relevant to the study might not be cooperative in terms of giving information they feel might be compromising to their situation. In such a case, the researcher shall give reassurance that information gathered is purely for academic purposes and any information given in confidence shall be maintained as such.

Insufficient funds may serve as a hindrance but the researcher shall endeavor to construct a well planned budget to cover all anticipated costs.

Time may prove to be a problem, considering the researcher's other engagements (academically and otherwise). However, the researcher shall work to see that the activities are accomplished within a convenient time bracket and this shall be facilitated in the construction of a carefully reviewed work plan.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter will consist of the presentation, analysis and discussion of the information obtained during the course of this research. Out of a total population of 97 workers, 34 workers from Nina Interiors agreed to fill in the questionnaires and 16 workers from Intermedia also agreed to the request to arrive at a round figure of 50 respondents.

#### 4.2 Background Information of the Respondents

The workers in both Nina Interiors and Intermedia agreed to fill in the section of the questionnaire requesting for background information to give the research some context of the research population and results were as follows;

**Table 1: Showing the age groups of the respondents in Nina Interiors (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
<b>18 – 25 years</b>	3	8.82
<b>26 – 35 years</b>	5	14.71
<b>36 – 45 years</b>	15	44.12
<b>46 + years</b>	11	32.35
<b>Total</b>	<b>34</b>	<b>100.0</b>

*Source: Primary Data (2015)*

The table shows that the majority of the respondents fall in between the age group of 36-45 years of age at 44.12% with 15 of the 34 respondents while the minority is in the category of 18-25 years at 8.82% with 3 out of the 34 respondents. Indicating that majority of the respondents are above 35 years of age.

**Table 2: Showing the age groups of the respondents in Intermedia (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
<b>18 – 25 years</b>	3	18.75
<b>26 – 35 years</b>	7	43.75
<b>36 – 45 years</b>	2	12.50
<b>46 + years</b>	4	25.00
<b>Total</b>	<b>16</b>	<b>100.0</b>

*Source: Primary Data (2015)*

The table shows that the majority of the respondents fall in between the age group of 26-35 years of age at 43.75% with 7 out of the 16 respondents while the minority is in the category of 36-45 years at 12.50% with 2 out of the 16 respondents. Indicating that majority of the respondents are above 25 years of age but below 36 years.

**Table 3: Showing the gender of the respondents in Nina Interiors (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Male</b>	15	44.12
<b>Female</b>	19	55.88
<b>Total</b>	<b>34</b>	<b>100.0</b>

*Source: Primary Data (2015)*

The table shows that the majority of the respondents were female at 55.88% and 19 out of the 34 respondents while the minority of the respondents were male with 44.12% and 15 out of the 34 respondents. This indicative of the total population of the organization, showing that the men are slightly less in numbers than the women.

**Table 4: Showing the gender of the respondents in Intermedia (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Male</b>	7	43.75
<b>Female</b>	9	56.25
<b>Total</b>	<b>16</b>	<b>100.0</b>

*Source: Primary Data (2015)*

The table shows that the majority of the respondents were female at 56.25% and 9 out of the 16 respondents while the minority of the respondents were male with 43.75% and 7 out of the 16 respondents. This is not necessarily indicative of the total population of the organization as it was done deliberately to gather the view of women in an environment that is not as gender sensitive.

**Table 5: Showing how long the respondents have been working in Nina Interiors (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Less than 2 years</b>	3	8.82
<b>2 – 5 years</b>	7	20.59
<b>5 – 7 years</b>	19	55.88
<b>More than 7 years</b>	5	14.71
<b>Total</b>	<b>34</b>	<b>100.0</b>

*Source: Primary Data (2015)*

The minority of the respondents, being 3 workers out of 34 and make up 8.82% of the population, have been in the organization for the least amount of time being less than two years. Majority of the respondents, making up a total of 19 out of the 34 have been with the organization for longer than 5 years but less than 7 years making up 55.88% of the total population, thus making them viable candidates for this study.

**Table 6: Showing how long the respondents have been working in Intermedia (U) Ltd**

	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Less than 2 years</b>	1	6.25
<b>2 – 5 years</b>	2	12.50
<b>5 – 7 years</b>	9	56.25
<b>More than 7 years</b>	4	25.00
<b>Total</b>	<b>16</b>	<b>100.0</b>

*Source: Primary Data (2015)*

Similar to the findings in Nina Interiors, the lowest percentage of workers has worked in the organization for the least amount of years being less than two years. This category had one out of the selected 16 respondents making up 6.25% of the total population. Again the largest population had worked for more than 5 years but less than 7 years making up a total of 9 out of the 16 respondents, making up 56.25% of the total number of respondents, making this also a viable organization for research.

### 4.3 Gendered Attribution Theory and Labour Productivity

**Table 7: Gendered Attribution Theory and Labour Productivity in Nina Interiors (U) Ltd**

#### Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Tasks that may seem difficult/challenging arouse my curiosity and interest	34	3	5	4.12	.640
I am less willing to take on difficult/challenging tasks and are most likely to delegate	34	1	3	1.47	.563
My successes are usually outcomes of my own actions/abilities	34	4	5	4.32	.475
My failures are usually outcomes of my own actions/inabilities	34	3	5	3.85	.610
Failure is an opportunity to try again	34	4	5	4.09	.288
I thrive under the pressure my position may entail	34	3	5	4.38	.604
My colleagues abilities/inabilities are similar to my own	34	1	3	2.09	.452
Valid N (listwise)	34				

Source: Primary Data (2015)



**Table 8: Showing the Relationship between Gendered Attribution Theory and Labour Productivity in Intermedia (U) Ltd**

**Descriptive Statistics**

	N	Min	Max	Mean	Std. Deviation
Tasks that may seem difficult/challenging arouse my curiosity and interest	16	3	5	4.31	.602
I am less willing to take on difficult/challenging tasks and are most likely to delegate	16	1	4	2.63	.885
My successes are usually outcomes of my own actions/abilities	16	3	5	4.06	.929
My failures are usually outcomes of my own actions/inabilities	16	2	4	2.94	.772
Failure is an oppportunity to try again	16	2	4	2.94	.998
I thrive under the pressure my position may entail	16	2	4	2.81	.834
My colleagues abilities/inabilities are similar to my own	16	3	5	4.38	.806
Valid N (listwise)	16				

*Source: Primary Data (2015)*

**4.3.1 Tasks that may seem difficult/challenging arouse my curiosity and interest**

Both Nina Interiors and Intermedia showed strong agreement with 4.12 and 4.31 respectively. Although, noticeably the men in Intermedia showed enthusiasm for

challenging undertaking, women showed lower productivity in such cases. Attribution theory suggests that men are normally more willing to undertake more challenging endeavors. However, by taking into account such gender differences, women can be motivated to rise up to the challenge, and actually be just as enthusiastic about challenges as their male counterparts.

#### **4.3.2 I am less willing to take on difficult/challenging tasks and most likely to delegate**

Intermedia agreed with the statement with a mean of 4.06 and Nina disagreed with a mean of 1.47. According to studies conducted by Crandall (1969), among other researchers, women have lower expectations for success and are therefore less likely to take on more difficult tasks and will avoid failure where possible as shown by the female respondents in Intermedia that arrived at an average. Nina Interiors showed that, by motivating women and men with the factor of gender differences being accounted for, the women were just as on the fence about delegation of difficult tasks as were the men.

#### **4.3.3 My successes are usually an outcome of my own actions/abilities**

Both Intermedia and Nina Interiors agreed with the statement at an average of 4.06 and 4.32. According to Meece et al. (2006), who cited the work of Bar Tal (1978), Crandall, Katkowsky and Crandall (1965), among others who, when discussing differences between the sexes in causal attribution patterns, stated that men are more likely to attribute success to, what was referred to as “internal stable causes”, also known as abilities. Due to the gendered nature of the motivational theories applied to the workforce in Nina Interiors, the women also showed more belief in themselves as opposed to external causes.

#### **4.3.4 My failures are usually outcomes of my own actions/inabilities**

Nina Interiors was ranging from neutral to agreement at a mean of 3.85 while Intermedia was also neutral and disagreed at 2.94. In line with the researchers cited by Meece et. al (2006) in the statement above, it was also discovered that women, in contrast to the men, attributed their failures to the same internal causes. However, the researchers clarified that this was not always necessarily true across the board and this was seen in the responses given by the respondents arriving at an average of 2.94. However, the average from Nina Interiors, which was 3.85, could possibly reflect that by taking into account these differences in gender, the men, like the women, were more inclined to take blame for their failure to a slightly greater extent, thus a more neutral standpoint.

#### **4.3.5 Failure is an opportunity to try again**

Respondents at Nina Interiors showed strong agreement at a mean of 4.32 and Intermedia was more neutral and in disagreement at 2.94. An article in *Psychology Today* (2013), showed that women associated to failure a lot better than men. It was discussed that also Hollywood promoted gender stereotypes of the struggling woman, which apparently was a lot easier for the female viewers to identify with. These beliefs are prominently seen in the 4.32 average of the Nina Interiors respondents, where clearly the men are also motivated to overcome failure. In contradiction to this, however, workers at Intermedia did not identify with failure as well as the comparative case study at an average of 2.94.

#### **4.3.6 I thrive under the pressure my position may entail**

Nina Interiors agreed with the notion at 4.38 while Intermedia disagreed with the notion at 2.81 average responses. According to the findings of a study presented at the 109<sup>th</sup>

American Sociological Association meeting, women perform worse than men in risky situations that increase their anxiety. Also cited by the earlier mentioned Meece (2006), the Test Anxiety Questionnaire developed by Mandler and Sarason in 1952, showed women had higher scores of test anxiety than the men. This anxiety is shown due to the absence of gendered motivation in Intermedia where female respondents showed lack of ability to withstand pressure, arriving at a response average of 2.81. This was not the case in Nina Interiors, where the women showed as much resilience as their male counterparts, averaging a response of 4.38.

#### **4.3.7 My colleagues' abilities/inabilities are similar to my own**

Intermedia respondents agreed with the notion at a mean response of 4.38 while Nina Interiors respondents disagreed at a mean response of 2.09. Though no scientific experiments have been conducted as to whether this notion is necessarily true or otherwise, it has been speculated that women tend to pick up traits similar to those they work with more than men do. Although both sexes eventually do pick up similar traits from those with whom they are frequently in close proximity, men have a slightly more competitive nature and women tend to react negatively to competition as stated by Niederle and Vesterlund (2011) and therefore, men are less likely to develop similar inabilities due to the desire to outcompete each other. The similarity in abilities/inabilities was reflected by the agreement to the statement from the responses given by the Intermedia group reaching an average of 4.38, whereas the Nina Interiors respondents disagreed with the notion at a mean of 2.09.

#### 4.4 Gendered Goal Theory and Labour Productivity

**Table 9: Showing the Relationship between Gendered Goal Theory and Labour Productivity in Nina Interiors (U) Ltd**

##### Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
I feel driven to achieve set goals in my position	34	4	5	4.94	.239
I feel capable of achieving the goals my position requires	34	3	5	4.85	.436
Achievement is fundamental to how I perceive myself	34	3	5	4.03	.300
The goals set for my position are realistic and achievable	34	3	5	4.03	.674
I feel driven to master a certain task/ability	34	4	5	4.94	.239
I feel driven to out-compete my peers	34	3	5	4.06	.736
Failure to achieve certain goals makes me doubt my competence in the position	34	1	3	2.76	.496
Valid N (listwise)	34				

*Source: Primary Data (2015)*

**Table 10: Showing Gendered Goal Theory and Labour Productivity in Intermedia (U) Ltd**

**Descriptive Statistics**

	N	Min	Max	Mean	Std. Deviation
I feel driven to achieve set goals in my position	16	3	5	3.94	.772
I feel capable of achieving the goals my position requires	16	3	5	4.00	.730
Achievement is fundamental to how I perceive myself	16	2	5	4.12	1.025
The goals set for my position are realistic and achievable	16	2	4	3.56	.629
I feel driven to master a certain task/ability	16	2	4	2.81	.911
I feel driven to out-compete my peers	16	3	5	4.12	.619
Failure to achieve certain goals makes me doubt my competence in the position	16	3	5	4.44	.629
Valid N (listwise)	16				

*Source: Primary Data (2015)*

**4.4.1 I feel driven to achieve set goals in my position**

Respondents in Nina Interiors agreed with the notion at a mean response of 4.94 and Intermedia respondents seemed more neutral at 3.94. According to Horner (2005), women exhibit tendencies of deliberately avoiding success due to the negative outcomes associated with it such as being viewed as unfeminine and feelings of social rejection. Due to lack of gender consideration in intermedia, several women felt the lack of drive to achieve certain goals as observed on Horner’s study with a mean of 3.94 of the total

responses. However, due to consideration of gender differences in goal theories, women in Nina Interiors as well as the men felt alike, when it came to achievement with the mean of responses at 4.94.

#### **4.4.2 I feel capable of achieving the goals my position requires**

Both groups agreed with the notion at 4.85 response average for Nina and 4.00 response average for Intermedia. In line with the findings of the earlier referenced Bar Tal (1978), who discovered that women tend attribute failures to their inabilities as opposed to other factors that could be in play, this could reflect that women have a tendency to doubt themselves even without definite reason, therefore, with the lack of appropriate motivation, women are more likely to doubt their capabilities, as seen in the responses given by the women at Intermedia who gave a more neutral response as opposed to the men who gave a confident response, arriving at a response average of 4.00. In Nina Interiors, men and women alike had confidence in their capabilities arriving at a mean of 4.85.

#### **4.4.3 Achievement is fundamental to how I perceive myself**

Both cases agreed with the statement at 4.12 for Intermedia and 4.03 for Nina Interiors. According to survey conducted by the Harvard Business School (2014), women were discovered to value achievement more than men. In the same article, business owner Cynthia A. Kase was quoted to have stated that "Achievement applies to my whole life." and it was deduced from these studies that women consider achievement to be a crucial part of how they perceive themselves. This is seen by both the female and male respondents from both case studies, although Intermedia showed it to a slightly larger extent with a response mean of 4.12 and Nina Interiors close with 4.03.

#### **4.4.4 The goals set for my position are realistic and achievable**

Nina Interiors agreed with the statement at 4.03 while Intermedia appeared slightly more neutral at 3.56. Gender differences in perception of how individuals view certain goals show that it depends on the individual and the domain in which these goals are set, according to Meece et al (2006). Results deduced under this theory have been majorly in academic contexts and therefore no clear pattern has been drawn for gender differences in the business context. Therefore, we can assume that optimum results concerning labour productivity are dependent on efficient job placement. Intermedia respondents seemed to be faced with goals that they can achieve although, not too a large extent, arriving at a fairly neutral to agreeable standpoint regarding the statement at a mean response of 3.56. Nina Interiors slightly outperformed with 4.03 being the average response.

#### **4.4.5 I feel driven to master a certain task/ability**

Nina Interiors agreed with the statement at 4.94 while Intermedia showed disagreement to neutrality at 2.81. In an attempt to understand goal-oriented motivation in an academic context, several researchers including Ames (1992), Dweck and Elliot (1983), among others, developed two theories, one of which was the learning or mastery goal orientation which is concerned with an individual's desire to master a certain task or ability. Although no clear pattern was deduced with regards to gender differences, during this research, women seemed slightly more motivated to master skills as opposed to out-compete colleagues, although both case studies showed that female respondents were in agreement with this notion, and in the case of Nina Interiors, men seemed to agree to this notion as well, averaging at 4.94. However, the men at Intermedia did not show



enthusiasm in mastering and therefore reached a significantly lower response average of 2.81.

#### **4.4.6 I feel driven to out-compete my peers**

Both cases showed agreement with the statement at 4.06 for Nina Interiors and 4.12 for Intermedia. According to Niederle and Vesterlund (n.d) noted that multiple psychology tests arrived at the conclusion that men are naturally more competitive than women. It is therefore by default that women would be a lot less motivated to out-compete colleagues as shown by some of the female respondents in Intermedia, who unlike the men, were not as enthusiastic as the men in reference to competition. Nevertheless, they arrived at a mean of 4.12. Nina Interiors workers also showed a certain level of competition and also agreed with the statement arriving at a mean of 4.06.

#### **4.4.7 Failure to achieve certain goals makes me doubt my competence in the position**

Nina Interiors was ranging from neutral to disagreement at 2.76 while Intermedia showed agreement at 4.44. In line with the findings in the survey conducted by the Harvard Business School (2014), because women are expected to attach a lot more value to achievement than men do and therefore failure is a lot more likely to negatively impact their perception of themselves. Also, because women tend to attribute failure to internal causes as opposed to other possible factors, they are more likely to doubt their competence in a position as a result. This was seen in the responses of the female respondents from Intermedia which brought about a mean response of 4.44. However, the difference in the nature of motivation resulted in respondents in Nina Interiors being less dependent on outcomes when it came to perceptions of their capabilities and positions with an average response of 2.76.

#### 4.5 Gendered Expectancy-Value Theory and Labour Productivity

**Table 11: Showing the Relationship between Gendered Expectancy-Value Theory and Labour Productivity in Nina Interiors (U) Ltd**

##### Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
The satisfaction derived from my achievements is worthwhile	34	4	5	4.97	.171
My ability/inability to accomplish a given task are based on the effort I put in	34	3	5	4.79	.538
My ability/inability to accomplish a given task are based on the complexity of the task	34	1	3	2.09	.514
I begin a task with belief that I can accomplish it and I usually do	34	3	5	4.76	.606
I often compare my performance with others as an indicator of how well I am doing	34	1	3	2.47	.615
I often compare my past performance with my current performance as an indicator of progress	34	4	5	4.97	.171
Valid N (listwise)	34				

*Source: Primary Data (2015)*

**Table 12: Gendered Expectancy-Value Theory and Labour Productivity in Intermedia (U) Ltd**

**Descriptive Statistics**

	N	Min	Max	Mean	Std. Deviation
The satisfaction derived from my achievements is worthwhile	16	5	5	5.00	.000
My ability/inability to accomplish a given task are based on the effort I put in	16	3	4	3.06	.250
My ability/inability to accomplish a given task are based on the complexity of the task	16	3	4	3.87	.342
I begin a task with belief that I can accomplish it and I usually do	16	3	5	3.81	.911
I often compare my performance with others as an indicator of how well I am doing	16	3	5	4.50	.816
I often compare my past performance with my current performance as an indicator of progress	16	3	5	3.38	.619
Valid N (listwise)	16				

*Source: Primary Data (2015)*

**4.5.1 The satisfaction derived from my achievements is worthwhile**

Intermedia was in strong agreement at 5.00. Nina Intriors was also in strong agreement, although to a slightly lower extent of 4.97. In relation to this statement Eccles et al. (1983) had developed the expectancy-value model to attempt to understand the reasons that individuals would require to attach values to different aspects. However, prior to this research, no clear conclusion had been drawn concerning gender differences in

satisfaction derived from achievement. This research showed that all respondents, both male and female from both case studies highly valued satisfaction obtained from achievement scoring an average response of "Strongly Agree" at 5.00 for Intermedia and a slightly lower mean of 4.97 for Nina Interiors.

#### **4.5.2 My ability/inability to accomplish a given task are based on the effort I put in**

Intermedia respondents were slightly more neutral at an average of 3.06. Nina Interiors agreed with the statement at 4.79. According to the research cited by Meece et al (2006), it showed that men and women both attributed outcomes to their abilities; men attributing success to their efforts and women attributing failures to internal causes. However, the respondents in the gender-sensitive environment of Nina Interiors showed a stronger agreement with the notion and averaged a response of 4.79. Intermedia respondents showed a more neutral standpoint at 3.06, which could be due to lack of gender consideration in motivation and a number of other factors, such as the background of the workers.

#### **4.5.3 My ability/inability to accomplish a given task are based on the complexity of the task**

Nina Interiors averaged at 2.09 while Intermedia averaged at 3.87. Based on the theories mentioned above, it can be assumed that neither gender is likely attribute failure or success at a certain task to external causes. While the women at Intermedia seemed more inclined to agree with the notion, the men were less in agreement and arrived at a response average of 3.87. In Nina Interiors, there was a more unified response of disagreeing with the statement at a mean response of 2.09, reinforcing the above theories.

#### **4.5.4 I begin a task with belief that I can accomplish it and I usually do**

Nina Interiors showed strong agreement at 4.76 while Intermedia showed neutrality bordering on agreement at 3.81. According to Meece et al. (2006), basing on the research conducted by Crandall in 1969, Feather in 1966 and Veroff in 1969 as well, it was shown that women tend to have a lower expectation for success as compared to men. Due to lack of consideration of gender in their motivational approaches, several Intermedia workers did not think they could accomplish these goals and these were mainly the women with a mean of 3.81. Unlike, the case for Nina interiors where the men and women alike had responded that they had the belief of accomplishment at the onset of the task with a mean of 4.76.

#### **4.5.5 I often compare my performance with others as an indicator of how well I am doing**

Intermedia agreed at 4.50 while Intermedia showed disagreement at 2.47. According to Niederle and Vesterlund's (n.d) notion that men are usually more competitive and the work of several researchers that were cited by Meece et al (2006) concerning the two types of goal orientation, the second type being the performance goal orientation, which is the demonstration of better performance "relative to others", men appear to be more driven to draw conclusions based on comparisons with others. Women are said to respond negatively to competition, according to Meece and colleagues. Workers in Nina Interiors seemed to be less in competition with others in terms of personal achievement with an average response of 2.47 while Intermedia respondents seemed to favour competition as a mark for personal performance at an average of 4.50.

**4.5.6 I often compare my past performance to my current performance as an indicator of progress.**

Intermedia averaged at 3.83 and Nina Interiors at 4.97. According to the theories referred to in the statement above, it can be assumed that women would be more inclined to compare past performance with current performance as an indicator of progress. Both case studies showed that the women did use their past performance as a marker for progress and by the gendered nature of motivation applied in Nina Interiors, the men also exhibited similar traits, arriving at a response average of 4.97. In Intermedia, although the women agreed with the statement, the men seemed less inclined to do so and therefore arriving at a neutral standpoint, leaning towards agreement at an average of 3.83.

**4.6 General Motivational Approaches and Labour Productivity**

**Table 13: General Motivational Approaches and Labour Productivity in Nina Interiors (U) Ltd**

### Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
The training programmes fit my needs as a man/woman	34	4	5	4.97	.171
Management respects my needs as a man/woman	34	4	5	4.94	.239
More could be done to respect my needs as a man/woman	34	1	3	1.97	.627
I feel important/valued in the organization	34	3	5	4.71	.629
Paying attention to my needs as a man/woman is beneficial	34	4	5	4.94	.239
Paying attention to my needs as a man/woman is unnecessary	34	1	2	1.21	.410
The techniques employed to motivate me are adequate and effective	34	4	5	4.29	.462
I am in a better position to perform my job after each training and motivation session/program	34	4	5	4.91	.288
Valid N (listwise)	34				

*Source: Primary Data (2015)*

**Table 14: Showing the Relationship between General Motivational Approaches and Labour Productivity in Intermedia (U) Ltd**

**Descriptive Statistics**

	N	Min	Max	Mean	Std. Deviation
The training programmes fit my needs as a man/woman	16	1	3	2.19	.911
Management respects my needs as a man/woman	16	2	3	2.56	.512
More could be done to respect my needs as a man/woman	16	4	5	4.25	.447
I feel important/valued in the organization	16	3	5	3.94	.574
Paying attention to my needs as a man/woman is beneficial	16	3	4	3.75	.447
Paying attention to my needs as a man/woman is unnecessary	16	1	2	1.19	.403
The techniques employed to motivate me are adequate and effective	16	3	5	3.44	.629
I am in a better position to perform my job after each training and motivation session/program	16	3	5	3.94	.680
Valid N (listwise)	16				

*Source: Primary Data (2015)*

**4.6.1 The training programmes fit my needs as a man/woman**

Nina Interiors averaged at 4.97 while Intermedia averaged at 2.19. With the mean of the responses from Nina Interiors being at 4.97, it shows that a majority of the respondents are satisfied with the nature of the training programmes on relation to their gendered



needs. However the mean of responses from Intermedia was at 2.19, showing that there was not a proper fit to the gender needs of the employees.

#### **4.6.2 Management respects my needs as a man/woman**

Again, Nina Interiors felt the respect from management concerning the issue of gender at a mean of 4.94 whereas Intermedia felt like it was lacking at a mean of 2.56.

#### **4.6.3 More could be done to respect my needs as a man/woman**

Nina Interiors averaged at 4.25 while Intermedia averaged at 1.97. This statistic is straightforward and obvious. With the particular consideration made towards the gender differences in motivating the employees, it was expected that the workers at Nina Interiors would feel like their needs in terms of gender are adequately respected as reflected by their responses mainly being “Strongly Disagree” at an average of 1.97. Intermedia however had a mean of 4.25, but this cannot be proven to be that they desire more respect, but that the questionnaires may have roused interest in the prospect of gendered motivational approaches.

#### **4.6.4 I feel important/valued in the organization**

Both groups of respondents felt valued in the organization but Nina Interiors respondents exhibited more concurrence with the notion, averaging 4.71 while Intermedia averaged 3.94.

#### **4.6.5 Paying attention to my needs as a man/woman has been beneficial**

Both groups went with the option of “Strongly Agree” and “Agree” to a larger extent with Nina Interiors averaging at 4.94 and Intermedia at 3.75. This difference can be

explained due to the fact that workers in Nina Interiors have seen the benefits of a gender-sensitive environment and concur with the statement whereas Intermedia workers are still new to the concept and may not fully comprehend and therefore may not necessarily agree that it is beneficial.

#### **4.6.6 Paying attention to my needs as a man/woman is unnecessary**

Nina Interiors averaged at 1.21 and Intermedia averaged at 1.19. Workers at Nina Interiors disagreed with this notion to a larger extent at a mean of 1.21 and this is because they have seen the importance of gender-sensitive motivational approaches. Intermedia respondents also did not agree with the notion fully (although a few may have seen gendered motivational theories as a waste of time or unnecessary) and therefore had a different average of 1.19.

#### **4.6.7 The techniques employed to motivate me are adequate and effective**

Nina Interiors averaged at 4.29 and Intermedia averaged at 3.44. Both groups agreed that the techniques of motivation were adequate and effective, Nina Interiors respondents seemed to agree with the notion a bit stronger with the average of 4.29 and Intermedia slightly trailing with 3.44. However, we need to make an objective analysis that this could be due to factors outside factors of gender such as pay, hours of work and so on.

#### **4.6.8 I am in a better position to perform my job after each training and motivation session/program.**

Nina Interiors averaged at 4.91 and Intermedia averaged at 3.94. Although both groups of respondents agreed that they are in a better position to perform their jobs, Nina Interiors

received a better average of 4.91, whereas Intermedia received a slightly lower average of 3.94. This could be due to the particular attention that Nina Interiors pays to the gendered aspects of motivation and training. However, this could also be attributed to a number of other factors. Either way, productivity increases in both cases although Nina Interiors may experience slightly higher percentages.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarizes the findings of the research, draws conclusions, gives recommendations in line with the research material as well as gives suggestions for further research.

#### **5.1 Summary of Findings**

In conducting research for this study, 50 questionnaires were distributed to employees in Nina Interiors (U) Ltd and Intermedia (U) Ltd, 34 were sent to the former and 16 were sent to the latter to arrive at a round figure. Although the scale may seem imbalanced, the focus was on a gender-sensitive environment and therefore the reason as to why significantly more questionnaires were sent to Nina Interiors.

Table 1 shows the age groups of the respondents in Nina Interiors and it was discovered that the largest percentage of the respondents fell in the age category of 36-45 years of age with 15 of the 34 respondents arriving at 44.12%. Table 2 shows that the respondents from Intermedia mainly fell in the category of 26-35 years of age with 7 of the 16 respondents arriving at 43.75%.

Table 3 and 4 show the genders of the respondents in Nina Interiors and Intermedia respectively. It was deliberately done that the women would be of a slightly greater percentage in both cases as they are the focus of the study. In Nina Interiors, 55.88% (19

out of the 34 respondents) of the respondents were women and the other 44.12% (15 out of the 34 respondents) were men and for Intermedia, 56.25% (9 out of the 16 respondents) were women and the other 43.75% (7 out of the 16 respondents) were men.

Table 5 and 6 show how long the respondents have been in employment at Nina Interiors and Intermedia, respectively. Both cases showed that the majority of the respondents have worked for their organizations for 5 – 7 years, 55.88% of the respondents from Nina Interiors and 56.25% of the respondents in Intermedia.

### **5.1.1 Gendered Attribution Theories and Labour Productivity**

Findings showed that women and men in the gender-sensitive environment had similar attitudes and behaviors as analyzed under this theory. Both categories showed that the women and men in Nina Interiors were more enthusiastic with regards to challenges and therefore likely to be more productive in such cases, the women were less likely to delegate difficult tasks just like the men, thus showing more initiative, attributed success to internal causes as much as the men did, exhibited a relatively lower inclination to take blame for failure, like the men, the men had also been motivated to view failure as an opportunity to start over like their female counterparts, the women showed significantly lower anxiety scores and therefore were likely to perform well even under pressure, and a more competitive nature led to women picking up traits as little as the men do. These results showed that the gender differences discovered by gender attribution theory actually did exist and that, by taking that into account in their motivational approaches, job placement and designing a conducive work environment, these differences were reduced to produce a favorable level of productivity among the workers. It also proved that by ignoring the gender aspect in attribution theory, workers at Intermedia showed

large differences between the sexes and seemed to negatively impact productivity in some instances.

It is from these results that it can be seen that the gendered nature of attribution theory did have an impact on the labour productivity of the respondents in Nina Interiors.

### **5.1.2 Gendered Goal Theories and Labour Productivity**

By considering the gender aspects presented in the goal theory, Nina Interiors was, again, able to reduce the differences between the sexes for optimum productivity. By considering gender differences set forth in goal theory, women, like the men, were driven to accomplish goals set in their positions thus boosting their productivity, women also exhibited confidence in their capabilities as much as the men, and although both parties depended on achievement in relation to perception of themselves, it was to a healthy extent. Effective job placement and motivation showed that both men and women in the organization perceived position goal as realistic and achievable, and thus more likely to achieve them, had a strong drive to master certain abilities as well as good levels of competition amongst both sexes and did not undermine capabilities because of instances of failure. Although the differences were not as significant between the respondents in Nina Interiors and those in Intermedia, the gendered nature of goal theory showed that the workers at Nina Interiors slightly out-performed those in the non-gendered motivational environment in terms of attitudes and behaviors and therefore labour productivity, showing that there is a relationship between gendered goal theories and labour productivity.

### **5.1.3 Gendered Expectancy-Value Theories and Labour Productivity**

The gendered nature of the expectancy-value theory of motivation also narrowed the gender differences in a desirable way to boost labour productivity in Nina Interiors. Results showed a healthy level of value attached to achievement by the respondents of both sexes, women and men showing that their expectations of their performance on certain tasks is mostly based on internal abilities and less on the complexity of the task being attempted showing a slightly higher level of confidence in themselves and therefore relatively higher chances of productivity and positive attitudes. The women, much like the men, showed confidence at the onset of certain tasks in their capabilities of achieving the desired outcome, lower levels of competition were exhibited by both sexes in relation to personal progress but rather more focus on where they were and where they are now, as a marker for development.

By using the gendered nature of expectancy-value theories, Nina Interiors was able to adequately motivate employees to arrive at favorable attitudes and behaviors and resultantly, favorable levels of labour productivity.

## **5.2 Conclusions**

From the findings of the comparative study conducted between two organizations; Nina Interiors that employs the gendered nature of motivational theories to reduce the gender differences and ultimately achieve optimum labour productivity, and Intermedia which applies more generalized versions of the same theories to their workforce in attempt to achieve desirable levels of labour productivity, it was discovered that there exists a positive relationship between Gendered Motivational Theories and Labour Productivity.

The analysis of the three achievement motivational theories, namely Gendered Attribution Theory, Gendered Goal Theory and Gendered Expectancy-Value Theory, it was seen that there exist numerous gender differences. However, with the right application of these theories, as well as proper job placement and provision of an ideally conducive work environment in line with these findings, better levels of labour productivity can be obtained

### **5.3 Recommendations**

Organizations should not ignore gender differences in terms of productivity, attitudes, behaviours and motivation, but rather work with them to attempt to reduce the differences that may exist in the work force and therefore have an easier time motivating employees.

Organizations should not operate on stereotypes but rather conduct analyses to arrive at sound conclusions regarding the best policies to be applied.

Organizations should continuously conduct research and analysis on the productivity and the performance to cater for any new dimensions that may develop in the field of employee motivation.

### **5.4 Suggestions for Further Research**

More motivational theories should be studied with particular interest in gender differences and how they affect labour productivity. Particularly, goal theories should be further explored. Other theories to be studied for any gendered implications include;

1. Maslow's Hierarchy of Needs
2. Herzberg's Two-Factor Theory
3. Intrinsic and Extrinsic Motivational Theory



They should be studied to assess whether they can also be used to understand gender differences and influence Labour Productivity.

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## APPENDIX 1: RESEARCH QUESTIONNAIRE

Dear Sir/Madam,

My name is Anne-Marie Bewulira-Wandera and I am conducting a study on the relationship between Gendered Motivational Theories and Labour Productivity for my dissertation for the award of a Bachelor's Degree in Business Administration and Management. Your contribution will be greatly appreciated and treated with the utmost respect and anonymity.

### SECTION ONE: BACKGROUND INFORMATION

1. How old are you?

18-25       26-35       36-45       46+

2. What is your sex?

Male       Female

3. How long have you been working for the company?

Less than 2 years       2- 5 years       5-7 years

More than 7years

### SECTION TWO: PERSONAL OPINION

Please give your opinion by checking the appropriate box on the following statements based on the key;

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

**P.T.O**

<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Gendered Attribution Theory and Labour Productivity</b>					
<b>Tasks that may seem difficult/challenging arouse my curiosity and interest</b>					
<b>I am less willing to take on difficult/challenging tasks and most likely to delegate</b>					
<b>My successes are usually an outcome of my own actions/abilities</b>					
<b>My failures are usually outcomes of my own actions/inabilities</b>					
<b>Failure is an opportunity to try again</b>					
<b>I thrive under the pressure my position may entail</b>					
<b>My colleagues abilities/inabilities are similar to my own</b>					
<b>Gendered Goal Theory and Labour Productivity</b>					
<b>I feel driven to achieve set goals in my position</b>					
<b>I feel capable of achieving the goals my position requires</b>					
<b>Achievement is fundamental to how I perceive myself</b>					
<b>The goals set for my position are realistic and achievable</b>					
<b>I feel driven to master a certain task/ability</b>					
<b>I feel driven to out-compete my peers</b>					
<b>Failure to achieve certain goals makes me doubt my competence in the position</b>					
<b>Gendered Expectancy Value Theory and Labour Productivity</b>					
<b>The satisfaction derived from my achievements is worthwhile</b>					
<b>My ability/inability to accomplish a given task are based on the effort I put in</b>					
<b>My ability/inability to accomplish a given task are based on the complexity of the task</b>					

<b>I begin a task with belief that I can accomplish it and I usually do</b>					
<b>I often compare my performance with others as an indicator of how well I am doing</b>					
<b>I often compare my past performance to my current performance as an indicator of progress.</b>					
<b>General Motivational Approaches and Labour Productivity</b>					
<b>The training programmes fit my needs as a man/woman</b>					
<b>Management respects my needs as a man/woman</b>					
<b>More could be done to respect my needs as a man/woman</b>					
<b>I feel important/valued in the organization</b>					
<b>Paying attention to my needs as a man/woman has been beneficial</b>					
<b>Paying attention to my needs as a man/woman is unnecessary</b>					
<b>The techniques employed to motivate me are adequate and effective</b>					
<b>I am in a better position to perform my job after each training and motivation session/program.</b>					

**SECTION THREE: ADDITIONAL COMMENTS**

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**THANK YOU FOR YOUR COOPERATION**

**GOD BLESS YOU**



## APPENDIX 2: LETTER OF INTRODUCTION

Uganda  
Martyrs  
University



making a difference

Office of the Dean  
Faculty of Business Administration and Management

Your ref.:  
Our ref.:

Nkozi, 24<sup>th</sup> June, 2015

### To Whom it may Concern

Dear Sir/Madam,

**Re: Assistance for Research:**

Greetings and best wishes from Uganda Martyrs University.

This is to introduce to you BEYOLIRA-KADNERA ANNE-MARIE who is a student of Uganda Martyrs University. As part of the requirements for the award of the Degree of Bachelor of Business Administration and Management of the University, the student is required to submit a dissertation which involves a field research on a selected case study such as a firm, governmental or non governmental organization, financial or other institutions.

The purpose of this letter is to request you permit and facilitate the student in this survey. Your support will be greatly appreciated.

Thank you in advance.

Yours Sincerely,

  
Fr. Edward Ssemwogerere  
Associate Dean

