

Spring 2004

Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand

Sarla R. Murgai

University of Tennessee - Chattanooga, Sarla-murgai@utc.edu

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/seln>

 Part of the [Gender and Sexuality Commons](#), [International and Comparative Education Commons](#), [Library and Information Science Commons](#), and the [Women's Studies Commons](#)

Recommended Citation

Murgai, Sarla R. (2004) "Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand," *The Southeastern Librarian*: Vol. 52 : Iss. 1 , Article 6.
Available at: <https://digitalcommons.kennesaw.edu/seln/vol52/iss1/6>

This Article is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in The Southeastern Librarian by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

Motivation to Manage and Status of Women in Library and Information Science: A Comparative Study Among the United States, India, Singapore and Thailand.

Sarla R. Murgai

Sarla R. Murgai is Associate Professor, Lupton Library, University of Tennessee at Chattanooga. She can be reached at Sarla-murgai@utc.edu.

Abstract

In most non-western societies, the self-system (personal standards of judging and guiding one's actions) is much more inter-dependent on family and society, whereas in western societies, especially in the U.S., it is dependent on the individual self. Cross-cultural studies suggest that a person's behavior should be understood in the context of their social experience and social roles. In all the cultures and countries studied, however, the status of women is universally lower than men; consequently there is a need to explore the causes. Professional women have made some strides in penetrating managerial ranks in the library and information science profession, but they still experience inequality in compensation, promotion, and in appointment to powerful middle or high-level positions. It seems that social needs and cultural influences play a very important role in the acceptance of women as managers or leaders.

This study compares the managerial motivations of Library and Information Science (LIS) students from the United States, India, Singapore, and Thailand. The students responded to a questionnaire containing 41 statements dealing with motivation to manage, and 16 demographic questions. The respondents consisted of 665 students from the United States, 808 from India, 73 from Singapore, and 284 from Thailand. (The data from Japan was not analyzed because the sample was too small-not a valid sample). The major gender differences show up by gender and country in 'Social Acceptance,' 'Rigidity' and 'Women as Managers.' Even when a majority of both genders agree to accept women as managers at the conceptual level, acceptance of women as managers lags behind men in societies according to the results of this study. In some of the countries studied, a substantial number of women do not have the

confidence that they can handle managerial jobs as objectively and aggressively as men.

Introduction

The library and information science profession is changing rapidly. We are often reminded that a changing environment needs leadership that is transformational, collaborative and relationship oriented. It is easy to see that the leadership traits which are popularly extolled in management literature generally match those that have been described as the 'female' approach to management: their capacity to care for others, listen, empathize, and search for collaborative solutions (Kram and Hampton 1998, 194). In all the cultures and countries studied, however, the status of women is universally lower than that of men (*Women in Management Worldwide* 1988; Chen, and Miner 1997). Earlier studies by the author and others reveal that women are underrepresented in management and that they are paid less than men and are discriminated against. Women are also blamed for the lack of motivation to enter and succeed in managerial roles (Murgai 1987-1996; Powell 1993). It is important therefore, to continue studying the factors that contribute towards these discrepancies.

In the four countries studied, women constitute 50% to 80% percent of the workforce in the LIS profession, yet only zero to eight percent of them hold positions in higher administration (i.e. directors or deans of libraries). Assessing the impact of women's managerial motivation in the LIS profession is of particular importance to the author both professionally and personally. The reasons for selecting these countries for comparison were: 1) the author's adopted home country is the United States, and the country of birth is India (now Pakistan). An earlier study (1996) of managerial motivation in India and the U.S. was motivated by the idea that east and west would provide enough of a cultural contrast in management motivation theories and practices. The author took sabbatical leave for six months and visited twenty-three universities in India to gather data. 2) Later, the desire to expand the motivational research prompted the

author to gather data from other countries. The International Federation of Libraries and Librarians Associations (IFLA) conferences provided an opportunity to travel, present papers and gather the data.

During the 1960s through the mid 1970s, human psychology held its sway in determining achievement motivation in terms of individual differences, but since then social psychology has attained much more importance in determining achievement motivation. European and American views (both lay and scientific) locate the source of behavioral determinants within the autonomous individual. Accordingly psychologists attribute achievement motivation to a stable, intrinsically based individual system of self-observation, and on a personal standard of judging and guiding one's actions. However, research based in many Asian cultures and contexts show that the source of individual action and behavior is distributed throughout the configuration of one's relations to others. Self-system (the personal standard of guiding one's actions) in an Asian context is much more interdependent on the social group than was previously thought. Because human behavior is a product of both the person and the environment, social psychologists would prefer to think in terms of universal motivation criteria (Baumeister 1999). Cross-cultural comparisons show that a person's behavior should be understood in the context of the social experiences and social roles (*The Journey of the East* 1997). The development of personality, and the perception and fulfillment of individual needs are highly dependent on the social environment. According to Hofstede, "Culture is to a human collectivity what personality is to an individual" (1980, 25). All human beings are motivated to develop a positive self-knowledge, self-worth and self-growth. Effective managers learn to identify basic self-motives of their employees and their cultural values. They create opportunities for their employees to experience a sense of achievement while harnessing employee motivation to benefit the organization.

Nations, Cultures and Motivation

Geert Hofstede analyzed management data from 40 different modern nations. He believes that different nations have different cultural heritages which are values collectively held by a majority of the population (possibly differentiated

by social classes), and these values are transferred from generation to generation through education, early childhood experiences in the family, schools, and through socialization in organizations and institutions. These values become the social norms for that society. It is hard to see this process in one's own culture. A deep and painfully acquired empathy for other cultures is required before one becomes sensitive to the range of social norms, for truths in one society may be falsehoods in another. Because of how society has programmed us, it takes a prolonged stay abroad and mixing with nationals to recognize the numerous and subtle differences in behavior. Hofstede devised a scale of four characteristics (Individualism, Power Distance, Uncertainty Avoidance, & Masculinity) that can be used to distinguish the prevailing cultures in various countries of the world. Hofstede's definitions of these concepts are elaborated below:

Individualism: The prevalence of the value of individual achievement or collective achievement expected from members of a society or an organization will strongly affect the nature of the relationship between a person and the organization to which he or she belongs.

Power Distance: Power distance is a measure of the interpersonal power or influence between a boss and subordinates as perceived by the less powerful of the two, the subordinate. In an organization, power distance is the inequality in power between workers and their bosses, and the level at which a society operates or maintains that equilibrium.

Uncertainty Avoidance: The concept of uncertainty is often linked to the environment and includes everything that is not under direct control of the organization and is a source of uncertainty. Factors like the economy, demographics, political system, legislation, religion, etc., can be the cause of uncertainty. The organization tries to compensate for it through technology, rules, and rituals to reduce the stress caused by uncertainty.

Masculinity: In organizations, there is a relationship between the perceived goals of the organization and the career possibilities for men and women. Some business organizations have "masculine" goals and tend to promote men; others try to keep a balance between the sexes.

Hofstede's Criteria and Ratings by Country

Criteria	USA	INDIA	SINGAPORE	JAPAN	THAILAND
Individualism	91	48	20	46	20
Power Distance	40	77	74	54	64
Uncertainty Avoidance	46	40	8	92	64
Masculinity	62	56	48	95	34

Based on Hofstede's studies, Americans would be characterized as very high in individualism. The power distance between the bosses and the subordinates is low. Americans lower the stress level for the workers through a system of labor laws, provide an opportunity for fair competition, and through technology, they reduce the uncertainty. They also aspire to give equal opportunity to males and females. Based on the same criteria, Indians (middle class) would be average on individualism (relative to their wealth), high on power distance, low on uncertainty avoidance, and average on masculinity. Singaporeans would be characterized as low on individualism, high on power distance, very low on uncertainty avoidance and average on masculinity. Japanese would be average on individualism, average on power distance, very high on uncertainty avoidance and very high on masculinity. Thailanders would be low on individualism, average on power distance and uncertainty avoidance, and low on masculinity. According to Hofstede, a combination of these characteristics plays a major role in management motivation.

McClelland believed that achievement motivation promotes entrepreneurial activity in a society which in turn leads to economic and technological growth. He suggested that achievement motivation training would be a solution to the management problems in underdeveloped countries. He traveled to India and tested achievement motivation (n arch) theories (1961). The results of his experiments were positive (Pareek 1968). This resulted in exportation of the theories of achievement motivation to other developing countries. Most management schools throughout the world teach achievement motivation theories with the help of local examples and applications. Early and Erez suggest that managers should be cognizant of the prevalent culture in order to

succeed in achieving personal and organizational goals today (1997, 131).

Library and Information Science

A great deal of research in management literature exists to show that men and women have similar traits, motivations, leadership styles, and skills. The research also suggests that women perform equal to men in similar situations (Brenner 1988, 641; Spence and Helmreich, 1983, 21). Personality studies of LIS students and specialists do not show any significant difference between males and females in motivation-to-manage scores. In fact the scores of female respondents in three recent studies were even higher than that of the males (Murgai, 1987-1996; Swisher et al. 1985). In the U.S. more women than men in the library and information science field have earned their masters (69% to 80%) and doctorate degrees (69% to 72%) since the 1980s (U.S. Department of Commerce 2001, 177). Many more women than men are undertaking in-service training, continuing education courses, and obtaining a second masters degree in management in order to improve their skills and to stay abreast of the career needs and innovations in the LIS profession. Hiatt claims that as a result of such training and exposure, women have become more aware of their strengths and have gained self-confidence (1983).

During the last three decades in the United States and in other countries, women have made significant advances. For example, 51 out of 111 Academic Research Libraries (ARL) director positions in the U.S. are now occupied by women, with average equal salaries between men and women (Deiss 2001, 3-4, 7). The head of the National Library in India at the time of the survey was a woman; heads of the National University of Singapore Library and the National Archives of Singapore are women; and the head of Kasetsart University Library in Thailand is a woman (*The World of Learning*

2001). However, these women represent only zero to eight percent of the managers. Deiss maintains that women have made inroads into management by adhering to the 'narrow band of acceptable behavior' in ARL institutions and by taking on "masculine characteristics." Deiss believes that women have to work harder than men to achieve the same recognition. Women still earn 76.5 cents of every dollar that men earn, and minority women earn even less. So the struggle for equity and equality must go on (2001).

Between 1970 and 1980, most female managers tried to copy the style of male managers to succeed in their newly acquired roles. Towards the end of the 1980s, women realized that in today's information technology environment, interpersonal skills are more useful and that "female" management characteristics are better suited to handling interpersonal conflicts (Greenhaus et al., 1990; Offerman and Armitage 1993). However, Kram and Hampton report that a general perception exists among higher administrators (the majority of which are male) that women managers are less likely to possess the attributes of a successful manager than their male counterparts (1998).

Several researchers have concluded that high achieving women have high expectations (Astin 1984, 161; Diamond 1984, 23). Women with more education show a greater desire for independence and for the opportunity to perform managerial roles (U.S Department of Labor 1990-91; Brenner 1989, 639; Florentine 1988, 144; Katz 1988, 213) and when such opportunities are denied to them, the results are low self-esteem, low self-confidence, and curtailed achievement levels (Basow and Medcalf, 1988, 556; Daley 1991, 2). While celebrating the advances, Deiss reminds us that "we need to keep on asking very, very provocative questions of the people in the organizations about why the things are as they are." (2001, 3-4).

Study

This study is an attempt to find out if there are achievement motivation differences among the male and female LIS students in the United States, India, Singapore, and Thailand. Students are generally used for such studies because their values are as important to the researcher as those of the practitioners. An added advantage of surveying students is

immediate feedback (Campbell 1986; Greenberg 1987). As adults enrolling in professional education, LIS students have well-developed personalities and attitudes towards gender roles. A survey of the literature did not show any cross-cultural studies that have been done on managerial motivation within the LIS field. Therefore studies from other fields were examined. McClelland believed that achievement motivation promotes economic and technological growth. He felt that teaching achievement motivation theories could help managers in developing countries. He taught and tested achievement motivation theories in India during 1961-66. Studies done by Hofstede and Early and Erez show that prevalent cultural values have a strong influence on management styles, and only those managers who are able to change and adopt the theories of achievement motivation according to the local values are able to implement them successfully (1997, 131).

Method and Instrument

A simplified version of the Ory and Poggio Measure of Achievement Motivation was selected for this study (Martin 1983). It included six questions from Terborg's Women in Management questionnaire. For a copy of the Terborg study please contact the author. The questionnaire consisted of two parts. The first section consisted of 41 statements requiring students to indicate relative agreement or disagreement, according to a forced choice Likert-type format, with four response alternatives labeled "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Because of lower number of responses in the "strongly agree" and "strongly disagree" categories, results were combined with "agree" and "disagree," respectively. The second part consisted of 14 short answers to multiple-choice statements that provided personal data. Due to space limitations it was not possible to include the survey instrument. For a copy please contact the author.

The survey was conducted at 11 Southeastern library schools in the U.S., 23 universities in India, one in Singapore, and at most campuses of The Chulalongkorn University that offer LIS program, in Thailand. The data was collected by mail and/or by visiting the campuses. A two-way factorial analysis of variance on the mean agreement with items within the scale was conducted. In each analysis, the main effects of

gender and country and the interaction of gender and country were assessed. A total of 1810 questionnaires were analyzed.

Demographic Analysis

The majority of the respondents were females. Fifty percent of the Indian students, 46% percent of Singaporean students, 20% of the American students, and 17% of Thai students were males. A majority of the Indian and Thai students were younger, unmarried, full-time students, with very little work experience as compared to the majority of the American and Singaporean students, who were older, had more library experience and were part-time students. Many more American students were holding scholarships and/or work-study assistantships as compared to the Indian, Thai, and the Singaporean students. Fifty percent of the Indian students graduated from a co-educational institute, which marks a change in terms of segregation of sexes at the undergraduate level within the last three decades. A majority of the American, Singaporean, and Thai students graduated from large co-educational colleges. Parents of the American students were better educated than the Indian, Singaporean and Thai students. Also, 60% of the mothers of the American students, 19% of the mothers of the Indian students, 37% of the mothers of the Singaporean students, and 43% of the mothers of the Thai students, work outside their homes.

Results

The data was analyzed under 10 categories- "Task Orientation," "Future Orientation," "Perseverance," "Social Acceptance," "Competitiveness," "Reaction to Success/Failure," "Fear of Success," "Rigidity," "Independence," and "Women as Managers Scale". The survey results showed major differences in the area of "Social Acceptance," "Rigidity," and "Women as Managers Scale," which are discussed in detail below:-

Social Acceptance: As Table 1A and Table 1B indicate, statements 4, 22, 33, and 35 were used to analyze the Social Acceptance scale. Table 1A gives the total number and response percentages of those who agreed with the statements, by country. Table 1B gives the total number and response percentages of those who agreed with the statements, by gender.

A majority of respondents from the U.S. disagreed with all the statements.

On statement 4, 'Social acceptance is more important than personal success,' the percentage agreement among Indian, Thai and Singaporean students was very high compared to responses from the American students. A higher percentage of males from all the four countries agreed with the statement.

On statement 22, 'One cannot be truly successful if he/she is also not popular,' fewer respondents agreed in all countries, except Thailand. Therefore a majority of the American, Indian and Singaporean students do not agree that one has to be popular in order to be successful.

On statement 33, 'social recognition is the primary goal of any undertaking,' a significantly higher percentage of Indian and Thai students (male & female) agreed with the statement as compared to the American and Singaporean students.

On statement 35, 'Monetary rewards are the best way to motivate me to do my best,' more males than the females from all the countries indicate that monetary rewards are the best motivators.

For the American students, personal success is more important than social acceptance or social recognition, whereas for the students from other three countries, social acceptance and social recognition are as important.

All four statements showed a significant difference both by country and by gender ($p < .000$).

Rigidity: As Table 2A and Table 2B indicate, statements 9, 18, 29, and 41 were used to analyze the Rigidity scale. Table 2A gives the total number and response percentages of those who agreed with the statements, by country. Table 2B gives the total number and percentages of those respondents who agreed with the statements, by gender.

On statement 9, 'A true challenge is one that is practically impossible to achieve,' a majority of the American, Singaporean, and Thai students disagreed, but a majority of the Indian students agreed. Total percentage disagreement by country was highest for Singapore, closely followed by the U.S., Thailand.

A higher number of the American and Singaporean students disagreed with statement 18, 'I would rather have my superior set deadlines than set them myself.' As compared to the Americans and Singaporeans students, the groups who were in majority on wanting superiors to set their deadlines were the Thai males (66%) and Indian males (right at 50%). Female percentage agreements in both those countries were also higher than the Americans and Singaporean students.

On statement 29, 'It is more important to have friendly co-workers than flexibility in the job,' more American students prefer flexibility on the job, whereas Indian, Singaporean, and Thai students prefer a friendly relationship with their co-workers.

On statement 41, 'I would rather change my opinion than disagree with the consensus of the group,' more Indian, Thai and Singaporean students were willing to change their opinions to build a group consensus than their American counterparts. Total percentage agreement was highest among the Thai students, followed by the Indian students.

All four statements showed a significant relationship, both by gender and by country. ($p < .015$).

Women as Manager Scale: As Tables 3A and Table 3B indicate, statements 5, 23, 10, 40, 14, and 30 were used to analyze the Women as Managers scale. Table 3A gives the total number and the response percentages of those who agreed with the statements, by country. Table 3B gives the number and percentages of respondents who agreed to the statements, by gender.

As a response to statement 5, a majority of all respondents disagreed with the statement that challenging work is more important to men than it is to women.

Responses to statement 23 revealed that a majority of both males and females felt that it is as desirable for women to have jobs that require as much responsibility as men. However, 40% of the Indian males and 44% of the Thai males agreed with the statement that 'it is less desirable for women to have a job that requires responsibility.'

On statement 10, many more Indian and Thai students compared to the American and Singaporean students agreed with the statement that 'women have the objectivity to evaluate library situations properly.' Results of this statement were quite surprising because when compared to responses from the American students on other questions, the responses do not fit the pattern. Maybe the wording of this statement was misread or misinterpreted by the American and the Singaporean students, which lead to skewed results.

A higher percentage of American students agreed with statement 40 that 'women would no more allow their emotions to influence their managerial behavior than would men,' than their counter parts in other countries. Although a majority of Indian and Singaporean, and Thai students also agreed with statement 40, the percentage agreement of males from all the four countries was lower than that of females.

Except for Thai males and females, a majority of all respondents from the other three countries disagreed with the statement 14 that 'women cannot be aggressive in managerial situations that demand it.' The percentage of agreements shows that there are quite a majority of both males and females who believe that women are not aggressive enough in managerial situations. In response to statement 30, a majority from all countries also felt that women are ambitious enough to be successful in managerial positions. The total percentage agreement was highest for the U.S. followed by Singapore, Thailand and India.

Statements 5, 23, 40 and 30 showed a significant difference by gender and by country ($P < .000$).

Summary & Discussion

The results of this survey show that within the same country the percentage responses of the males and females were closer to each other than among the different countries. Major differences emerged in the three categories, "Social Acceptance", "Rigidity" and "Women as Managers Scale," which are discussed below:

Social Acceptance results show a big difference among the respondents from the four countries. A majority of the American respondents disagreed with all four statements. Because of their individualistic upbringing, personal success

appears to be much more important to American LIS students than social acceptance or social recognition. This attitude of self-achievement at the individual level translates into self-development and independent achievement at the individual level. The Americans' self-knowledge makes them feel capable and confident of themselves. The study indicates that a majority of the American LIS students do not equate success with popularity and social recognition. A manager in the U.S. should therefore tap into the enthusiasm of the individual worker and provide incentives that motivate individuals to contribute their best to the organization. In the United States the decisions are often reached through majority rule, whereas in group-focused countries like Thailand and India workers try to reach a consensus through negotiation and discussion before making a decision

For Indians, Singaporeans, and Thai LIS students, social recognition and social acceptance are very important. Their group affiliation prompts them to look to the group for approval and support. People in group-focused cultures use the group as a sounding board for support, evaluation, and affiliation. The group affiliation acts as a buffer to minimize the fear of success and failure. Lawrence states that "much of the unconscious social arrangements human beings make to organize their social life is designed to defend themselves against psychotic anxieties" (1998, 54). Pressure to conform to the group norms and a strong emphasis on the family also exists in group-focused cultures. The work group may be seen as an extension of the family. Getting positive feedback from the group and being a part of the successful group positively influences self-esteem in these cultures. These characteristics coincide with Hofstede's, Baumeister's, and Sinha's research on the differences between western and eastern cultures. According to Early and Erez, people in India are more sensitive to the needs of others than are people in the United States. The concept of self as a separate entity from society and culture does not exist in India. Instead, "self" includes the person himself, as well as his intimate societal and cultural environment which makes existence more meaningful to him/her. "Social status is determined by family rather than by their individual achievement alone," (1997, 76). The decisions in group-focused cultures are made by the group and not by the individual – a scenario

that leads to group harmony and strength. Group participation creates a dynamic process that puts pressure on the individual members to honor group decisions, especially when they are made publicly.

Monetary rewards are not the best motivators for a majority of LIS students, yet surely they would like to work in libraries that pay well. While money may not be the best motivator, it plays an important role in achievement motivation and in job selection. More males than the females from all four countries agreed with the statement.

Rigidity – The study results reveal that a greater number of American and Singaporean LIS students would like to set their own deadlines, whereas a slight majority of Thai students would like their supervisors to set their goals for them. Indian students fall in between, with 46.5% preferring that superior set deadlines. Management research shows that people who set their own goals are more motivated and committed to achieve those goals than those for whom the goals have been set by others. They are also more likely to take responsibility for the consequences of their actions. In low 'Power Distance' countries like the United States, employees expect, even demand, opportunities for using their discretion in decision making. In Hofstede's studies, India, Singapore, and Thailand score high on 'Power Distance,' whereas the U.S. scores low. In high 'Power Distance' countries, people look to their superiors to make decisions, provide guidance, and set deadlines. A high respect for authority exists in these countries, and the power is concentrated in the hands of the superior. Even though all of the countries studied may follow an open door management policy, interpersonal distance is less between managers and their subordinates in the U.S. compared to the other countries studied. According to Pareek, the Indian's tendency to depend on the superior could prompt a "dependence motivation," which could in turn lead to a tendency to avoid responsibility (1968, 119-121). Therefore an Indian manager should give subordinates a chance to make decisions according to their responsibility. Job training and good feedback is known to build trust, independence and confidence in decision-making. A manager must adopt a management style that motivates employees to perform their best for the

organization, within the constraints of prevalent culture.

This study also indicates that Indian, Singaporean, and Thai LIS students would be more willing to modify their opinions in order to build group consensus than would the American students. The American students, however, would prefer to have some flexibility on the job over having friendly relations with co-workers. The results may well reflect the country's culture as pointed out by Hofstede and others. American students are more individualistic and thus want flexibility, whereas Indian and Thai students are more group oriented in their thinking and so look for group support.

Women as Managers – The “Women as Managers Scale” also generated major differences in results. The study supported the conclusion that the prevalent social and psychological climate determines the expected gender roles. Percentage agreements between males and females were closer to each other within countries than between countries. According to prevalent beliefs an ideal manager is supposed to be non-emotional, aggressive, ambitious, objective, and responsible. These expectations of our managerial roles embedded in our psychology collide with the stereotypical impressions about women. If women are aggressive, ambitious, and non-emotional, they are perceived as violating either the traditional sex-roles and are labeled as ‘too masculine.’ If they are caring, empathetic, and relationship-oriented managers or leaders, they are seen as violating leadership roles (Kram and Hampton 1998, 199).

A majority of the female LIS students want the same level of responsibility and challenge as men in their jobs. They feel they can make objective decisions and that they will not let their emotions influence the managerial decisions made by them. However, women are often perceived, and may perceive themselves, as unsuited for positions of authority. A large percentage of female students (20% American, 40% Indian, 42% Singaporean, and 21% Thai) in this study felt that females would allow their emotions to influence their managerial decisions more than men would. The desirability of equally challenging and responsible jobs for women and men was also less agreeable to male students than female students from all four countries.

Societal and organizational messages conveyed to women in most countries have included the notion that women themselves have the primary responsibility to rectify the inequitable representation of women in the management ranks. In response, women turned to business and professional schools, earned post-graduate degrees, and gained managerial experience. Entrepreneurial and professional women organized networks for mutual support and lobbied for laws dealing with ‘equal pay for equal work’ to be implemented. They also undertook research to determine the causes of their low salaries and slow progress in rising into higher management positions. By the end of the 1970s in the U.S. women had started questioning the male dominated work culture. In 1990-91 a U.S. government study compared the qualifications and performance of the entrepreneurial women who excelled in their own businesses with equally qualified women in the corporations and in academic institutions. The study concluded that a glass ceiling exists when it comes to promoting women to higher levels of management (U.S. Department of Labor). Such studies clearly demonstrated institutional and organizational discrimination. As a result, many corporations in the United States and in other countries set up programs to promote women to executive positions.

Most of the research studies also indicate that there are negligible differences between genders as far as managerial motivation is concerned (Murgai; Spence and Helmreich; Swisher et al.). Organizations therefore must be transformed to be fair and enable women to find self-fulfillment through achievement at work. Women advocate that organizations should eliminate discrimination and adopt objective methods of selection, promotion, and reward. Organizations can gain by adding more talented women to the executive ranks and thus maximize their human resources. For women as a group to succeed, such a change is needed at the individual, organizational, and social levels.

A majority of American male and female LIS students are ready to concede, at the conceptual level at least, that women can successfully take up managerial roles. A large gap still exists, however, between the concept and the reality, even in the United States. Deiss concluded that in the current climate, “women are expected to have more strengths and fewer

faults than men, they need to be tougher, take more career risks, have a stronger desire to succeed, and have a more impressive presence”(2001,7). American women have worked hard to get to this acceptance level. The Indian, Singaporean, and Thai working women also demand a similar acceptance. Women in these countries are striving to achieve the same level of equity and equality in the work place as their American counterparts, and they are making some progress. The laws in all four countries guarantee women equity and equality at the work place, but deep-seated social and psychological notions about gender-roles are harder to change. Women themselves must develop an understanding of their strengths and through cooperation and collaboration bring about change in the workplace as well as in society. I agree with Deiss when she says that “Women must look critically at what they do, the way they do it, and the culture that shapes them.”

Management itself is an American concept and the United States is a major exporter of modern management theories to the developing countries. While basic theories of management are taught in all the countries studied, differences lie in the implementation of these theories. The position of extreme individualism of the American workers as compared to the collectivism of most other countries, calls for a major modification of these theories to suit the cultural environment. In cultures where individualism is highly emphasized, collaboration and cooperation may be harder to achieve for a transformational leader. Management motivation theories work well if the managers are sensitive to the prevalent culture and can modify the theories to suit the culture of the organization and or the country. To use effectively the talents of the employees, a manager must assess the basic motives and the cultural values that shape the self-worth and achievement motivation of their workers. In particular, a manager should assess whether the culture is self-focused or group-focused and whether the power differential is high or low.

Furthermore, managers need to discern whether their own management style creates opportunities for their employees while enhancing the organizational goals. Since the U.S. workforce is also becoming more and more multicultural, such awareness can help managers in the United States as well as abroad. Most managers who are able to modify motivation theories have had success in implementing them in their own context.

Conclusion

Achievement motivation is of interest to both psychologists and sociologists. It is thought to be responsible for economic growth and entrepreneurial activity in society. Perhaps the economic need and entrepreneurial spirit prompted so many women to seek professional roles outside home during the last half of the twentieth century. A small percentage of them have succeeded in achieving the dean and director level positions in the LIS professions. However, a majority of them still lag behind men in terms of equity and equality of rank and remuneration in all the four countries studied. Management training is supposed to help participants gain self-confidence and develop skills. More women than men have sought such training in this profession during the last three decades. Most management research studies also indicate there are negligible differences between genders as far as motivation-to-manage is concerned. This study concludes that prevalent psychological and social climate determines the gender roles. Even in America where a majority of male and female LIS students agree that women can successfully take managerial roles, a large gap exists between the concept and the reality. The Indian, Singaporean, and Thai women are still striving to achieve the same level of acceptance as men at the work-place. Women and men in all four countries have to critically examine the culture that shapes them and develop an understanding of how their achievement motivation will bring about a change in the workplace and in society.

Bibliography

- Astin, H. S. 1984. "The Meaning of Work in Women's lives: A Sociological Model of Career Choice and Work Behavior." *The Counseling Psychologist* 12#4: 117-126.
- Basow, A.S. and Medcalf, K.L. 1988. "Academic Achievement and Attributions Among College Students: Effects of Gender and Sex Typing." *Sex-Roles* 19: 555-567.
- Baumeister, Roy F. 1999. "On the Interface Between Personality and Social Psychology." In *Handbook of Personality: Theory and Research*, 2nd ed. Chapter 14: 367-377, edited by Lawrence A. Pervin and Oliver P. John. New York: Guilford Press.
- Brenner, O.C. 1989. "Relations of Age and Education to Managers' Work Values." *Psychological Reports* 63: 639-642.
- Campbell, John P. 1986. "Labs, Field and Straw Issues." In *Generalizing from Laboratory to Field Setting*: 269-279, edited by Edwin A. Lock. Lexington, Massachusetts: Lexington Books.
- Chen, Chao C., K C Yu, and J.B. Miner 1997. "Motivation to Manage: A Study of Women in Chinese State-Owned Enterprises." *The Journal of Behavioral Science*, 32 (June): 160-173.
- Daley, S. 1991. "Something Causes Girls to Lose Self-esteem." *The Chattanooga Times* C2: 1-2.
- Deiss, Katheryn. 2001. "Women Moving Mountains: Women and Organizations." *ACRL Women's Studies Newsletter*. Chicago, ALA: 3-4, 7.
- Diamond, Esther E. 1987. "Theories of Career Development and the Reality of Women at Work." In *Women's Career Development*, edited by B.A. Gutek & L. Larwood: 15-27. Newbury Park, California: Sage Publications.
- Earley, P. Christopher and Miriam Erez. 1997. *The Transplanted Executive: Why You Need to Understand How Workers in Other Countries See the World Differently*. New York: Oxford Press.
- Florentine, K. 1988. "Increasing Similarity in Values and Life Plans of Male and Female College Students? Evidence and Implications." *Sex Roles* 18: 143-158.
- Greenberg, Jerold. 1987. "The College Sophomore as Guinea Pig: Setting the Record Straight." *Academy of Management Review*, 12: 157-159.
- Greenhaus, Jeffrey H, Saroj Parasuraman, and Wayne M. Wormley. 1990 (March). "Effects of Race on Organizational Experiences, Job Performance Evaluations and Career Outcomes." *Academy of Management Journal* 33: 64-68.
- Hiatt, P. 1983. "Management skills: Key to Better Service Delivery." *Journal of Library Administration* 4:15. Hiatt, P. "Should Professionals be Managers?" *Journal of Library Administration*.4: 21-39.
- Hofstede, Geert. 1980. *Culture's Consequences: International Differences in Work-related Values*. London: Sage Publications.
- Katz, Marsha. 1988. *Career Values for Men and Women*, Paper presented at HRMOB (Association for Human Resources Management and Organizational Behavior).
- Kram, Kathy E. and Marion McCollom Hampton. 1998. "When Women Lead: The Visibility-Vulnerability Spiral." In *The psychodynamics of Leadership*, edited by Edward B. Klein, Faith G. Gabelnick, and Peter Herr 193-218. Madison, Connecticut: Psychosocial Press.

- Lawrence, W. Gordon. 1998. "Unconscious Social Pressures on Leaders." In *The Psychodynamics of Leadership* edited by Edward B. Klein, Faith G. Gabelnick, and Peter Herr. Chapter 3, 53-75. Madison, Connecticut: Psychosocial Press.
- Martin, Janet K. 1983. "Salary and Position Levels of Females and Males in Academic Libraries." In *The Status of Women in Librarianship: Historical, Sociological, and Economic Issues*, edited by Kathleen Heim. New York: Neal-Schuman Publishers, 1983.
- McClelland, David C. 1961. *The Achieving Society*. Princeton, New Jersey: Van Nostrand.
- Murgai, S.R. 1987. "Managerial Motivation and Career Aspirations of Library/Information Science Students" (Ed. D) dissertation, University of Tennessee, Knoxville, TN, 88-02, 687.
- Murgai, S.R. (1991). "Attitudes Towards Women as Managers in Library and Information Science." *Sex Roles* 24: 681-700. Murgai, S.R. (1996). *Motivation to manage: A comparative study between male and female Library & Information Science students in the United States of America and India*. Presented at The 62nd IFLA Conference at Beijing, China, August 25-31: 16-39.
- Offermann, Lynn R. and Michele Armitage. 1993. "The Stress and Health of the Woman Manager." In *Women in Management: Trends, Issues and Challenges in Managerial Diversity*, edited by E.A. Fagenson: 131-161. Newbury Park, California: Sage Publications.
- Ory, John. C. & Poggio, John. P. 1976. *The Development and Empirical Validation of a Measure of Achievement Motivation*. Bethesda, Maryland. ERIC, ED 124 567.
- Pareek, Uday. 1968. "A Motivation Paradigm of Development." *Journal of Social Issues* 24#2: 115-122.
- Powell, Gary N. *Women and Men in Management*. 1993. Newbury Park, California: Sage Publications.
- Spence, Janet T and Robert L. Helmreich. 1983. "Achievement Related Motives and Behaviors." In *Achievement and Motives: Psychological and Sociological Approaches* edited by Janet T. Spence 11-74 Austin, Texas: University of Texas Press.
- Swisher, R., R. R. Du Mont, and C. J. Boyer. 1985. "The Motivation to Manage: A Study of Academic Libraries and Library Science Students." *Library Trends* 34: 219-234.
- Terborg, James R. 1977. "Women in Management." *Journal of Applied Psychology*. 62: 647-664.
- "The Journey of the East: An Introduction." In *Asian Perspectives on Psychology*, edited by Durganad Sinha and Henry S.R. Kao. 1997: 9-22. New Delhi, India: Sage Publications.
- U.S. Department of Commerce. 2001. *Statistical Abstract of the United States*: 177. Washington, D.C.: GPO.
- U.S. Department of Labor: Office of Federal Compliance Programs. 1990-91. *A Report on Glass Ceiling Initiative* edited by Lynn Martin. Washington D.C.: GPO.
- Women in Management Worldwide* edited by Nancy Adler J. & Defna N. Izraeli. 1988. Armonk, New York: M. E Sharpe: 3-22.
- The World of Learning*, 51st edition. 2001. London, England, Europa Publications Ltd

= Number
% = Response

Table 1 A
Percent of Respondents by Country who agreed to Social Acceptance Statements

COUNTRIES		USA	INDIA	SINGAPORE	THAILAND
	SOCIAL ACCEPTANCE STATEMENTS	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
4*	Social acceptance is more important than personal success	25	70.5	59.5	64
22*	one cannot be truly successful if he/she is also not popular	15.5	28	26.5	68
33*	social recognition is the primary goal of any undertaking	8.5	74	32.5	94
35*	Monetary rewards are the best way to motivate me to do my best	20	41	34.5	48

Note: * indicates differences were significant at <.05 level based on chi-square.

F=Female %
M= Male %
N= Number

Table 1 B
Percent of Respondents by Gender who Agreed to Social Acceptance Statements

COUNTRIES		USA		INDIA		SINGAPORE		THAILAND	
NO.	SOCIAL ACCEPTANCE STATEMENTS	F %/N	M %/N	F% /N	M% /N	F%/ N	M% /N	F%/ N	M% /N
		536	120	399	400	38	31	234	49
4*	Social acceptance is more important than personal success	15	35	65	76	51	68	58	70
22*	one cannot be truly successful if he/she is also not popular	13	18	25	31	29	24	68	68
33*	social recognition is the primary goal of any undertaking	5	12	70	78	32	33	94	94
35*	Monetary rewards are the best way to motivate me to do my best	18	22	38	44	24	45	46	50

Note: * indicates differences were significant at <.05 level based on chi-square.

= Number
% = Response
Percentag

Table 2 A
TOTAL PERCENTAGE RESPONDENTS WHO AGREED BY COUNTRY TO RIGIDITY STATEMENTS

	COUNTRIES	USA	INDIA	SINGAPORE	THAILAND
No	Rigidity Statements	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
9*	A true challenge is one that is practically impossible to achieve	19	53.5	13.5	21.5
18*	I would rather have my superior set deadlines than set them myself	26	46.5	28.5	55
29*	It is more important to have friendly co-workers than flexibility in the job.	40.5	88.5	69.5	94
41*	I would rather change my opinion than disagree with the consensus of the group	12.5	53.5	35	80

Note: * indicates differences were significant at <0.05 level based on chi-square.

F =Females %
M =Males %
N =Number

Table 2 B
PERCENTAGE OF RESPONDENTS WHO AGREED BY GENDER TO RIGIDITY STATEMENTS

	COUNTRIES	USA		INDIA		SINGAPORE		THAILAND	
NO	RIGIDITY STATEMENTS	F %/N	M%/N	F%/N	M%/N	F%/N	M%/N	F% M	M%/N
		536	120	399	400	38	31	34	49
9*	A true challenge is one that is practically impossible to achieve	17	21	52	55	11	16	21	22
18*	I would rather have my superior set deadlines than set them myself	23	29	43	50	37	20	44	66
29*	It is more important to have friendly co-workers than flexibility in the job.	36	45	91	86	71	68	96	92
41*	I would rather change my opinion than disagree with the consensus of the group	12	13	49	58	47	23	82	78

Note: * indicates differences were significant at <0.05 level based on chi-square.

= Number
% =Response
Percentage

Table 3 A
Percent of Respondents who Agreed by Country
to Women as Managers Scale Statements

No	COUNTRY	USA	INDIA	SINGAPORE	THAILAND
	WOMEN AS MANAGERS STATEMENTS	TOTAL # 656 & % RESPONSES	TOTAL # 799 & % RESPONSES	TOTAL # 69 & % RESPONSES	TOTAL # 283 & % RESPONSES
5*	Challenging work is more important to men than it is to women	8	25.5	25	27
23*	It is less desirable for women than men to have a job that requires responsibility	2.5	29	10.5	32
10	Women have the objectivity required to evaluate library situations properly	19	53.5	13.5	65.5
40*	Women would no more allow their emotions to influence their managerial behavior than would men	77.5	51.5	53	56.5
14	Women cannot be aggressive in managerial situations that demand it	42.5	48.5	35.5	64
30*	Women are not ambitious enough to be successful in managerial positions	3	29	9	23

Note: * shows relationships were significant at < .05 based on chi-square

F=Female %
M= Male %
N= Number

Table 3 B
Percent of Respondents who Agreed by Gender
to Women as Managers Scale Statements

No	COUNTRY	USA		INDIA		SINGAPORE		THAILAND	
		N/F %	N/M %	N/F %	N/M %	N/F %	N/M %	N/F %	N/M %
	WOMEN As MANAGERS STATEMENTS	536	120	399	400	38	31	234	49
5*	Challenging work is more important to men than it is to women	5	11	16	35	24	26	15	39
23*	It is less desirable for women than men to have a job that requires responsibility	3	2	18	40	5	16	20	44
10	Women have the objectivity required to evaluate library situations properly	17	21	52	55	11	16	71	60
40*	Women would no more allow their emotions to influence their managerial behavior than would men	80	75	60	43	58	48	79	34
14	Women cannot be aggressive in managerial situations that demand it	45	40	48	49	39	32	66	62
30*	Women are not ambitious enough to be successful in managerial positions	3	3	28	30	8	10	18	28

Note: * shows relationships were significant at < .05 based on chi-square