

Testing Gender Similarities: Subjective Task Value and Motivation to Transfer in Adult Education

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Janet Shibley Hyde: The Science of Gender Differences and Similarities

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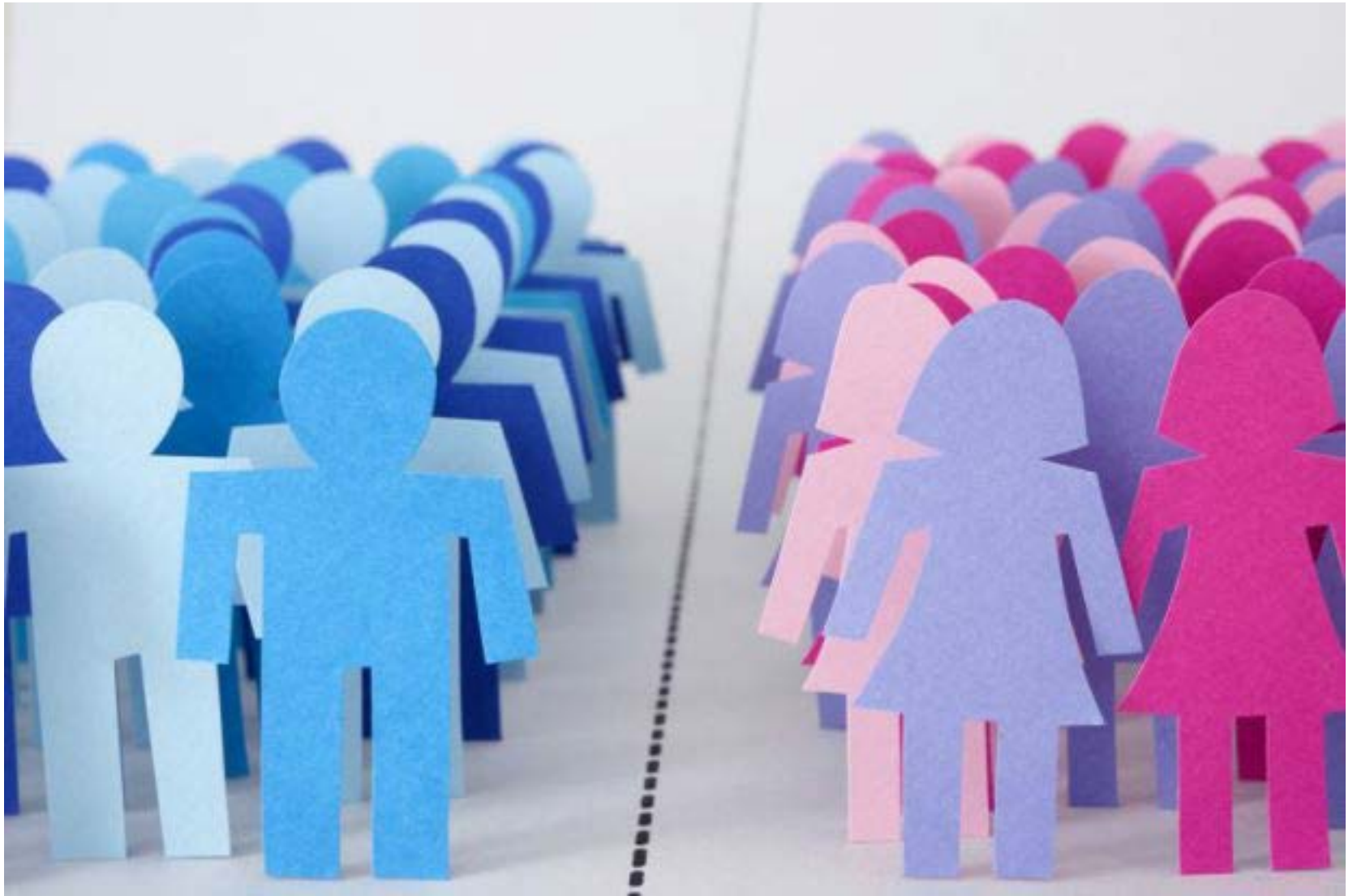


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Gender Differences and Gender Similarities

The view of gender differences

(Bolino & Tunley, 2005; Clark, 1997; Greenhaus, Peng, & Allen, 2012; Jolly, Griffith, DeCastro, Stewart, Ubel, & Jagsi, 2014)

The view of gender similarities

(Hyde, 2005; Hyde, 2014; Hyde, Bigler, Joel, Tate, & van Anders, in press; Zell, Krizan, & Teeter, 2015)

Gender as a moderator in human resource development (HRD) and adult education

Very limited body of research



► The view of gender differences

Job satisfaction

Women are more satisfied with their job than men (e.g., Clark, 1997; Okpara, Squillace, & Erondy, 2005)

Work identity

If situational demands at work permit, female employees tend to work less and spend more time with their families (Greenhaus et al., 2012), perhaps because of

- higher parenting and domestic responsibilities (Jolly et al., 2014)
- higher role stress (Kim, Murmann, & Lee, 2009)
- stronger work-family conflict (Bolino & Turnley, 2005)



► The view of gender similarities

Evidence of meta-analyses

Small or trivial gender differences in

- Mathematics performance
- Verbal skills
- Self-esteem
- Academic self-concept
- Leadership effectiveness
- Conscientiousness
- ...

(Hyde, 2005; Hyde, 2014; Zell et al., 2015)



▶ The view of gender similarities



Janet S. Hyde

„Women and men are alike on most (not all) psychological variables“



► Subjective task value

Expectancy-value theory of motivation

Qualities of different tasks and how these qualities affect the motivation of a person to perform the task (Eccles, 2005; Wigfield et al., 2017)

Four dimensions

- Intrinsic value (enjoyment)
- Attainment value (importance)
- Utility value (usefulness)
- Perceived relative cost (invested time and resources)



► Motivation to transfer training

Original definition

Desire to use knowledge and skills acquired from training in the workplace (Noe, 1986)

Two dimensions based on self-determination theory

- Autonomous motivation to transfer: internalized desire to transfer learning that is initiated and governed by the self
- Controlled motivation to transfer: a desire to transfer learning that is regulated by external rewards or sanctions (Gegenfurtner, Veermans, Festner, & Gruber, 2009)



Aims and Research Question

Aims

To test the predictive validity of both views: the view of gender differences and the view of gender similarities

Research Question

To what extent does gender moderate how training participants score on training reaction measures?



Methods



► Design and Participants

76 training participants

- 50 women, 26 men
- Age: 37.10 yrs (± 11.15), job tenure: 16.25 yrs (± 10.36)

Training courses

- Blended learning format (face-to-face lectures, webinars, and online self-study material)
- Early childhood education, mathematics, physics, supply chain management, industrial management
- Voluntary training participation
- Likert-scale questionnaire at the end of the course



► Measures: Subjective task value

1) Intrinsic value

Three items, $\alpha = 0.79$ ("I enjoyed participating in this course")

2) Attainment value

Four items, $\alpha = 0.92$ ("I felt it was important for me to participate in this course")

3) Utility value

Five items, $\alpha = 0.77$ ("The contents were useful for my job")

4) Perceived relative cost

Four items, $\alpha = 0.86$ ("I have worked a lot for this course")



► Measures: Motivation to transfer training

5) Autonomous motivation to transfer

Four items, $\alpha = 0.80$ ("I intend to transfer the course content to my workplace to improve my own work performance")

6) Controlled motivation to transfer

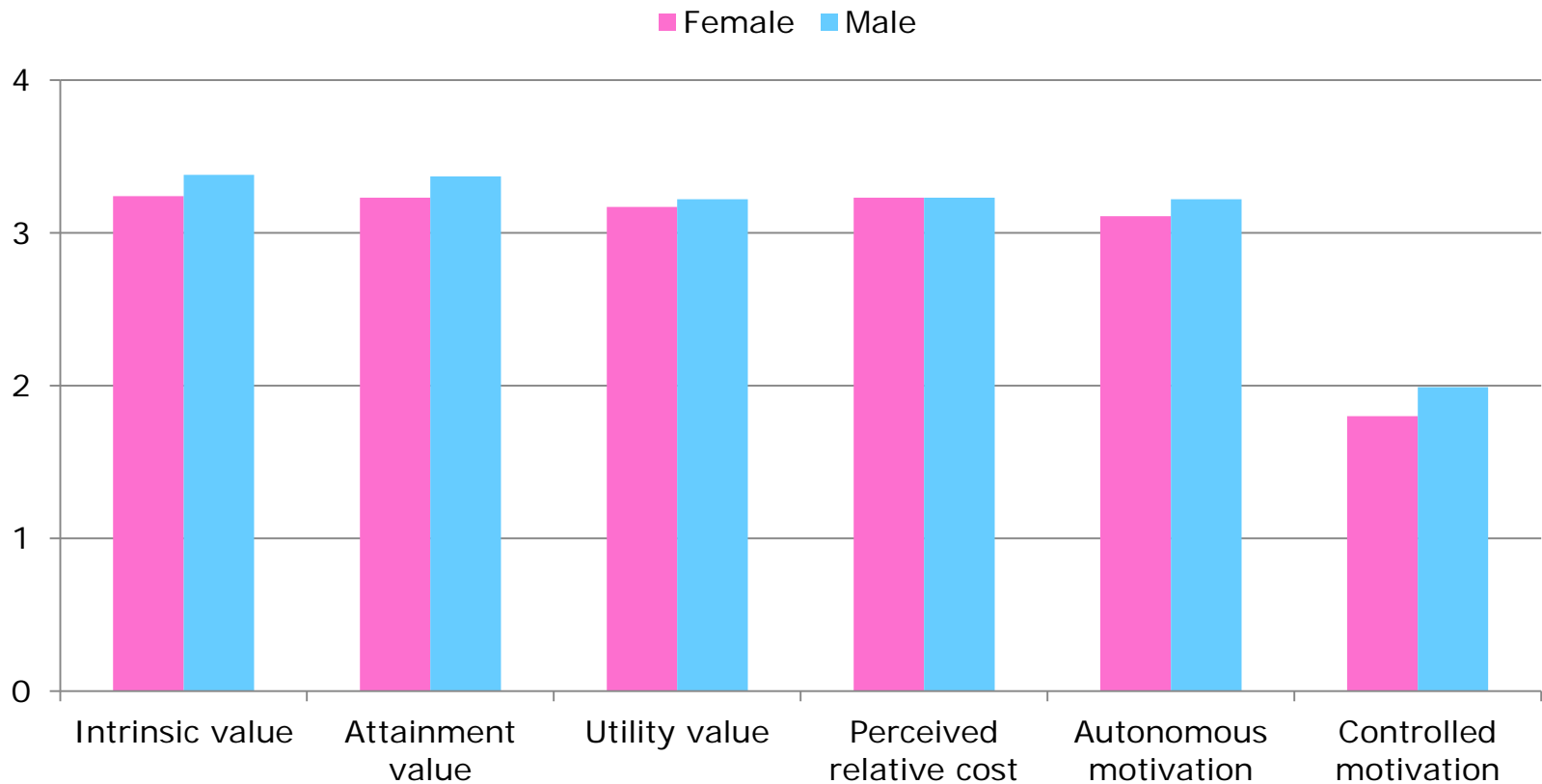
Four items, $\alpha = 0.83$ ("I intend to transfer the course content to my workplace to impress my colleagues")



Results



▶ Training reactions by participant gender



▶ Factor ratings by participant gender

	Women		Men		<i>U</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Intrinsic value	3.24	0.10	3.38	0.19	489.00	0.06
Attainment value	3.23	0.05	3.37	0.07	469.00	0.04
Utility value	3.17	0.08	3.22	0.11	569.00	0.32
Perceived relative cost	3.23	0.12	3.23	0.16	631.00	0.74
Autonomous motivation	3.11	0.26	3.22	0.17	652.00	0.92
Controlled motivation	1.80	0.15	1.99	0.37	580.00	0.38



Discussion



Major findings

Support for the view of gender similarities

- Five out of six reaction measures
- Statistically significant difference for attainment value

Hyde (2014, p. 392):

“A nonsignificant gender difference, that is, a gender similarity, is as interesting and important as a gender difference.”



▶ Theoretical and practical implications

Conceptual models on training effectiveness

- Seemingly unproductive if gender is included as a prominent moderating factor

Gendered strategies to promote training effectiveness

- Potentially redundant
- Costs to overinflated claims of gender differences



▶ Limitations and future research directions

Limitations of this first exploratory study

- Limited sample size
- Limited number of reaction measures

Avenues for further research

- Replication and extension
- Meta-analytic synthesis on gender similarities in HRD and adult education
- Gender binary: transgender and non-binary individuals (Hyde et al., in press)







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Testing the gender similarities hypothesis: differences in subjective task value and motivation to transfer training

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ABSTRACT

Are female and male trainees similar or different in their reaction to training programmes, specifically regarding their subjective task value and motivation to transfer? According to the gender similarities hypothesis, women and men are alike on most psychological variables. However, according to research in organizational behaviour, female and male employees differ on certain aspects, such as their job satisfaction and work identity. To test these two views on gender similarities and differences in the context of human resource develop-

ARTICLE HISTORY

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KEYWORDS

Gender; subjective task value; perceived relative cost; motivation to transfer; training evaluation; human resource development



The background of the slide is a photograph of a modern, multi-story building with a grey facade and large windows. Several young trees with green leaves are planted in front of the building. A group of people is walking on a path to the right. A semi-transparent grey rectangle is overlaid on the middle of the image, containing the text.

**Thank you very much
for your kind interest**

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Analysis

Data screening

Linearity, normality, heteroscedasticity, outliers (Kline, 2015)

Exploratory factor analysis

Extraction method: maximum likelihood

Rotation method: direct Oblimin

Mann-Whitney U test

To estimate mean differences between female and male participants in their training reactions



▶ Explained total variance of factors

Factor	Eigenvalue	% of Variance	Cumulated %
1	6.316	26.316	26.316
2	4.488	18.699	45.015
3	2.219	9.245	54.260
4	1.988	8.282	62.542
5	1.308	5.451	67.993
6	1.066	4.442	72.435

Extraction method: maximum likelihood. Rotation method: direct Oblimin.

