ORGANISATION CULTURE AND IMPLEMENTATION OF GENDER

MAINSTREAMING IN UGANDA:

A CASE STUDY OF UGANDA CIVIL AVIATION AUTHORITY

BY

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DECLARATION

I, **Cathy Gayita Nakalanzi**, declare that to the best of my knowledge, this research dissertation is my original piece of work and has never been published or submitted for any award in any University or institution of higher learning.

Signed …………………………………………   Date …………………………………………….

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APPROVAL

This work has been done under our supervision and has met the research requirements of Kyambogo University and is now ready for submission.

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DEDICATION

This dissertation is dedicated to my dear children Charles Omagor, Simon Peter Orena, Milika Acimo and Regina Ilado, my mother, Annet Nakitende Papa and to my husband   Dr. Charles Omagor for the key role he played in my education.

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TABLE OF CONTENT

LIST OF ABBREVIATIONS

ANOVA	:	Analysis of Variance
CEDAW	:	Convention for the Elimination of all forms of Discrimination Against women
CSW	:	Commission on the Status of Women
CVI	:	Content Validity Index
HRD	:	Human Resource Department
MDGs	:	Millennium Development goals
MGLSD	:	Ministerial Policy Statement
PFA	:	Platform for Action
PRSPs	:	Poverty Reduction Strategy Papers
UCAA	:	Uganda Civil Aviation Authority
UDHR	:	Universal Declaration of Human Rights
UN	:	United Nations
VSM	:	Value Survey Module

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of the study was to establish the relationship between organizational culture and implementation of gender mainstreaming in Uganda a case of Uganda Civil Aviation Authority. The study specifically examined the relationship between goal orientation, leadership styles and teamwork and implementation of gender mainstreaming in Uganda Civil Aviation Authority. The study used a cross sectional design adopting both quantitative and qualitative approaches. The study population included 130 respondents consisting of employees, human resource department and directors and managers from which a sample of 97 respondents. The study used Pearson's correlation analysis for quantitative data and content analysis for the qualitative data to address the study objectives. The study established that there is a positive and significant relationship between goal orientation and implementation of gender mainstreaming ($r = 0.304^{**}$, $p<0.01$). There was a positive and significant relationship between leadership styles and implementation of gender mainstreaming ($r= 0.194^{**}$, $p<0.01$). Teamwork had a positive significant relationship with implementation of gender mainstreaming ($r = 0.322^{**}$, $p<0.01$). Recommendations to this study included that UCAA should intensify gender balanced staff and governance structure, equal valuing of women as men, ensuring adequate budgetary allocation to different programs, informed by gender redistributive objectives and develop a gender sensitive tools and procedures to sidestep gender insensitivity and inequality. For instance, where implementation of gender mainstreaming policies are involved, participation of all leaders and staff at management level is advised since it facilitates easy flow of ideas on all management issues. Finally, employees should be appreciated for their efforts as this increases their motivation, commitment and diligence in work performance and fosters excellent productivity.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the relationship between organization culture and implementation of gender mainstreaming considering a case study of Uganda Civil Aviation Authority in Uganda. The dependent variable being implementation of gender mainstreaming was studied in terms assessing the level of gender equality, inclusion of gender sensitivity and access to resource budgets. The independent variable of the study was organization culture which was operationalized into leadership styles, goal orientation and team work. Therefore, the study aimed at contributing to this area of concern with a specific emphasis of determining the relationship of organization culture considering the leadership styles, goal orientation and team work as suggested by (Hofstede &Crae, 2004).

This chapter therefore covered the background of the study, the statement of the problem, purpose of the study, the specific objectives of the study, research questions, conceptual framework, the significance of the study, justification of the study, scope of the study, and operational definitions of terms and concepts.

1.1 Background to the study

The background to the study was presented in four parts namely the historical background, theoretical background, conceptual background and the contextual background.

1.1.1 Historical background

Globally, various bodies including the United Nations formed in 1945 are trying to eliminate all obstacles that hindered the active participation of women in all spheres of public and private life

through an equal share in economic, social, cultural and political decision making (New & Free, 2003). Worldwide progress in the implementation of the Beijing PFA is reviewed by the Commission on the Status of Women (CSW) every five years. Formed in 1946, the commission aims to prepare recommendations and reports on issues pertaining women's rights (Adami & Adami, 2019). Additionally, highlighting the rights to which all humans are entitled to is the Universal Declaration of Human Rights (UDHR) adopted in 1948 by the United Nations General Assembly. The First World Conference on women was held in Mexico City in 1975 on assumptions that women have been discriminated on the basis of sex through various policies and practices (Tiessen, 2008). In 1979, this assembly also adopted the Convention for the Elimination of all forms of Discrimination against Women (CEDAW). It is described as an international bill of rights for women (Adami & Adami, 2019). Some scholars argue that mainstreaming can be traced back to 1985 when the Third World Conference was held in Nairobi, since the Nairobi Forward-Looking Strategies refer to mainstreaming (Espey et al., 2010). Other schools of thought maintain that it started with the Fourth World Conference in Beijing in 1995 when the Beijing Platform for Action (PFA) officially recognized gender mainstreaming as the strategy to achieving gender equality and women's empowerment though the commitment to its implementation is still very low (True & Mintrom, 2001). The Beijing Platform for Action Report stated that governments should adopt a very visible commitment to gender mainstreaming in all their policies and programs, and that all decisions had to be underpinned by a gender sensitivity to account for the effects such a shift would have on women and men respectively. A UN survey from 1997 showed that 70% of the 189 countries which participated in the Beijing Conference had drafted a National Action Plan for the implementation of PFA. However, in regards to the actual implementation of gender mainstreaming, the picture was more unclear with a wide range of

problems and barriers that became apparent as there seemed to be a gap between commitments made and actual policy practices. This has continued to be the trend many years after (Todes & Sithole, 2007).

In Africa, gender mainstreaming is being taken into account in the areas of: education, remuneration, representation, employment, opinion and family. The whole society, including governments and other organizations are taking up the responsibility of reducing gender-based discrimination (Hafner-Burton & Pollack, 2002). In recent years, gender mainstreaming in Africa is going through a process of mobilization through involvement of various state and non-state actors. Through empowerment, people are beginning to realize that for gender equality to be effective, collective action is needed by everyone (Walby, 2005). States are trying hard to eliminate cultural factors that hinder gender mainstreaming as well as mobilizing human and financial resources to ensure that the implementation of gender mainstreaming is effective (Beall, 1995). Uganda is recognized as a developing country and by so being, gender inequality has proved to be a major obstacle to meeting the MDG (Millennium Development Goals). Failure to close the gaps between men and women in terms of roles, responsibilities, access to resources, vulnerability to accidents and conflict has negatively impacted the process of implementing gender mainstreaming in organizations (Walby, 2005). In law, women and men have equal access to political participation, health, education, employment and property ownership (The Constitution of the Republic of Uganda, Chapter 4, and Articles 31-40) but still, many inequalities remain. Most scholars would agree that more energy is being directed towards promoting gender mainstreaming through development research (Ibrahim & Heuer, 2015). It is evident that the commitment of the Government of Uganda to mainstream gender in national development for equitable growth and poverty reduction is in the establishment of the Ministry of Gender Labour and Social development

which coordinates with other government agencies to embed the interests of women. Although gender mainstreaming emphasizes the role and involvement of both sexes in driving the process of implementation (Bacchi & Eveline, 2010). It should however be noted that gender inequality appears to exist in UCAA in terms of staff complement which has 850 men against 450 women. This might limit women's access to economic and social resource budgets, participation in leadership, decision making, respect for human rights and capacity to tackle implementation of gender mainstreaming (The UCAA Annual Report, 2018).

1.1.2 Theoretical background

This study was guided by Hofstede's Cultural Dimensions Theory (1980), developed by Geert Hofstede and Social Role theory by Eagly (1987)

Hofstede's Cultural Dimensions Theory was created in 1980 by Dutch management researcher, Geert Hofstede. The aim of the study was to determine the dimensions in which cultures vary. In this theory, framework is used to understand the differences in culture across countries and to discern the ways that business is done across different cultures. In other words, the framework is used to distinguish between different national cultures, the dimensions of culture, and assess their impact on a business setting. Derived from globalization, successful cross-cultural management is gaining in importance and its need for understanding of cultural differences becomes essential. Because of this it is argued that, with the increasing importance of a cross-cultural understanding, Hofstede's (1980) model of cultural dimensions gains proportional importance and attracts notice at the same time. His study is widely used in global operating organizations within trainings and workshops. The first step of effective cross-cultural management is the awareness that cultural differences exist and domestic strategies might fail in host countries. Social role theory (Eagly, 2007) offers a social structural account on the contents of gender stereotypes. In other words,

current social structures in a given society contribute to gender stereotypes. Specifically, the theory postulates that gender stereotypes are rooted in different social roles assigned to women and men (Kim et al., 2020). Traditionally, women are more frequently encountered in the role of the homemaker or in occupations similar to the domestic role (Cejka & Eagly, 1999), whereas men typically take over the role of the breadwinner and are more often located at higher levels within the occupational hierarchy. As demonstrated by Eagly and Steffen (1986) the attributes that are perceived as typical for the role of the homemaker correspond to warmth, whereas the attributes that are perceived as typical for the role of the breadwinner correspond to assertiveness and competence. This distribution has several consequences. First, because they are often observed in these roles, women have become associated with warmth and men with assertiveness and task competence. Second, according to social role theory, women and men adjust to their gender-typical roles by acquiring the specific skills linked to successful role performance and by adapting their social behavior to role requirements (Eagly et al., 2000). In other words, both observers and actors are inclined to infer traits from behavior observed in given social roles.

In the light of globalization and the rapid changes facing the world the need for understanding how people from different cultures interact and communicate has assumed a staggering importance'(Bhawuk, 2008). The awareness of cultural differences is becoming more essential in nowadays global businesses and is affecting cross-cultural management. Therefore, it is important for Multinational corporations and their managers to develop cultural awareness to sustain management effectiveness across cultural borders, (Li & Putterill, 2007). Furthermore, managers need multicultural interactive skills to be able to understand the differences of domestic culture and the culture of the country they would like to operate in (Parhizgar, 2013). To prepare and help managers and expatriates understand the impact of cultural differences as well as how they can

5

deal with it, appropriate training and teaching is needed (Swierczek, 1994).The growing interest of the on-going debate about cross-cultural differences and its influence on managerial behavior was initiated and developed through a model which identified several dimensions of cultural differences (Hofstede & McCrae, 2004). This model has been used ever since for explaining cultural differences and to investigate adequate manager's behavior in other countries. However, the question is to what extent Hofstede's (1980) model is really helping managers to understand these cultural differences and how managers can benefit from his model in everyday life.

Other theories have examined the effect that society and culture have on perpetuating gender roles. Eagly's (1987) Social Role Theory states that society's expectations and a gender- based division of labor are based on stereotypes and produce gender roles. Role congruity theory by Eagly and Karau (2002)states that women leaders who do not portray the communal characteristics are evaluated less favorably than male leaders and female leaders who do show communal characteristics. Male leaders are not held to the same expectations as women and they aren't given negative evaluations for not exhibiting communal characteristics.

For this study therefore the Hofstede's Cultural Dimensions Theory provides an insight into the cultural values that are presumed to be relevant in addressing the implementation of gender mainstreaming issues in organizations. Specifically, the cultural values that were adopted for analysis in this study were goal orientation, leadership styles and teamwork which have been found relevant and supported by the reviewed studies to guide the current study.

1.1.3 Conceptual background

Gender is defined as socially constructed roles, responsibilities and expectations that pertain to both males and females (Council of Europe, 1998). According to Bangura (2005) gender

mainstreaming is further defined as the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels by actors normally involved in policy-making. This requires addressing both the roles, as well as the position, of women and men in organizations (Teigen, 2012). The implementation of gender mainstreaming is a process which is integrated into changes within an organization, and involves access to human, social and economic resource budgets (Mehra & Rao Gupta, 2006). Organizational culture is important in terms of creating work environments which is conducive to gender mainstreaming (Cuadrado et al., 2008)

Gender mainstreaming aims to incorporate attention to women as well as men, their contributions, priorities and needs, from initial stages of policy and programme development to influence goals, strategies, activities and resource allocation (Grydeland, 1997). The review and appraisal of implementation of the Beijing Platform for Action, scheduled for 2005, provides an excellent opportunity for a critical rethinking of approaches for implementation of the gender mainstreaming strategy (Hankivsky, 2013). Strategies are important for reducing existing gaps, serving as a channel for promotion of gender equality and creating a constituency for changing the mainstream. Gender mainstreaming strategies, that focuses on men support promotion of gender equality by developing male buddies. It is vital to understand that these two strategies, gender mainstreaming and women's empowerment, are in no way in competition with each other, (Oglesby et al., 2007). Many existing processes, mechanisms and instruments, which could support gender mainstreaming, such as the Poverty Reduction Strategy Papers (PRSPs) and the MDGs, are not being effectively utilized. For the purpose of this study, implementation of gender mainstreaming was operationalized into level of awareness to gender equality, inclusion of gender

sensitivity, access to human, economic and social resource budgets basing on the studies of Haralambos & Holborn (2017).

Throughout history, a strong organizational culture (that is, one in which everyone understands and believes in the firm's goal, priorities and practices), encourages the participation and improvement of all organization' members has been identified to be one of its most important assets (Sawner, 2000) however it encapsulates what it has been good at and what has worked in the past even without adhering to the laid down policies. Nganga (2016) consider enlightened organization culture as a set of important assumptions often unstated – that members of an organization share in common. They are largely manifested in the behavior of individuals in the organization. Muraina and Muraina (2016) adds that the concept of culture is the climate and practices that organizations develop around their handling of people, or to the promoted values and statement of beliefs of an organization that gives a sense of identity which determines the organization's legends, rituals, beliefs, meanings, values, norms and language, and the way in which 'things are done around there'.

Leadership style viewed as a combination of different characteristics, traits and behaviors that are used by leaders for interacting with their subordinates (Wang et al., 2013). Jeremy Mitonga-Monga (2012) consider leadership as the pattern associated with managerial behavior, which is designed to integrate the organizational or personal interest and effects for achieving particular objectives. According to modern leadership styles, leadership styles can be categorized as follows: transformational leadership style, transactional leadership style, culture-based leadership, charismatic leadership, and visionary leadership (Eagly & Johannesen-Schmidt, 2001). Leadership is considered as a way person uses to lead the other people. Employees play a critical role in ensuring the quality of service. When employees are clear about their expectations and

requirements, they are more likely to perform better (Denison, 1996). Although leaders are responsible for the proper task and job allocation, different leadership styles have several approaches how tasks are being allocated (Pundt, 2015).

According to goal orientation theory (Nicholls et al., 1989), people obtain feelings of success from the attainment of goals. The types of goals that an athlete describes as valuable are evidence of the athlete's goal orientation. The type of goals one sets also determines the personal experience one has following success or failure of the task in which one engages (Jagacinski & Nicholls, 1987). The value we assign to accomplishments, both personal and in comparison, to the performance of others defines our goal orientation. Our goal orientation is the lens through which we view success. According to research by McCarthy (2011) participants high in ego involvement are reluctant to attempt tasks with a high probability of appearing inferior. This type of athlete is likely to see winning, or the achievement of superiority as paramount and is willing to do whatever he or she must in order to win, even if that entails bending the rules. Once the athlete fails to win, and perceive herself as superior, she is likely to discontinue participation in the sport. According to Kumar et al., (2011) the two independent factors of goal orientation are present in all athletes and the degree to which each factor exhibits itself is the athlete's goal orientation.

According to Papacharalambous and McCalman (2004) teaming is considered as an important aspect of organizational growth. In this regard, it is crucial to underline the importance of leaders who are responsible in charge of these teams. Transforming static teams into dynamic one requires strong leadership styles (Mertgen, 2012). Dynamic teams are more open to innovation, and they keep up with the latest trends in the industry they are working (Schoemaker et al., 2018). Moreover, it is important for team members to understand their roles. Understanding individual tasks that each member of the group is responsible for undertaking allows them to communicate with each

other more efficiently and improves understanding their team members. To date, management scholars have extensively investigated teams as both production units and social systems (Neck et al., 1995), focusing on both their internal processes and external environment (Marrone, 2004). Team-based work systems, by enhancing connections and collaborations among people and different units, can serve as a functional structure that facilitates collective knowledge creation and utilization (Zaccaro et al., 2001).

1.1.4 Contextual background

The study focused on the relationship between organization culture and implementation of gender mainstreaming in UCAA. The Uganda Civil Aviation Authority (UCAA) is the government agency responsible for licensing, monitoring, and regulating civil aviation matters. The authority's head offices are at Entebbe International Airport. The mandate of the UCAA is to coordinate and oversee Uganda's aviation industry, including licensing, regulation, air search and rescue, air traffic control, ownership of airports and aerodromes, and Ugandan and international aviation law. The implementation of gender mainstreaming at UCAA is majorly about the roles of women and men. The roles include pilots/co-pilots and flight engineer work as pilots for commercial or unscheduled flights like private, corporate, or charter flights, Air traffic controller controls and monitor the movement of aircraft on ground and take off instructions to pilots and communication with flights and response crew, Aircraft and Avionics mechanics examines, diagnose and repair electrical and mechanical aircraft problems, Transportation security screener screens passengers, baggage or cargo with compliance to security regulations, Airfield operations specialists ensures safe take-off and landing of aircraft, air- traffic control and maintenance personnel to implement airfield safety procedures, Airport Managers responsible for overseeing the behind the screens work of an airport, including maintenance and safety of the airfield, airport and airspace capacity

management and airline scheduling. Ideally, the implementation of gender mainstreaming in UCAA covers all the steps necessary to make both the organization and its employees work oriented to gender equality, a process which is integrated into changes within organization (Alston, 2014). However, it is important to acknowledge that where gender inequality exists, it is usually women who are excluded or disadvantaged in relation to decision- making and access to economic and social resources. Presently out of a staff compliment of 1300 in UCAA, only 450 are female, out of which 14 are directors and managers. From the eight (8) departments, there is only one female in a management position. Basing on the above staff imbalances, implementation of gender mainstreaming still faces a lot of challenges.

1.2 Problem Statement

Since 1980's, organization culture has emerged as one of the key themes in the implementation of organization policies (Parmelli et al., 2011). Therefore, conveying a gender mainstreaming focus into the culture of organization has facilitated the elimination of unconscious gender inequality motivated by gender disparities and/or gaps (Moser & Moser, 2005). The incorporation of the concerns and experiences of both men and women into policy making, leadership and decision making of organizations holds the potential for huge successes for development and reputation (Cornwall, 2003). However, UCAA Human Resource Report (2019) shows existence of power imbalances and giving men more autonomy in technical and management roles with a percentage of 83 compared to 17% of women. Despite the equal opportunity policy fostering gender equality in recruitment, training and performance appraisal, women in UCAA appear to be underrepresented in relation to decision making and access to human, social or economic resource budgets that fosters the implementation of gender mainstreaming (UCAA Annual Report, 2018). (UCAA Evaluation Report, 2017).

Gender mainstreaming seems to be constrained by undesirable staff attitudes exhibited during the implementation process (Walby, 2005) and has been partially achieved due gender insensitivity as evidenced in such areas as division of labour between men and women (UCAA Evaluation Report, 2018). This prompted the need to examine the relationship between organization culture and implementation of gender mainstreaming in UCAA.

1.3 Objective of the study

1.3.1 General objective

The purpose of the study was to establish the relationship between Organization Culture and Implementation of Gender Mainstreaming in Uganda, taking a case study of UCAA, Entebbe.

1.3.2 Specific objectives

The following research objectives guided the study

I. To examine the relationship between Goal orientation and implementation of gender mainstreaming in UCAA.

II. To assess the relationship between Leadership styles and implementation of gender mainstreaming in UCAA.

III. To determine the relationship between Teamwork and implementation of gender mainstreaming in UCAA.

1.4 Research questions

The following research questions were raised in the study.

I. What is the relationship between Goal orientation and implementation of gender mainstreaming in UCAA?

II.   What is the relationship between Leadership styles and implementation of gender mainstreaming in UCAA?

III.   What is the relationship between Teamwork and implementation of gender mainstreaming in UCAA?

1.5 Justification of the study

Implementation of gender mainstreaming is explicitly promoted in activity documentation through specific measure which reduce social, economic or political power inequalities between men and women, girls and boys ensuring that women benefit equally with men from the activity (Shelton, 1993). A major failing is the lack of linkage between promotion of gender equality and other prioritized development goals - the issues that are at the centre of attention - within organizations (Esplen et al., 2006). Neglect of these linkages leads to failure to utilize the constructive synergies that could emerge (Singh, 2006). A second reason for lack of impact is that gender mainstreaming policies are often developed or revised by gender specialists with little consultation throughout the organization (Momsen, 2008).

For a gender mainstreaming implementation policy to have the desired impact, there needs to be a strategy and/or action plan which elaborates what needs to be done at different levels to ensure that the policy is implemented effectively (Quan-Baffour & Arko-Achemfuor, 2013). This will have implications for the overall impementation programme within the organization, as gender perspectives need to be incorporated into all procedures and processes (True & Mintrom, 2001). Responsibility for developing the competence on gender equality, and other changes in processes and procedures required, in order to meet the organizational commitments made in the adoption of a gender equality policy should not be left to a few under-resourced gender staff specialists, (Singh, 2006). Against this background, this study sought to examine the influence of organization

culture on implementation of gender mainstreaming so as to identify gaps, challenges and provide recommendations to improve its perceptibility through the aspect of gender equality since no study has been conducted at UCAA with regards to policy implementation.

1.6 Significance of the study

The information gathered from this study will help the management of Uganda Civil Aviation Authority to ascertain the strengths and weaknesses regarding implementation of gender main streaming. The study will also help the organization and the government in particular to assess the existing gender equality, staff awareness, and resource mobilization in the Uganda Civil Aviation Authority. The study to a greater extent will help to evaluate information and knowledge management within the organization, related to implementation of gender mainstreaming. The study will also help to evaluate the extent to which the staffing and organizational culture of UCAA has enhanced the implementation of gender mainstreaming.

1.7 Scope of the study

This section was presented in three perspectives namely the geographical scope, content scope and time scope

1.7.1 Geographical scope

This study was carried out at the main headquarters of Uganda Civil Aviation Authority (UCAA). The authority's head offices are at Entebbe International Airport, approximately 40 kilometers (25 mi), by road, south of Kampala, the capital and largest city of Uganda. The coordinates of the headquarters are 0°02'23.0"N, 32°26'53.0"E (Latitude: 039722; Longitude: 32.448056).

1.7.2 Content scope

The study involved examining the relationship between organisation culture and implementation of gender mainstreaming considering the case of UCAA, Entebbe. Under this study, organisation culture was measured by Goal orientation, Leadership styles and Team work whereas Implementation of gender mainstreaming under this study was measured by Gender equality, Gender sensitivity and Resource budgets.

1.7.3 Time Scope

The study obtained information on UCAA from 2017 up to September, 2020 as this period contains secondary information which was sufficient and relevant for this research. Within this period the researcher developed a research proposal, research instruments, collect data, analyzed data and wrote a dissertation.

1.8 Conceptual Framework

Conceptual framework illustrating the interplay between organization culture and implementation of gender mainstreaming.

Independent Valuable

Dependent Valuable

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┌─────────────────────────────┐                    ┌──────────────────────────────┐
│ Organization Culture        │                    │ Implementation of Gender     │
│                             │                    │ mainstreaming                │
│ Goal Orientation            │                    │                              │
│                             │──────────────────▶ │  • Gender Equality           │
│   • Performance goals       │                    │                              │
│                             │                    │  • Gender Sensitivity        │
│ Leadership Styles           │                    │                              │
│                             │                    │  • Resource Budgets          │
│   • Participative leadership│                    │                              │
│                             │                    └──────────────────────────────┘
│ Team Work                   │                            ▲
│                             │                            ┊
│   • Cross functional teams  │                            ┊
│                             │                            ┊
└─────────────────────────────┘                            ┊
                                                            ┊
                          ┌──────────────────────────────┐ ┊
                          │ Extraneous variable          │ ┊
                          │                              │ ┊
                          │  • Staff attitudes           │─┘
                          │    Biases in roles.          │
                          │    Male dominance            │
                          └──────────────────────────────┘
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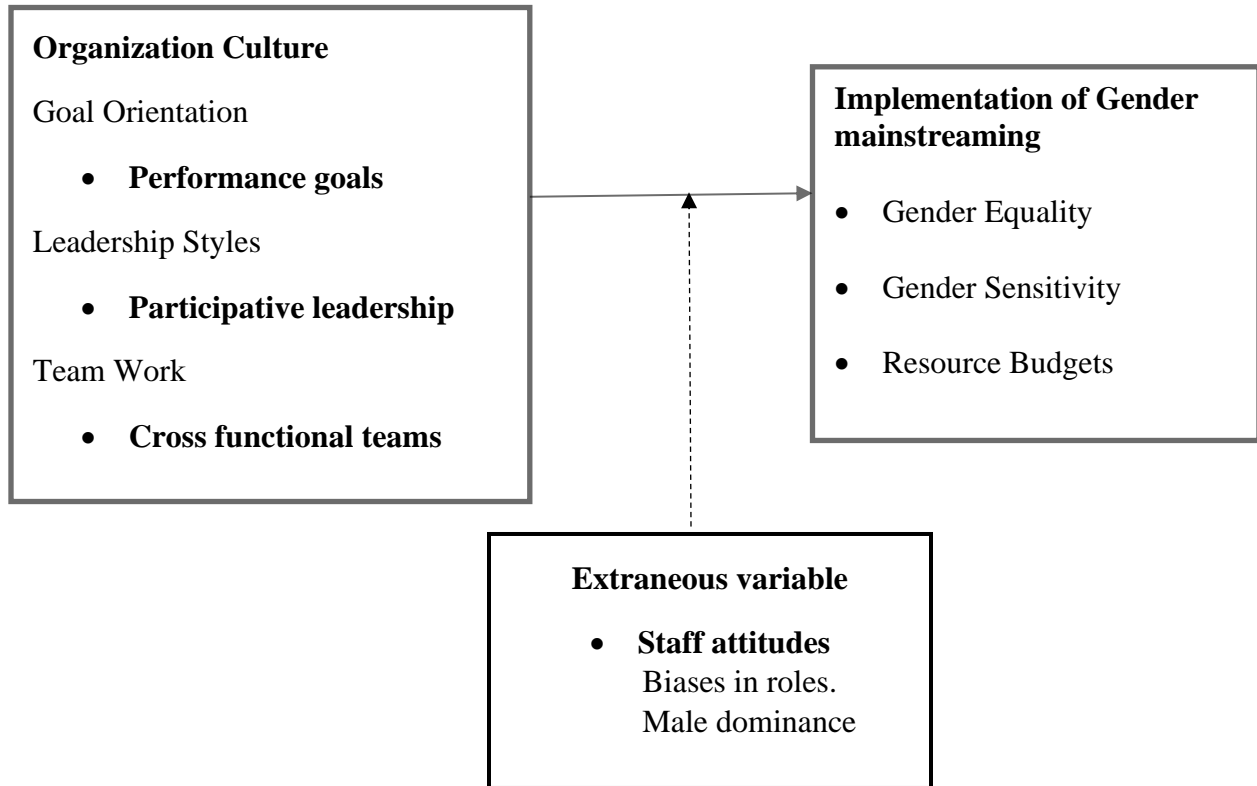
Figure 1. 1: Conceptual framework

Source: Adapted from Behning, Ute and Amparo (2001)

The conceptual framework above was derived from the views of Behning, Ute and Amparo Serrano Pascual (2001) and attempts to explain the relationship that exists between the dependent, independent, intervening variable that all put together influence the implementation of gender mainstreaming in Uganda Civil Aviation Authority. Basing on the above conceptual framework, the independent variable being organisation culture has been conceptualised as Goal orientation,

16

Leadership styles and Team work, which are used in performance whereas the dependent variable being Implementation of Gender mainstreaming was conceptualised as Gender equality, Gender sensitivity, and Resource budgeting.

1.9 Operational definition of key terms and concepts.

1.9.1 Organization culture

Sun (2009) defines organizational culture as a pattern of shared basic assumptions - invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration. The organization's culture and how it implements its strategy clearly should have some influence on its performance. Theoretical arguments support the idea that organizational culture is related to organizational policy implementation (Parmelli et al., 2011). An organization's performance requires a culture that is supportive of change and strategy implementation matrix that is adaptable to change as well (Gregory et al., 2009).

Leadership stylesis the manner in which people are directed and motivated by a leader to achieve organizational goals. Leadership is one of the key determinants associated with the success and failure of any organization (Lok & Crawford, 2004). The role of leadership in an organization is crucial in terms of creating a vision, mission, determination and establishment of objectives, designing strategies, policies, and methods to achieve the organizational objectives effectively and efficiently along with directing and coordinating the efforts and organizational activities (Saqib Khan et al., 2015). Top quality leadership is essential to achieve the mission and vision along with coping with the changes occurring in the external environment (Eagly, 2007).

Goal orientation is an "individual disposition toward developing or validating one's ability in achievement settings (Seijts et al., 2004). Previous research has examined goal orientation as a

motivation variable useful for recruitment, climate and culture, performance appraisal, and selection (VandeWalle et al., 2001). Studies have also used goal orientation to predict sales performance, goal setting, learning and adaptive behaviors in training, and leadership.

Team work refers to the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way (Kozlowski & Bell, 2012). This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal (Heidemeier & Bittner, 2012). Basic requirements for effective teamwork are an adequate team size. The context is important, and team sizes can vary depending upon the objective.

Gender mainstreaming; Gender mainstreaming is a process of incorporating a gender perspective to any action, policy, legislation or action in order to ensure that the concerns of all are addressed and that gender inequalities are not perpetuated through institutions means (Alston, 2014). It is the process − oriented cross-sectional task comprising of stages of analysis, implementation and controlling and relates to all decision − making processes in all subject areas and impacts on all policy fields at all levels (Lombardo & Meier, 2006).

The Implementation of gender main streaming therefore is a process which is integrated into changes within an organization (Moser & Moser, 2005), by covering the steps necessary to make both the organization and its specialist work oriented to gender mainstreaming.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presented a review of the literature related to the study concepts and the research objectives. The literature in this study considered the works that have been done by scholars regarding the variables in the study. The culture of an organization is its personality and character. Organization culture is made up of shared values, beliefs and assumptions about how people should behave and interact, how decisions should be made and how work activities should be carried out. Key factors in an organization's culture include its history and environment as well as the people who lead and work for it. It is also important to understand the existing culture of an organization when thinking of introducing changes.

2.1 Theoretical Review

The theoretical background of the study was embedded in the learning literature. To investigate the relationship between organization culture and implementation of gender mainstreaming in Uganda, the Hofstede's Cultural Dimensions Theory was adopted.

2.1.1 Hofstede's Cultural Dimensions Theory

Hofstede (1983) studied a sample size of 50 nations to characterize their cultural aspects applying the Value Survey Module (VSM). The model permits researchers to summarize the culture of any nation based on common dimensions. To ensure that a comparison was achieved, study participants could be matched by gender, age, educational levels, and the number of respondents on top management levels. This review adopts the following framework to critique the Hofstede's four dimensions on characterizing national cultures: First, the essay outlined the model applied by Hofstede to identify cultures among countries. Second, the essay examines the appropriateness of

terming culture as national. Thirdly, the essay critiques the assumptions adopted by Hofstede in the identification of national cultures. After discussing its remaining value and limitation of some other scholars'' critiques, the essay finally drew a conclusion.

Hofstede (1983) applied the model that he had introduced in 1980, albeit with a relatively smaller sample size. It showed that most of his latter works (Hofstede, 1983; Hofstede et al., 2010; Hofstede, 2011; Hofstede, 2009), was based on the first model he described. Despite this, the model has been widely criticized for its methodology, "conceptualization and generalization (Yeh, 1988), Hofstede has not made attempts to revise it. Questionnaires adopted by the study were either based on theoretical importance or statistical relationships (Hofstede, 1983; McSweeney, 2002). The four dimensions that were recognized were masculinity versus femininity, uncertainty avoidance, power distance, and individualism versus collectivism. Power distance was defined as a result of inequalities among individuals in the society. The inequalities could be based on biological and social differences. Uncertainty avoidance was perceived as being unable to predict about tomorrow (Hofstede, 1983). Individualism pointed to the problems associated with interactions among individuals in different social groups. The social groups could be loosely or tightly integrated (Hofstede, 2011). The chances of members expressing higher levels of individualism than individuals in loosely integrated groups increased as a group becoming more integrated. Masculinity was recognized as the problem encountered when dividing mankind into males and females.

The study attempted to decipher the factors that defined man as an independent person who could make his own decisions in the society. An index was used to represent the scores of the sampled countries on the four dimensions, which enabled the investigator to simply rank the countries based on the dimensional scores (McSweeney, 2002). It was demonstrated that about three factors

contributed to the 49% of the variance observed in the responses to the 32 questionnaires in the initial 40 countries. One parameter linked high power distance with low individualism, another parameter linked uncertainty avoidance with masculinity. The author asserted that a negative correlation was established between power distance and individualism (Geert Hofstede, 1983).

Additionally, the analysis of the masculinity-femininity dimension demonstrated that there was a trend toward the masculine side. It was learnt that masculine countries could become masculine with progress in time. Likewise, countries that were feminine could become more feminine with progress in time (Hofstede, 1983). The observations led to the conclusion that the dimension had a divergent rather convergent pattern. Furthermore, the analysis of the data that were collected to determine uncertainty avoidance showed that only stress factor demonstrated significant trend among countries.

The first assumption made by Hofstede is that organizational, occupational, and national cultures were assumed to be durable and independent. Hofstede hypothesizes that workers within a certain industry in a nation have monopolistic and singular organizational culture claimed that it is acceptable of Hofstede to state that culture in organizations as monopolistic. However, this contradicts findings from several studies which have recognized organizational culture as being multiple, emergent, and resisting (McSweeney, 2002). The statements by McSweeney (2002) are also supported by (Pau Huo & Randall, 1991). The definition offered by Hofstede is not satisfactory. He assumes that occupational cultures are permanently imprinted in organizations due to socialization patterns. The deterministic definition of cultures is inadequate. It could imply that individuals of every social organization study the same courses in school. It could also imply that course contents across the world are the same yet it is known that course contents even in a country could be different because learning institutions have the freedom to design courses.

The second assumption made by Hofstede is that national culture seems to cause questionnaire response. The responses offered by respondents in the study produced reaction differences based on national location. Hofstede did not apply proper questionnaire designs that could ensure proper stratification of the questionnaires.

The third assumption made by Hofstede is that national culture is not specific about situations. He claims that data from an organization cannot unravel the characteristics of the entire national cultures (Mc Sweeney, 2002; Pau Huo & Randall, 1991). The Hofstede's study shows the data used from industrial locations cross the countries were situation specific. It has been shown that larger power distances in organizations do not frequently correlate with larger power distances in families. Power distances could be the distance between, for example, father and mother. In families with great larger power distances, the father usually has the power to decide while the wife is expected to obey what is said by the head of the family. On the other, families with least power distances involve both the father and mother participating in most of the family decisions. Therefore, it is incorrect for the author to assume that organizational culture is not influenced by situations.

Hofstede's study could also be criticized on the premises of the study methodology and time frame. Studies of national cultures are usually quite involving and they should adopt complex design studies that involve any statistical analyses (Fang, 2003). The study could have used more data collection methods. Data collected from different methods could be compared to ascertain their statistical significance. Study findings from such findings could be used to infer about the sample population. Hofstede (1983) agrees that the study was limited in time. Global trends require more than the four years used for the study in order to be characterized. If the study was conducted over a longer period of time, then it could have provided more detailed and convincing findings as a

result of comparing trends over years. The study findings presented in the study could have changed because, as Hofstede admits, there was a general trend toward high rates of work-related stress, decreased longer-term power distance, and increased individualism. However, the general trend in the masculinity and femininity component was found to vary upon countries. A time frame of, for example, 15 years, could have provided a better analysis of the four cultural components.

Although there has been a lot of criticism about the use of four dimensions to assess cultural differences as proposed by Hofstede, he is the person who kicked off this theory and set the cornerstone of research on cross-cultural management. Although it could have vast shortcomings, other scientists have a platform on which they could make the theory better than it is today. (Peterson & Kluza, 2003) states "Perhaps, the first edition of Culture's Consequences did not create the field of comparative cross-cultural studies but it certainly has shaped the field's basic themes, structure and controversies for over 20 years. In addition, some other scholars' critiques are lacking strong evidence. For example, Huo & Randall (2014) conducted a subculture study in China that lacks representativeness because it concentrated on provincial centres.

For this study therefore the Hofstede's Cultural Dimensions Theory provides an insight into the cultural values that are presumed to be relevant in addressing the implementation of gender mainstreaming issues in organizations. Specifically, the cultural values that were adopted for analysis in this study were goal orientation, leadership styles and teamwork which have been found relevant and supported by the reviewed studies to guide the current study.

2.1.2 Social Role Theory

Eagly's (1987) social role theory argues that widely shared gender stereotypes develop from the gender division of labor that characterizes a society. In western societies, men's greater

participation in paid positions of higher power and status and the disproportionate assignment of nurturing roles to women have created stereotypes that associate agency with men and communion with women. In addition, the gendered division of labor gives men and women differentiated skills. When gender stereotypes are salient in a group because of a mixed sex membership or a task or context that is culturally associated with one gender, stereotypes shape behavior directly through the expectation of members form for one another's behavior. When group members enact social roles that are more tightly linked to the context than gender, such as manager and employee in the workplace, these more proximate roles control their behavior rather than gender stereotypes. Even in situations where gender stereotypes do not control behavior, however, men and women may still act slightly differently due to their gender differentiated skills.

Social role theory has a broad scope that applies to interaction in all contexts and addresses assertive, power related behaviors as well as supportive or feeling related behaviors (called socio-emotional behaviors). The explanations offered by the theory are not highly specific or detailed, however. The theory predicts that women will generally act more communally and less instrumentally than men in the same context that these differences will be greatest when gender is highly salient in the situation, and that gender differences will be weak or absent when people enact formal, institutional roles.

Within the traditions of role theory (Parsons et al., 2014) had provided an explicit analysis of female and male roles. These theorists described the division of labor between husbands and wives as a specialization of men in task-oriented (or instrumental) behavior and of women in socio-emotional (or expressive) behavior. Allied researchers observed that in mixed-sex groups, men, more than women, specialized in instrumental behaviors related to task accomplishment, and women, more than men, in socio-emotional behaviors related to group maintenance and other

distinctively social concerns (Strodtbeck & Mann, 1956). Reasoning that role differentiation along these lines is functionally necessary to harmonious social inter-action, Parsons and his collaborators viewed these complementary male and female roles as inherent in a smoothly functioning society.

According to a search in google Scholar as at March 27th, 2021, Hofstede's Cultural Dimension theory has 4,727 citations, Social Role theory has 526 citations, Mass theory has 507 and Power Relation theory in gender has 176 citations. Therefore, Hofstede's Cultural Dimension theory and Social Role theory was selected for this research.

2.2 Conceptual Review

The conceptual review describes a clear understanding of the concepts that are used in the study as explained below.

2.2.1 Organization culture

A basic definition of organizational culture is necessary to provide a point of departure in the quest for an understanding of the phenomenon. (Waisfisz, 2010) state the general definition of organizational culture as "the collective programing of human mind that distinguishes one group or category of people from another". In relation to the above definition, (Odiakaose ODOR, 2018) indicates that "organizational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organization its distinct character". These two definitions suggest that organizational culture distinguishes one organization from another organization. Therefore, organizational culture is to an organization what personality is to an individual (Johnson & Johnson, 2009). Linking up with the above definitions. Schein, (2004) also defines organizational culture as "a pattern of basic assumptions invented, discovered, or developed by a

given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems". This description highlights that organizational culture is created assumptions, which are accepted as a way of doing things and are passed on to new members of an organization.

Schein (2004) used three levels to explain organizational culture, namely artefacts, values and basic underlying assumptions. Chanchani and Theivananthampillai (2011) identified five primary culture typologies, namely stable, reactive, anticipating, exploring and creative. Trompenaars and Hampden-Turner (2012) used four types of culture to describe organizational culture, namely role, power, task and atomistic cultures. Hofstede (2014) highlighted that cultures differ based on five dimensions, namely power distance, individualism/collectivism, uncertainty avoidance, masculinity/femininity and confusion dynamism. O'Reilly et al. (1991) presented seven primary characteristics to describe organizational culture, namely innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation aggressiveness and stability.

2.2.2 Goal Orientation

According to Hofstede (2002) the business world also has its own interpretation and approach to the subject of goal orientation. In general, a business is said to follow a strong model of goal orientation if it is highly focused on goal-setting and tasks specifically aimed at the completion of those very goals. Conversely, a business with a weak goal orientation may use some other logistical model and not operate very much from a goal resolution stance. In business, goal orientation is a strategy set that ultimately can be utilized to any degree and even employed intermittently as the business sees relevant to their particular situation.

There are two types of goal orientations. The first orientation is called mastery orientation. A mastery orientation is characterized by a person's desire to improve his or her abilities and master the tasks he or she performs for his or her own benefit. The second orientation is performance orientation and it is divided into performance-approach and performance-avoidance. Performance-approach is characterized by a person's desire to achieve a positive evaluation of his or her current abilities and performance from others. A person who is performance-approach oriented has a strong desire to appear superior to his or her peers. Performance-avoidance is when a person avoids tasks that they think they may fail. This person avoids failure because they do not want others to know that they performed poorly on a task. It is important to note here why gender roles are being used instead of gender. The results on the relationship between gender and goal orientation have been inconclusive.

Half of the studies demonstrate that there is a relationship, and the other half of the studies demonstrate that there isn't a relationship between gender and goal orientations. Thus, it appears that there may be some other factor influencing the relationship between gender and goal orientation, perhaps gender roles. It could be the case that the person's actual gender does not have an effect on their goal orientation, but the gender role that the person adopts does. For instance, a female that adopts a masculine gender role might have one goal orientation while a female that adopts a feminine gender role has another goal orientation.

2.2.3 Leadership Styles

Barnard (1983) defines leadership as the ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action. Leadership is a way of changing the minds of others to accomplish set targets. For a leader to exert influence on others, (s) he must show competence, motivation and communicate towards goal setting, acceptance and

achievement (Westerman & Cribbin, 2000). According to Burns & Burns (2020), instituting purpose is a key function of a leader.

Ackoff (1999) also gave definition of Leadership as an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. Gary Yulk (2008) also gave his definition as a process whereby intentional influence is exerted by one person (or group) over other people (or groups) to structure the activities and relationships in a group or organization. Leadership according to Gary Yulk (2008) is a process whereby an individual influences a group of individuals to achieve a common goal. Whereas Winston and Patterson (2006) also gave their definition of leadership as one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted effort to achieve the organizational mission and objectives (Winston & Patterson, 2006).

Autocratic Leadership - The autocratic leader is given the power to make decisions alone, having total authority. They stand in master of the people and impose their wills and no one is allowed to challenge them. This is the style used by the Catholic Church for example, dictators and monarchs. On the other end, this leadership style is seeming to be good for employees that need close supervision to perform certain tasks. Creative employees and team players resent this type of leadership, since they are unable to enhance processes or decision making, resulting in job dissatisfaction (Lewin et al., 1939).

Bureaucratic leadership -The bureaucratic leader believes more in very structured procedures and tends to bend over the pre-established measures rather it was successful or not. This type of

leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption. Leaders who would like to speed up the process will experience frustration and anxiety and are not welcome (Ackoff, 1999).

Democratic leadership or participative leadership - the democratic leader listens to the team's ideas and studies them, but hold the responsibility to make the final decision. Team players contribute to the final decision therefore increasing people satisfaction and ownership, feeling their input was considered when the final decision was taken. When changes arise, this type of leadership helps the team assimilate the changes better and more rapidly than other styles, knowing they were consulted and contributed to the decision-making process, minimizing resistance and intolerance. A shortcoming of this leadership style is that it has difficulty when decisions are needed in a short period of time or at the moment (Iles & Auluck, 1988). People-Oriented leadership - The people-oriented leader is the one that, in order to comply with effectiveness and efficiency, supports, trains and develops his personnel, increasing job satisfaction and genuine interest to do a good job.

Task-oriented leadership - the task-oriented leader focuses on the job, and concentrates on the specific tasks assigned to each employee to reach goal accomplishment. This leadership style suffers the same motivational issues as autocratic leadership, showing no involvement in the team's needs. It requires close supervision and control to achieve expected results (Fang, 2003). Transactional leadership -The transactional leader is given power to perform certain tasks and reward or punish for a team's performance. It gives the opportunity to the manager to lead the

group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for rewards. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached (Gary Yulk, 2008).

2.2.4 Team Work

According to Newstrom (2007) "team is the process of assessing performance of workers, passing information and exploring methods to increase performance". If observed closely, one can discover the instances of social (teams) they are functioning either effectively or ineffectively everywhere; organizations, schools, work place, home etc. "Coordinating the events of people is like sand house, making by using a sole particles of sand" expressed (Belbin, 2016).

Across many different organizations and industries teamwork is focused to increase the performance of employees' their unity and also create work culture. Organizations those regularly develop new ideas or products using a project-based approach and assemble teams in order to focus responsibilities to achieve the object. Researchers have given dissimilar meanings of "teams". Dyer (2019) said that "teams are groups of people who trust in cooperation, if members are expert the success of goal is more possible". It is essential due to the problem-solving cooperation added from many minds of team members working on a resolution of problems. Team members contribute their thoughts together to make exclusive plans for dealing with problems and this unity enhance the result due to interaction, trust and teamwork.

Team work in the organization delivers employees the wisdom of unity; understand to each other's, and reducing conflict. In addition, teamwork in organization inspires employee for impartiality by affirming that no one is ignored in the organization and all treated equally. It is known that a team

in organization is bound and sincere to work with dedication to bring the success. If the employees are committed and recognize the teamwork values and its benefits, as a part of the organization they can contribute a lot to the achievement of organization goals. Through this review it is concluded that there is a good impact of teamwork on the organization's activities and success. Subsequently in recently developed literature there is a great focus amongst the social scientists and scholars' in their discussion on the topic of teamwork (Widmann et al., 2016).

2.3 Empirical Literature Review

2.3.1 The relationship between Goal orientation and implementation of gender mainstreaming.

Several studies have been conducted in various parts of Europe, USA and Africa. These studies have established the nature of the relationship that exists between goal orientation and implementation of gender. Among these studies include; Elliot and Dweck (2005); Middleton and Midgley (1997); Achenbach et al. (2011)

Goal orientations are perceptual-cognitive frameworks for how individuals' approach, interpret, and respond to achievement situations. Gender roles are the behaviors, thoughts, and emotions that are considered acceptable and appropriate for each gender based on society and culture (Matsuo, 2018). Goal orientation is a theory that has typically been applied in educational or achievement settings to determine how students, mainly adolescents, learn best (Yough & Anderman, 2000; Smith et al., 2002; Patrick et al., 1999).

Only recently has goal orientation been applied to work settings. In these settings goal orientations have been shown to play an important role in organizations implementation of gender

31

mainstreaming (Towler & Dipboye, 2003; Stainfield, Fisher, Ford, & Solem, 2000; Oldham & Cummings, 1996).

In the study by Janssen and Van Yperen (2004) on Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction they observed that goal orientation is a perceptual-cognitive framework for how individuals' approach, interpret, and respond to achievement situations. In a study by Elliot and Dweck (2005) children of equal ability responded differently when faced with failure on tasks. Some of the children displayed an adaptive mastery response pattern distinguished by attributing failure to insufficient effort, continued positive affect and expectancies, sustained or enhanced persistence and performance, and pursuit of subsequent challenges.

The study by Minto and Mergaert (2018) on gender mainstreaming and evaluation in the EU: comparative perspectives from feminist institutionalism, they provide an insight into the institutional factors that improve on organization's approach to implement gender mainstreaming. The study asserts that goal orientation serve as useful strategy towards successful implementation of gender mainstreaming. According to Riswani et al. (2019) in their study on achievement of gender mainstreaming in Islamic schooling based on the national education standard in Indonesia stated that goal orientation is necessary for the achievement of gender mainstreaming in Islamic schools.

Achenbach et al. (2011) further defined the differences between each of the goal orientations. According to them, performance-approach and mastery goals are aimed at attaining competence. This focus on competence facilitates task engagement and fosters intrinsic motivation. They stated that when a person is performance-approach oriented or mastery oriented then achievement is a

challenge that generates excitement, encourages affective and cognitive investment, facilitates concentration and task absorption, and orients the individual towards success and understanding of relevant information, which are all believed to help foster intrinsic motivation. Another study by Middleton and Midgley (1997) looked at the differences between the goal orientations in academic settings. They found that performance-approach is unrelated to academic efficacy and positively related to avoidance behaviors in the classroom and test anxiety. Mastery orientation was the strongest predictor of self-efficacy and self-regulation of learning.

As stated before, certain goal orientations have been shown to play an important role in organizations in relation to training (A. J. Towler & Dipboye, 2003), organizational and individual learning (Phillips, 2003), feedback (Cummings, 2004), and effectiveness (Philip J.M. & S.M., 1997). To understand how goal orientation is important to organizations the study further explained the studies listed above. In Towler and Dipboye (2003) study, 135 participants listened to lectures about organization and trainer expressiveness. Participants took recall and problem-solving tests immediately after listening to the lectures and two days after listening to the lectures. Participants had the highest recall after they listened to an expressive and organized lecture. After listening to an organized and inexpressive lecture, participants that were high in mastery orientation performed poorly on the problem-solving tests.

2.3.2 The relationship between Leadership styles and implementation of gender mainstreaming.

A leader is a person typically appointed in an organization to enhance collective work. The activity of the leader is multidimensional and includes many functions such as goal-setting, motivating, creating alignment on objectives and strategies, building commitment, optimism, mutual trust and

cooperation, organizing and coordinating activities, strengthening collective identity, serving as a symbol and promoting social justice and morality (Dinh et al., 2014).

The relationship between leadership styles and implementation of gender mainstreaming has been studied by several scholars such as (Dinh et al., 2014; Grossman, 2011; Reuben and Timko, 2018; Eagly, 2007; Ayman & Korabik, 2010 ; Chemers, 2000; Page, 2011; Jones & Swiss, 2014; Lentisco & Alonso, 2012; Toheed, 2019)

According to the study by Dinh et al. (2014), It is noted that the gender gap might depend on the fact that men are more effective leaders than women. It could be, for instance, that women have weaker communication skills or are less able to motivate and head up people. Also, instead of considering leadership in a minimum effort coordination game, the focus on the role of leaders (exogenously defined) in organizing the work of the team when the total outcome is equally shared between team members which contributes to the understanding of gender difference in leadership efficacy.

In an empirical study by Page (2011) on what it might mean to lead gender equality mainstreaming in the context of significant changes in equality legislation and in the governance of the public services of the south-west of England, it was established that leadership has a significant relationship on implementation of gender. It is asserted that leadership contributes to gender stream of feminist interpretive practices of leading.

According to the study by Jones and Swiss (2014) on Gendered Leadership: The Effects of Female Development Agency Leaders on Foreign Aid Spending urged that organizations should encourage divergent priorities that reflect the women's desire to reform gendered power structures

within their organizations and the men's desire to maintain existing gender power structures from which they benefit as an approach towards implementing gender mainstreaming.

Furthermore, the study by Lentisco and Alonso (2012) on Gender Mainstreaming Strategies and Tools in Fisheries Development Projects in the Asia-Pacific Region highlighted that organizations need to improve of social networks and promote women's leadership if they is a need to successful implement gender mainstreaming. However, Grossman (2011) carried an investigation with randomly selected leaders who have to provide guidance on how to play the game to maximize group earnings and show that male leaders have a greater impact on followers' decisions compared to female leaders. Moreover, followers are less likely to both attribute success to female leaders and reward them generously.

Reuben and Timko (2018) extend the work of Grossman et al. (2016) by considering gender differences between elected and randomly-selected leaders and by analyzing gender differences in re-election. They find evidence of gender difference in the effectiveness of leaders only for elected leaders, while no difference emerges for randomly-selected ones. They also find that unsuccessful female leaders are re-elected at considerably lower rates than unsuccessful male leaders. No gender difference in performance with randomly selected leaders is also highlighted by (Ajzen et al., 1982) while weak differences are reported by (Dufwenberg & Gneezy, 2007) who, using a minimum effort coordination game, investigate the effect of team composition on team performance (differences in the fraction of men and women in a team only slightly affect coordination effectiveness). Eagly (2007) and Eagly & Carli (2003) review the evidence and the reasons of women's disadvantage in accessing and occupying leadership positions despite their high effectiveness.

Toheed (2019) also carried out a study to analyze the current status of women's leadership development, and to investigate how to improve it in future. The study selected 15 women from various sectors who were interviewed to collect data. From the analysis it was established that leadership does not confine in the cage of gender stereotyping and it has a significant relationship with mainstreaming women leaders in every walk of life. The study shows that it is right time to remove such barriers from the society giving everyone equal opportunity to lead and achieve outstanding organizational performance.

As argued by situational theories of leadership (Ayman & Korabik, 2010 ; Chemers, 2000), the appropriateness of particular types of leader behaviors depends on the context and, as shown by our findings, female can be particularly effective in those circumstances where cooperation is important. Consistently with previous research (Eagly & Carli, 2003) we also find that women still face some difficulties in having recognized their merits especially in male dominated teams.

2.3.3 The relationship between Team work and implementation of gender mainstreaming.

Before teamwork is defined, it is important to clarify what the word team stands for. Team, according to Delarue et al.(2008) is a group of employees who have at least some collective tasks and where the team members are authorized to regulate mutually the execution of these collective tasks. Robert Kreitner et al. (2007) says it is a mistake to use the terms group and team interchangeably. For him, a team is "a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable." This small number of people means between 2 and 25 team members. Effective teams typically have fewer than 10 members. A survey of 400 workplace team members in the United States and Canada found that the average North American team consists of 10

members and that eight is the most common size (Chemers, 2000). Thus, a group becomes a team when the following criteria are met:

Leadership becomes a shared activity. Accountability shifts from strictly individual to both individual and collective. 3. The group develops its own purpose or mission. 4. Problem solving becomes a way of life, not a part-time activity. 5. Effectiveness is measured by the group's collective outcomes and products. Teamwork, therefore, refers to the actions of individuals, who have been brought together with their diverse but complementary skills to achieve a common purpose or goal. In essence, each person on the team subordinates his/her needs to work towards the larger group objective. Hence, teamwork is the interactions among the members and the work they complete.

According to Strus and Cieciuch, (2014), there are three main types of teams. These are: First, Self-Managed Teams. As Strus and Cieciuch (2014) stated, an estimated half of the employees at Fortune 500 companies are working on teams and a growing share of those teams are self-managing. Typically, managers are present to serve as trainers and facilitators. Self-managed teams come in every conceivable format today, some more autonomous than others. Self-managed teams are defined as groups of workers who are given administrative responsibility for their task domains. Administrative responsibility here involves delegated activities such as planning, scheduling, monitoring, and staffing. These are activities normally performed by managers. In short, employees in these unique work groups act as their own supervisors. Second, Cross-functional Teams. A common feature of self-managed teams, particularly among those above the shop-floor or clerical level, is that they are cross-functional teams. Cross-functional teams are therefore made of specialists from different areas and with different competencies (Industry Report, 1996). Third, Virtual Teams. In today's "wired workplaces," it is possible to be a member

of a virtual team while working alone. Virtual teams are a product of modern times arising from evolving information technologies such as the Internet, E-mail, videoconferencing, groupware, webinar, and fax machines.

The movement toward a team-based organizational structure has rekindled an old research interest in the social relations of teams. This is actually the focus of this research paper, to look at the role of gender in team formation and the impact of team processes on gender relations within teams. A study by Holmes and Stubbe (2015), revealed a stereotypical feminine and masculine classification of behavioral patterns as the basis for a gendered workplace.

From Holmes and Stubbe's findings, managers tend to do their team selection based on the perception of the genders (men and women). For instance, women are seen to be conciliatory, facilitative and affectively oriented or emotional and hence are assigned roles that managers think suit such characteristics. Hence, certain jobs are profiled against these characteristics and it is assumed that such roles can only be played by women, while the others are played by men. . This status quo had been appreciated by (R. A. Andersen et al., 1993) when he argued that gender was a social structure that women and men are in different, and unequal, positions in society and the workplace based on expectations, division of labour, and access to power and resources, thereby shaping the life experiences of men and women. As Acker (2006) put it, if we understand gender as a "contextually situated process" (Hall, 1993) and as an interactional activity of displaying socially-scripted, gender appropriate behaviour (West & Zimmerman, 2013) then we can assume that mixed-sex teams provide a context for various ways of doing (relational) gender.

As Acker (2006) further argues, in addition to the manifest "gender displays" in the workplace, many gendering processes are hidden or transparent in that they appear perfectly neutral to the

38

members of an organization. In her words: Gendered processes and practices may be open and overt, as when managers choose only men or only women for certain positions or when sexual jokes denigrating women are part of the work culture. On the other hand, gender may be deeply hidden in organizational processes and decisions that appear to have nothing to do with gender. The "gendering of organizations" occurs through gendering processes that produce and reproduce a "gender sub-structure" of an organization (Acker, 2006). These processes include but are not limited to: the production of gendered divisions, the creation of symbols, images, and metaphors that justify (or oppose) organizational gender divisions; the interactions between men and women, the internal mental work of individuals as they consciously construct their understandings of the organization's gendered structure of work and opportunity and the demands for gender-appropriate behaviors and attitudes," and based on their understanding, create and negotiate their "correct gendered persona" in order to survive in the organization (Hall, 1993).

The main idea behind naming these processes is that they identify empirically-derived, specific organizational practices and locations that produce and reproduce gendered social relations. In plain words, then, teamwork processes, team organization and team management/leadership are dictated by gender divisions and interpretations in the workplace and are expressed by gender relations between men and women on individual teams. This may be in varying degrees, but it is true as Wehner and Byanyima (2004) agrees, that the gender power relations in the workplace most times, if not all the time, are designed to favour men.

The study praises that the teamwork is mostly related with the team success for instance, Wagner (2006) described that "in the team individual is less valued and group is more valued, with". It is found in the study that individualism-collectivism both regulates the relationships between team

size, standing, and cooperation that have better effects on the cooperation of individualists rather than the cooperation of collectivists.

2.4 Knowledge gap

The reviewed literature reveals that organizational culture has a significant contribution and relationship with implementation of gender mainstreaming in organizations. However, the study identifies the contextual gap that needs to be addressed through the current study. For instance, the studies have majorly been conducted in European and Asian countries with very little in Africa and none in the context of Uganda Civil Aviation Authority of Uganda. Furthermore, the studies show some disagreements where the study by Lentisco and Alonso (2012) urge organizations to promote women's leadership if they is a need to successful implement gender mainstreaming. However, Grossman (2011) show that male leaders have a greater impact on implementation of gender mainstreaming. In addition, team scholars and practitioners seldom take gender into account in their writings and thus, by overlooking the gendered constitution of contemporary organizations, they present organizational structures and processes as gender neutral (Katzenbach & Smith, 1993; Acker, 2006). While not everyone is silent on the issue of gender, those writers who do mention it (Yeatts & Hyten, 2014) often conclude that gender is inconsequential for teamwork. This conclusion is, however, embedded in the assumption that gender refers simply to a team's demographic composition, that is, the sex categories of 'men' and 'women However, the analysis of gender in teams solely as a biological sex category of individual team members hides the existence of gendered processes and reinforces the view of organizations and teams as gender-neutral. As a consequence, gendered processes that critically impact teamwork remain unexamined. Instead, this paper has examined the role gender plays in shaping teamwork, the reasons for the continued gendered workplaces and organizations in Nigeria and what can be done

40

to achieve effective teamwork within the present gendered organizational context. The authors contend that unless division of labour, tasks, resources, statuses, roles, and positions are freed from gender influences and manipulations, effective teamwork would not be attained, thus denying organizations the benefits derivable from having an engaged workforce and the many benefits that teamwork provides in the modern workplace.

2.5 Chapter summary

This chapter presents a review of the available literature on the relationship between organization culture and implementing of gender mainstreaming in Uganda. The review discussed how organizations perception towards organization culture affects is implementation of gender mainstreaming. Chapter three covered the research design and methodology adopted for this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section presents scientific and systematic steps that were taken in designing the study, execution and analysis of the study findings. These include the research design, study population, sample size and selection, sampling techniques, data collection methods, data collection instruments, procedure of data collection, reliability and validity of instruments, data analysis, measurement of variables, data presentation and analysis and the limitations to the study.

3.1 Research design

This study used a case study design that followed both quantitative and qualitative approaches. Quantitative approach helps to describe the current conditions and to investigate the relationships between the study variables scholars (Sugioko, 2010); Onduso et al., 2020). While qualitative approach helps to gain insight, explore the depth, richness and complexity inherent in the phenomenon under investigation. The case study approach was used because it exposes the participants to real life situations and simplifies complex concepts (Ndegwa & Moronge, 2016). The quantitative approach sought to quantify and establish the relationships while the qualitative approach helped gain in-depth explanation of organization culture on the implementation of gender mainstreaming in UCAA.

3.2 Study Population

The study was conducted in UCAA headquarters. The population for this study comprised of the different departments in the UCAA organization. Therefore, the researcher considered UCAA directors, Managers from the Directorate of Human resource and Administration, and the Directorate of Airports and Aviation Security as the target area confined under the study. These

departments of research were selected because they are facing issues of gender mainstreaming (UCAA Annual Report, 2018). In this case therefore, the study population constituted 130 respondents.

3.3 Sample Size and Composition

Basing on Krejcie and Morgan (1970), sample size determination model. A sample size of 97 respondents was selected from a population of 130 in UCAA (UCAA Human resource report, 2019). This sample size constituted of 26 directors and managers who were purposively selected from a population of 35 based directorates, 56 employees who were randomly selected from 75 department's posts and 15 from the human resource department who were purposively selected from 20 employees in the human resource department. This is shown in the population and sample distribution Table 3.1 below.

Table 3. 1: Sample Size and sampling technique

Category	Population	Sample	Sampling technique
Directors and Managers	35	26	Purposive sampling
Human Resource department	20	15	Purposive sampling
Airport and administration Employees	75	56	Simple random sampling
Total	**130**	**97**	

*Source***: UCAA Human Resource Department 2019**

3.4 Sampling Technique.

This research applied stratified sampling technique to identify and extract strata according to characteristics and employment line in which the respondent is engaged in. Therefore, all

respondents in Directorate and Managerial positions were put in the same strata, as well as those in human resource respectively. After, purposive sampling was used to select respondents from managerial, directorate and HRM department positions since the researcher wanted to collect very important information from the selected people while other employees from Airport and administration were given an equal chance to participate in the study with the view of collecting valid data.

3.5 Data Collection Methods and Source of data

Survey data collection method was used in the study to collect quantitative data. Specifically, a structured self-administered questionnaire method was deployed in carrying out a survey. Many researchers (Danso & Adomako, 2014); Pimpong & Laryea, 2016) deployed this particular method in related studies. The questions which were used in this tool were mainly close ended which reduced and limited irrelevant and unnecessary responses from the respondents

3.6 Data Collection Instrument

The research instruments to be used in this study was a structured questionnaire using nominal ordinal and scaled items. Bowling (2005) simply explains Research instruments as devices for assessing the variables of interest. This Instrument can be in the form of questionnaire in forms of single items (questions), batteries of single items or scales of items which can be scored.

3.6.1 Questionnaire guide

A questionnaire was used because it allowed in - depth research, to gain firsthand information and more experience over a short period of time (Mberi et al., 2016). Additionally, a questionnaire was used because it increased the degree of reliability due to the many items in it and it as well enhanced

the chances of getting valid data (Mugula, 1992). The questionnaire consisted of both closed and open –ended questions.

3.6.2 Self-Administered Questionnaire

The questionnaire was self – administered because the number of respondents was big hence the questionnaire became the most convenient and cheapest means of collecting data and in this case was given to the 130 respondents. Quantitative was obtained by closed – ended questions while qualitative data was obtained by open – ended questions using a 5-point Likert scale where 5 represented strongly agree, 4 for agree, 3 for neutral, and 1 for strongly disagree, from which the respondents ticked according to the instruction there of. This instrument covered questions about all dimensions of organization culture which cover goal orientation, leadership styles and teamwork as well as the different measures of implementation of gender mainstreaming in UCAA and was limited to gender sensitivity, gender equality and resource budgets as adopted from past studies and adjusted to address the objectives under the study. These self-administered questionnaires were distributed to selected UCAA directors, Managers, Human resource department, Airport and administration employees.

3. 7 Data collection procedure

After the approval of the research proposal, the researcher obtained an introduction letter from the university that introduced the researcher to different respondents to conduct the study as it is meant to make the study more authentic and also institutes confidence in the research participants. The letter was delivered to UCAA for approval and conduct of the study. Two research assistants were trained in questionnaire administration and data collection. Collected questionnaires were edited, checked and coded and there after entered into statistical package for social scientists, (SSPS 23) with the help of data analysis expert.

3.8 Measurement of variables

Measurement of data is very important in studies that are quantitative in nature. Variables were measured using items adapted from existing studies utilizing similar constructs. In the sections that follow, each of the variable with its respective items and sources of the items were presented.

3.8.1 Independent variable

Organization culture was conceptualized in terms of goal orientation, leadership styles and teamwork. Therefore, goal orientation, leadership styles and teamwork measures of organization culture were investigated. These dimensions were adopted from the study conducted by (Al-Matari et al. 2014).

3.8.2 Dependent variable

Implementation of Gender mainstreaming. This was measured in this study in terms of; Gender Equality, Gender sensitivity and Resource budgets. There are a multiple of decisions that have been examined by different studies conducted by different scholars (Eniola & Entebang, 2015) and from which this study adopted the measures of implementation of gender mainstreaming.

3.9 Quality assurance of Data

Data quality control techniques were used to ensure that data collected is valid and reliable; the instruments were first tested to ensure validity and reliability.

3.9.1 Validity of instruments

Validity refers to the extent to which research results can be accurately interpreted and generated (Saunders & Tosey, 2013; Vogt et al., 1998) explains it as "the truth or accuracy of the study". Validity tests were conducted for content and criteria to test well how the tool used was representative and captured relationships between the variables as well as a concept measure.

Content validity was determined by first discussing the items in the instrument with the supervisors and research experts. This was calculated using;

CVI = Total Number of items rated by all respondents (36)

       Total Number of items in the Instrument (40)

Thereafter, the content validity index of 0.90 was computed using the methodology proposed by (Crocker, 2012). Neuman, (2011) recommends a content validity index of above 0.5, indicating that the validity of the instrument was acceptable. The study administered more than one method to ensure validity of research findings prior to administration of the survey instruments.

3.9.2 Reliability of the instrument

According to Hoffschwelle (2012), reliability results from a process that produces consistent, dependability, replicable findings as confirmed by previous studies. (Vogt, 2011) who defines reliability as the consistency of a design or a measurement to give same conclusion if used by different scholars or used to different times. The researcher made sure that clear operational definitions of the variables under the study were provided for internal consistency of the study.

To enhance the reliability of the instrument, a pilot study was conducted. Pre-testing used to gauge the clarity and relevancy of the instrument items and those items that were found to be inadequate for measuring variables were modified to improve the quality of the research instruments. A research tool was subjected to a reliability test and variables with a Cronbach Alpha of above 0.7 were considered for further analysis as supported by (Nunnally, 1967).

Table 3. 2: Reliability tests of the research instruments

Variable	Items	Cronbach's Alpha
Goal orientation	10	.714
Leadership style	10	.909
Team work	10	.833
Implementation of gender mainstreaming	06	.708

Primary data 2020

3.9.3 Data Analysis

The research was subjected to both quantitative and quantitative data analyses. This involved uncovering structures, extracting important variables, detecting any irregularities and testing any assumptions (Kombo & Tromp, 2006). Also, Triangulation method of analysis was also be used which enabled the researcher to come up with appropriate conclusions and recommendations.

3.10 Quantitative data analysis

Data was analyzed using the quantitative and qualitative analytical approaches. Quantitative analysis was done using Pearson correlation co-efficient analysis and descriptive statistics. Descriptive statistics were presented using mean, frequency tables, graphs, standard deviation as well as percentages for easy interpretation. Pearson's correlation analysis was used to address the study objectives where the significance of the relationship between the variables of interest was tested at 95% level of confidence (5% level of significance). SPSS version 23.0 was used to analyze how the independent constructs, predict variations in the dependent variable.

3.11 Qualitative data analysis

For qualitative data, Narrative Analysis was used to analyze text responses collected from various diaries, and field notes. Narrative analysis involved reformulating stories presented by people in different contexts and based on their different experiences. Data collected with the use of interview schedules were put into meaningful and exhaustive categories.

3.12 Ethical considerations

According to Mark Saunders and Tosey (2015), Ethics are the standards of behavior that guide a study in relation to the right of those who become the subject of work, or affected by it. The study obtained approval from Graduate School of Kyambogo University in the quest of permission to continue with data collection. All the necessary requirements and suggestions were being incorporated in the process of data collection which protected the respondents who participated in the interview exercise.

Further, for the qualitative study, consent was sought from each participant and the study ensured voluntarily participation. Finally, the study ensured utmost confidentiality of those participating in the interview process by concealing their names and other personal information. This was possible by using codes to refer to participants to be involved.

CHAPTER FOUR

PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents findings in line with the objectives of the study. It deals with the presentation, analysis as well as interpretations of the study findings. The chapter begins with the respondents' rate of response, the respondent gender, age, level of education, years of implementation of gender mainstreaming, and study objectives focusing on Goal orientation, Leadership styles, and team work as well as the implementation of gender mainstreaming in Uganda Civil Aviation Authority. The data was collected using a self-administered questionnaire as a research instrument. The researcher has made use of descriptive and regression analysis to present the result in tables and figures.

4.1 Response rate

Out of 97 self-administered questionnaires administered, only 73 were returned. Out of these, 64 questionnaires were considered to be complete for further analysis giving 66% response rate.

This high response rate was achieved mainly due to better data collection procedures and engagements, where the researcher together with research assistants   pre-notified and explained to the potential respondents the benefits of the study findings of the intended survey and to an advantage that my research assistants have been active participants in social wellbeing in the same locality.

4.2 Respondents' Characteristics

The information collected from the respondents about the key characteristics of the respondents in terms of age, gender, position held and their education level are presented in the table 4.1below

Table 4. 1: Respondent's characteristics

Characteristic	Frequency	Percentage (%)
Gender		
Male	43	67.2
Female	21	32.8
Total	**64**	**100.0**
Age		
Not more than 18 years	1	1.6
18- 30 years	18	28.1
31-40 years	27	42.2
41-44 years	12	25.0
Above 45 years	2	3.1
Total	**64**	**100.0**
Education level		
Certificate	2	3.1
Diploma	12	18.8
Undergraduate	27	42.2
Masters	23	35.9
Total	**64**	**100.0**

Source: Primary data, 2020

From table 4.1, majority of the respondents in the study were male representing 67.2% as compared to 32.8% female representation in the study. Considering the age of these respondents, a bigger percentage of these respondents (42.2%) was aged between 31 years and 35 years followed by

28.1% of respondents aged between 18 and 30 years implying that most of these respondents were knowledgeable of the current research thus gave valid and accurate information. 25% of these respondents were aged between 36 years and 45 years with few respondents aged above 45 years (2).

On the education status of the respondents, majority (27)42.2% of the respondents have gone through Master's education followed by 35.9% being university graduates indicating that a bigger proportion has gone through formal education and may be able to contribute meaningfully to the study. 18.9% have attained Diploma education level while the remaining 3.1% stopped at certificate level.

4.2.1 How long have you been implementing gender mainstreaming?

Table 4. 2: Showing how long have you been implementing gender mainstreaming

implementing gender mainstreaming	Frequency	Percentage
Less than a year	22	34.4
1 – 2 years	32	50.0
2-5 years	10	15.6
Total	**64**	**100.0**

Source: Primary Data 2020

In terms of the implementation of gender mainstreaming held by these respondents in table 4, 50% of the respondents said it has been implemented for 1-2 years with (32), 22 (34.4%) of the respondents said for less than a year and the remaining small proportion of respondents (15.6%) said for 2-5 years. This implies that the organization has been implementing gender mainstreaming for quite a number of years.

4.2.2 How did you come to know about implementation of gender mainstreaming policy?

Table 4. 3: Showing how did you come to know about implementation of gender mainstreaming policy

How did you come to know about implementation of gender mainstreaming policy	Frequency (f)	Percentage (%)
Government policy	1	1.6
NGOs	18	28.1
Organization policy	27	42.2
Social Media	14	28.1
Total	**64**	**100.0**

Source: Primary Data 2020

From the findings from table 4.3, majority of the respondents revealed that they came to know about implementation of gender mainstreaming policy through organization policy with 27 (42.2%), 18 (28.1%) said they came to know about it through NGOs, 14(28.1%) through social media and the minority 1(1.6%) through government policy. This implies that the organization really emphasizes implementation of gender mainstreaming since majority came to know about it through organization policy.

4.2.3 Have you ever implemented gender mainstreaming policy?

Table 4. 4: Showing whether they have ever implemented gender mainstreaming

Aspect	Frequency	Percentage (%)
Yes	43	67.2
No	21	32.8
Total	**64**	**100.0**

Source: Primary Data 2020

The findings in table 4.4 revealed that the majority of the respondents with 43(67.2%) said yes, they have ever implemented gender mainstreaming policy while the minority with 21(32.8%) had never implemented gender mainstreaming policy. This shows that the majority of the respondents are well versed with implementation of gender mainstreaming.

4.2.4 If you answered yes, how often do you implement it?

Table 4.5: Showing how often you implement it.

Response	Frequency	Percentage (%)
Monthly	27	42.2
Weekly	15	23.4
Daily	11	17.2
Once a year	11	17.2
Total	**64**	**100.0**

Source: Primary Data 2020

Table 4.5 above revealed that gender mainstreaming is implemented monthly with 27(42.2%) response followed by those who said that it is implemented weekly with 15(23.4%), 11(17.2%)

said that it is done daily or once a year. This implies that gender mainstreaming is implemented at least monthly in the organization.

4.3. The Relationship between Goal Orientation and Implementation of Gender Mainstreaming

The respondents were asked to indicate the extent to which they relate the relationship between goal orientation and implementation of gender mainstreaming. The responses were evaluated on the scale of 1 to 5 where 1=very low from that source and 5= very high and their mean and standard deviations of their responses are shown on the Table 4.6 below:

Table 4.6: Relationship between goal orientation and implementation of gender mainstreaming

	Goal orientation	Mean	Std. Deviation
1	Staff are helped to acquire technical knowledge and skills through training in order to achieve organization goals	2.81	1.258
2	Staff participate in determining the training they need in the organization	2.97	1.181
3	There is a well-designed and widely shared training policy in the organization	3.09	1.205
4	New staff find induction training very useful in your organization	2.38	1.507
5	staff are determined to achieve their desired work goal in the organization	3.84	1.300
6	Employee learning goal orientation does not influence perceived service quality as mediated by self-efficacy	3.36	1.045
7	Employee learning goal orientation does influence perceived service quality as mediated by self-efficacy	3.16	1.852
8	Employee self-efficacy does not influence employee learning goal orientation	3.70	.987
9	Goal Orientation Be Operationalized in UCAA	2.72	1.061
10	Goal Orientation should Become a More Potent Construct in the Workplace	2.72	1.061

Source: Primary data, 2020

From the table 4.6 above, it is indicated that most of the respondents perceive that goal orientation is majorly learnt where staff are determined to achieve their desired work goal in the organization (Mean = 3.84, SD= 1.30), Employee self-efficacy does not influence employee learning goal orientation (Mean = 3.70, SD= .987)

It was also noted that Employee learning goal orientation does not influence perceived service quality as mediated by self-efficacy (Mean = 3.36, SD= .1.045) and There is a well-designed and widely shared training policy in the organization (mean=3.09 with standard deviation of 1.205), it is also noted that Goal Orientation Should Become a More Potent Construct in the Workplace and Goal Orientation can be Operationalized in UCAA (Mean=2.72, SD=1.061). New staff find induction training very useful in your organization (Mean=2.38, SD=1.507) as well as Staff are helped to acquire technical knowledge and skills through training in order to achieve organization goals (Mean=2.81, SD= 1.258). It was also noted that staff are determined to achieve their desired work goal in the organization was high with mean of 3.84 and standard deviation of 1.30.

Table 4. 7: Showing the relationship between Goal orientation and Implementation of gender mainstreaming.

Variables		Goal orientation	Implementation of gender mainstreaming
Goal orientation	Pearson Correlation	1	0.304**
	Sig. (2-tailed)		0.00
	N	64	64
Implementation of gender mainstreaming	Pearson Correlation	0.304**	1
	Sig. (2-tailed)	0.00	
	N	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

From the findings in Table 4.7, it was established that there is a significant positive relationship between Goal orientation and Implementation of Gender Mainstreaming (r =0.304) with the P-value (0.00) being less than the significant test level of 0.01. This implies that organizations that

adopt a goal-oriented culture are also observed to register an improvement in implementation of gender mainstreaming.

The finding is supported by the interview response from the Director of Human Resource (DHR) who when asked about the reasons for successful implementation of gender equality in UCAA had this to say;

> *"We have human resource policies in place that are aimed at ensuring successful implementation of gender equality in this institution. One of the policies is goal-oriented culture where all employees' despite of the gender differences is required to participate towards achieving the common goal for the organization. All employees are given equal opportunity to participate in the setting of goals without segregation. Goal orientation focus is very vital in ensuring successful implementation of gender mainstreaming in this organization."*(DHR)

4.4 The Relationship between Leadership Styles and Implementation of Gender Mainstreaming

In response to the relationship between leadership styles and implementation of gender mainstreaming, different items to explain the existence of leadership styles as a dimension was provided to the respondents to express their opinion in form of their degree of agreement and the data collected from their responses is presented in table 4.8 below.

Table 4. 8: The relationship between leadership styles and implementation of gender mainstreaming

	Leadership styles	Mean	Std. Deviation
1	Leaders in UCAA have maintained effective communication to promote gender mainstreaming	3.42	1.206
2	There is free power-sharing among leaders in UCAA to promote gender mainstreaming	3.58	1.020
3	There is joint working on a case-by-case basis on all UCAA management issues	3.78	0.934
4	Formalized joint working among various categories of leaders in our exists	3.33	1.128
5	Some UCAA directorates even sacrifice some autonomy in order to have a well-managed gender mainstreaming in the organization	3.09	1.231
6	Some UCAA directorates have even merged to create new joint working operations	3.92	0.948
7	Senior executives provide highly visible leadership	3.53	1.112
8	Leadership styles builds and sustains strong corporate and administrative cultures, because of the guidance to employees from the leader	3.75	1.127
9	Leadership styles Increases the commitment of employee to department goals, performance to meeting deadlines.	3.75	1.127
10	Leadership styles builds the confidence of employee's which leads to trusted, royal and committed employees are in those organizations.	3.66	1.087

Source: Primary Data 2020

Note: These items were measured on a five-point Likert scale where 1=strongly disagree and 5=strongly agree. S.D indicate the degree to which individual scores by respondents are far from the mean.

From the table 4.8 above, it is evidenced that Leaders in UCAA have maintained effective communication to promote gender mainstreaming (mean=3.42, SD=1.206) and these are prepared continuously. It is also noted that there is Formalized joint working among various categories of leaders exists (mean=3.33, SD=1.128), Some UCAA directorates have even merged to create new joint working operations (mean=3.92, SD=0.948).

However, Some UCAA directorates even sacrifice some autonomy in order to have a well-managed gender mainstreaming in the organization (Mean=3.0, SD=1.231), senior executives provide highly visible leadership (Mean=3.53, SD=1.112). There were also notable variations on scores indicated by large standard deviation scores and therefore implies that not all respondents agreed to the fact that there were high Leadership styles among UCAA as evidenced by low scores of some items.

Table 4.9: Showing the relationship between Leadership styles and implementation of gender mainstreaming.

Variables			Leadership styles	Implementation of gender mainstreaming
Leadership styles		Pearson Correlation	1	0.194**
		Sig. (2-tailed)		0.00
		N	64	64
Implementation of gender mainstreaming		Pearson Correlation	0.194**	1
		Sig. (2-tailed)	0.00	
		N	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

From the table 4.9 above, it is evident that there is a significant positive relationship between leadership styles and Implementation of Gender Mainstreaming (r=0.194) with the P-value (0.01) being less than the significant test level of 0.05. This implies that organizations that adopt proper leadership styles are observed to register an improvement in implementation of gender mainstreaming.

This finding is also supported by interview response of the Administrative officer (AO) from the Directorate of Human Resource and Administration who had this to say;

> *"Implementation of gender main streaming in this organization is as a result of the good leadership that exists in the organization. I am very proud to say that I have a very strong and influential team am working with. We apply participative leadership style that encourages sharing of ideas within the organization. Both men and women are called upon to fill the positions during our recruitment process. However, currently we have still few vacant positions occupied by women but we still encourage many more women to take up leadership positions. I strongly believe it is because of this style of leadership that has enabled us to successfully achieve gender equality in this organization."* (AO)

4. 5 The Relationship between Team Work and Implementation of Gender Mainstreaming.

In response to the relationship between team work and implementation of gender mainstreaming, different items explaining team work were provided for the respondents to express their opinion in form of their degree of agreement. The data collected from their responses is presented on the table 4.10 below.

Table 4.10: The relationship between team work and implementation of gender mainstreaming

	Teamwork	Mean	Std. Deviation
1	Our team's objectives are clearly understood by other members of the team	3.56	0.233
2	Team's objectives have actually been achieved	2.73	1.142
3	We have a "We are in it together" attitude in the organization	3.20	1.237
4	Staff feel understood and accepted by each other	3.04	1.142
5	There are real attempts to share information throughout the team	3.12	1.279
6	Staff in the team cooperate in order to help develop and apply new ideas.	2.44	1.237
7	Teamwork has a meaningful, shared purpose among employee in UCAA.	2.75	1.208
8	Team members appreciate one another's unique capabilities.	3.78	1.175
9	We are able to resolve conflicts with other teams collaboratively.	3.53	1.221
10	Team members take personal responsibility for the effectiveness of our team.	3.75	1.069

Source: Primary Data 2020

Note: These items were measured on a five-point Likert scale where 1=strongly disagree and 5=strongly agree. S.D indicate the degree to which individual scores by respondents are far from the mean. N= 64

Basing on the table 4.10 above, it is   our team's objectives are clearly understood by other members of the team had a mean of 3.56 and standard deviation of 0.233, Team's objectives have actually been achieved had a mean of 2.73 and standard deviation of 1.142. This was followed by we have a "We are in it together" attitude in the organization with a mean of 3.20 and standard deviation of 1.237, Staff feel understood and accepted by each other with a mean of 3.04 and standard deviation of 1.142, there are real attempts to share information throughout the team with a mean of 3.12 and standard deviation of 1.279, Staff in the team cooperate in order to help develop and apply new ideas with a mean of 2.44 and standard deviation of 1.237, Teamwork has a meaningful, shared purpose among employee in UCAA with a mean of 2.75 and standard deviation of 1.208, Team members appreciate one another's unique capabilities with a mean of 3.78 and standard deviation of 1.175, We are able to resolve conflicts with other teams collaboratively with a mean of 3.53 and standard deviation of 1.221 and finally Team members take personal responsibility for the effectiveness of our team with a mean of 3.75 and standard deviation of 1.069.

Table 4. 11: Showing the relationship between Team work and implementation of gender mainstreaming.

Variable		Team work	Implementation of gender mainstreaming
Team work	Pearson Correlation	1	0.322**
	Sig. (2-tailed)		0.00
	N	64	64
Implementation of gender mainstreaming	Pearson Correlation	0.322**	1
	Sig. (2-tailed)	0.00	
	N	64	64

**. Correlation is significant at the 0.01 level (2-tailed).

From the table 4.11 above, it is evident that there is a significant positive relationship between team work and implementation of gender mainstreaming (r=0.322) with the P-value (0.01) being less than the significant test level of 0.01. This implies that organizations that if team work is improved within the organization, there would be an improvement in implementation of gender mainstreaming.

This finding is also supported by interview response from one of the Head of Airport and Aviation Security Officer (HASO) who had this to say;

> *"In UCAA we encourage team work and we create teams that have gender balance. Teams have supported us in ensuring that work is done on time and every member within the team learns from one another. For the team leadership we encourage equal participation from both genders as one way of implementing gender mainstreaming. I can confirm that teamwork has a strong relationship with implementation of gender mainstreaming."*(HASO)"

4.6 The level of implementation of gender mainstreaming

The descriptive findings in table 14 indicates the respondents' perception of the level to which UCAA implements gender mainstreaming.

Table 4. 12: Table showing descriptive findings on implementation of gender mainstreaming at UCAA

	Items	SD	D
1	Gender based policies are often considered in this organization	3.37	1.205
2	Implementation of gender mainstreaming in UCAA is majorly about roles of men and women	3.85	1.220
3	Implementation of gender mainstreaming in UCAA covers all necessary steps to achieve gender equality.	3.62	1.186
4	Implementation of gender mainstreaming is considered in all departments of this organization	3.88	1.294
5	Trainings on implementation of gender mainstreaming are often conducted in UCAA	3.73	1.268
6	Recruitment process of UCAA considers gender mainstreaming policies	3.72	1.342

Source: Primary data

From the findings in table 4.12, it is observed that there is a notable variation in the respondents' perception of the level of implementation of gender mainstreaming at UCAA. In regards to whether gender-based policies were often considered in UCAA, respondents showed low perception with a mean of 3.37. The respondents showed relatively high perception that implementation of gender mainstreaming in UCAA is majorly about roles of men and women with a mean of 3.85. In addition, a mean score of 3.62 was registered on whether implementation of gender mainstreaming in UCAA covers all necessary steps to achieve gender equality. The was high perception that implementation of gender mainstreaming is considered in all departments of

this organization with a mean score of 3.88 which ranked the highest. Besides, the respondents also showed that trainings on implementation of gender mainstreaming are often conducted in UCAA (Mean=3.73). Lastly, it was established that recruitment process of UCAA considers gender mainstreaming policies with a mean of 3.72.

4.7 Regression analysis to establish the effect between the study variables

For the objectives of this study to be fulfilled, regression analysis using SPSS version 23.0 was undertaken in order to examine effect of organization culture on implementation of gender mainstreaming of UCAA. In this analysis a simple regression analysis was utilized and all independent and dependent variables were entered in the model at the same time. But for the regression analysis to give valid results some key assumptions have to be satisfied. In this analysis, Variance Inflation Factor (VIF) was used to ensure that the assumption of reasonable differences of the independent variables was satisfied. These were all below the threshold of 10. In addition, the assumption of normality of residuals was satisfied. And the residuals were normally distributed

4.6.1 Regression Analysis for the effect of organization culture on implementation of gender mainstreaming of UCAA

To address the purpose of the study aiming at examining the effect of organization culture on implementation of gender mainstreaming of UCAA, a multiple regression analysis between three dimensions of an independent variable that included Team work, Goal orientation and Leadership styles and implementation of gender mainstreaming as a dependent variable was conducted the results from analysis are presented in the model summary and coefficients tables below.

66

Table 4. 13: Regression model summary and Coefficients for the effect of organization culture on implementation of gender mainstreaming of UCAA

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig
1	.418[a]	.175	.116	.371	.025[a]

a. Predictors: (Constant), Team work, Goal orientation, Leadership styles

	Coefficients				
	Unstandardized Coefficients		**Standardized Coefficients**		
Model	**B**	**Std. Error**	**Beta**	**Sig.**	
1 (Constant)	3.011	.470		.000	
Leadership styles	.029	.105	.036	.483	
Goal orientation	.225	.096	.305	.022	
Team work	.072	.096	.095	.016	

Source: primary data, 2020

From Tables 4.12 above, the model summary statistics show P-value = 0.025 that is less 5% level of significance implying that the model was a good fit and statistically significant. An adjusted R^2 of 0.116 shows that 11.6% variations in implementation of gender streaming is explained by organization culture. However, it can be observed from the Betas Goal orientation and teamwork were significant predictors of implementation of gender mainstreaming (Beta=0.305). On the other hand, leadership styles is observed to be an insignificant predictor of gender main streaming with P-Value>0.05.

67

Therefore, from the findings, the predictive model developed by the study is IGM =3.011+0.029LS+0.225GO+0.072TM

Where IGM is implementation of gender mainstreaming, GO is Goal orientation, TM is Team work and LS is leadership styles.

The finding is supported by the interview response from one the Director of Airports and Aviation Security (DAAS) who when asked whether organization culture promotes implementation of gender mainstreaming had this to say;

> *Organization culture has an effect on implementation of gender mainstreaming because it instills sense of belonging to the employees who fit well into the organization. Employees who believe in equality find it easy to implement gender mainstreaming. It is our culture at UCAA to ensure that there is fair treatment and respect of gender. All genders are encouraged to take leadership positions, participate in teamwork activities and setting of goals. These has ensured equality and has in return improved on the performance of each individual within the organization. However, goal orientation and teamwork rank the highest when it comes to ensuring successful."* (DAAS)

CHAPTER FIVE

SUMMARY, DISCUSSION OF FINDINGS, CONCLUSION AND

RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents the discussions of findings, summary, conclusion and recommendations of the study that examined the relationship between organization culture and implementation of gender mainstreaming in UCAA. It also explains how Goal orientation, Team work and Leadership styles effect implementation of gender mainstreaming of UCAA. The chapter presents discussions on how the study findings relate to existing theory and findings from empirical studies.

5.1. Summary of the Key Findings

The study thought to investigate the effect of organization culture on implementation of gender mainstreaming in UCAA. Specifically, the study investigated the effect of Team work, Goal orientation and Leadership styles on implementation of gender mainstreaming. A sample of 97 UCAA was selected from a population of 130 UCAA where a response rate of 66% was obtained. The primary data was then collected through administering of questionnaires and interviews. The study revealed that UCAA has been implementing gender mainstreaming for at least $2 - 5$ years. Findings from the study further revealed that UCAA staff came to know about gender mainstreaming policy through organization policy. The study further revealed that majority of the respondents from UCAA said yes that they have ever implemented gender mainstreaming policy. The study further revealed that gender mainstreaming has been implemented for at least monthly in UCAA.

The correlations were performed using Pearson's correlations coefficient to establish whether there exists the relationship between the variables and the finding revealed that goal orientation, Team

work and Leadership styles were all positively related to implementation of gender mainstreaming basing on their Pearson's correlation coefficients.

In order to established the effect of organization culture on the implementation of gender mainstreaming of UCAA, regression analysis was performance and the findings revealed that Team work, Goal orientation and Leadership styles positively affect implementation of gender mainstreaming. However, only the effect of Leadership styles on implementation of gender mainstreaming is insignificant due to its high p-value (0.169) great than 5% significant level. Therefore, though all dimensions of organization culture have positive effect on the implementation of gender mainstreaming, they differ in their levels of significance.

5.2 Discussion of Findings

In earlier chapters, the evidence regarding goal orientation, Leadership styles and Team work levels as well as implementation of gender mainstreaming levels was reported. Therefore, in this chapter, the discussion of these findings is given. The first section provides discussion about the first objective of the study, followed by the second and third objective.

5.2.1 The Relationship between Goal Orientation and Implementation of Gender Mainstreaming of UCAA

The first objective of the study sought to assess the relationship between Goal orientation and implementation of gender mainstreaming in UCAA. To achieve this, a Pearson's correlation was carried out to determine the nature of relationship between the variables. With a correlation coefficient of 0.304 and $P<0.01$, the findings revealed that goal orientation has a positive significant relationship with implementation of gender mainstreaming. The descriptive statistics show that most of UCAA have skills, knowledge and competence in ensuring proper goal

orientation. Goal orientations are perceptual-cognitive frameworks for how individuals' approach, interpret, and respond to achievement situations. Gender roles are the behaviors, thoughts, and emotions that are considered acceptable and appropriate for each gender based on society and culture.

Goal orientation is a theory that has typically been applied in educational or achievement settings to determine how students, mainly adolescents, learn best (Anderman & Young, 1994; Middleton & Midgley, 1997; Patrick et al., 1999). Only recently has goal orientation been applied to work settings. In these settings certain goal orientations have been shown to play an important role in organizations in relation to training (A. Towler & Dipboye, 2006) organizational and individual learning (Fisher & Ford, 1950), feedback (Cummings, 2004) and effectiveness (Philip, 1997). When gender is measured in relation to goal orientation, there has been conflicting results. Half of the studies in this area have found a gender difference, and half of the studies have not. For this study, gender roles, instead of gender, were measured. Gender roles, and gender stereotypes, have been a huge part of the American society and culture for many years. The gender roles that people adopt, regardless of their actual gender, could have a big effect on their goal orientation. This study examines the relationship between goal orientation and gender roles.

The study findings are further in agreement with Weininger (2005) further defined the differences between each of the goal orientations. According to them, performance-approach and mastery goals are aimed at attaining competence. This focus on competence facilitates task engagement and fosters intrinsic motivation. They stated that when a person is performance-approach oriented or mastery oriented then achievement is a challenge that generates excitement, encourages affective and cognitive investment, facilitates concentration and task absorption, and orients the individual towards success and understanding of relevant information, which are all believed to

help foster intrinsic motivation. Performance-avoidance is aimed at avoiding failure which is harmful to intrinsic motivation.

The main implication of this study for organizations is that when determining a person's goal orientation, it is not always as simple as gender. A person's gender role identification plays an important factor in his or her goal orientation. This is most evident in the fact that masculinity leads to a higher motivation to succeed than femininity. Organizations should keep this in mind when trying to determine their employee's goal orientations.

5.2.2 The relationship between Leadership styles and implementation of gender mainstreaming of UCAA

The second objective of the study sought to assess the relationship between Leadership styles and implementation of gender mainstreaming in UCAA. To achieve this, a Pearson's correlation analysis was also carried out to determine the nature of the relationship between the variables. With correlations coefficient of 0.194, the findings revealed that leadership style has a weak significant relationship with implementation of gender main streaming given the P<0.01.

A moderate high level of Leadership styles among the UCAA with a mean score of 3.66 was established. The above findings from the study implies that (Verloo, 2006; Hannan & Freeman, 1977 and Woodward, 2009) noted that effective implementation begins with the adoption of a gender policy. The value lay in spelling out the country's and organizational commitment and as a reference point for action.

Mickey and Sharma (1997) further said that formal acknowledgement from organization leaders and senior management that gender equality was an essential component of sustainable development was a starting point. Organizational dialogue is a vital opportunity for promoting and

implementing gender equality commitment given that it forms the basis for cooperation, agreement and programmes. Only organization leaders and senior managers can properly oversee cross-cutting item which overlaps the various management structures and areas of an organization.

More so, organizational commitment has to exist both within organization directorate as well as with national machineries. The manifestations of organizational commitment would include the formulation of policy statements with respect to gender sensitivity, social and economic justice, clear institutional directives rather than discretionary guidelines for gender mainstreaming. The task for governments firstly is to articulate a philosophy of social equity in which gender equality is a necessary and integral component and secondly to ensure system wide responsibility for the attainment of clearly defined targets.

Pietilä supports Alston's statement and points out that the most ineffectual aspect of implementing strategies dealing with women's issues is at national level (Pehkonen & Pietilä, 2003). She attributes this weakness to the fact that women around the globe are often unaware of the resolutions adopted by their governments. Hence, they do not realize the power and potential of using the tools availed to them by multilateral institutions in changing their lives for the better. Hannan states that since 1995, a number of serious misconceptions around gender mainstreaming have developed, hampering the effective implementation of the strategy (Hannan & Freeman, 2019). These are sometimes linked to the lack of understanding of basic concepts such as "gender" and "gender equality".

Therefore, to confirm the effect of Leadership styles on implementation of gender mainstreaming, the study achieved its objective and established that Leadership styles among UCAA positive relates to their implementation of gender mainstreaming and absence of leadership styles

competence and knowledge is affecting and declining slowly their gender mainstreaming implementation levels. All staff must take responsibility for understanding the different roles, responsibilities, experiences and inequalities between women and men in relation to the issue being addressed, identify opportunities to actively involve women as well as men in the consultation process, act on women's as well as men's priority concerns, identify ways to promote benefits for women as well as men and identify strategies to reduce gender disparities and promote gender equality (UN, 2020).

In conclusion of this section therefore, its evidenced that leadership styles, Goal orientation and Team work significantly relate to implementation of gender mainstreaming in UCAA although the relationship of Leadership styles on implementation of gender mainstreaming is insignificant.

5.2.3 The relationship of Team work on the implementation of gender mainstreaming of UCAA

The third objective of this study sought to examine the relationship between Team work and implementation of gender mainstreaming of UCAA, a Pearson correlation analysis was performed to determine how Team work relates to implementation of gender mainstreaming. The study revealed that Team work significantly and positively relates to implementation of gender mainstreaming (r=0.322).

From the study, a low level of Team work was revealed to be exiting among these UCAA with a lower mean score of 2.52. This implies that most staff of UCAA don't have required knowledge, skills and competence in implementation of gender mainstreaming and the extent at which Team work emphasized in many of these UCAA staff is moderately low irrespective of its significance relationship on implementation of gender mainstreaming.

From Holmes and Stubbe's findings, managers tend to do their team selection based on the perception of the genders (men and women). For instance, women are seen to be conciliatory, facilitative and affectively oriented or emotional and hence are assigned roles that managers think suit such characteristics. Hence, certain jobs are profiled against these characteristics and it is assumed that such roles can only be played by women, while the others are played by men. .

This status quo had been appreciated by Andersen and Gill (1982) when he argued that gender was a social structure that women and men are in different, and unequal positions in society and the workplace based on expectations, division of labour, and access to power and resources, thereby shaping the life experiences of men and women. As Acker (2012) put it, if we understand gender as a "contextually situated process" (Hall, 1993) and as an interactional activity of displaying socially-scripted, gender-appropriate behaviour (West & Zimmerman, 1987) then we can assume that mixed-sex teams provide a context for various ways of doing (relational) gender.

As Acker (2012) further argues, in addition to the manifest "gender displays" in the workplace, many gendering processes are hidden or transparent in that they appear perfectly neutral to the members of an organization. In her words: Gendered processes and practices may be open and overt, as when managers choose only men or only women for certain positions or when sexual jokes denigrating women are part of the work culture. On the other hand, gender may be deeply hidden in organizational processes and decisions that appear to have nothing to do with gender.

The main idea behind naming these processes is that they identify empirically-derived, specific organizational practices and locations that produce and reproduce gendered social relations. In plain words, then, teamwork processes, team organization and team management/leadership are dictated by gender divisions and interpretations in the workplace and are expressed by gender

relations between men and women on individual teams. This may be in varying degrees, but it is true as Wehner and Byanyima (2004) agrees, that the gender power relations in the workplace most times, if not all the time, are designed to favour men.

Basing on the above explanations therefore, Team work is a necessary competency that each organization requires to ensure its survival. Teamwork processes in UCAA are not immune from the gendered process of division of labour, gendered division of tasks and gendered value of tasks performed by team members. The reasons for the gendering of teamwork in UCAA are as follows. In confirming the relationship between Team work and implementation of gender mainstreaming, the study achieved its first objective and established that Team work significantly and positively relates and predicts implementation of gender mainstreaming in UCAA. Team scholars and practitioners seldom take gender into account in their writings and thus, by overlooking the gendered constitution of contemporary organizations, they present organizational structures and processes as gender-neutral (Katzenbach & Smith, 1993; Acker , 2012).

5.3 Conclusion

5.3.1 The Relationship between Goal Orientation and Implementation of Gender Mainstreaming of UCAA

Basing on the findings of this study, the researcher concludes that Goal orientation significantly affects and predicts implementation of gender mainstreaming and therefore high levels of Goal orientation inform of skills, knowledge and competence in UCAA leads to improved implementation of gender mainstreaming.

5.3.2 The Relationship between leadership styles and Implementation of Gender Mainstreaming of UCAA

The study concludes that leadership styles have a significant positive relationship with implementation of gender mainstreaming especially with organizations that adopt appropriate leadership styles being observed, to report improvement in implementation of gender mainstreaming.

5.3.3 The Relationship between team work and Implementation of Gender Mainstreaming of UCAA

The study also concludes that Team work significantly and positively relates to gender mainstreaming and therefore availability of such skill, knowledge, competence and resource improves the implementation of gender mainstreaming of UCAA.

5.4 Recommendations

The recommendations discussed below have emerged from the results and findings of the study.

Therefore, the following recommendations are put forward;

- UCAA should increase the number of women in the governance structure. This will facilitate equitable easy flow of ideas and decisions that intensifies organizational efforts to achieve full implementation of gender mainstreaming.
- Women should be given more opportunities for career advancement in the engineering work places under the Directorate of Air Navigation services usually dominated by men in order to attract more women in   technical and management roles.
- Set and assess annual targets for implementation of gender strategy. This ensures adequate budgetary allocation to different programs, informed by gender redistributive objectives.

- Develop gender sensitive tools and procedures – as pattern of behavior and codes in UCAA fostering gender equality as part of job description, work plans and performance assessments.

5.5 Suggestions for further Research

The study was conducted basing a small sample size. This is because of the limited budget allocated for the study and therefore a further study should be conducted from other organizations. The study only focused on three dimensions of organization culture which included goal orientation, Leadership styles and Team work. However, there are a number of dimensions that conceptualizes organization culture. Therefore, further research should be conducted on other dimensions like structure, management, values, and assumptions in UCAA for generalization of the results and full establishment of the relationships and the effects that exist between organization culture and implementation of gender mainstreaming.

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Dear respondent,

I'm Cathy Gayita Nakalanzi, a student of Masters of Science in Public Sector Management under the Department of Management Science, Faculty of Graduate School of Kyambogo University conducting a study on organization culture and implementation of Gender mainstreaming. This study is to investigate why the relationship of organization culture on implementation of gender mainstreaming is still low by examining the relationship of goal orientation, leadership styles, team work on implementation of gender mainstreaming. Your response is highly appreciated. **Please respond to the following by entering the appropriate code in the space provided**

SECTION A: DEMOGRAPHICS

1. Gender of respondents.

        1. Female ☐   2. Male ☐

2. How old are you?

1. 18 -30 years ☐   **2**. 31 - 45 years ☐   **3.** Above 45 years ☐

3. What is your level of education**?**

1. Certificate ☐   3. Undergraduate ☐

2. Diploma ☐   4. Masters ☐

If others, please specify…………………………………………

4. For how long have you been implementing gender mainstreaming?

1. Less than a year. ☐

2. 2-5years ☐

3. 5years and above. ☐

5. How did you come to know about implementation of gender mainstreaming policy?

1. Government policy ☐

2. Organization policy ☐

3. NGOs ☐

4. Social media ☐

6. Have you ever implemented gender mainstreaming policy?

1. Yes ☐

2. No ☐

7. If you answered yes, how often do you implement it?

1. Daily ☐

2. Weekly ☐

3. Monthly ☐

4. Once a year ☐

Note: In the subsequent sections, please show your level of agreement or disagreement in regards to the following statements.

Strongly disagree (SD)	Disagree (D)	Not sure (NS)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

SECTION B: THE RELATIONSHIP BETWEEN GOAL ORIENTATION AND IMPLEMENTATION OF GENDER MAINSTREAMING.

	Goal orientation	SD	D	N	A	SA
1	Staff are helped to acquire technical knowledge and skills through training in order to achieve organization goals					
2	Staff participate in determining the training they need in the organization					
3	There is a well-designed and widely shared training policy in the organization					
4	New staff find induction training very useful in your organization					
5	staff are determined to achieve their desired work goal in the organization					
6	Employee learning goal orientation does not influence perceived service quality as mediated by self-efficacy					
7	Employee learning goal orientation does influence perceived service quality as mediated by self-efficacy					

8	Employee self-efficacy does not influence employee learning goal orientation					
9	Goal Orientation Be Operationalized in UCAA					
10	Goal Orientation should Become a More Potent Construct in the Workplace					

SECTION C: THE RELATIONSHIP BETWEEN LEADERSHIP STYLES AND IMPLEMENTATION OF GENDER MAINSTREAMING.

	Leadership styles	SD	D	N	A	SA
1	Leaders in UCAA have maintained effective communication to promote gender mainstreaming					
2	There is free power-sharing among leaders in UCAA to promote gender mainstreaming					
3	There is joint working on a case-by-case basis on all UCAA management issues					
4	Formalized joint working among various categories of leaders in our exists					
5	Some UCAA agencies even sacrifice some autonomy in order to have a well-managed gender mainstreaming in the organization					
6	Some UCAA agencies have even merged to create new joint working operations					
7	Senior executives provide highly visible leadership					

8	Leadership styles builds and sustains strong corporate and administrative cultures, because of the guidance to employees from the leader					
9	Leadership styles Increases the commitment of employee to department goals, performance to meeting deadlines.					
10	Leadership styles builds the confidence of employee's which leads to trusted, royal and committed employees are in those organizations.					

SECTION D: THE RELATIONSHIP BETWEEN TEAM WORK AND IMPLEMENTATION OF GENDER MAINSTREAMING.

	Teamwork	SD	D	N	A	SA
1	Our team's objectives are clearly understood by other members of the team					
2	Team's objectives have actually been achieved					
3	We have a "We are in it together" attitude in the organization					
4	Staff feel understood and accepted by each other					
5	There are real attempts to share information throughout the team					
6	Staff in the team cooperate in order to help develop and apply new ideas.					
7	Teamwork has a meaningful, shared purpose among employee in UCAA.					
8	Team members appreciate one another's unique capabilities.					
9	We are able to resolve conflicts with other teams collaboratively.					
10	Team members take personal responsibility for the effectiveness of our team.					

SECTION E: THE LEVEL OF IMPLEMENTATION OF GENDER MAINSTREAMING

	Implementation of gender mainstreaming	SD	D	N	A	SA
1	Gender based policies are often considered in this organization					
2	Implementation of gender mainstreaming in UCAA is majorly about roles of men and women					
3	Implementation of gender mainstreaming in UCAA covers all necessary steps to achieve gender equality.					
4	Implementation of gender mainstreaming is considered in all departments of this organization					
5	Trainings on implementation of gender mainstreaming are often conducted in UCAA					
6	Recruitment process of UCAA considers gender mainstreaming policies					

ORGANIZATION CULTURE AND IMPLEMENTATION OF GENDER MAINSTREAMING

Introduction

The purpose of the interview is to gather personnel views on the relationship between organization culture and implementation of gender mainstreaming in Uganda Civil Aviation Authority.

1. How do you rank the level of implementation of gender mainstreaming in UCAA in Uganda?

2. What are some of the reasons for implementation of Gender equality in UCAA in Uganda?

3. What are some of the benefits of implementation of Gender equality in UCAA in Uganda?

4. Has your organization benefited in its practice for gender sensitivity in Uganda?

5. What are some of the difficulties/challenges faced by your organization in adopting Gender equality, Gender sensitivity and gender budgeting in Uganda?

6. Does organization culture of UCAA promote implementation of gender mainstreaming in UCAA?

Thank you for your participation!

APPENDIX III: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: "N" is population size

   "S" is sample size

Krejcie, Robert V., Morgan, Daryle W. (1970). "Determining Sample Size for Research Activities", Educational and Psychological Measurement.