

**CAREER ADVANCEMENT OF  
NEPALESE FEMALE CIVIL EMPLOYEES:  
A MOTIVATIONAL PERSPECTIVE**

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## **DEDICATION**

To all the Nepalese female civil employees and especially to the 10 women who participated in this study despite their busy schedule and expounded on their diverse experience in civil service. These women are an inspiration to all women aspiring to advance in their careers in civil service.

## **ABSTRACT**

Much of the research on women advancing in civil service has been focused on the external barriers and how to break down those barriers. Initiatives and programs have been implemented, but the number of women in upper-level positions in civil service, although increasing, is not increasing in proportion to women's overall numbers in the work force. The structure and processes at work in a particular situation can change more readily than changing people's behaviors directly. With this in mind, the purpose of this study was to take a positive approach by looking to women who have reached the upper-level administrative arena and investigate what influential factors were responsible for motivating them to this achievement.

This qualitative multi-case study used the elements of Bandura's Model of Reciprocal Determination, specifically self-efficacy and personal behavior, and McClelland's Need for Achievement with variables driven by work, seeking feedback and working with competent people to determine the factors motivating women to upper-level administrative positions. Ten women who have reached the upper-level administrative positions (e.g. Gazetted first class, second class and special class) at different ministries, departments and commission within civil service were interviewed.

The findings of this study suggest that support groups were important motivating factors because these groups and individuals encouraged, coached, and supported women administrators on their decisions to enter civil service and then as they pursued upper-level administrative positions. In addition, women felt successful when they were able to be the nurturers, assisting and influencing others to succeed.

Also, the women administrators recognized the need for knowledge, skills, and experience to assist in their career advancement. Furthermore, they emphasized developing and evaluating personal values, and ensured their personal values fit with institutional values. At the same time, women administrators stressed the value of time and the choices they made to balance time between work and family and between work and personal time.

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## **LIST OF ABBREVIATIONS**

- APRC- Administrative Reorganization Planning Commission
- BINI- Bidhalaya Nirichak
- CDO- Chief District Officer
- CEDAW- Convention on Elimination of all Forms of Discrimination against Women
- DDC- District Development Committee
- ISO- Organization for Standardization
- LDO- Local Development Officer
- M.A. - Masters in Arts
- MDG- Millennium Development Goal
- MOAC- Ministry of Agriculture and Co-operatives
- nAch- Need for Achievement
- NGO- Non Government Organization
- PSC- Public Service Commission
- SACPEW- South Asian Coordination Committee for Political Empowerment of Women
- TAT- Thematic Appreciation Test
- TOR- Term of References
- T.U. - Tribhuvan University
- UN- United Nations
- VDC- Village Development Committee
- WTO- World Trade Organization

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# CHAPTER I: INTRODUCTION

## 1.1. Introduction

The position of women in a particular society is the test of a nation's culture. In ancient time, the wife was subject to her husband. Among Greeks one of the most cultured races of the ancient world the women had no position. St. Paul, one of the early church's fathers had stated that '*man was made for god, but women for men*'. The triple role of women – namely reproductive (domestic or household tasks sustaining children and family), productive (economically reductive work in or outside the home) and community management (tasks carried out for the benefit of the wider community) is heavy and little valued. Women are oppressed by a combination of patriarchy and religious-cultural norms and values.

It has been recognized nationally as well as internationally that women, who have been occupying half of the total population must have active participation on the planning as well as decision making level. The fact has received recognition and mandate through different global conference and UN Conventions including Convention on Elimination of all Forms of Discrimination against Women (CEDAW), Beijing Plan of Action Forms of Development Summit, International Conference on Population and Development and Millennium Development Goal (MDG). They all have given importance to the active participation in the political as well as administrative decision-making level.

In the world even though women are the major founders of the society, yet women have not achieved equality with men. Empirical data have proved that situation of Nepalese women is not comparable with men. Woman's situation is very poor in health, education, participation, income generation, self-confidence, decision-making, access to policymaking, and human rights (Kiran, 2008).

Civil service commonly known as public service is often used as a synonym of services embracing all those who work in the public sector. But public service signifies much more than one's locus of employment. For example, Elmer Staats (cited by Perry and Wise, 1990) has written: "Public service is a concept, an attitude, a sense of duty-yes, even a sense of public morality." Staats observation reflects both the breadth and depth of meaning that has been

associated with the idea of public service. Civil service is to deliver the service and implement government's policies.

Nepalese civil service has a long history. Nepal still has the administrative system that had been designed and developed ever since its entering in the modern era, i.e. after the fall of the century old Rana Oligarchy in 1951 in general, and the formation of the Administrative Reorganization Planning Commission (ARPC) 1956 in particular. It was formed as when the Civil Service Act 1956 came into existence and then later on it was developed as the legally governed civil service. It has been institutionalized now and has an experience due to lots of ups and down in the governance, politics and even in the field of public administration and management.

The structure and processes at work in a particular situation can change more readily than changing people's behaviors directly. With this in mind, the purpose of this study is to take a positive approach by looking to women who have reached the administrative arena and investigate what influential factors are responsible for motivating them to this and further achievements.

Essentially, when reviewing an organizational chart, women are most likely clustered within the middle and bottom portions of the pyramid. Thus, women are far more likely to be assistants and associates rather than directors, secretary or under secretary. According to Wenniger and Conroy (2001), we live in a patriarchal society, and therefore, leadership and power are assigned to men. Inclusion of women's advancement and rights as a special issue is essential for three reasons: to uphold fundamental human rights because women's rights are also human rights; to achieve efficiency in poverty reduction and to achieve sustainable development (Wenniger & Conroy, 2001).

Motivation is believed to be one of the most important variables in contemporary human resource management for overall development of organization and achieving the desired goals, both in the private and the public sector. As a hypothetical construct, motivation usually stands for that which '*energizes, directs, and sustains behavior*'. In shorthand terms, it is the degree and type of effort that an individual exhibits in a behavioral situation. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Research suggests that factors influencing motivation

might vary with gender, cultural identity, and environmental factors (Hoddell, Street, & Wildblood, 2002).

Just how critical is motivation? One manager joked that he would *rather have a stupid motivated person than a smart unmotivated person!* Why? Because motivation creates momentum and momentum is the force that makes money, unifies strong teams and builds businesses up to their true potential. Self-improvement and motivation, especially motivation in the workplace, is extremely important for success in life. Motivation, if acted upon, can create the momentum needed to succeed in personal and career oriented goals. Motivation is needed to get the proverbial 'foot out of the door' in order to start a road to personal success and development.

Achievement motivation, adjustment and self confidence are social competencies that people learn through participation in different activities throughout life. Achievement motivation makes the people become more responsible and disciplined, and to take on a more responsible role in society (Ministry of University Thailand, cited in Panijang1988). Those who strive to achieve are often seeking success in life. They learn that adjustment enables them to live a happy life with others, and self confidence makes them to be good leaders and also good followers (Ministry of University Thailand, cited in Panijang, 2009).

Unequal participation of the sexes in the domain of employment has become increasingly difficult to ignore. Although increasing numbers of women are working, these women are still concentrated in the lower levels of the professional hierarchy in spite of attempts in recent years to decrease discrimination in hiring of women. Although highly important; institutional barriers and sex typing of jobs are not entirely responsible for this phenomenon. There is evidence that other factors might also contribute to the fact that women are underrepresented in professional careers (Parsons and Goff, 1978). Psychological investigations have highlighted several such factors which could affect female professional participation by influencing career aspirations in such a way as to predetermine the training young women seek and the skills they acquire (Parsons and Goff, 1978). Motivational factors are undoubtedly one of the key contributors. In an investigation of college students' considerations for choosing a particular career, Astin (cited in Parsons and Goff 1978) found that women appeared to be more motivated by intrinsic considerations and men by extrinsic considerations. In particular, women were more likely than

men to endorse the following job characteristics as influential in their career choice; relevance of the field to their intrinsic interests, the opportunity to contribute to society, to work with ideas and people, to be helpful to others, and to express one's identity. In view of this, the woman's tendency to focus on the process of achieving an end (Veroff, 1977 cited in Parsons and Goff 1978) may be directly applicable to her life goals and career aspirations.

## **1.2. Statement and illustration of problem**

Fueled by the women's movement, affirmative action, feminists, and women's strong work ethic and abilities, women have made great strides in becoming more visible within the workforce. However, the one arena where women have yet to become a predominant force is in prime leadership or decision making positions, especially within civil service. Despite recent efforts to increase the number of women in power and decision making women's involvement remains marginal.

To date, a career woman or a woman who holds high position in an office is not uncommon. However, in some societies a career woman is still less appreciated. This results in conflict for a woman having high motivation to have better career (Adibah et. al. 2008). Women's under-representation in administrative positions is a common scenario in most part of the world, even though the degree may vary from country to country. Women continue to be in the minority in national parliament, with an average of 13% worldwide in 1999 (Mathema 2007). Despite various efforts, in most countries, women remain largely under represented at almost all levels of government especially in ministerial and other executive bodies. Women hold globally (Bhatrai, 2001) only 10 percent of legislative positions, and a lower percentage of ministerial positions.

Similarly, in the context of Nepal the initiatives have taken since sixth five year plan (1981 - 1985) to incorporate a separate chapter on women development, which has been emphasized women's involvement in all programs and project. The seventh five-year plan (1986 - 1990) also expanded on these themes. The eighth plan (1990 - 1995), ninth plan (1997 -2002) in particular, advocated increasing women's representation on decision making levels in the government, non-government and semi-government sector, but these plans also could not bring desirable changes in favor of women in relation to decision making.



For encouraging the participation, Civil Service Act 1994 allowed the following measures regarding women in civil service:

**Box 1.1: Affirmative action in Civil Service Act 1994**

1. The maximum age for entry has been set at 40 years for women and 35 years for men.
2. The maximum age for lateral entry in second and first class posts has been set at 45 years.
3. No maximum age limit for those already in public service.
4. A one-time waiver of the maximum age limit for sitting in Public Service Commission examinations has been provided to those women who have been in public service without a break for last five years.
5. The time limit for probationary periods has been set at six months for women and one year for men.
6. Efforts have been made to transfer husband and wife to the same district when both are in government service.
7. Women become eligible for promotions one year earlier than men.

**Source: 1998 Revision to the Civil Service Act, 2052 (1994)**

Despite the efforts and initiatives of Government of Nepal for affirmative action to increase the participation of female in civil service, the number of women in upper-level administrative positions, although increasing, is not increasing in proportion to women's overall numbers in civil service. The table below (Table 1) shows the existing status and participation of women in Nepalese Civil Service. According to the data, Women's participation in civil service especially in the higher level is on a declining trend and this level is regarded as decision making and policy formulation level. The higher percent of women are working in Non-Gazetted Second (3.29 percentage) and Non-Gazetted Third (3.89 percentage) class which have the responsibility of clerical work only. Therefore we can say that participation of women in civil service of Nepal is negligible compared to men. Ratios of male/ female representation in every positions mentioned in the table shows higher discrepancies. Higher the position higher is the gap such as for special class the ratio is 3: 97. This ratio shows the deficiency of women in higher positions in civil service.

The present scenario of female civil servants representation in civil service discussed above clearly indicates that the women are in disadvantage position in comparison to their male counterpart for further career progress. Most of the researchers have identified barriers, and documented the external forces inhibiting a woman's ability to move upward in her career, and developed methods to overcome, eliminate, or change the barriers, patriarchal culture, and masculine leadership roles. Those researches have made limited impact on the advancement of women to upper-level positions. But this alone is not satisfactory explanation.

**Table 1.1: Status of women in civil service of Nepal**

No	Class	Male	Female	Total	Ratio (Female/ Male)	Percentage of women
1	Special	64	2	66	3 : 97	0.0027
2	Gazetted First	282	10	292	3.4 : 96.6	0.014
3	Gazetted Second	1857	69	1926	3.6 : 96.4	0.095
4	Gazetted Third	6067	371	6438	5.8 : 94.2	0.51
	<b>Gazetted total</b>	<b>8270</b>	<b>452</b>	<b>8722</b>	<b>5.2 :94.8</b>	<b>0.6217</b>
5	Non-Gazetted First	12518	1511	14029	10.6 : 89.4	2.08
6	Non-Gazetted Second	15864	2396	18257	13.10 : 86.9	3.29
7	Non- Gazetted Third	5490	2831	8321	34 : 66	3.89
8	Non- Gazetted Fourth	1138	47	1185	4 :96	0.06
9	Classless	20791	1418	22209	6.4 :93.6	1.95
	<b>Non- Gazetted total</b>	<b>55801</b>	<b>8203</b>	<b>41792</b>	<b>16.2 :83.8</b>	<b>11.27</b>
	<b>Total</b>	<b>64071</b>	<b>8655</b>	<b>72726</b>	<b>11.9 :88.1</b>	<b>11.8917</b>

Source: Four-monthly statistical bulletin, Central bureau of statistics 2009/2010

According to Horner (1989) women, however, are conspicuously absent from almost all of the studies regarding motivation to pursue higher positions. In the few cases where the ladies were included, the results were contradictory or confusing (Horner 1989). **Aren't women capable and motivated to pursue career in civil service and achieve higher positions?** Researchers need to look through a different lens and consider the motivational factors that influence a woman's decision to pursue and succeed to upper-level positions, particularly in civil service. *Is female representation in decision making position due to low motivational factor? How much*

*female employees are willing to be in top decision making position of the civil service? Are they really motivated in their current job and willing to further their career for high achievement?*

Finding motivation then acting upon it will lead to self-improvement. Career advancement like reaching at the top positions (i.e. decision making levels) is considered as success in civil service. To achieve these successes, civil servants with other relevant factors require sustainable motivation.

### **1.3. Objective of the study**

Essentially, the successful female civil employees need to create a blueprint for personal ownership and professional growth. She is the architect of her future, creating all the changes, building upon personal beliefs and prior experiences, shaping her life by purposes and principles. In other words, women's motivation for upward career mobility are influenced by the establishment of a career path or career goals that are set for advancing to upper-level positions. Primarily, the intent of this study is to look to women who have reached the upper-level administrative arena and use Bandura's motivational theory of reciprocal determination and McClelland's theory of need for achievement (nAch) to investigate in-depth what influential factors were responsible for motivating them to this achievement, specifically self-efficacy, personal behavior, and need for achievement. The specific objectives of the study are:

- 1) To analyze the individual intrinsic motivational factors influencing the female civil servants to advance in upper level position.
- 2) To examine the relationship between the motivation and representation of female civil servants in decision making position.

### **1.4. Significance of the study**

Because of the glacial pace of change in the advancement of women in decision making positions, the low percentage of women in these positions has been perpetuated by setting subtle limitations on other women's perceptions of what is possible and thus, the overall reward or value of striving to achieve career goals. Other uncontrollable causes no doubt play a role in success, but those causes should not eclipse the importance of women's own abilities and efforts.

This study will provided an alternative approach by focusing on the individual rather than changing an entire culture or the behaviors and beliefs of an institution.

The attention devoted to this big question of motivation brought forth little public administration research (Wright, 2001). Contrary to research of private sector management, public administration research has largely ignored motivation as a topic. Very few studies have been under taken in order to understand the inner motivation and its effect on the career progression of female employees. Government being largest employer, it clearly is important to develop better insights about what accounts for motivational variance in public organizations for women.

This study's focus is not to find steps to promote organizational change, but to explore motivational factors that influence women's decision to move upward in their civil service careers. As women obtain a greater share of leadership positions at all organizational levels, it becomes important to objectively study their behaviors and strategies for success (Mark, 1986), in order to promote changes in the individual's beliefs and perceptions.

### **1.5. Research questions**

An understanding of motivation can serve as a valuable tool for understanding the causes of behavior in any organization, which in turn helps to predict the effects of any action within the working environment and directs behavior so that individual goals can be, achieved (Nadler & Lawler cited in Hackman, Lawler and Porter, 1977). With this view this research tries to seek answer of following question:

- 1) What motivational factors are perceived by women to influence their decision to pursue upper-level administrative positions in civil service?
- 2) What are the perceptions of women's self-efficacy, personal behavior and achievement motivation related to career advancement?

The responses to these questions will create a composite of the factors influencing women's motivation to pursue upper-level positions in civil service.

### **1.6. Scope of the study**

By revealing the lives of women in this study and attempting to construct meaning from their voices, not only can the organization as a whole better understand the motivational factors of

women in decision making positions, but women themselves can begin or continue to understand and move to erase or minimize their feelings of isolation, anger, and a personal disconnection from their institution.

From the data presented in Table 1; it is clear that the number of female in civil service is few compared to their male counterpart. Female civil servants those at higher position in the ministries, departments, and commissions within the periphery of the Kathmandu valley is taken as study sample.

For this study only those women at higher positions are taken because they must be considered as successful in their careers and they can advance in higher decision making positions. By using women acknowledged to be successful, the study has an advantage of exploring the critical decisions and behaviors encountered by women. The other reason is most of the ministries are located in Kathmandu valley, so it will be convenient to interview adequate number of sample size. Last but not the least Kathmandu valley is taken as research area due to convenience of researcher.

This study attempts to explore the motivational factor of female civil servants which will ultimately help them to address challenges they face in the work and achieve higher position in the job.

### **1.7. Terminologies**

**Upper or senior-level administration:** Positions that oversee major administrative units within civil service, such as secretary. These positions are considered the highest or next highest level within a given position listing and require direct reporting to the institution's highest administrative level or board (this is a working definition for this study).

**Motivation:** A desire to accomplish something or reach a standard (Hoy & Miskel, 2005). People decide what to do on the basis of their goals and their assessments of whether or not various behavioral alternatives will lead to these goals.

**Achievement motivation:** According to Atkinson (1964) achievement motivation is the strength of the tendency to approach the task, plus the strength of the tendency to avoid the task. It

accounts for the determinants of the direction, magnitude and persistence of behavior in a limited but very important domain of human activities.

**Career Path:** A process in which individuals identify skills, knowledge, and performance criteria needed to move to the next employment level. This is a process by which individuals are empowered to plan his/her own growth and advancement. In addition, it shows the route taken by individuals to move from one level of employment to the next in order to reach their career goal.

**Self-efficacy:** Individual's beliefs in their abilities to perform particular behaviors successfully and are developed from their experiences with the effects of their own past behavior (Bandura, 1982). Self confidence is one of most important characteristics that individual should have in order to successfully do the tasks and face many diverse situations.

**Success:** The achievement of something desired, planned, or attempted (The American Heritage Dictionary, 1981). Specifically, for this study, success is defined as the attainment of an upper-level administrative position in civil service and remaining in the position for some time period.

## **1.8. Limitation of the study**

The study of motivation is broad and may be analyzed using four main categories, physiological, individual, social, and philosophical. Although each of these levels of analysis is important, the focus for this study was on the individual analysis. Basically, the study of motivation at the individual level involves understanding motivational changes that occur within a person as a result of internal or external conditions. This level is conducted in order to provide insight into the important motivational factors that influence the behavior of the individual (Petri, 1991).

Since the study's intent is to identify motivational factors that influence women's decisions to pursue upper-level decision making positions in civil service, the best source to identify those factors is from the women who currently hold gazetted position. Thus, only women who currently hold one of the positions (Gazetted I, II, and Special class) within their specific institutions were interviewed.

For the women in upper-level administrative positions, time is limited resource. So, very long and periodic interview was not possible. General rather than specific information about the study are presented.

### **1.9. Structure of the study**

In first chapter, a brief historical background of the status of women in civil service was provided. Statistics indicated that women have succeeded in making significant strides toward establishing themselves within the public administration arena. On the other hand, the statistics also showed significant gaps in upper-level (decision making) positions. In addition, this chapter described some of the barriers faced by women. This chapter introduced the concept of motivation and how it relates to a woman's career advancement. The research questions, purpose and significance of the study, and limitations were also addressed.

Chapter 2 deals with the conceptual and theoretical perspective of Bandura's model of reciprocal determination and McClelland's need for achievement (nAch) theory including their variables.

Chapter 3 describes the research design and methodology used to collect and analyze the data.

Chapter 4 presents a summary of the findings and examines the findings in relation to the original research questions.

Finally, Chapter 5 summarizes the study, presents and discusses the implications of the overarching themes and provides recommendations for future research.

## **Chapter II: CONCEPTUAL AND LITERATURE REVIEW**

### **2.1. Introduction**

The purpose of this chapter is to review the current literature examining the motivational theories, in particular, Bandura's motivational theory of reciprocal determination and McClelland's need for achievement which structure this study. This literature review first describes the historical organizational and structural changes that have occurred to assist in women's efforts to advance in their careers. Started by an overview of the motivational theories is being followed by a discussion about the components of McClelland's and Bandura's theory, specifically personal beliefs and personal behavior. Because these components are fairly broad, the researcher included only the specific factors within each component that the literature supported as contributing significantly to the study of a woman's career advancement. Overall, the goal of this review is to promote a fuller understanding of motivation as an important "ingredient" influencing a woman's decision to advance in her career.

### **2.2. History and background**

In 1792, Mary Wollstone-Craft published her book '*A vindication of the rights of woman*' in England. She rebuked the notion that women's purpose was to give men pleasure and children, and she further advocated that equal rights be extended to women in political, educational, and workforce endeavors (Oakes, 1999). Ms. Wollstone-Craft was probably considered eccentric by most people's standards and ostracized by men and women alike by making such bold statements regarding the equal rights of women in a strongly patriarchal society.

Nepalese women are still discouraged from participating in higher education and job. With the industrial advancements, jobs were created that could be done by either sex. But, for women, working outside the home had three purposes (1) temporary activity until marriage (2) supplement husband's income, and (3) a substitute for husband's income because of illness, death, or having left the home (Mark, 1986).

The historical literature on women's administrative status is important because it illustrates women's achievement in civil service as capable workforce. In addition, it shows the meager progress made in the advancement of women into upper level higher civil service positions.



Women tend to be clustered in entry level positions within administrative staffs; positions that are considered peripheral to the primary mission of the institution (Frances & Mensel, 1981; Keller, 1983; Ross & Green, 1990; Sagaria & Johnsrud, 1991).

While there is positive strides for women and show that women have made significant inroads into civil service, it also indicates that the '*ascent of women into top leadership positions does not happen by accident*', (Walton & McDade, cited in Nidiffer and Bashaw, 2001). In other words, it is the women's responsibility to choose experiences which will prepare them to assume administrative positions (Moore cited in Tinsley, Secor and Kaplan, 1983).

### **2.3. Nepalese female civil servants**

If we analyze the participation level of women in country's civil service, particularly in the upper level, it is very low. Nepal, being the UN Member and also signatory country of the CEDAW convention has recognized and made commitment to take appropriate measures to provide equal opportunity of employment in Nepal. In spite of constitutional equality and equity provisions, different studies and reports made on the status of political and administrative participation of women in Nepal reveal that they are living in the world of extreme inequality (SACPEW, 2001). The civil service, which is the gateway to employment and decision-making, does not provide gender friendly environment. The impact is women's voice is non-representative, unheard and non-functional in the Nepalese bureaucracy (SACPEW, 2001).

The history of the Nepalese women in the civil service started only in the mid-sixties. It can be observed that in the span of five decades of development, the overall participation of women in the Nepalese civil service remained below ten percent and in the officer level, it is less than five percent. Though enhancing the women participation in the civil service is the agreed policy of Government of Nepal since its commitment on International Women's year - 1975, and is mentioned in the development plans, the Civil Service Act and its Regulation with its 29 amendments respectively do not speak about the gender vision in the civil service system (Shakya, 2010).

## **2.4. Motivational theories**

Motivation is perceived as the central focus to understand behavior and is a concept used to describe forces that initiate or direct behavior. Motivation serves to link the stimulus change to the behavior change and provides a possible explanation for this relationship (Petri, 1991). Essentially, the study of motivation is based on a theory built on a set of assumptions about the nature of people and about the factors that give impetus to action (Deci & Ryan, 1985). Differences in household responsibilities are expected to be associated with differences in motivation and intensity to work, and are expected to lead to occupational segregation by sex (Becker, 1985).

There are a number of theories that attempt to capture types or sources of motivation affecting organizational members. For instance, in discussing internal and external causes of behavior, DeCharms (1968) suggested the dichotomy of intrinsic versus extrinsic motivation to characterize the different loci of causality. Intrinsically motivated behaviors (i.e., those behaviors that occur in the absence of external controls) are said to represent internal causality, whereas behaviors that are induced by external forces are said to represent external causality.

Cognitive model from Edward L. Deci (1972) proposed intrinsic motivation which emphasized dual themes of competence and control. Intrinsic motivation generates behaviors that cause a person to feel competent and self determining. Choices are made from information available or from memory. These decisions are also based on subjective states such as attitudes and feelings. According to Deci, the energy that drives behavior is the awareness that goals can be obtained with potential satisfaction then activates behaviors to lead to the goal.

### **2.4.1. Achievement motivation**

Friedman (1974) indicated that achievement motivation was developed in the early relationship between the child and his/her parents. In the early few years of a child's life, if the growing child received sufficient recognition, praise and reward for his accomplishment, he develops feelings of personal worth and, therefore, increases levels of achievement motivation. In addition, Atkinson & Reitman (1956) defined motive as a latent disposition to strive for a particular goal state or aim, for example, for achievement, affiliation and power. Crandell (1960) defined achievement behavior as behavior directed towards the attainment of approval or the avoidance

of disapproval for competence of performance in a situation where standards of excellence were applied.

Similarly, Murray (1964) considered achievement motivation as a social motive to master, manipulate or organize physical objects, human beings or ideas. According to Atkinson (1964), achievement motivation is the strength of the tendency to approach the task, plus the strength of the tendency to avoid the task. It accounts for the determinants of the direction, magnitude and persistence of behavior in a limited but very important domain of human activities. It applies only when an individual knows that his performance will be available (by himself or by others) in terms of standards of excellence and that the consequences of his action would be either a favorable evaluation (success) or an unfavorable evaluation (failure).

Besides, Mehta (1967) has put forward a wider conceptual definition of achievement motivation as dissatisfaction with the present state of affairs and an urge to improve the life condition or self. Decharms (1968), contended that the achievement motivation was a disposition to strive for something and resulted in satisfaction derived from success in competition with some standard of excellence. While, Good (1973), considered achievement motivation as a combination of psychological forces which initiates, directs and sustains behavior towards successful attainment of a goal which provides a sense of significance. Stratton & Hayes (1988) treated achievement motivation as the motivation to accomplish valued goals and to avoid failure.

For over four decades, David McClelland has been doing research related to the achievement motive. His extensive contributions are summarized in his book '*Human Motivation*' (McClelland, 2000). In order to measure the achievement motive with more precision, McClelland and his colleagues adapted the Thematic Apperception Test (TAT) and developed a pre case method for scoring the achievement motive (McClelland, Atkinson, Clark, & Lowell, 1953). A number of studies to assess the validity of the TAT measure that they devised show that a generalized motive or disposition does exist and that it can predict behavior in a wide variety of situations (Atkinson, 1953; French, 1956; Mischel, 1961).

The need for achievement is a learned need (social learning) in which people want to accomplish reasonably challenging goals through their own efforts, like to be successful in competitive situations and desire unambiguous feedback regarding their success. People with high nAch

would be driven by work; that is, they would be constantly working in order to derive the satisfaction of having '*achieved and accomplished*'. According to McClelland (2000), many of them would generally find it hard to relax and devote their attention to other than work related-activity. Because they always want to be achieving and accomplishing, they would prefer to work on their own rather than with others. In order to derive a sense of accomplishment and achievement, they would rather engage in challenging jobs rather than easy, routine ones. However, they would not want to take on excessively challenging jobs because the expectation and probability of accomplishment and achievement in such jobs would not be very high. They would like to get frequent feedback in direct and subtle ways from their superiors, colleagues, and sometimes even their subordinates, to know how they are performing.

McClelland and others have argued that achievement motive grows out of a more basic incentive to "*do something better*" and not to gain approval or any other kind of external reward, but "*for its own sake*" (McClelland, 2000). The general theory that McClelland (2000) has offered that human being has an inborn capacity to experience satisfaction (reward) as a result of progressive mastery. If the individual repeatedly experiences that satisfaction, the corresponding inborn motive state will be strengthened. McClelland argues that the achievement motive can be aroused directly by challenging the individual or by presenting the individual with a situation that would offer the opportunity to master. What is aroused, presumably, are anticipatory feelings of satisfaction that could come from engaging in mastery behaviors.

Atkinson, who collaborated with David McClelland in some early work on the achievement motive, developed a distinctively cognitive theory of achievement motivation that retained the basic idea of McClelland's theory that people select and work towards goals because they have an underlying need to achieve. Atkinson (1957) made two important additions. First, he argued that the need to achieve is always tempered by another fundamental need, the need to avoid failure. He suggested that, if the need to achieve is stronger than the need to avoid failure, the individual will engage in approach behavior. However, if the need to avoid failure is stronger than the need to achieve, the individual will engage in avoidant behavior. Second, Atkinson suggested that these two fundamental needs interact with expectations and values in a multiplicative fashion.

Weiner and Kukla (1970) found that people who obtain high in resultant achievement motivation perceived success as due to ability and effort and perceived failure as due to lack of effort. People who obtain low in resultant achievement motivation perceived success as due to task difficulty or luck, and perceived failure as due to lack of ability. These rather complicated findings can be readily understood, if we consider that people who gain high in resultant achievement motivation see themselves as high in ability, whereas people who gain low in resultant achievement motivation see themselves as low in ability (Weiner & Potepan, 1970). Weiner (1972) has suggested that, because people who attain high in achievement motivation perceive themselves as high in ability, they tend to attribute variability in performance to effort. Thus, when they fail, they attribute it to lack of effort. Failure, therefore, motivates them to work harder.

Because most achievement involves overcoming obstacles, acquiring skills, and persisting in the face of set-backs, it is important to be disposed to select challenging tasks. Cognitive theorists suggests that people come to achieve, master, or gain competence because they have the capacity to anticipate the future that is, because they have expectations about what might be. In sum, achievement motivation is one of the major elements that help people become successful in life. Achievement motivation requires positive working characteristics, such as attention, diligence and persistence. Achievement motivation is related to love, desire and devotion towards the work.

#### **2.4.2. Social learning theory**

Social learning theory approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants (Bandura, 1977). According to social learning theory, modeling and imitation are the processes by which individuals secure what they want form life (Bandura, 1977).

Social learning theory provides a broad framework that allows us to understand not only why individuals in our society may be inclined to select particular goals but also how individuals acquire the skills they need (Bandura, 1986). What it doesn't tell us is why people often develop a generalized 'need state', which Murray (1968) and others identified it as the need to achieve or the need to master.

Bandura's research is important for an understanding of motivation at the individual level because it strongly suggests that some motivated behaviors are learned through observation. Learning through observation (modeling) allows for building patterns of behavior, rather than doing it by trial and error. One also learns to be motivated by particular objects in his or her environment and he/she learns emotional responses to particular situations through modeling. Observed behaviors are stored symbolically and retrieved at some later time to guide behavior. Bandura (1977) contends that observational learning is a major way in which learning occurs in humans.

#### **2.4.2.1. Bandura's motivational model**

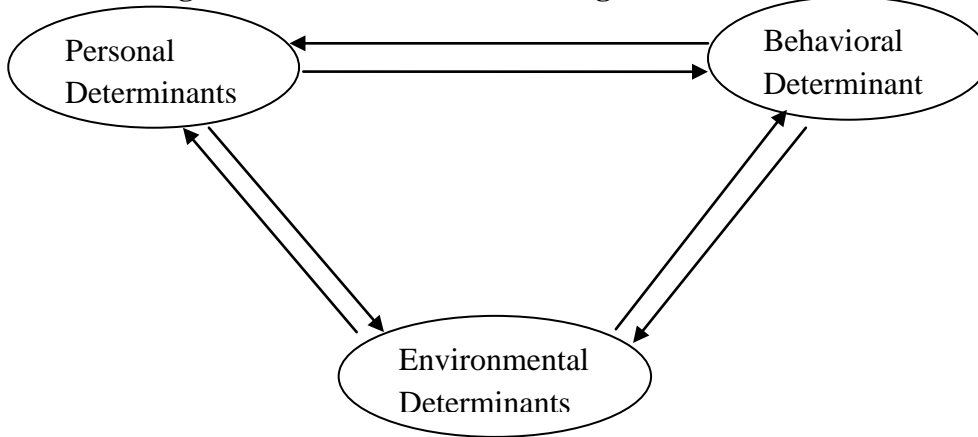
Albert Bandura is the leading proponent of social learning theory. Bandura modified the behaviorist view on environmental determinism to include personal variables such as beliefs. Social cognitive theory deals with cognitive and emotional aspects of human behavior. Bandura broadened this theory to include environmental factors (Bandura 2001). Bandura asserted that people acquire and maintain behavioral changes in response to environmental factors. According to Bandura, people and environmental factors are constantly influencing each other, and consequently affecting human behaviors. Bandura used the term reciprocal determinism, in which the environment, behavior, and the person interact in ways that have reciprocal influence on each other.

Bandura (1989) contends that within a system of '*triadic reciprocal causation*' self-generated influences are just one source of human action along with other personal factors and the environment which both have a determining influence on action. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

In general, the social cognitive theory of motivation focuses on how self-efficacy affects learning or in this case women's desires to pursue leadership positions. In addition, it recognizes that people choose goals and that goals influence how people act. Goals of moderate difficulty are likely to be motivating, and at the same time, satisfying. Therefore, self-efficacy is an assessment of all the personal factors that could affect one's performance such as past performance, ability,

adaptability, capacity to coordinate skilled sequences of actions, and resourcefulness (Locke & Latham, cited in O'Neil and Drillings, 1994). For instance, if a woman has a high self-efficacy, she possesses a personal belief in her ability to pursue and achieve her stated goals for career advancement.

**Fig 2.1: Bandura's social learning/ motivational Model**



Source: [http://www.southalabama.edu/oll/mobile/theory\\_workbook/social\\_learning\\_theory.html](http://www.southalabama.edu/oll/mobile/theory_workbook/social_learning_theory.html)

The following sections will take a closer look at the literature related to the components of Bandura's model. Although several factors and elements can be discussed, for this study the review is limited to the factors related to a woman's career advancement. First, personal belief of self efficacy will be discussed, then the personal behaviors of leadership skills, mobility and career path.

#### **A) Personal beliefs: self efficacy**

One of the beliefs that promote autonomy is the strength of personal self-efficacy. As efficacy increases, individuals feel a greater sense of control, which leads to less anxiety, greater persistence, more task-related effort, and better use of feedback. In other words, high self-efficacy positively affects performance, whereas good performance, in turn, positively affects one's sense of self-efficacy. However, self-efficacy should not be confused with general self-esteem. According to Bandura (1990), self-efficacy is a judgment of one's ability to perform a task within a specific domain.

Thus, self-efficacy judgments are concerned “not with the skills one has but with judgments of what one can do with whatever skills one possesses” (Bandura, 1986). Performance experiences (success and failure) are the most powerful sources of self-efficacy information (Bandura, 1986). Success at a task, behavior, or skill strengthens self-efficacy expectancies for that task, behavior, or skill, whereas perceptions of failure diminish self-efficacy expectancies. The crux of self-efficacy theory is that the “initiation of and persistence at behaviors and courses of action are determined primarily by judgments and expectations concerning behavioral skills and capabilities and the likelihood of being able to successfully cope with environmental demands and challenges,” (Maddux, 1995).

In addition, Schunk (1986) found that feedback about ability has a stronger effect than feedback about effort. In other words, information regarding ability is linked more closely with one’s sense of efficacy than is information about effort. People enter situations in which they expect success and for which they believe they possess the necessary skill level, and their subsequent success enhances their sense of efficacy. However, because people often avoid situations and activities in which they expect not to perform skillfully (although they may have the requisite skills), they deprive themselves of potential success experiences that would counteract their low sense of efficacy (Maddux, 1995).

A person with self-confidence is the one who can control him/herself, be responsible and express his/her views for the benefits of the common public, be firm and strong in making a lead plan in life building, convince others to follow suit after him and be powerful in fighting against all problems with confidence, be fond of giving views and brave in making any decisions by himself. Such a person will not feel threaten by others, which helps make his anxieties become less or disappeared and in turn helps increase his ability to cope better with all problems, his acceptance of different views or values from others. This type of characteristics indicates that this person is of emotional maturity (Rabiabdee, 1986).

On the contrary, a person who lacks self confidence is unable to have self-control, to be responsible and to express his own views as beneficial to the society. He often feels threatened by others, which makes him anxious and often day dreamed by imaging himself the way he likes or he is usually illogical in doing things as it should be in reality. Owing to the fear and anxiety,



he is not brave enough to do anything but always depending on others. As the consequences, he is not brave to face any obstacles or the hard facts in life (Rabiabdee, 1986).

McClelland (1985) proposed a general behavior theory that considers motivation, incentive value and probability of success to be the major determinants of achievement related behavior. Probability of success “is determined not only by actual skill but also by the individual’s beliefs about the efficacy of making a response that may be somewhat independent of the individual’s skill in making it”(McClelland. 1985).

Hackett and Betz (1981) recognized the importance of social cognitive perspectives in informing theory and research on career development, and have proposed some of the ways self-efficacy theory could enrich career development theory. They argued that self-perceptions of ability are more predictive of career choice behavior than commonly used objective ability measures.

The more gender-stereotypical an activity or occupation is perceived, the more likely it is that gender differences in self-efficacy will appear (Hackett, et al., 1990). Furthermore, women seem to be more likely to modify their efficacy expectations in response to the gender-stereo typicality of a domain than men. For example, several studies have reported that men’s career self-efficacy is similar across occupations, whereas women modify their efficacy expectations upward when anticipating performance in feminine gender-typed domains, and downward with respect to masculine gender-typed domains (Betz & Hackett, 1981; Bridges, 1988; Matsui et al., 1989) Campbell and Hackett (1986) found women were more strongly and negatively affected by task failure than men.

Research findings strongly suggest that efficacy beliefs not only exert a strong, direct influence on career decision making and career choice, but self-efficacy also significantly affects the development of core vocational choice predictors, such as interests, values, and goals (Bandura, 1986; Betz & Hackett, 1986; Hackett & Lent, 1992).

In higher administration, the lack of positive self-image and low esteem are two of the greatest hurdles to women (Mitchell, 1993). Essentially, a woman must have a positive self-image, a sense of self-worth, and confidence in her abilities to be considered successful in higher position. The high number of women at the support level or right below the upper-level administrative type positions may be explained by the fact that women do not have the self-efficacy or

confidence in their abilities to move upward into those positions (Hackett cited in Bandura, 1995).

Research on the sources of career self-efficacy suggests that mastery experiences are powerful contributors to the development of a strong sense of personal efficacy. It is likely, for example, that career-related modeling, encouragement, and lowered anxiety and arousal not only enhance efficacy directly, but also facilitate successful performance attempts in occupationally related areas (Hackett cited in Bandura, 1995).

**Box 2.1: Behaviors of a person with self confidence**

1. Be confident of taking actions to be achieved the best up to his ability even all the odds against it.
2. Be brave enough to make a protest politely and appropriately to voice his own views against the persons and groups who have given him a hard time or troubles.
3. Be brave to bring up questions or disagreeing points for clarification.
4. Have courage to take the blame or to admit the faults committed no matter what others have agreed with or not.
5. Be confident in bringing up his own opinions or views to others even though such views are in conflict with others'.
6. Never be boastful or bragged with his/her own ability
7. Never be nervous or bashful to do something singly before a big crowd or strangers.
8. Do learn how to solve any problems by him/her.
9. Do learn to be responsible for the consequences of his/her own actions.
10. Never believe in anything without reasoning.
11. Be self contained in his/her own states and capacity.

**Source: Somporn (1982)**

**B) Personal behaviors**

In contrast to personal beliefs, personal behaviors are the responses one makes in a given situation either it be positive or negative (Cox, 2008). In relation to career development, targeted behaviors would be identified in relation to a specific outcome. For instance, if a woman chooses to seek a senior level administrative position, she must meet certain criteria such as holding

certain positions within the hierarchy, possessing the appropriate educational credentials to assume a position of leadership, and taking control of her career by participating in professional development activities (Cox, 2008). As supported in the literature review that follows, the targeted behaviors, for a woman in higher administration, would include her career path decisions, her ability to be mobile, and her actions and styles as a leader.

**(i) Career paths**

As mentioned in the prior section, self-efficacy strongly influences the development of career goals. Career goals assist in directing women's career development. Thus, career development, can be defined as the preparation for, choice of, entry into, and adjustment to work through the life span (Super cited in Brown, Brooks and associates, 1996). Even those women who have academic credentials often choose traditionally female fields or study women's issues, remaining outside the male disciplines. Essentially, women who aspire to advance into positions of leadership should actively plan and develop multi-dimensional career paths (LeBlanc cited in Mitchell, 1993).

The ability to take risks is a necessary behavioral trait in effective administrators. A career cannot be built without taking risks. Men perceive risks as opportunities for success. Women, on the other hand, look at risks with a fear of failure. Risk taking is a learned behavior. According to Ausejo (cited in Mitchell, 1993), one of the best ways to learn the art of risk-taking is by observing it in others, find role models in other women and determine what has made them successful in taking risks. Even with established career goals which include educational attainment and years of experience, prior position has a major impact on the outcomes of promotion.

The power of the prior position is to be expected in that the position most recently held is highly related to the next position one holds (Johnsrud & Heck, 1994). Moore and Sagaria (1982) indicate that most research on administrative careers suggests that individuals holding administrative line positions frequently move from the faculty directly to line positions. The woman who takes a nontraditional career path to administration faces other problems related to her outsider status, her limited support system, and the differential standards to which she is held (Glazer-Raymo, 1999).

In a qualitative study, Ironside (1982) found broad implications for understanding women's aspirations and careers paths. Thirty women from 25 different four-year institutions in North Carolina were interviewed. The study identified several themes which suggested the importance of continuous work lives, accepting invitations for responsibility and service, and skills in utilizing background and experience. The most significant finding was in the area of personal goals and a vision of success which shaped motivation and opportunity to assist in making career choices possible.

**(ii) Mobility**

Sagaria's (1988) research documented that in the 1970s women were more mobile than men and were more willing to advance in their careers. Women showed more willingness to move and felt that it was a requirement for advancement. Sagaria also found that being married did not limit mobility for the number of women surveyed. Sagaria further suggests that after the enactment of affirmative action legislation, women may have been promoted more frequently as the most visible and least disruptive approach for a college and university to satisfy affirmative action expectations. Due to the external pressure of affirmative action legislation, promoting women may have served the interest of the institutions, thus may have acted as an advantage for women in their rate of promotion. In recent years, family responsibilities may have reduced geographic mobility. Consequently, this has led to internal factors limiting women's activity in administrative positions including reduced leadership aspirations, unwillingness to accept increased responsibilities, and deliberate curtailment of professional achievement due to family demands (Mark, 1986). With this in mind, research now has shown that women are less mobile than men.

Women are more likely to move within the institution, whereas men are more likely to be recruited from outside the institution (Moore & Sagaria, 1982; Sagaria, 1988). However, for top positions within an institution, women have tended to build their careers by moving between institutions (Johnsrud, 1991; Moore cited in Tinsley, Secor and Kaplan, 1983; Sagaria, 1988). This pattern fits the circumvention theme in that female executives make more lateral moves among institutions to attain an upper-level administrative position (Bullard & Wright, 1993).

At least initially, women should be willing to relocate. By being place-bound limited many women from career advancement (Gupton & Slick, 1996). Productivity is expected to be determined by the investments that individuals make in themselves, particularly the quantity and quality of their education and the amount of their on-the-job training, as well as their geographic mobility, their motivation, and intensity of work and their emotional and physical health (Becker, 1993).

Thus, female administrators should develop their careers by changing positions as they accumulate skills and experience. They may move laterally or vertically within or between institutions to build their careers (Moore cited in Tinsley, Secor and Kaplan, 1983; Moore & Sagaria, 1982; Sagaria & Moore, 1983).

### **(iii) Leadership**

Leaders have enormous and increasing authority to set agendas for the institution and select the tasks in which faculty and administrators will seriously engage. Leaders also have enormous influence over an institution's operating style and tone (Kaplan & Tinsley, 1989). Astin and Astin (2001) define leadership as fostering change, "a purposive process which is inherently value-based". A leader is a change agent who involves others in a collective process. Leaders, therefore, display self-knowledge, authenticity and integrity, commitment to the collective effort, empathy and understanding of others, and competence (Madden cited in DiGeorgio, 2002).

Women leaders more often use a relational style of leadership (Baker, 1996). Baker conducted an investigation of leadership styles of women in higher education. Based on her findings, Baker posed the following six major dispositions of female leaders: (i) they possess active skills (as opposed to a state of being), (ii) are interdependent with their staff, (iii) are community service oriented, (iv) think globally, (v) perceive themselves as possessing abilities and (vi) qualities of leadership, and have vision.

In addition to career dedication, female leaders have pressure to focus more time on traditional responsibilities (Baker, 1996). In contrast, male leaders are more likely to lead by command and control whereas women leaders more actively work to make their interactions with subordinates positive for everyone. Women encourage participation and information, enhance other people's self worth and get others excited about their work. Leadership techniques that foster a sense of

community, share power and authority, and facilitate internal leadership are receiving growing support in the literature as characteristics of effective change agents (Hudson, 1996).

Women who are effective in leadership roles are more like men than they are different in terms of goals, motives, personalities, and behavior. The few differences appear to reflect the fact that women in leadership roles often see themselves as pioneers, with few or no visible female peers, and regard themselves as outsiders in the upper levels of the organization (Morrison, et al., 1987).

Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing these qualities still face higher attrition and slower career mobility (Porat, 1991). With this in mind, women need to develop collegial relationships with diverse groups of professionals and developing cordial relationships with staff and faculty. Developing conciliatory skills, accepting criticism gracefully even when it is unjustified, and trying to understand rather than to be understood are skills to develop (Madden cited in DiGeorgio, 2002).

Women's advancement into administrative senior level positions may be impacted by search committees in their determination of women's leadership capabilities. According to Warner and DeFleur (cited in Mitchell, 1993), women have not been selected for senior positions because they may not "look" or "act like" secretary, joint secretary or under secretary.

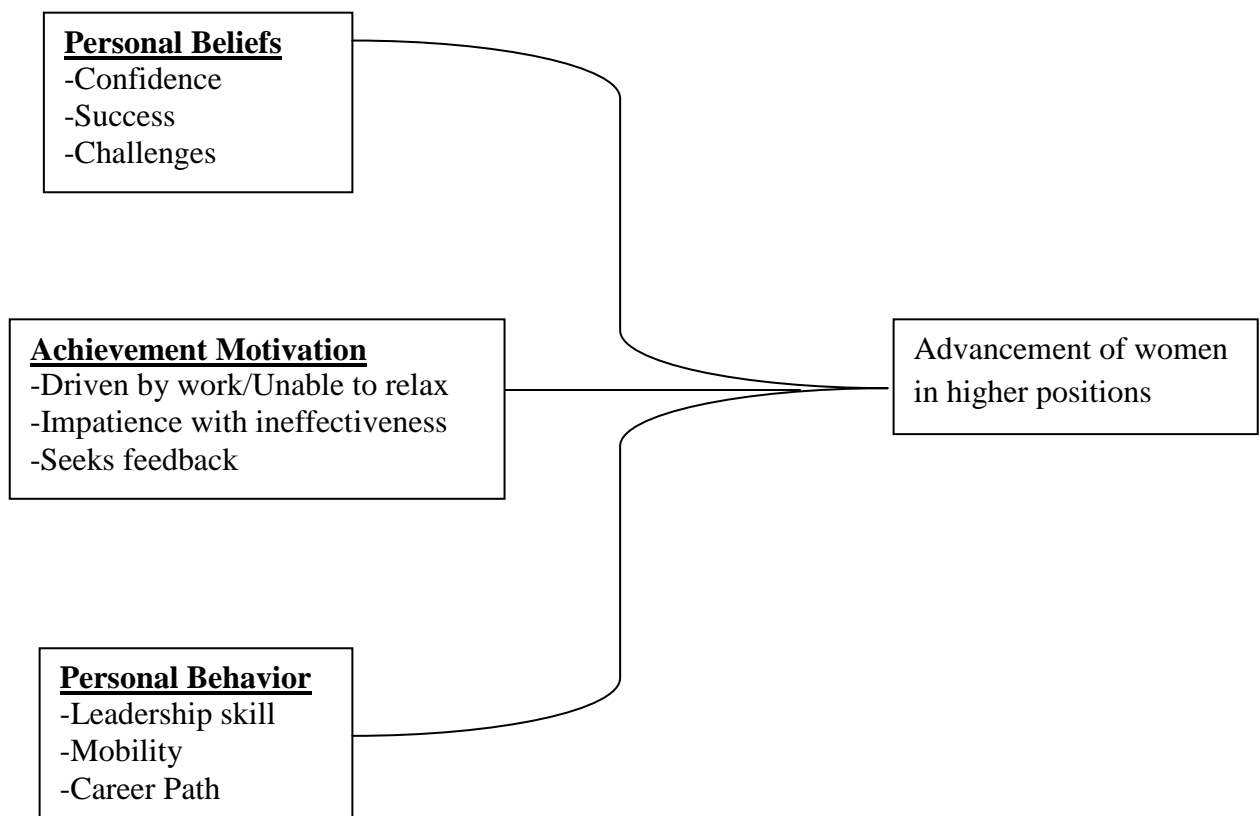
Harter (cited in Mitchell, 1993) explains that while we do not always have access to the typical networking, women need to learn how to enter some of these alien arenas and to invite others into the networking arenas which are most comfortable. Two studies by the National Center for Research in Vocational Education indicated that female vocational administrators ranked significantly higher than males in regard to their leadership effectiveness and qualities of leadership (Moss et al., 1994). Women were found to be a rich, relatively untapped source of potential leadership for reform in public administration. As the number of women in management continues to rise, institutions will find that when they reached into their talent pool for the next executive, the best man for the job may well be a woman.

To overcome obstacles facing their advancement, women must actively seek and map out strategies and assume the risk that will place them in recognizable, credible, leadership positions (Slimmer, 1984). Finally, women must have the appropriate credentials, understand the organizational structures and political processes of institutions, and be willing to take risks (Kaplan & Tinsley, 1989).

## 2.5. Analytical framework of the study

Based on the above conceptual reviews following analytical framework has been developed.

**Fig 2.2: Analytical Framework**



## 2.6. Related studies

Only a few studies provide an indication of the motivational characteristics of public employees. Guyot (1961) compared middle managers in the federal government and in business on their needs for achievement, affiliation, and power. He concluded, quite surprisingly, that both popular and academic images of civil servants were distorted. Government middle managers had higher needs for achievement and lower needs for affiliation than did their business counterparts, but their needs for power were roughly the same.

Dahal (2006) have concluded that the development administration needs women power as in the decision making levels to make substantial contribution for the overall development of the country. Women's representation at decision making levels have locked concrete target and their number had been declining rather than increasing. Therefore, the government must take strong policy announcement to increase women representation in the civil service. There is also problem in thinking about women's participation only is the achievements for them whereas the parts of responsibilities and challenging work participation, belief, opportunities, coordination, help towards women are still neglected and happened unequal behavior to women in comparison to men( Niraula 2009).

According to Haque (2004) the experiences of some East Asian countries show that more than half of the public servants are female but their participation in policy is very discouraging. Their concentration is higher in the stereotype profession that is health, education, social service. Female participation in decision making and policy making is very insignificant

In term of the political theory of bureaucracy (Kim 1993, Kewis 1988, Peters 1994, Rosenbloom, Mosher, 1968 cited in Kabir 2008) asserts that bureaucrats should reflect society at large and public bureaucracy must be a reasonable cross- section of the body politics. Relative to the percentage of women applicants for civil service positions, their success rated in getting selected has been gradually improving (Zafarullah, 2000) this indicates women's ability to perform well provided they are accorded the opportunity to do so (Zafarullah, 2000).

Meanwhile, Rooney (1982), conducted a study called, '*A study of career and achievement motivation; three life roles of worker, homemaker, and students; and sex difference between young adults*'. Result of that study indicates that different patterns of the selected antecedent factors predict the various motivation dimensions, self-concept, background, and context factors contribute equally to the prediction of career commitment. Background characteristics are most salient in predicting the level of education of career aspirations and the motivation for work. Self- concept factors are the most salient predictors of mastery achievement and homemaking commitment. Environmental context factors and role status of subjects contribute only dimensions moderately to the prediction of the motivation.



On one hand there is lack of self confidence among the women on their own capacity to compete PSC examination, on the other hand, family member also has no confidence on their daughter, sister to compete and thinks that PSC examination as a very difficult to succeed (Bhattraai 2001). Salient culture, information ignorance, economic dependency of the Nepalese women has made them indifferent about their career development and participation in gainful employment (Mathema, 2001).

A career is a very important notion within public human resource management. A civil service career has always been a crucial element in civil service systems. Within this career, tenure is probably the most distinguishing element. Early public administration scholars such as Weber (Weber 1922 cited in Vandenabeele, Depre, Hondegheem and Yan 2004) described a civil service career as something permanent. Civil servants have tenure to protect them from the arbitrariness of their political masters. This tenure enables them also to develop a career within the civil service, starting from relatively unimportant positions towards more important positions.

## **2.7. Summary**

The literature review provided historical prospective of the achievements of women especially in their advancement into upper-level positions. Motivational theories were then discussed concentrating on Bandura's Model of Reciprocal Determination which included personal beliefs, personal behavior and McClelland's Need for achievement. Each component was examined concentrating on the concepts most prominently associated with women: self-efficacy for personal beliefs; career paths, leadership roles, and mobility for personal behaviors. As was described, each of these components influence each other reciprocally, but are not necessarily simultaneous or of equal strength. Self-efficacy is necessary for women to aspire to move into upper-level administrative positions as well as to feel confident in their abilities for this type of leadership role. Women need to establish career goals that would position them to even be considered for these types of positions.

In addition, women can advance in their careers by being well-prepared, overcoming various obstacles, demonstrating their capabilities to lead, and preserving and protecting their integrity. In other words, women need to establish their own leadership role. How women behave in regard to geographic mobility or career advancement within the institution is critical to their career

advancement. If women are not able to move geographically to advance in their careers, then women should establish ways to accrue responsibility, skills, or knowledge in a current position that exceeds normal growth in that position, whereby a new position is created.

Finally, the motivation is really the interaction which occurs between an individual's personality (ability, values, needs, expectations, etc.) and her perceived environment (Marsh, 1981). In the next chapter, the reasons for using a qualitative approach are discussed as well as an outline of the research design used for this study. In addition, detailed descriptions of the population, criteria for purposeful sampling, participants, data analysis, trustworthiness and overall ethical considerations are explained.

## **CHAPTER III: METHODOLOGY**

### **3.1. Introduction**

The purpose of this study was to explore the motivational factors that influence women's decision to pursue higher civil service positions. Specifically, the study focused on the individual's beliefs, the targeted behaviors related to the outcome, and the influence of need for achievement on positions held. To obtain a picture of the senior-level female administrator, to understand the experiences she has encountered, and to examine the interrelationship of her personal beliefs, behaviors, and need for achievement cues, a qualitative inquiry approach was chosen for the research design and methodology.

### **3.2. Research design**

Qualitative research design has been adopted for the study. Denzin and Lincoln (1994) explain that qualitative researchers use a variety of methodologies such as phenomenology, ethnography and case study to describe and interpret the layered phenomena that occur in people's lives.

A qualitative design was the selected research method to add depth of understanding and detailed information regarding the motivational factors influencing women's career decisions in civil service. As Sherman and Webb (1988) state, "qualitative research implies a direct concern with experience as it is lived or felt or undergone". Qualitative research focuses on a different way of knowing – one based on experience, empathy, and involvement (Rist, 1982). "Knowledge is within the meanings people make of it; knowledge is gained through people talking about their meanings; knowledge is laced with personal biases and values; knowledge is written in a personal, up-close way; and knowledge evolves, emerges, and is inextricably tied to the context in which it is studied" (Creswell, 1998).

The data collected told the story from the participant's perspective. The factors like self efficacy, personal behavior and achievement motivation warranted a qualitative approach to allow for fluid examination, flexibility, and responsiveness to changing conditions of the study in progress. The task was to study the specific and build toward the general. The study was based on the use of inductive logic rather than deductive reasoning. A qualitative study, therefore, supports what

Patton (1990) explains as an effort to understand inductively and holistically the human situations and experiences in their uniqueness as part of a particular context.

For this study, a multi-case study design was used. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. For this study, participants were used to gain an in-depth understanding of the situation and meaning of those involved, thus a multi-case. Insights gleaned from the case studies can directly influence policy, practice, and future research (Merriam, 1998). “Case studies help to understand the processes, events, projects, and programs and to discover context characteristics that will shed light on an issue or object” (Sanders cited in Welsh, 1981). Because multi-case studies are anchored in real life situations, this approach results in a rich and holistic account of a phenomenon. It offers insights and illuminates meanings that expand its readers’ experiences

### **3.3. Population**

With the amendment of Civil Service Act 1993 women got more opportunities to serve in civil service. Though participation of women in Nepalese civil service has a history of nearly five decade; very few have achieved the higher positions. The capabilities of women in higher positions are not only doubted but they are widely ignored as well. Their achievements of such positions are considered as favored and cause of gender sensitization. Today, Nepal's public administration is trying to continue to fulfill their democratic mandate for openness, accessibility, and service to people. Because of the uniqueness of the Nepal’s public service’s heritage and original mission, female administrators at these institutions were selected as the population. At the time, the current research was undertaken (2011), only 8652 civil workers were women and out of them 542 were in gazetted I, II, III and special class positions (details in Table 1.2).

### **3.4. Sampling strategy**

In qualitative research, sample sizes are typically small and the participants are purposefully selected for their ability to provide detailed information on the topic studied. As Patton (1990) suggests, purposeful sampling provides “information rich cases for study in depth”. The intent of

this study is the examination of the professional lives of female in civil service those who are currently in upper level positions directed the case selection as well as the participant selection. The following six purposeful sampling criteria were employed.

1. Gender: Participants must be women.
2. Institution type: Participants must be employed at civil service
3. Position title: All subjects must be in an upper-level administrative position. In this case, gazetted I, II, and special class positions are considered as upper level positions
4. Length of successful employment: Subjects must be currently employed or had prior continuous experience in an upper-level administrative position.
5. Functional area: Participants were selected from
  - a) Ministry of Foreign Affairs -1,
  - b) Ministry of Agriculture and Co-operatives-1,
  - c) Public Service Commission-2,
  - d) Department of Food Technology and Quality Control-1,
  - e) National Planning Commission-1,
  - f) Election Commission-1,
  - g) Office of the Auditor General-2, and
  - h) District Development Committee-1

For the purpose of this study ten participants were selected from different ministries, departments and commissions included in civil service of Nepal. Each participant was treated as single case study. For this research purpose sample size of 10 (2 retired and 8 on service) was taken. The number of sample is based on:

- (i) the amount of variability in the population
- (ii) the cost, place and time constraints and
- (iii) the size of the population and
- (iv) the accessibility for the researcher.

The study is based in Kathmandu Metropolitan city due to proximity and convenience of the researcher. Further the sample is taken as:

**Table 3.1: Distribution of sample**

Retired	2
On service	
Class	Sample size
Special	1
Gazetted I	2
Gazetted II	5
Total	10

### **3.5. Data collection**

Once the positions held and organizational charts were received, the researcher then contacted the participants by telephone to schedule interviews. Telephone was the preferred method for communicating with the participants to schedule, reschedule, and send interview reminders. The first interview was conducted on 11<sup>th</sup> March 2011 and the last interview was completed on 8<sup>th</sup> April of the same year.

Participants were provided 'Request Letter' (see Appendix: 1). For each process, permission to tape record and transcribe the interview was discussed prior to commencing the interview. Interviewing is the best technique to use when conducting intensive case studies of selected individuals. A good interview is to hold a good conversation (Rist, 1982). Through qualitative interviews the researcher can understand experiences and reconstruct events in which he/she did not participate (Rubin & Rubin, 1995). A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience. Interviewing allows the researcher to put behavior in context and provides access to understanding their action.

For this study structured and semi-structured interviews were conducted. The first approach is informal conversation (semi-structured) which is a natural, spontaneous flow of questions and answers. The second is a general interview guide approach (structured) where the researcher has

formulated questions about the issues to be discussed but the questions were also adapted depending upon the interviewee and how the interview is going.

For this study, the interview protocol (**see Appendix: 4 for service holder and Appendix: 5 for retired**) was semi-structured, allowing for identification and understanding of variables. This allowed the flexibility for participants so the range of differences could emerge. The protocol was also structured so the same questions were asked of each participant in a similar order to remain focused on the components of motivation. However, as themes and additional items emerged, these topics were pursued and expanded.

Specifically, the interview questions included the participants' perceptions of self-efficacy, personal behaviors, and achievement motivation. The questions were constructed by the researcher based on the literature reviewed and in dialogue with the supervisors. Therefore, the intent of the interview was to systematically explore the interaction of self efficacy, personal behavior and achievement motivation that influenced women's decision to pursue upper-level administrative positions in civil service. In addition, the protocol questions allowed for unique narratives to emerge when individuals reflected on their own development and experiences.

The first section of questions was more general which helped to break the ice and establish rapport and goodwill. These questions provided more descriptive information which laid the foundation for questions that identified the interviewees' perceptions, opinions, values, and emotions. The second section focused on the personal beliefs or self-efficacy component. This set of questions determined the self-efficacy beliefs people hold that influenced their choices, the amount of effort they expend, their persistence in the face of adversity, and the level of success they ultimately achieved.

The third section of questions captured career-related behaviors of women's decisions to pursue upper-level administrative positions. Several questions inquired about the preparation needed for a position at this level. This included asking about career goals, strategies used to obtain upper-level administrative positions. In addition, the advantages or disadvantages of mobility and the skill set, specifically leadership skills, needed to advance into upper-level administrative

positions were also explored. Finally, a question inquired about any consequences encountered or compromises made to meet career goals.

The information on need for achievement was derived from the other set of questions. McClelland (1985) has said that it is need for achievement that drives human beings to take risk, target for goals etc. The questions devised on this set tried to identify the nAch in women and whether this is responsible for their success or not. Thus, specific questions were asked to inquire about receiving feedback, driven by work and working with colleagues.

The last set of questions provided an opportunity to identify the interrelationship of components identified in analytical framework. In addition, a question was asked to provide advice to women who are in middle-positions and thinking about moving into upper-level. Finally, the researcher gave the interviewee an opportunity to add any further information that might not have been covered.

The researcher gained insight and background information on the participants and their respective position in civil service by reading the participants' vitas and organizational charts of their unit and the institution. In addition, the researcher conducted web searches of the specific ministries and departments to search for other pertinent information.

The vita provided the historical career experiences, educational background, service to the civil service, and other professional experiences. The organizational chart provided an idea of the structure and chain of command. Some organizational charts included names by position, which enabled the researcher to gain insight into the number of women within the different levels of administration. Analysis began with the first interview, the first document read, and the first observation. Emerging insights, hunches, and tentative hypotheses directed the next phase of data collection, which in turn led to the refinement or reformulation of questions.

The summary of information collected for the study has been presented below:



**Table 3.2: Self efficacy**

Personal beliefs/ Self efficacy	Confidence	Internal belief
		Experiences
	Success	Resolving issues
		Responsibilities
	Challenges	Working with different people
		Internal factors

**Table 3.3: Achievement motivation**

Achievement motivation	Driven by work/ Unable to relax	Constantly working
		Reluctant to take off
		Persevering despite setbacks
		Thinks of work
	Impatience with ineffectiveness	Doesn't like to work with inefficient people
	Seeks feedback	Asks feedback on how the job has been done

**Table 3.4: Personal behavior**

Personal behavior	Career path	Decision to enter civil service
		Goals
		Reaction for not getting the position
	Mobility	Willingness to relocate
	Leadership skill	Leadership skills used in both prior and current positions
		Feminine style

### **3.6. Data analysis**

Once all the interviews were conducted, the interview tapes were transcribed for analysis. The transcripts and descriptive data formed the entire body of data which were analyzed. The challenge in analyzing qualitative data is the ability to take a large body of information, which is all narrative, and separate the information into smaller segments that can be interpreted, classified, and described into major findings.

For this study following steps were followed:

1. Organization: Data are organized into appropriate text units for analysis.
2. Perusal: Data are reviewed and short phrases, ideas, or key concepts are noted by the reader.
3. Classification: Findings are developed through a classification system and interpretation is provided based on the researcher's views or perspectives from the literature.
4. Synthesis: The data are presented in text, tabular or figure form.

The interview questions were structured to investigate the broad categories determined by the literature. The responses within major variables and sub variables were reviewed and findings emerged. Summarized excerpts from the participants were included to illustrate findings and provide evidence in support of the findings listed.

The data included the researcher's descriptions of the context, the players involved, and the activities of interest. In addition, the data in the form of the participant's own words, direct citations from documents, and other contextual information are included to support the findings of the study. All interviews were transcribed and reflection notes were compiled. Each interview transcription was saved in a separate file.

For this study, the narrative excerpts were further analyzed and grouped as defined by the literature reviewed. Since this study used a multi-case design, two stages of analysis exist – the within-case analysis and the cross-case analysis. For the within-case, each case was first treated as a comprehensive case in and of itself. Once the analysis of each case was completed, cross-case analysis began. The researcher attempted to build a general explanation to fit each of the

individual cases, even though the cases varied in their details. In the final stages of the data analysis, the researcher established naturalistic generalizations from analyzing the data.

### **3.7. Validity and reliability of data**

Two basic strategies were used in this study to enhance credibility. First, each participant provided their vita, which verified their brief description of their progression in the various positions held. Secondly, the researcher reviewed and analyzed the organizational charts as well as other pertinent information retrieved from their specific institution's website

For this study, only confirmation of data was addressed. Although it is virtually impossible for the researcher to remain totally neutral and objective toward the information provided by the participants (Hammersley & Atkinson, 1995), every effort was made to maintain sensitivity so the researcher was aware of her subjective attributes in the process, and their possible impact on the meaning interpretation. Initial questions were open-ended to help ensure that participants were not unduly influenced by their perceptions of the researcher's views. Furthermore, in the planning, conducting, analyzing, and reporting, this researcher strived for accuracy and honesty.

To enhance the possibility of applying the results to other groups, the researcher first provided enough description so that readers were able to determine how closely their situations match the research situation, and hence, whether findings can be transferred. Detailed descriptions of participants and the settings were included in this study to allow the reader to feel and understand each participant's story. For this study, dependability and conformability were achieved by maintaining an audit trail consisting of research notes, memos and reflections on how categories were derived and how decisions were made throughout the inquiry. In addition, the researcher explained her position, which included details of the assumptions and theory behind the study, her position vis-à-vis the group being studied, and the basis for selecting the participants and their descriptions, and the social context from which the data were collected.

### **3.8. Ethical considerations**

Because of the subjectivity and intrusive nature of qualitative research, ethical concerns may emerge concerning the welfare and confidentiality of the participants.

First, involvement in this study was voluntary. Each participant was contacted via phone and provided a written statement about the nature and purpose of the study in order to make an informed decision. Participants have given their permission to use their names and their respective names of office. So, their names are mentioned in this research. They granted permission for audio taping and transcribing the interview. General rather than specific information about the study was presented. Finally, all the data collected during the course of the study were filed and will be held in a secure location for at least three years.

### **3.9. Summary**

This study used a multi-case study qualitative research design that used both structured and semi-structured interviews. Participants from civil service were purposely selected for the study based on established criteria. Data collection, participant profiles, data analysis and ensuring credibility and consistency of the data collected were described. Finally, ethical considerations were outlined.

The next chapter provides the findings from the interviews. Each section within that chapter addresses one of the components derived in analytical and theoretical framework and provides the participants' perception regarding the interaction of the components in determining a woman's motivation to advance in her career.

## **CHAPTER IV: ANALYSIS OF THE DATA**

### **4.1. Introduction**

As was stated in Chapter I, women continue to be underrepresented in the upper level administrative positions in civil service in Nepal even though various programs and policies were implemented to incorporate more women. This study acknowledged that external barriers existed, but determined that a new approach, a more positive approach, needed to be explored to provide a fresh rationale for implementing new initiatives to advance women to upper-level positions. Using Bandura's model of reciprocal determination and McClelland's Need for Achievement, the researcher investigated in-depth what influential factors were responsible for motivating women to achieve upper-level positions in civil service.

### **4.2. Descriptions of the participants**

This section charts out the brief description about the participants involved in this study. The participants were contacted through phone and described the nature of study. At the initial phase of the interview the consent of the participants was taken for the audio tape recording and using their name in the study. Each participant was taken as single case for this research. The following part describes why, when and what motivated the participants to enter in civil service. Successful accomplishments, achievements and some opinions are also described in brief.

#### **(i) Usha Nepal**

Usha Nepal is retired civil employee. She started her career as lecturer in Psychology in Trichandra College. She is the first female Chief District Officer (CDO) of Nepal. After retirement she served as Election Commissioner (again first female commissioner) in Election Commission.

After new regulation in education she got two choices (1) to continue to teach in university (2) to join development sector in government. Between these choices she chose new field as government development sector. She became motivated in this new field for women development and new process.

She feels women have all the competencies and are more attentive than male but the lacking part is networking. She says as administrator women have dual responsibility. She feels the allegations that are put on women are due to unclear responsibility and lack of women related facilities.

She feels confidence is needed for prompt decision making in administration. According to her; confidence builds up according to one's aim and recognition. "The rating on performance on the basis of opinion rather than capabilities is the major discouragement in civil service". She defines her success being able to help women and for their development. Some of her successful performances are successful conduct of election despite "lathi charge" (use of arms), tackle "Hindu-Muslim dispute", removing road encroachment and so forth. Despite many successful works she still feels she has done less on upliftment of women especially in districts.

She felt two types of challenges working in civil service. The first one is non-implementation of rules due to several external factors. The second one is personnel challenges. In personnel she said that if she could not do better it will defame the whole of female population. Due to challenges aforementioned she had to leave the district (Solu named Solokhumbu).

In her case the decision making process was prompt. She did not faced problem in balancing time between home and office. She says if she had taken the job then she has to do the job and fulfill her responsibility. With the time, her career goal has been refined. She likes to work with competent people for the better outcome. She used to take feedback for her work.

All of her promotions were from regular time bound promotion. Her performance based rating marks were deducted blaming her as political person. Clear goal, prompt decision making capability, integrity, using heart, learn to compromises are some the leadership qualities she explained that leader must possess. As she has moved around many districts she says mobility enriches the knowledge.

**(ii) Bindra Hada Bhattraï**

Bindra Hada Bhattraï is Permanent Secretary at National Planning Commission of Government of Nepal. She joined civil service as officer. She is the first women to hold the current position. She joined civil service simply because of challenge she faced. To work in current position she has to know national, global and regional policies, policy outcome. Other competencies she poses is listening, learning, and analyzing. She has the attitude of she can do and she will do. She believes and practices of blending education with practical knowledge for developing self confidence. She defines her success as getting position and getting satisfaction from doing well to her people and nation. She feels successful if she can resolve any deadlock issues.

The biggest challenge she took for advancing her career is change in career. She served as chemist at the beginning of her career but for advancing in her career she made shift towards general administration. Her achievement of passing the lateral exam thorough free competition is still unbeaten. Her success in this exam has changed the perception of both male and female that outsider can also pass the lateral entry examination. This has raised “I can do it” attitude.

She feels one cannot plan one’s career in civil service due to human factor and one doesn’t know the whole development. When she is at office she doesn’t remember home at all and tries to finish office work remaining in office up to late hours. She plans most of her work ahead so there is efficient time management. For the failures first of all she tries to analyze whether she has prepared well and taken the right step. If not, she tries it again but if all things were right then she uses those failures for some lesson and memory.

She feelsIn Nepalese context it is hard to work in group though one has to work in group. She feels the beauty of working individually is one can plan the work. She tries to take feedback of her work only if that work has collective ownership but sometime she doesn’t take as taking feedback creates more chaotic situation. She feels she is today because of ‘WHAT SHE IS’. She feels one cannot better off the institution if one is not personally better off. For leadership she needs to have sound knowledge, regular study, well communication skill, must have own clear idea and have courage to stand for it.

**(iii) Ambika Devi Luintel**

Ambika Devi Luintel joined civil service as Section Officer in 1986 in Ministry of Foreign affairs. She is now under secretary in same ministry. She has served as Acting Ambassador in Embassy of Nepal, Belgium from 2004- 2008.

According to her she joined civil service as there were few opportunities after her study (post graduate in economics from Pune University, India). She needs to have people skill, becoming update of current affairs, contingency approaches and others for her current position. She says confidence is always needed and feels it comes with experience. Other factors that help in building confidence are sound and updated knowledge, resources and support system.

She feels one has to be more than average to get recognition. She defines her success as achievement to join Ministry of Foreign Affairs and being single lady in that ministry for 20 years. She did quite well in Oxford University where she went through civil service.

Some of her successful achievement was the creation of “Friends of Nepal” group consisting of European Parliamentarian during her tenure in Belgium. She considers her job of Acting Ambassador challenging as all responsibilities were shouldered upon her. There is hardly any pending work that comes to her.

She balanced well between family and work due to support of her parents and husband. In the time of need she prioritize the things and choose accordingly between office and family. But she has left her sick child with parents for the cause of official work. She takes unfinished work at home and does not mind to work even on weekends.

She didn't set any career goals but generalizes every employee of Ministry of Foreign Affairs wants to be Ambassador. She feels good to work with competent person and on training for incompetent person. She says there is not such feedback system but she tries to take ideas for doing job.



Her promotion is due to regular promotion. She feels basic level trainings at the beginning job should be given so new entrants can perform better. Prompt decision making and participation are some of the qualities she described which must be in leader. She feels geographical mobility challenging as family problems may arise. The biggest compromises she has done for her career is staying away from family. She feels she has come so far, so, she doesn't want to step back.

She suggests to have updated information, knowledge about the work, learn to do everything so one doesn't have to depend on others, and must be able to fire staff, for women to become successful in civil service career especially in foreign-service.

**(iv) Jiwan Prava Lama**

Jiwan Prava Lama is Director General in Department of Food Technology and Quality control. She joined civil service as technical assistance in year 1980 A.D. She is the first women to hold the position.

According to her, she joined civil service due to social status and prestige related with civil service. She has gained different managerial, interpersonal and other training from Nepalese government as well as from different countries. She did her Masters from England as in her time Masters level education was not available in Nepal on her subject. To maintain self confidence she prefers to study regularly, have clear vision, know technical knowhow, and interact regularly with experts. She defines her success from the appreciations she gets from stakeholders and recognition of her work. She has conducted much successful training in districts. She has made industrial and many other guidelines.

She considers self confidence played vital role in conducting all those activities as she used to be the only women whichever positions she held. She faced both social and personal risk. Social risk contains adjusting with family and personal risk contains health issues. She has no time limit to involve in official work. She considers her work like temple. She tries to finish the work (file) as soon as possible so due to her there is no disturbed in work. She finds setback in work due to attitude of resistance to change from co-workers.

At the beginning of her career she didn't have any career goals. She always wanted to learn and implement new things. Only after finishing Bachelor's degree and first promotion she felt in this field also there is a scope and opportunity to go ahead. She considers for her career there always had been her man behind her. As much possible she likes to work with competent person but it is not always in her hand. So, she tries to make those incompetent people to work by giving due attention and praise. Personally it is difficult to get feedback from colleagues but she has started feedback system in laboratory from stakeholders. She is promoted through written examination not from file. She has also published books for helping others to get through Lok Sewa (Public Service) exam.

If there is any setback she feels embarrassed but tries again. She feels she can do it and tries hard to get it. She feels she has missed opportunities to better the organization by expanding the qualified manpower. Due to which she feels there is adulteration on food. But she has zeal to overcome it. She always had been in center but remaining here she has power in hand and many people know her.

**(v) Prava Pandey**

Prava Pandey joined civil service as officer in Department of Tourism. She is now working as Local Development Officer (LDO) in Bhaktapur district. She is the second female LDO in Nepal.

She joined civil service due to influence of her in-laws after marriage. Her husband is now Education Secretary. She needs the decision making skills and inter-personnel skill for her current position. She feels confidence is needed for doing things right. For building confidence she says one must be clear in her vision and there must not be any vested interest. Her confidence builds up through praise she gets from her staff as well as public.

She defines her success as being able to uplift the women participation in society. The challenges she feels in her current position are increment and diverse public demand, political influence and limited budget. She says public must be made aware about their prioritization of need. According to her bureaucracy must be made free to work within the boundary of rules and regulations for quick and efficient outcome. The challenge she faced during her career was lack of briefing/ orientation of work.

She often brings work at home. She never left work even when her children were sick. She is going to get retirement soon but still she is not tired of her work and feels she can still contribute a lot. She is balancing work and home with the support of family. She didn't have any career goal before joining civil service; and after joining; she says she didn't have time to dream about becoming secretary.

She got promotion late due to various reasons like change in acts at the time of her promotion, and leg pulling. She tries to incorporate all in work. She believes in participatory management. She doesn't take feedback from all as others take it as her weakness. But still she tries to take feedback as it helps in good decision making process.

She regrets that she does not have time to make most out of her knowledge. She feels mobility is needed in civil service and feels it must be tied up with promotion. At her position she needs to have confidence, participation, and capability to deal with people.

**(vi) Bimala Subedi**

Bimala Subedi joined civil service as Audit Officer in 1982. During this interview she was Assistant Auditor General in Office of Auditor General, Nepal. On May 2011 she is promoted in special class. She is the first female to hold the present and previous positions.

Her education and family background (being father and grandfather both civil servants) motivated her to join civil service. Beside that social security and lack of mobility attracted her towards civil service rather than other services. The competencies she need in her positions are accounting skills, confidential qualities, and boldness and so forth. She feels confidence is needed for success.

She was awarded best employee and received a certificate and amount equal to six month's salary. She defines her success as dedication, devotion and determination. She feels audit itself as challenging job as she has to find out other's mistakes. But she says one has to take those challenges as opportunities. She got all her promotion from file. At the ratings for promotions she always came in number one. She tries to finish the work as soon as possible. She has to plan, report, guide the problem occurred for colleagues under her. During the time of reporting she even stays at office from 8 a.m. in the morning to 8 p.m. in evening.

She balances her family and office with help of positive thinking of her mother in law and support of husband. She has missed the opportunities of going abroad for trainings to look after children during their sickness.

She didn't set goals for her career but she didn't have to stop for promotion. She has been disturbed by the incompetent staffs in her office. She does seek feedback from others especially with lady friends. Good communication skill, problem facing, taking others in confidence are some of the attributes she pointed out which must be in good leaders. She says women must have clear mission and vision.

**(vii) Renu Shrestha**

Renu Shrestha joined civil service in 1980. She is now under secretary and looking after Result Department in Public Service Commission. She joined civil service due to the prestige of civil service and influence of maternal uncle.

For her current position the most important skill is confidentiality. The others competencies are team work, co-ordination and so on. She feels confidence is needed to resolve problems. And to build up confidence she feels one needs to understand the system, treat everyone even lower level staffs as brothers and sisters. She has been able to conduct examinations successfully during the adverse situation in previous (examination) section. She tries to finish her work in time but sometime due to the process works become late though not intended.

She says she has given more priority to family than work. But she gives more time to work than family during the time of need. She has got supportive family as her family members are also job holders and understands her problem.

She defines her success on the basis of how people see her. She didn't set any goals before joining civil service. But now she wants to become secretary. She did not bother about promotion till her friends got promotion. For promotion she increased her qualifications (took another degree). Last year (2010) she gave examination for promotion which she didn't succeed. She is trying again and hopes to succeed. She believes in giving priority to competent person though not friendly.

She seeks feedback with people how they feel working with her. She got promotion on the basis of performance based promotion. Due to her work she feels she didn't give enough time to her son. The compromises she has done with career is not going for abroad studies due to her own health problem (after giving birth to her son she got heart problem). She says mobility in career brings knowledge and different skills. Staying in same institution helps in knowing the system well and help to recognize many people.

Maintaining secrecy, knowing rules and regulations, co-ordination, participation, team work, motivating others are some of the qualities she mentioned she should have as leader. She takes Usha Nepal as successful female bureaucrats because of her commanding and prompt decision making skill.

**(viii) Jaya Pandey**

Jaya Pandey joined civil service in 1963 as Third class officer in Public Service Commission. She retired from Public Service Commission as Chief Psychologist (first class). She is the first women to hold the position.

She joined civil service due to prestige, social security and non mandatory for mobility. She joined civil service in technical position as she doesn't have to go other places, social security that it gives and prestige related with civil service. She says at her time of entry she didn't have to have specific skills but during the course of service she had to develop skills like setting questions, making curriculum and so on. To move ahead she says one has to have confidence. Despite weaknesses she always had courage to move ahead.

She defines her success as satisfaction derived from the work and the recognition she got. She suggested the reservation for women in police and army, and "Kriya bida" (leave for mourning period) which came in implementation after long period. She got her promotion form regular performance based promotion but she didn't have to face any hurdles for promotion.

She says her biggest challenge was to fight with the mindset of people in society towards working women. She used to finish her job during the office hour and don't used to bring job at home due to confidential nature of work.

With help of husband (who is also civil servant) she balanced her family and work life. With the support of husband and children she has been successful to manage her work responsibility. She used to feel tension if works were not finished in stipulated time. She used reward and punishment approach to deal with different type of staffs. She used to take feedback from all.

She feels proud of her position in Public Service Commission as Psychologist, as many people she had taken examinations have reached at higher level in civil service. Before joining civil service she didn't have any specific goal but after joining civil service she wanted to become secretary even for at least one month.

Good communication skills, qualifications (education), well understanding about the job description are some the qualification that she sees as leadership quality. She suggest to see own need and individual nature before joining civil service.

**(ix) Sabnam Siwakoti**

Sabnam Siwakoti is the youngest participant among the participants in this research. She joined civil service as Gazetted Third class officer in 1998 in Ministry of Agriculture and Co-operatives (MOAC). Now she is Gazetted Second class officer at the same ministry. She has served as Planning Officer, Agriculture Economist and Senior Agriculture Officer.

She joined civil service in search of new and broader horizon. Another factor is her father was also civil servant. For her current position Computer skill, English skill, communication skills and so forth is needed. She feels confidence is needed as one has to be technically sound and has to deal with different types of people. She says confidence builds up with time and exposure. She defines her success as reaching in the top position. Handling Japanese Desk singly is one of most successful job she has done whereas not getting 'Global Food Security Trust Fund' for Nepal is her team's unsuccessful story.

She considers biggest challenge in her career while entering civil service was lack of orientation which is also discouraging. And the risk she took for her career progression is attempt for promotion itself through written examination. She changed her section from Agriculture Economist to Plant Protectionist for the promotion. She says she prioritize the jobs those come

to her desk and accordingly try to finish those within stipulated time. At the time of requirement she even takes work at home.

She is balancing work and family with support of her husband (who works in private sector) and her parents. She didn't have career goal but she says she want to enrich herself so after retirement also she can be saleable. She feels working in team; it is not possible to seek equal and same level of contribution from the entire team members, so, best way is taken for distribution of work. She takes feedback even from subordinates so she can know about the process.

She is satisfied with her job as civil servant as she feels even her friends; working in private sector and earning more; ultimately have to work with government at some point of their work. She feels mobility is needed because remaining in same section or geographical location ultimately there will be plateau in career progression.

Clear vision, good communication skill, co-ordination and expressiveness are some of the qualities she mentioned as needed in leaders. She suggests for great patience while working as civil servant and having to work hard for recognition.

**(x) Rama Joshi Dulal**

Rama Joshi Dulal is the Director at Office of Auditor General. She joined civil service as audit officer in 1982. She joined civil service due to family background (her father was civil employee). After joining civil service she left study of science and studied Arts taking economics. She learned her job through practices.

To gain confidence she feels one need to know guidelines, rules, regulations related to job. She has taken different trainings of audit in Staff College and from England. She feels satisfied in the position she is in and defines it as her success. She has been awarded 'Gorkha Dakshin Bahu' (award given by nation) due to her courageous act of finding out corruption and making the person arrested involved in that corruption. Confidence played a vital role in this act. The recognition came through this recognition was very much rewarding and motivating.

She faced many family challenges and considers initial period of married life as dark period of life. Whatever happened she never compromised the quality in her work. She tries to finish the

work within stipulated time. She feels there is no culture of taking feedback. Her promotion is through regular promotion (from file). She has taken leadership training from Denmark. She tries to incorporate all during decision making process.

### **4.3. Data Presentation**

In this section, the findings are described within each of variables; self-efficacy, personal behavior, and need for achievement followed by the description of interaction with the participants with respect to it. Verbatim quotes from the participants are included to confirm and more realistically exemplify the findings. Finally, the themes threaded throughout the cases are introduced.

#### **4.3.1. Self-Efficacy**

Self-efficacy is regarded as the foundation of human motivation, well-being and personal accomplishment (Pajares, 2004). Bandura noted that unless people believe that they can bring about desired outcomes by their actions, they have little incentive to act or to persevere in the face of difficulties. This section explores women's self-efficacy or personal belief as they entered and remained in upper-level administration and responds to the one of research question: ***What are the perceptions of women's self-efficacy related to career advancement?***

Among the mechanisms of human groups none is more central or pervasive than beliefs of personal efficacy. Whatever other factors serve as guides and motivators, they are rooted in the core belief that one has the power to produce desired effects by one's actions (Bandura, 2003). Essentially, beliefs of personal efficacy touch every aspect of a woman's life whether by how well she motivates herself, perseveres in the face of adversities, or the life choices she makes.

The researcher grouped the findings regarding self-efficacy into the three sub-variables as mentioned in analytical framework. The first sub-variable identifies findings related to women's confidence and describes how they build their self-confidence. Defining success and identifying successful examples or experiences comprise the second sub-variable of findings under self-efficacy. The third sub-variable reveals the findings related to the challenges faced by these women.



**4.3.1.1. Confidence**

People with high self-confidence levels set approach difficult tasks as challenges rather than as threats, and maintain a task oriented focus. Unfortunately for women, much of the early literature suggested that low representation of women in administration was due to personal factors such as inadequate credentials, geographical limitations, and low self-confidence. The women in this study had a high self-confidence and basically had the “I can” attitude to do whatever is expected despite the lower representation of women at the upper-level positions. In addition, these women believed that knowledge, experience, doing well and encouragement from other people were important components to maintaining and increasing their self-confidence.

**(i) “I-Can” Attitude**

All most all participants indicated that they have an internal belief that they could fulfill their responsibility. They said they don’t possess any weakness intellectually and knowledge which is gives the confidence to do anything.

**Table 4.1: Findings for confidence**

<b>Confidence- a feeling of assurance or certainty</b>	
<b>Findings</b>	<b>Evidences-examples from transcripts</b>
They have an “I-Can” attitude	<ul style="list-style-type: none"> <li>• I am in a groove and feel very comfortable in my work.</li> <li>• I am confident I will figure it out, find someone to help me to figure it out, or learn how to do it.</li> <li>• I am good at assessing what can work.</li> <li>• I am just as smart as they are, so I can do this.</li> <li>• Intellectually we are equally capable of doing things and we are more attentive.</li> </ul>
Knowledge, experience and doing well increased confidence	<ul style="list-style-type: none"> <li>• By taking the risk, saying I can do it even if I didn’t believe it at the time and knowing if it fails, I can recover and learn from it are all ways to increase my confidence.</li> <li>• It is a self-fulfilling cycle to know the job, do it well, succeed, increase confidence, confidence enables me to do my job and even advance.</li> <li>• At this point in my career, I knew what type of position I wanted.</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience over time increases confidence.</li> <li>• I know I am capable to do the job; thus I have a sense of personal competence.</li> <li>• Exposure in the field increased the confidence.</li> </ul>
External awards, appreciation notes, and achieving “stretch” goals helped to build confidence	<ul style="list-style-type: none"> <li>• I received “Gorkha Dakshin Bahu”.</li> <li>• I received best employee award with certificate and six month’s salary.</li> <li>• The feedback from stake holder is good and that builds your confidence.</li> </ul>
They were able to build confidence with the help from people	<ul style="list-style-type: none"> <li>• I participate in a number of professional development opportunities.</li> <li>• I watch others and how they face adversity and pick up on some of their tactics and approaches.</li> <li>• Support from family and all the staff members either juniors or seniors help to build the confidence.</li> </ul>

Ms. Bhatrai opined that confidence is must for women to resolve any issues. For any job she says, “I can do and I will do.” Ms. Luintel said, “Sometime from our inner-side says like I am capable so why should I be left behind? I am better, I could be better than certain people. Women have to do better than male counterpart to get recognition. So, one must be more than average”.

Ms. Shreshta said:

Before coming to result section I was in examination section. I had to conduct exam of 10000-12000 candidate for school inspector known as “Bidhalaya Nirishak” (BINI). At the same time Tribhuvan University (T.U) also announced its exam schedule. Incidentally the dates and time coincided. It created a problem as we have to conduct exam on time. Many people challenged me to show that I can conduct exam. I took the challenge. They said ‘how will Madam conduct exam we will see.’ The only thing I needed was idea. I then called and talked with examination comptroller of T.U. We segregated the time and examination center. In such way I

conducted the exam. Next year nobody could conduct exam. If we have confidence we can.

Ms. Subedi approached confidence from a different angle. She explained, “Confidence is very important. Without confidence success is not possible. We shouldn’t aim for impossible things. We must have I can do it attitude. If we are confident, environment will also become favorable accordingly.”

(ii) **Knowledge, experience and doing well increased confidence**

Bandura viewed ability as acquirable rather than inherent. If people were led to believe that the skills could be acquired, then they would set challenging goals for themselves, be more efficient in their analytical thinking, and achieve higher performance (Kester, 2001). Ms. Bhhatrai opines good blend of theoretical and practical knowledge is the key of confidence.

**Box 4.1: Knowledge increases confidence**

Ms. Lama commented:

For increasing self confidence one must be regularly learning; especially in my part where I am considered as technical manager rather than just bureaucrat. If I regularly enhance my knowledge I can lead. Leader always must have clear vision. Here I consider myself as leader, not just manger. I have vision that I will reach there. For vision one needs to have self confidence and self confidence is built by regular study. I have to know what are the gaps, what international experts are saying, and good governance and so on. For increasing I interact, talk with experts, share knowledge and participate in various trainings.

Ms Siwakoti tells her experience as:

What I felt is confidence builds up through time. With time it can be developed. Like, my first posting was in Nuwakot district, at that time I didn’t had confidence. What is my work, I even didn’t know that. But exposure also gives confidence. After coming here I got the official exposure and opportunity both nationally and

internationally from time to time. Interaction with foreigners (aid donors) also taught me many things. Those learning not only helped me in technical fields it also helped me a lot in personal overall grooming.

**(iii) Build confidence through achievements and external rewards**

The participants in this study described several ways in which they build or reinforce their self-confidence. Accomplishments and rewards were one way to build their confidence.

Ms. Subedi expressed that her accomplishments has given her visibility and credibility within the institution. In fact, the certificate and amount equal to six month's salary has motivated her to do more hard work. In her own words, "When I see wordings in the certificate I feel 'Oh I have really done something.' I also feel if cannot stand for the award given it will be humiliating. That helped a lot to move ahead."

**Box 4.2: Awards increased confidence**

Ms. Dulal explained:

During third class; one time I went to 'Air Ttraffic Transport Support', there was twin-utter plane which take food support to rural region like Karnali. The plane is chartered by 'Khadya Sansthan'. The money for chattering the plane has to be deposited in Revenue Department's account. Generally forty percent is used for operation level and sixty percent is deposited. The then accountant deposited that money in a bank in his brother in law's account. Nobody found out that. He told his colleagues to inform him if any auditor comes. The year I went there, I found out that and asked for voucher and bank statement from where it was clear that money was not deposited in respective account. I reported that, due to which he was arrested and sent to jail. Due to this work the then government awarded me 'Gorkha Dakshin Bahu' (Award given by state). This was one of my achievements but more than that I didn't lied to myself.

Ms. Nepal gives value to recognition for developing confidence. “If we do good work and there is recognition then confidence will increase. But if nobody cares, especially who should care like boss, state, and government, at that time confidence decreases. These will even build up discouragement and frustration. Whatever may be the situation, confidence doesn’t remain same all the time.”

(iv) **Help from other people builds confidence**

Human lives are not lived in isolation. Bandura, therefore, expanded the conception of human agency to include collective agency. Essentially, people work together on shared beliefs about their capabilities and common aspirations to better their lives (Pajares, 2004). In other words, women need to network, which was the second way to build.

Ms. Shrestha believed that participation and team work also builds self confidence. She said:

To increase confidence, I feel that we must know rules and regulations related to our work and have to know all the process. If we don’t know the process people both above and below us try to dominate us. And most important is we must not try to control our staff member. I talk and deal with people at lower level even with people also as my sisters and brothers. By doing so, they come to me. That also builds confidence. I do protect them during work also. I say to them let us do this work and if mistakes occur I will take the responsibility.

Ms. Jaya Pandey found support closer to home with her husband and colleagues that report to her. “I have really good supporting people. My family used to motivate me a lot, specially my father in law and my husband. They used to teach me. Due to them many times though having weakness, I had courage to go ahead.”

With regular increment in knowledge by collecting information is one of the sources to build confidence according to Ms. Luintel. Beside that she says:

Support not only from seniors from juniors as well is needed. In our system generally I have found that people scold to their juniors to make latter work. I don’t believe on that. In my view you have to treat all equally. If you respect other, you will also get

respect from other side, we have to make others work willingly, not by force. Create willingness, value their work. If you give them confidence they will support you and that is another way of gaining confidence.

#### **4.3.1.2. Success**

In this study, participants were asked to define success either personally or professionally. Interestingly, the participants believe they are successful when they are making a difference, assisting and respecting people or by their achievements.

##### **(i) Making a difference**

Making a difference was significant for Ms. Luintel. “Joining foreign ministry at our time was in itself a great achievement. At that time there were hardly any women had entered in foreign ministry at officer level. And after me also for 20 years there were no entry of women in foreign ministry. So, I was a single woman and people used to say ‘there is single lady in foreign ministry and that happens to be Ambika’.”

Similarly Ms Jaya Pandey shared her experience as:

Officially we were asked about the ideas frequently. At that time gender issue was just started. This was the area least thought and even neglected area. At our time though women were competent they were viewed through negative lenses. When we used to go at big meetings; being female I used to advocate for recruitment of women in police and army as well as in different posts. Though being at same level; male colleague used to get ‘Kriya Bida’ (mourning leave) but female don’t used to get it. So, I also have suggested for ‘Kriya Bida’ for female also. Though after long time; now those things are implemented. These things look like small but have great impact.

##### **(ii) Helping and influencing others**

Ms. Bhatrai felt it is important to help people move forward. Essentially:

Simply getting the position could be counted as success which is only momentary but actual success is how much satisfaction I get from the feeling that I did well for my

people and for my nation. I feel happy and satisfied when I can do something for a person who cannot achieve anything entering this system. If I can assist needy people whose life has become hell but small thing can trigger. That gives me happiness. As policy maker I feel happy if I can address the need for mass of people.

**Table 4.2: Findings for success**

<b>Success – an achievement or accomplishment; a favorable outcome</b>	
<b>Findings</b>	<b>Evidences-examples from transcripts</b>
Making a difference at the institution or impacting decisions defined success	<ul style="list-style-type: none"> <li>• It is not the money or the title or the power. I am enjoying what I am doing and I am helping people and nation.</li> <li>• I have changed in the system.</li> <li>• I have created many guidelines, helped to make acts.</li> </ul>
Helping and influencing others defined success.	<ul style="list-style-type: none"> <li>• Enabling other people so they can reach their goals defines my success.</li> <li>• I respect every single individual in this work place for what they can contribute.</li> <li>• I try to influence people in a positive way.</li> </ul>
Accomplishing goals defined success.	<ul style="list-style-type: none"> <li>• Success is defined by being able to achieve a goal and striving for excellence.</li> <li>• Reaching to the top level of your field defines success.</li> <li>• Success is measured in how I was evaluated externally and that was how well my suggestions were in decision making.</li> <li>•Dedication, devotion and determination helps to accomplish goals which lead to success.</li> </ul>
Success was determined by how one confronts change.	<ul style="list-style-type: none"> <li>• Dealing with the change in operations and processes within a unit illustrates success.</li> <li>• Adjusting to a position change within the same institution is an example of success.</li> </ul>

(iii) **Accomplishing goals**

Several participants were goal setters and determined their success by how well they accomplished their goals.

Several accomplishments were mentioned by Ms. Nepal. She has successfully accomplished many election despite 'lathi charge', has handled 'Hindu-Muslim' riot for eighteen days. She further explains:

During my tenure in Nepalgunj, I made road free of encroachment up to Koahalpur from Jamuna, which is now green. People say that, before they were angry as their houses were destroyed but now they are happy. It happened because I didn't have any personnel interest added to it. Even court also helped in this work. There was demonstration against me and people were with stones to hit me but when I went in front of them, they didn't dare to hit me. I finished the work not just started.

Ms. Siwakoti states her success differently and tells her story like, "When I was at foreign aid desk, I used to look after Japanese Desk. Other desks were looked by others also but Japanese desk was shouldered on me and totally dependent on me. It's already been more than one year that I have left that section but still people come to me to get any information about that desk. So, I feel I had handled that desk well."

(iv) **Confronting change**

Women must be change agents who focus on process and structure rather than force of personality to alter their organization. (Madden cited in DiGeorgio, 2002) Once in positions of power, women leaders can challenge complacency, interrupt inertia, and force an institution to examine its values and consider alternatives.

Ms. Lama describes her story as:

In my days my friends don't used to go for field work. But I used to go to districts and conduct trainings successfully. People used to say 'Oh! Woman went there'. When I came after finishing my study I tried to implement new things. In my subject there was no master's level study in Nepal. So I went England for study and maybe I



am the first one to masters in my subject among my colleagues. I learned many new concepts like system implementation, ISO implementation, prioritizing health hazardous things, maintaining standards, categorizing foods based on risk and so on. I tried to implement those things here. At the beginning it was very difficult, my friends used to discourage me saying ‘these are not implementable’. My then boss also didn’t allow me to do. But later on I was successful not only to implement those things but also I made industry guidelines which are even sought by WTO.

**Box 4.3: Fighting with mindset of people**

Ms. Prava Pandey was fairly new in her position. She recounted:

It’s not enough. I have to do lots of things. This is only start. The person who has sent me here has said that ‘you will regret that why you were not sent in this position fifteen years ago’. Now I am feeling the same way as my bosses, secretaries and ministers said. One thing is I went to entirely new field so it, it took time to learn. I understand the things now but I don’t have enough time now. Environment makes us success. Nowadays also male colleague don’t feel happy to work with female co-workers. They still have ‘empty ego’ to work under me even if they are juniors to me. They don’t easily accept us for which we have to fight a lot.

**4.3.1.2.1. Challenges**

In this study, participants were asked to describe challenges they have or are facing.

**(i) Dealing with change**

A change in roles was expressed as a challenge by Ms. Bhatrai who faced letting go of the chemist hat to become an administrator. “I served as chemist at the beginning. If I had stayed there I wouldn’t have been promoted up to now. Remaining in that position I didn’t saw place of career development. So when I thought what I can do, at that time I had the choice of giving exam in free competition. So, through lateral entry I came in first class, I never served as second class. If I hadn’t done that I would have rotten in that position.”

Similarly Ms. Dulal faced various challenges. “When I entered civil service I was not married. I got married in village of Bhaktapur. I had two sisters in law. At that time they used to think every household chore had to be done by me whether I can or not. At same time I had child also. I had to look after child, office and home.”

Dealing with mindset of people is also challenge. Ms. Subedi says, “We have to go in field. If we deny going at field level everybody will point us and opine as second class citizen. Being in same level also our male colleagues think their female colleague as inferior to them.”

Ms. Jaya Pandey explained, “The saying and opinion of others that ‘What women can do? What will she achieve?’ used to be big challenge. They don’t used to say in-front of me. But I was confident, through my skills, and ideas. PSC’s top people used to respect the things I do. So others attitude used to big challenge.”

As for Ms Luintel working as acting ambassador when King took power was one of challenging job she has accomplished. “It was difficult time as King took the power. I used to go here and there talking with people for getting support. For change of government also we have to take support. For that we have to make them understand how government will work and act. At that time all the responsibilities of furthering and strengthening relationship all lied on me. That was really challenging.”

Dealing with change is demand creates challenge. Ms. Prava Pandey explains, “Nowadays public demand has not only increased but it has become diverse also. Previously few people were taking advantage but due to access those who roam around office also drop application. There is limited budget but everyone wants to fulfill their demand first. There is no discipline at all, they speak so loudly to us. These all are challenges.”

**Table 4.3: Findings for challenges**

<b>Challenges – something that requires full use of one’s abilities, effort, energies, or resources</b>	
<b>Findings</b>	<b>Evidences-examples from transcripts</b>
Dealing with change was considered as challenge.	<ul style="list-style-type: none"> <li>• Changing policy and implementing a new structure were challenges.</li> <li>• Changing institutions and working in a new environment were challenges.</li> <li>• To make understand own view to other is challenge</li> <li>• To represent and maintain the prestige for half of the population was challenge.</li> <li>• To fight with the attitude ‘what a women can do?’ was challenge</li> <li>• To deal with continuously increasing and various demand from public is challenge</li> </ul>
With various challenges or risks, women experienced different emotions, feelings, moods, or mental states.	<ul style="list-style-type: none"> <li>• Having to fire someone or give low score on performance was not a pleasant experience.</li> <li>• You feel nervous, afraid and your credibility is on the line to produce a quality product or start something new.</li> <li>• Health issues made our family to be more protective which led to miss many opportunities.</li> </ul>

**(ii) Experience different emotions**

Along with experiencing challenges through changes or risks, the participants expressed different types of emotions or feelings that affected how they handled the different challenges they faced.

Ms. Nepal feels except other challenges there is personnel challenge also. “Personnel challenge was that I have to do better than others because if I do anything wrong that will defame half of the population. That ghost used to challenge me. Due to this reason I lacked socialization. I always feared the improper utilization of my power and position.”

Vulnerability was a fear for Ms. Lama as she used to be only female member in field level and doing works never done by female at her level. In her own word, “during one industry inspection

I didn't get lady's toilet. There was a whole team and I was single female member. In that industry all workers were also male. For using toilet they arranged a vehicle and I had to return way back to my hotel just for using toilet. For such thing I faced a kind of health risk."

**Box4.4: Lack of orientation as challenge**

Ms. Siwakoti described the experience of her initial days in organization:

One of the challenges in civil service is lack of orientation. There is no system of handing over the work. You learn by doing and that takes time. It makes difference somebody briefing you and understanding all things by self. As I said I had to look after project document and nobody told me about the procedures. Even TOR was not given properly. When somebody asks us why the work has been late they forget about this part. This is very much discouraging thing.

**4.3.1.4. Self-efficacy summary**

This section revealed the experiences of the participants related to their confidence and how they build their confidence. Success stories were portrayed and insights were gained into how the participants defined their own success. With every success story, there were also challenges, which each participant shared. Many of their challenges were considered to be great experiences, while others were quite the opposite.

The successes and challenges of the participants provided a measure of their self efficacy. The participants tended to define success in relation to assisting staff and colleagues as well as providing opportunities for them to improve and succeed. They also described success in terms of making a difference either at the institutional level or in the lives of others. Change played a critical role in being successful and characterized their challenges.

Overall, the participants felt their confidence was defined by their abilities and effectiveness as well as just having the internal belief that they can do the job and in some cases, better than those in the current position. A woman's strong confidence was built on the continued rewards, accomplishments and achievements. Supporting and contributing to other people's success were

very important to the participants. On the other hand, emotions and sacrifices surfaced more often when participants described their challenges.

**4.3.2. Achievement motivation**

Achievement motivation, also referred to as the need for achievement (and abbreviated *n Ach*), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement-oriented.

Motivation to achieve is instigated when an individual knows that she/he is responsible for the outcome of some venture, when she/he anticipates explicit knowledge of results that will define her/his success or failure, and when there is some degree of risk, i.e., some uncertainty about the outcome of her/his effort. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland 1961, Atkinson 1964).

Ms Lama confirms she prioritizes things but nothing is important to her than office. “My family knows I am workaholic. For me my office is like ‘Temple’. The way we go temple, being clean and with devotion, I consider my office same way. I give most priority to my work.

**4.3.2.1. Driven by work**

The person with achievement motivation would be driven by work. They would be constantly working in order to derive the satisfaction of having “*achieved and accomplished.*” Most of the participants in this study showed that they work constantly and don’t hamper work due to other environmental situations.

**Table 4.4: Findings for driven by work**

Findings	Evidences-examples from transcripts
Constantly working	<ul style="list-style-type: none"> <li>• For me my office is like temple.</li> <li>• I can say proudly I gave priority to my work.</li> <li>• In my case works and decisions were never late.</li> <li>• I would rather stay at office for extended time to finish work.</li> </ul>

	<ul style="list-style-type: none"> <li>• I don't keep work pending.</li> <li>• For finishing work I take work at home and due to internet I am able to do work from home.</li> </ul>
Reluctant to take off	<ul style="list-style-type: none"> <li>• I always felt if I have taken the job I have to fulfill the responsibilities at any hour of the day.</li> <li>• I never left office even when my children were sick.</li> <li>• My retirement is coming but I am still not tired with my work and can contribute a lot.</li> <li>• When I come to office until and unless it is very much emergency I don't remember home.</li> <li>• During weekends also embassies call me and I don't mind as it is for work.</li> </ul>
Thinking about work	<ul style="list-style-type: none"> <li>• I think about work even while studying.</li> <li>• After I began to come at office I used to forget about my child.</li> <li>• I have tried to finish work even when my daughter was seriously ill.</li> </ul>

Giving importance to time management Ms. Bhattraai claims, “Those who want to work, time is always short. The one thing you need is time management. I will not take official work at home rather I will stay at office for late hours. When I come to office until and unless it is very much emergency I don't remember home. At the time of demand, I prioritize the things.” Similarly Ms. Dualal tries to finish work within a day and don't keep files. She even claims that is the difference between male and female.

#### **Box 4.5: Giving priority to work**

Similarly Ms. Prava Pandey proudly says she brings office at home and thinks about office most of the time:

I felt nobody should point out at the chair (position) simply because there is woman. I never left office even when my children were sick. I never gave less priority to work. I can say it proudly I gave priority to my work. Since I am paid by government for my work I give first priority to my work. I am strongly against bringing home into office. My retirement is coming soon but I am still not tired with my work and can contribute a lot.”

All works are not of equal priority and one has to make a good judgment which work should be finished first. Ms. Siwakoti explains, “If some document come today and have meeting or have to submit report tomorrow and don’t have time that time I take work at home. Otherwise I would rather stay at office for extended time to finish work. At time of need we come office early and stay for long period. And even during holidays we used to come to office.”

Ms. Subedi states:

I don’t keep work pending. If there are problematic files then I have to review it again otherwise I try to finish the work as soon as possible. I have to plan, report, and guide my colleagues below me when problem occurs. I also take work at home. I am member of 2-3 committees and have to look after overall. I also stay in office for long period during time of reporting. I feel if I don’t come, other’s work will be hampered. After I began to come at office I used to forget about my child.

Similarly Ms. Shrestha also affirms that the official work has not been late due to her. It happens due to process of power delegation and chain of command. With similar experience Ms. Jaya Pandey confirms the work become late due to several people. Most of the works were done by assistants and she has to check and sign those. So, it’s not only her effort that helps to finish work.

**Box 4.6: Continuously working**

Ms. Luintel considers the system of Foreign Ministry different than others:

In our ministry people take responsibility and if any things that comes that is dealt immediately. We don’t keep it for long unless certain policy matters at certain level and when it is best to keep postponed. I don’t want to keep things pending until and unless there is need and it shouldn’t be done immediately. I have tried to finish official work even when my daughter was seriously ill. For finishing work I do take work at home, and due to internet I am able to do my work from home. Sometimes even during weekends embassies call me to get information. They say, ‘We are sorry Ambika, we are disturbing you on weekends but called you to get information from you. I don’t mind people calling me on weekends if it is necessary.

**4.3.2.2. Persevering despite setback**

Participants in this study faced many setbacks. These setbacks not only included daily job related activities but also for their promotion during their career. Despite those setbacks they worked hard and tired to achieve what they wanted. Ms. Lama feels not only bad but also embarrassed due to setbacks. “But I try again. I try hard. If I work in team I try to convince them. If I have to work through others (like ministers), and if they say no it becomes very difficult. I feel like I can do and I try hard to get it.”

Ms. Bhattraai affirms, “When I don’t achieve the goals set; first of all I see did I prepare well? If I feel I did what I should have but didn’t get the goad, I feel disheartened for some moment and then leave it. I feel disheartened when I realize I should have done the things other way but couldn’t. I use past as sweet memory and for some lesson. I am not disturbed by anything for more than half an hour.”

**Table 4.5: Findings for persevering despite setbacks**

Findings	Evidences-examples from transcripts
Persevering despite setbacks	<ul style="list-style-type: none"> <li>• I feel bad and embarrassed due to setbacks but I try again.</li> <li>• Though for promotion I have lagged behind due various reasons but I believed in my work and continued to do it.</li> <li>• Normally I live in present. I use past as sweet memory and for some lesson.</li> <li>• I am not disturbed by anything for more than half an hour.</li> <li>• For promotion I increased my qualification.</li> </ul>

Ms. Shrestha didn’t have any career goal. But when her friends got promotion she felt the pinch. Then only she tried for promotion and even got it. Now she feels she wants to be secretary. She illustrates, “For promotion I increased qualification and took another degree. Due to that lateness now I feel, I have been left with fewer chances. Last time I gave written exam (which I didn’t succeed). For one seat 500 people are competing. It is tough competition. This time I didn’t get, so I am again trying next time.”



The regulation of internal promotion based on marks allocated for performance changed time and again. It changed according to will of people in power without any good reason. This has hampered people like Ms. Prava Pandey:

When it was my time for promotion 10 years after service, the rules changed and it increased to 14 years. I lagged behind 4 years. In between new generation came with good marks and knowledge. If the rule were not changed I should have been at least joint secretary. I feel I faced given injustice from the then government. I would have got promotion from 14 years also but at mean time I was outside for study. My colleague said to our supervisor, 'if you give good marks to all people will say you have not done well. Since she is outside give her less mark.' And that colleague got promotion. I don't want to blame that colleague but that decision make should have used his concise. He should have at least seen my file. That marks was being carried throughout my study period of 3 years. This made altogether 5 years of bad marks and I lagged behind. Though this has discouraged me a lot, I believed in my work.

Ms. Nepal got promotion from performance based promotion, but she claims she didn't get promotion on time:

To get full marks you have to do 'chakari' to boss. I used to feel bad and angry but that didn't stop my work. I did my job regularly. If I were promoted regularly without biases I would have been retired as secretary. It took time to be promoted from third class to second class. Marks have been always deducted blaming me as political person but I was never affiliated to any party. Later on they realized that I was not political person. I never brought politics in my work. Due to these reasons I didn't get higher score nor any medals. But once I worked in one British project, whenever VIP like Princess Ann and other ministers used to come for the evaluating project's development they didn't used to go without meeting me. They used to appreciate my work a lot as they saw me in field. When I tried for Humphrey Fellowship they became strong referee for me. They supported me lot in my work but nobody did from the here (government). Government made a lot of obstacles due to which one of my programs was hampered for 1 year.

#### **Box 4.7: Nature of sycophancy in Nepalese Civil Service**

Ms. Luintel explains for her promotion she has to struggle a lot due to bad system of sycophancy:

Since my degree is from India where I passed M.A. in 'A' grade, one filed a case against me saying Indian 'A' grade shouldn't be equivalent to first division. This was done purely with the intention of pulling me down. If 'A' is second division then the one who blamed would get promotion. At that time I had already taken equivalent certificated from Pune University which stated 'A' grade is equivalent to first division. Due to this case my promotion lingered for two and half years. Before the announcement of nominees for promotion the case was filed. Here I want to ask without knowing the decision about who is promoted how one can file the case? From here we can see there were miscreants. Being a single lady and senior most in ministry I suffered a lot. Even if you want to speak the truth you cannot. I hate speaking lies and here are people speaking lies with flowery language and always saying '**hajur-hajur**'.

#### **4.3.2.3. Working with people having different type of competencies**

In civil service working individual is not possible. Almost all participants confirmed that they have to work in team to finish the work to bring out desired output. Civil service comprises of all types of people. Among them some people may be very competent but unfriendly and some may be friendly but incompetent. People with achievement motivation like to work with competent people than compromising with quality. They even like to work individually rather than in team if quality has to be compromised. All participants in this study showed that they like to work with competent person and if they have to work with incompetent person they try to encourage those people to be competent by taking trainings.

Ms, Nepal questions back saying, "Even in home also we have different people. And in office also we have to deal with different people. It is human nature. Those who work efficiently I take them. May be there will be allegation but what to see? Cry for allegations or finish work? I always facilitated my staff members and some time scolded also. For 1-2 persons I gave less

mark in performance but there was reason behind them and I have given marks with explanation.”

Ms. Siwakoti said, “While working in team, even if we are 8-10 people, ultimately working people are just 2 of them. Different people have different skills. So, we find out what type of input can be taken from which person in a best way. If we feel that, omission of certain person can lead to better work then we give him/her other works. According to skills we distribute work in team to finish work in time and in better way.”

**Table 4.6: Findings for impatience with ineffectiveness**

Findings	Evidences-examples from transcripts
Doesn't like to work with inefficient people	<ul style="list-style-type: none"> <li>• I work with competent ones even if they are not friendly.</li> <li>• Those who work efficiently I take them.</li> <li>• Different people have different skills, so, we try to catch that skill.</li> <li>• We find out what type of input can be taken from which person in best way.</li> <li>• If we feel that, omission of certain person can lead to better work then we give him/her other work.</li> <li>• We have to run office and have to seek good results so we take these competent people.</li> <li>• I enjoy working individually rather than working with incompetent people.</li> <li>• We give priority to that person who can bring more output.</li> <li>• I was happy when incompetent person left the office.</li> </ul>

Ms. Lama says, “It is very difficult to work with different types of people. But I work with competent ones even if they are not friendly. I praise my people for carrying out the work successfully. I cannot give financial motivation when working in team but praising gives them motivation.”

Ms. Bhattraï states working with different people depend up on the nature of work. She claims in Nepalese context it's always hard to work in group. She enjoys working individual rather than

with incompetent person. She states the beauty of working individual is that one can plan his/her work.

Ms. Shrestha justifies, “Right now I am looking at two sections. In one section there is one person who is very hard working and competent but very unfriendly. But if we give priority to that person as there will be more output. But in PSC individual work is not possible. One’s success depends upon the other’s work as well. So, we have to coordinate and help each other.”

#### **Box 4.8: Firing incompetent staff**

Ms. Luintel also is in opinion that incompetent people should be given trainings:  
It is really difficult working with incompetent person. You have to finish your job. Incompetent person should be given training. But those who are not able to give positive outcome anyhow they shouldn’t be kept. If their performance is hampering the whole organization and individuals then we have to think ‘do still I need to keep this person?’ I did same. One of my staff in Belgium left and called me she is not coming. I said, ‘what I should have done, you did yourself, ‘I am very happy you left now’, was my answer.

#### **4.3.2.4. Feedback**

Feedback is very important for people with achievement motivation. Feedbacks assure people for what they have done and build up the confidence. In this study most of the participants liked to have feedback but they said there is no feedback system as such. They even claimed in the name of feedback there will be leg pulling so sometime it is better not to get feedback if one is confident about one’s work. Ms. Lama claimed that there is not possible to take feedback. “But while I work outside, I ask with others. In laboratory I have started feedback system where stakeholders are asked how they felt working with us. But getting feedback for personnel work is difficult.”

Feedback is important for Ms. Siwakoti. “I take feedback even with subordinates as they are experienced than me especially in processes. Most of the time seniors give feedback on the things we do but some time they don’t give. Those time expectation shatters.”

**Table 4.7: Findings for seeks feedback**

Findings	Evidences-examples from transcripts
Asks feedback on how the job has been done	<ul style="list-style-type: none"> <li>• I have started feedback system in laboratory.</li> <li>• I take feedback even with subordinates as they are experienced than me especially in processes.</li> <li>• Sometime we don't get feedback, and at that time expectations shatters.</li> <li>• Even a peon has equal role in team work so if I can ask his/her opinion that can help in good decision making.</li> <li>• If I see collective ownership then I take feedback.</li> <li>• I ask with people but mostly with lady friends.</li> <li>• I ask with people how they felt working with me.</li> <li>• We used to ask others about the officers in embassies so we can improve ourselves.</li> </ul>

Sometime taking feedback is considered as weakness which hinders the other processes also. According to Ms. Prava Pandey, “My opinion is, we have to take feedback. I believe in participatory management. But those who don't understand this, they think this as weakness. He/she can say to everyone ‘Madam asks to all as she doesn't know herself’. In such situation I feel bad. What I feel is, even a peon has equal role in team work. If I can ask his/her opinion, then, that can also help in good decision making.”

**Box 4.9: Marks based on opinion**

Ms. Nepal explains:

I used to take feedback but I knew I will never get good feedback. Evaluation system is wrong over here which is very much based on one's opinion and favoritism. People who has never gone out of valley is getting medal and those working hard are not even getting good marks. Those who revolve around the chair doing ‘**Chakari**’ are getting good marks, promotions and even recognition. I have gone myself through such situation.

Collective ownership plays vital role in taking feedback for Ms. Bhattra. “Yes, I do take feedback. But I see whether collective ownership will be created or not. Definitely taking feedback is good but sometime I don’t take because I know beforehand what will be the result. Despite its theoretical strength sometime it doesn’t work. If we cannot come to concurrent point it will only scatter the things. So, if we cannot come up to the single point I don’t take feedback.”

For ladies gender plays a role in taking feedback. Ms. Subedi says, “I ask with people but mostly with lady friends. We share lots of things. But generally I don’t ask with male colleagues. I feel why should I? I am as competent as them. Sometime in very difficult situation only I ask with concerned person. Sometime if I want to do new work I share and take idea from others. If they give good idea I incorporate them.”

Participants felt there is no feedback system in Nepalese bureaucracy. Ms. Luintel confirms:

There is not much feedback system here. Sometimes we take ideas for performing jobs from seniors or colleagues. Here the feedback is given by newspapers or other ministries. But, when I was in Belgium we have to work with Nepalese also. So, sometime I used to ask how they are viewing Nepalese embassy, and what is the reaction of people about the activities of embassy? We also used to ask about policies in meeting. We used to ask what others say about officers, so we can improve ourselves.

#### **4.3.2.5. Achievement motivation summary**

This unit highlighted the feelings of participants towards their work and colleagues. Examples were provided by the participants how much they are driven by work. They considered their work as their temple and god. Most of the participants devoted their time in their work. They didn’t compromise the quality of work due to personnel or other environmental factors.

Most of the participants felt setbacks during their career but they didn’t break down. Despite setbacks they tried to do well and even succeeded. The participants looked for output and good result so they tried to work with competent people. Though civil service doesn’t allow individual

work, they felt the beauty of working individually rather than working with incompetent people. And when allowed they dared to fire those incompetent people.

The feedback was crucial for all the participants for knowing how they are doing the job. But all the participants claimed that the Nepalese Civil Service doesn't have feedback system as such. Most of the participants tried to get feedback from their colleagues, superiors and even with subordinates. Since all the participants were of senior levels they tried to know how others working with them. And most interestingly the participants tired to get feedback from female colleagues than male.

### **4.3.3. Personal Behavior**

Personal behaviors are the actions or reactions of persons under specified circumstances. The main concepts of social cognitive theory explain human behavior as a dynamic and correlated interaction between the person and the environment.

This section focuses on the participants' choices, preparation and background of skills, and the compromises made to advance into upper-level and addresses the question: *How do women's career path, mobility, and overall skills affect their beliefs and attitudes towards career advancement?* Several findings emerged from the narratives that influenced women's behavior deciding on a career path, moving from one institution to the other (mobility), and developing.

#### **4.3.3.1. Career path**

Studies of women leaders indicate that they tend to make late career decisions; describe their careers in passive terms; and emphasize self-improvement as critical to their advancement (Mark, 1986).

##### **(i) *Entering civil service was not planned***

In this study, participants indicated they did not plan to enter upper level administration. As Ms. Bhattraï stated, "It wasn't an intentional pursuit. I came here because simply I got challenge. Lok Sewa is considered as tough exam. One of my senior teachers challenged me and said 'if you

pass 'lok sewa' then only I will consider you as competent. Then only I gave 'Lok Sewa'. I never thought that I will ever come to this world.”

**Table 4.8: Findings for career path**

<b>Career Path – a course or way of chosen pursuit</b>	
<b>Findings</b>	<b>Evidence-examples from transcripts</b>
Participants did not plan to enter civil service	<ul style="list-style-type: none"> <li>• I came here because of challenge I received.</li> <li>• I came here because of family background.</li> <li>• It was serendipitous and fortuitous. My career has been a product of circumstance.</li> </ul>
Participants wanted to do something new according to their education	<ul style="list-style-type: none"> <li>• I had feeling of doing something after finishing my education</li> <li>• I wanted to broaden my horizon</li> </ul>
Participants didn't found other option	<ul style="list-style-type: none"> <li>• There were not many private options in our time</li> <li>• For women; joining civil service was symbol of prestige and status which other job didn't provided at that time.</li> </ul>
Women needed to determine if the position is a good fit when entering civil service	<ul style="list-style-type: none"> <li>• You need to determine if there is a good fit for you and also for the institution.</li> <li>• You need to ask why you are taking the job and how can you build the institution</li> <li>• You have to decide what you want to do. Do you have the skills needed and does the institution have values that match yours?</li> </ul>

Ms, Shreshta entered civil service by chance:

In our time civil service had special prestige. Before my marriage my maternal uncle who used to be top level official in Office of Auditor General placed me in temporary position in his office. At that time it was possible to give temporary job. In office everybody used to talk about giving 'Lok Sewa' exam. At the time, when one even don't know about 'lok sewa' there doesn't come the question of motivation to join civil service. As friends I also gave exam and passed it. At that time even wearing



official saree and black coat had high prestige in our society. So, due to maternal uncle and related prestige I joined civil service.

(ii) **Wanted to do something new**

In addition, some participants indicated that while they may not have made a conscious effort to enter civil service, once they entered civil service, they felt a need to make a difference or become a policy or change maker.

After finishing education Ms. Nepal had feeling of serving nation and people. She used to teach in Biratnagar, later came to Kathmandu. When there was a choice between teaching and government development sector, she chose later one. She then became motivated to work in the field of women development. She worked for eight years in her home district. She describes further:

I didn't left anywhere because I was overdone, nor due to any difficulties. I always wanted to see new process and saying yes to everything I entered in different sector. Many people asked why you joined or why you left. All because of process I joined and left different sectors. After searching and wanting to do new, I found Home Ministry as virgin area as no woman was there. So I gave interview, got the job and became first female CDO. This was pure administration.

Ms. Siwakoti worked in NGO in initial days. In the mean time 'Lok Sewa' exam opened. Her friends tired to give it. And that time she felt, "While working in NGO my work used to be limited. I had to work only in one Village Development Committee (VDC) of Lalitpur. I thought if I worked in government may be that will be broader." With this thought I joined civil service.

(iii) **Did not have other options**

Options make us availability of choices. And when we choose we know what is important for us. Many participants said during their time there were not many options since private sector was not much developed. Due to family environment where influential family member is civil servant; participants didn't realized any other options.

#### **Box 4.10: Forgone opportunities**

Ms. Luintel explains:

In my case I joined service 25 years ago and that time there were hardly any other opportunities except teaching, Public Service Commission (PSC), central bank and few others. Private sector was hardly developed. In teaching I was not keen but when I wanted to join I was discouraged from the people inside the university. I was top student in Diploma level and I did quite well in my master's level also from Pune University, India. I was one of the students having first division among two students, in the first batch of economics from Pune University. After returning I applied in academic line. But.....you know, you have to have both push and pull factor. I went to meet dean 2-3 times and asked if I could get lecturer job. What he said was 'you have excellent academic background, since there is no opening in Kathmandu, if you are interested to go outside then, yes, we can offer'. But I could see other people getting job in same place those who were studying here and those who might have influence. I didn't have anyone. There was nobody to help me. I also worked in central bank in temporary position but they decided not to have anyone in temporary position. So, I applied in civil service which is more permanent and secure.

As said by Ms. Prava Pandey, "I became interested in civil service due to family environment. After marriage, everybody in in-laws house used to talk about civil service. My family motivated me to join civil service. At our time only civil service was considered as job." Similarly Ms. Dulal shares her past as, "My father was in civil service. I wanted to become doctor. But in family environment civil service was considered as good career option so I entered here."

#### *(iv) Civil service as good fit*

Some participants felt that civil service was the good fit for their education and other needs.

Ms. Lama exclaimed:

At our time civil service was viewed as status and woman need status for showing her talent. With that motivation I came to civil service. I am pure technical person. I

did not come here thinking I will reach at higher level rather thought it suits my education and work. I also thought it gives social status and status in family. In Nepalese society women's value is like second class citizen. I did inter-caste marriage, so, inside my own family I did not have any status. In that way I felt if I come to civil service I will have some status.

Similarly Ms. Subedi explains, “Due to my education background I came here. After finishing study I had two options as career. First one was teaching and second one was civil service. I chose civil service as it gives social security. When I joined civil service, audit was center based, so I don't had to go outside which is another factor for my decision.”

On same view Ms. Jaya Pnadey reveals, “Through competition I entered civil service in technical post in Public Service Commission (PSC). I joined here because at that time I already had family and two children. If I had joined other services I had to go to different places outside valley. I didn't agree on that. So, I chose technical part on PSC.”

#### **4.3.3.2. Mobility**

Much of the researches on geographic mobility consider the lack of mobility as a barrier for women advancing into upper-level administrative positions. Pavan (1986) described the following external barriers that precluded a credentialed female from advancing to a leadership position: societal attitudes, family responsibilities, discrimination, lack of encouragement and professional networks, lack of mobility, lack of on-the-job visibility, and job security.

**Table 4.9: Findings for mobility**

<b>Mobility – move from place to place</b>	
<b>Findings</b>	<b>Evidences-examples from transcripts</b>
Gaining new ideas, discovering different methods and processes, broadening knowledge base, and working with a variety of people	<ul style="list-style-type: none"> <li>• You gain intellectual exposure and have an opportunity to see different ways of doing things.</li> <li>• You meet and work with new people.</li> <li>• You are able to bring different and new perspectives to the</li> </ul>

were advantages to moving from one institution to the other as well as moving around different geographical locations	<p>table and add to a resource rich environment.</p> <ul style="list-style-type: none"> <li>• You give a broader base from which to make decisions.</li> <li>• You draw from the best ideas, renewed energy, and different experiences</li> </ul>
Maintained reputation with a better knowledge, don't have to part away from family was advantage of staying at one institution	<ul style="list-style-type: none"> <li>• Power is in my hand.</li> <li>• Everybody knows you, knows your strengths and weaknesses, credibility, trust, and established values.</li> <li>• I can always be with my family</li> </ul>

(i) **Advantages of moving from one institution to the next**

External experiences were the primary reason noted by all participants to move from one institution to the other. Developing new ideas, discovering different methods and processes, or working with a variety of people were some of the experiences participants described as advantages to move to other institutions or other administrators brought to their institution.

**Box 4.11: Stagnation in career**

Ms. Siwakoti proclaims that there are more advantages to move around:

If you remain in same organization ultimately there will be plateau. There will be same mandate and same work. I worked in Nuwakot and Kathmandu. While working in Nuwakot the system was different. There were no computers and we used to do all work by hand and frequently used to go to field. After working there for two years I learned most of the government terminologies. When I came in other place I was able to give my input, vocal my say. If I was in that organization for long time, it would have been difficult as there were subordinates who were not only local but also working there for long time. If I had stayed there I would have been in suppressed stage. While changing organization we learn new work, face new challenges. These things give continuous motivation.

Ms. Nepal finds the difference between going to districts just in tour and staying there. She says staying there and learning situation and culture makes difference. Ms. Lama noted that mobility

to districts and center is obviously helpful in career development. She says, “We could know about the networking, stakeholder’s interest and so on. I didn’t go outside. I always resided in center so couldn’t bring that level of experience.”

Obviously moving to different institutions affords you some other opportunities to grow, one meets new people, works with new people, sees how things are done differently, and in those entire one can build a set of experiences that one might take to the next position. Ms. Luintel explains, “I have been within one institution. In geographical mobility there are challenges. We have to sacrifice due to social and cultural differences. There is also language problem. Like in Belgium speak French and Dutch. We have to learn the language to communicate with local people. There may arise other problems also. Problems may come but we do enjoy those challenges.”

(ii) **Advantages of staying at one institution**

Knowledge and understanding of the institution and organizational structure as well as maintaining a good reputation were two of the main advantages participants felt as to why a person would remain at one institution throughout their career.

As Ms. Bhattraï stated:

Definitely geographical mobility enriches you. But there are certain aspects that staying in one institution is more beneficial not only to individual but also to institution and nation also. Here, take example of Nepal-India Trade. From India the representatives are the people working in same institution for more than twenty five years, so, they are sharp about the happenings. From Nepal representative are those who have just worked for six months. May be sometime those representative even don’t know the history of their own country (Nepal). In that situation what will be the outcome?

Ms. Shrestha agreed that it is a real asset to understand the history of the institution and be able to use instant recall to remember why things happened the way they did. She further explained, “By staying in General Administration for long time I may have lacked various experiences and

knowledge but because of same reason I could handle the job of PSC efficiently. In fact this has increased my confidence and I am handling the whole section. The other benefit is I recognize most of the bureaucrats as both institution handles issues related with employees.”

**4.3.3.3. Skills**

Because all participants have earned a master degree and many have gained scholarly achievement and/or professional recognition, other skills or attributes were described by the participants as necessary for their specific position.

**Table 4.10: Findings for skills**

<b>Skills – ability, proficiency, technique, specialized training</b>	
<b>Findings</b>	<b>Evidences-examples from transcripts</b>
Women developed and maintained skills related to knowledge	<ul style="list-style-type: none"> <li>• You need to understand the dynamics of the institution, how it works, and who the players are.</li> <li>• You need to increase your knowledge in various areas such as inter-personnel, communication, convincing others, self expressive, budget, leadership, law and good governance.</li> <li>• You need to gain experience in the field or in the profession.</li> </ul>
Women developed and maintained skills related to performance	<ul style="list-style-type: none"> <li>• You must posse strong communication skills and be able to express ideas verbally and visually.</li> <li>• You must be able to motivate people and work with a diverse group of people.</li> <li>• You need to be competent and strengthened by the power of persuasion and negotiation.</li> <li>• Listening is important and you need to listen to people.</li> <li>• Regular updating information is important to our work and if you cannot acquire information this is not the job for you.</li> </ul>
Women developed and maintained skills	<ul style="list-style-type: none"> <li>• Being able to talk doing eye contact and making your head high is an attribute that shows your confidence.</li> </ul>

<p>focused in the behavioral skills</p>	<ul style="list-style-type: none"> <li>• You don't need to be arrogant or egotistical to be successful.</li> <li>• You must keep balance because not everything is a crisis and not everything can be fixed.</li> <li>• You should create a strategic objective and get folks coming with you in the direction you want to take.</li> <li>• You are able to get along with a diverse group of people.</li> <li>• You interact with people to solve problems without being abrasive and creating enemies.</li> </ul>
<p>Women developed leadership skills primarily being able to collaborate and empower others</p>	<ul style="list-style-type: none"> <li>• I receive input; listen to people's ideas and opinions; build a consensus unless the most coherent idea is one voice and work together as a team.</li> <li>• I make people to give presentation whenever someone comes from outside.</li> <li>• I arrange meetings to listen each other.</li> <li>• Leadership is about empowerment and everybody must feel like they are part of the team.</li> <li>• Remember to respect and teach juniors because we have come through same place and process.</li> <li>• Everyone can contribute. It's just finding the right job for them.</li> </ul>

(i) **Skills related to knowledge, performance and behavior**

The women in this study expressed need of specific skills in the area of knowledge that increased opportunities to be successful. Participants encouraged learning or training in specific areas to increase one's skills. Competence, effectiveness and persuasiveness were some of the performance skills mentioned by the participants. Behavioral skills in this study involve individual attributes (patience, hard work), professional attributes (visionary, credibility, work ethic) and commitment in people, position, or the system.

For Ms. Siwakoti, "Different things guide. Even computer skill is also one factor in itself. If we have these skills, the dependency level will decrease. I have to review document and do

correspondence accordingly. Generally we are shy in nature, so, we have to learn to open up and say things in front of others without hesitation. And most importantly we have to work hard and give our best performance.”

Giving importance to information Ms. Luintel explains:

I have been working here for 25 years. My job is job of expertise. For this education is indeed needed. We learn by working with different people, tackling different problems. You learn from your supervisors and situations how it creates. I go to other countries and represent the Nepalese government. While working as acting ambassador in Belgium I had to report everything and get feedback. Situation also teaches us different responsibilities which we learn and we have to keep updated with all the information from home and abroad. We need to be updated about everyday working environment, situation, and policies.

Ms. Shrestha claimed, “In every ministry there are different administrative works. At current position in ‘PSC’ I am working in examination section. The most important skill required for doing job in my current position is ‘confidentiality’. And another is teamwork. Individually nothing can be worked out. One should handle teamwork. And in teamwork co-ordination skill is required.”

With different note Ms. Bhattraï emphasize on knowing national, global and regional policies, policy outcome. Besides that listening, learning and analyzing those things with patience is needed. Communication skill was emphasized by Ms. Jaya Pandey. She said those things must be developed through trainings and discussion.

Giving importance to all things Ms. Lama confides, “Except education, since I am from pure technical line, managerial skill is highly required for my current position. Personnel skill is required to read other people as I have to know the stakeholders’ interest. Now people are talking about good governance so listening and inter-personnel skill is also required.”



(ii) Leadership skills

Behavioral studies examine the actions and styles of leaders by what they do and how they do it. Analysis of both experimental and assessment studies produced results indicating that women employed a more interpersonal style of leadership than did men, who were found to be more task-oriented. The participants described their leadership skills as collaborative. Collaboration involves inclusiveness, shared ownership, and connectedness with others. Caring translates into a moral commitment to action on behalf of others, promoting human development and respondent to needs. Leadership, then, is empowering, facilitating, collaborating, and educating, all activities that connect people rather than telling or pulling them along in the traditional directive style (Madden cited in DiGeorgio, 2002).

Being in leadership position most of the participants gave emphasis on international perspective. Ms. Lama affirmed:

I have to know the work at international level. Technical knowhow is needed. I must be competent and have clear vision that 'I will take this department up to this level and for so I will take this action.' For this I have made a system in this department that if anyone comes from outside he/she have to give presentation what she/he has learned and experienced. Networking is also essential. Whenever I go outside, I bring actor, rules and regulations document of that country and give those to my colleagues to read. My target is always international as our product goes outside. If not of high quality I try to bring Nepalese product at middle level.

Ms. Dulal has taken leadership training from Denmark. "Just saying I am leader we cannot be Hitler. We have to work with others being familiar with them. We have come through those positions so we know the difficulties. We also must not stay ideal but have to compromise according to situation."

A participatory leader also describes Ms. Subedi. She says, "We must be in win-win situation. We have to believe in our staffs and must be able to take them with us. We have to have communication skill very well. We also must face problem patiently. One has to have ability to

take others in confidence. Negotiation and analyzing skills are also required. We have to take decision seeing the mass.”

In similar note Ms. Shrestha points out, “We have to maintain secrecy, so, confidentiality is needed. We have to know rules and regulations very well. I feel more successful doing work through participation. As I sit, do myself and encourage my colleagues and juniors, they feel they are given importance and are being valued. Sometime we also need to protect them. If there will be any error I will make the defense.”

**Box 4.12: Requirements in good leaders**

Ms. Bhattraï says:

For leaders, sound knowledge, regular study, judgment and analytical power and well communication skill is needed. Many things either you yourself must be convinced or you should be able to convince others. One should be pretty much clear about own idea and must be able to take stand on that idea. You have to learn how to moderate situation sensing political instability and must be able to take proactive actions.

Along with collaboration, participants also described their leadership skills as providing power to others, encouragement, and facilitory. Ms. Nepal has listed out the leadership quality as, “Clear goal, prompt decision making, maintenance of integrity, learn to compromise are needed as leader. Sometime one must not work with mind only rather have to use heart also. As I was female CDO many women used to come to me with their problem. Even if some of their problem used to be out of my jurisdiction I used to help/ facilitate them in possible way.”

**4.3.3.4. Personal behaviors summary**

While participants did not conscientiously decide to enter civil service, they did express the need to be in a position that could make changes, develop policy, and thus, enable them to be in charge. Participants were very content and happy doing what they were currently doing, but wanted to do it well.

External experiences including working with a variety of people and increased professional growth were cited as advantages to being geographically mobile. On the other hand, the institutional knowledge, solid relationships and connectivity, and earned credibility and trust were advantages to remain at one institution if there were possibilities for promotion.

Empowerment and collaboration were considered ideal leadership skills. Participants also felt the importance of maintaining credibility, respect, trust, integrity, passion for the work, compassion and helping others succeed. In addition, the participants encouraged continuous learning, experience in the field, gaining knowledge of how the institution works, competence, and working with a diverse group of people and valuing other people’s ideas and expertise

Overall, this section uncovered several types of personal behaviors affecting the participants’ advancement to an upper-level position in civil service. Women in this study did not plan their career path; rather they took advantage of opportunities as they arose.

#### **4.4. Outcomes**

After winnowing the voluminous amount of data to a manageable group of 30 findings, three broad themes across all findings have emerged.

Theme one consists of women’s need to seek out support groups and have the opportunity to nurture others as she pursues an upper-level administrative position. The participants mentioned support systems and networks either in building confidence, encouragement and feedback or assisting while entering civil service and working. In addition, participants’ confidence was increased after receiving appreciation notes, letters, and seeing those they helped or influenced to succeed. The participants recognized the strong leaders are those who collaborate and empower others.

**Table 4.11: Outcomes of the study**

<b>Self-efficacy</b>
<i>A. Confidence</i>
1. I –can attitude
2. Knowledge, experience and doing well increased confidence

3. External awards and accomplishments helped to build confidence
4. Build confidence with the help from others.
<b><i>B. Success</i></b>
5. Making a difference defined success.
6. Helping others defined success.
7. Accomplishing goals defined success.
8. Confronting change was example of success.
9. Dealing with change was considered as challenge
10. Experience different emotions, feelings, or mental states when dealing with challenges.
<b>Achievement motivation</b>
<b><i>A. Driven by work</i></b>
11. Constantly working despite other environmental factor
12. Take office as temple and work with devotion
13. Take work at home
14. Reluctant to take off from work
15. Persevering despite setbacks in work and career
<b><i>B. Impatience with ineffectiveness</i></b>
16. Doesn't like to work with inefficient people.
17. Likes to work individually rather than working with incompetent people.
<b><i>C. Seeks feedback</i></b>
18. Asks feedback on how job has been done
19. Not getting feedback shatters expectations
20. Asks feedback from colleague, subordinates and superiors.
<b>Personnel behaviors</b>
<b><i>A. Career path</i></b>
21. Participants did not plan to enter civil service
22. Wanted to do something new.
23. Did not have other options

24. Good fit while entering civil service
<b><i>B. Mobility</i></b>
25. Gaining new ideas, discovering different methods and processes and working with a variety of people were a few of the advantages of moving from one institution to the other.
26. Maintaining a reputation and having institutional historical knowledge were a few of the advantages of staying at one institution.
<b><i>C. Skills</i></b>
27. Women developed and maintained skills related to knowledge, performance and behavior
28. Women developed and maintained leadership skills.
<b>Compromises</b>
29. Women balanced time between family and work
<b>Interactions</b>
30. Participants felt self-efficacy, achievement motivation, and the personnel behavior must be present so that women can advance in their career.

Theme two comprises the requirements of institutional knowledge and skills to manage and lead projects and colleagues, experience working in higher position in civil service and in a specified area, and participation in different trainings in order to advance to an upper-level position. The second theme demonstrated the need for knowledge, skills, and preparedness for other job opportunities, increased job responsibilities, and being effective in their current position. Knowledge and skills were prominent within the personal behavior component especially as women move from one institution to the other institution gaining experiences, new skills, and broadening their knowledge about their work, working with diverse groups of people, and different organizational structures and cultures. At the same time, women who stayed at one institution gained historical institutional knowledge and also knew who to go to for help. Increasing one's skill set, becoming more proficient, efficient, and competent as well as receiving specialized training were emphasized by the participants in order to do one's job well, increase confidence and to advance in one's career.

Finally, Theme 3 embraces the idea that women must establish a value system, follow their own values and do not compromise their values in order to advance to an upper-level position in civil service. According to the participants, decisions and working relationships must be value driven in order to maintain credibility, trust, honor, integrity and to move the institution in the right direction. Evaluating and retaining personal values was the third theme and was most prominent within personal behavior. Also, participants described their role models as very ethical and tough pushing for what they felt was right. The compromises faced by the participants focused on determining the value of their time at work, at home, and even for themselves. Participants with the “I can” attitude have the confidence to stand by their values and not allow their values to be compromised.

Basically, receiving support from other people and giving support to others were prominent under the three main components of self-efficacy, personal behaviors, and achievement motivation.

## CHAPTER V: FINDINGS AND DISCUSSION

### 5.1. Overview

The previous research on the advancement of women in civil service has focused mostly on the barriers and external forces inhibiting a woman's ability to advance in her career. Even by identifying and implementing initiatives to break through the barriers the number of women in the highest leadership roles in almost all occupational areas, although increasing, is not increasing in proportion to women's overall numbers in education and work. Thus, a new direction in research was sought to focus on identifying what motivates women to advance in their careers rather than trying to change the behaviors and beliefs of an institution and culture.

This study interviewed 10 women who have reached the upper-level administrative positions (e.g., under secretary, joint secretary and special class) at civil service and investigated the factors responsible for motivating them to this achievement, specifically self-efficacy, personal behavior (elements of Bandura's Model of Reciprocal Determination), and achievement motivation (as defined by McClelland). Bandura noted that persons acquire internal codes of behavior that they may or may not act upon later. Behavior is largely regulated through cognitive processes (Bandura, 1986). Therefore, people plan courses of action, anticipate the consequences and set goals and challenges for themselves which then guide, motivate and regulate their activities. Finally, the environment by definition, is external to the individual and is not as easily changed, altered, or implemented, but provides opportunities and social support (Glanz, et al, 2002). In essence, studying the behaviors of administrators through interviews, observations, and tracking their career paths and professional development yield more accurate pictures of the nature of the job, its challenges, and problems (Mark, 1986).

For this study the following overarching question along with four sub-questions were addressed:  
What motivational factors are perceived by women to influence their decision to pursue upper-level administrative positions?

1. What are the perceptions of women's self-efficacy and career advancement?
2. How do women's career path, mobility, and overall skills affect their beliefs and attitudes towards career advancement?

3. What are women's perceptions of the affects from internal motivation like driven by work, seeking feedbacks in regard to their career advancement?
4. In what ways do self-efficacy, personal behaviors, and achievement motivation interact to influence women's motivation towards career advancement?

## **5.2. Findings**

The premise of this study was to analyze the confidence and success, career path and skills, and the achievement motivation of successful female civil employees in order to determine the motivational factors that influenced their decision to advance in their careers. Overall, the women in this study enjoyed their work and were very confident in their abilities and skills. These women did not question their confidence to do the job and to do it well. They have the credentials and experience to advance to the level of secretary. They aspired for upper-level administrative positions that provided opportunities to work with different sectors, contribute to the successes and development of nation, and to be in the trenches making change happen. For these women, their successes were defined by the success of others, success of programs, empowerment of women and the success of the institution rather than their personal achievements of title, power and money.

The findings in this study suggest that women are motivated to pursue upper-level administrative positions if they are supported by others, are able to provide support and guidance to others (nurturer), have knowledge of processes and position responsibilities, are competent, efficient, and effective, and finally are able to maintain their personal value systems. More importantly, the combination of all these factors interacting and influencing the other impacts women's decisions to pursue upper-level positions. This section will discuss and provide implications for each of these conclusions.

### **5.2.1. Support groups**

The participants in this study emphasized the need for support groups not only for building confidence and assisting in the direction of their career path, but also as role models, coaches or to provide feedback. The feedback from these support groups is critical in helping women improve, grow, and increase their confidence.



The participants in this study conveyed the importance of supportive people either in their career development or career advancement. These supportive people provided the encouraging words, the suggestion of new methods, the feedback to improve, and the team spirit to pursue an upper-level position.

Participants indicated that their husband and parents were driving forces behind their success and confidence to advance into an upper-level position. This is not uncommon, according to Powney (cited in Blackmore and Sachs, 1997). Families therefore help to develop personal confidence.

In addition to receiving assistance and support, the participants spoke of collaborative working relationships, open communication, and nurturing management skills to gain and maintain their upper-level administrative roles. Participants felt by helping others, they also assisted the institution to reach its mission and goals. Purposeful leadership encompasses the values of creating a supportive environment, promoting future sustainability through harmony with nature, and constructing communities based on reciprocal and shared responsibility (Madden cited in DiGeorgio 2002).

Participatory, collaborative, team oriented, and cooperation was words used by the participants to describe various leadership styles. According to Madden (cited in DiGeorgio, 2002), collaboration is an effective leadership strategy. Collaboration works because participatory and consensus-based decision-making is far more satisfying for participants and produces results and plans that people readily embrace. According to Brunner (1993), catalyst leaders do not use the '*power over*' people because they achieve power through people, by moving people, motivating people and getting the job done through people. At the same time, the '*power to*' method is used when they want to empower others to make their own decisions collaboratively and to carry them out through a collective and inclusive model.

The participants in this study agreed that women leaders often possess the attributes of compassion, empathy, inspiration, and vision, equating these aspects of nurturance forming the basis of tone, voice and vision in women's leadership. These attributes of a leader were necessary as women leaders advance in their careers (Helgesen, 1990). In fact, participants

described their role models with many of these attributes in addition to promoting other women, being human or real, leading as a woman rather than as a man, and creating a harmonious work place.

Furthermore, working with a diverse group of people who have various experiences and expertise were noted by the participants as a motivational factor in their advancement to upper level administrative positions. In fact, working with people from different backgrounds and experiences was one of the advantages cited for moving from one institution to the other. Participants admitted that time influenced the ability to receive consensus or input and therefore, decisions had to be made without full consensus. However, participants made every effort to involve the people most affected by the decisions.

Essentially, a team oriented leadership characteristic was effective for the participants in this study. In addition, the participants strived to be inclusive and keep the communication lines open.

### **5.2.2. Knowledge and skills**

All of the women in this study expressed strong personal confidence and self-esteem. For the most part, these women never doubted their ability to do the job or to lead a group. Participants based their confidence on their acquired knowledge, experience in the field and doing well.

Participants emphasized the need to be prepared and acquire various skills especially in listening, interpersonal, institutional process, higher education. Many participants indicated the need to read well on ongoing issues, related policies to move on higher positions. Thus, gaining knowledge in related areas was very important.

### **5.2.3. Value judgments**

Participants in this study shared the need for women to determine if positions they pursue are a good fit. In other words, women need to assess their values and the value system of the institution to determine if there is a match. Ensuring a good fit between the participants and the

institution, specifically not jeopardizing personal values were necessary factors influencing women's decisions to pursue upper-level administrative positions.

The long, irregular hours usually required of administrators often lead to a lack of sufficient time for family. This conflict may cause an upwardly mobile woman to feel guilty, confused, and isolated (Oakes, 1999).

Even with a family, participants admitted they directed their energies and time to their careers. In addition, making tough value oriented decisions about where to spend their time created compromises for the women of this study. O'Brien and Janssen (2005) conclude that women are encouraged to apply for positions, yet led to question if they really can fully participate because of external responsibilities such as caregiver roles within a family. At the same time, participants recognized that institutional time has become their time. In other words, participants found difficulty in finding personal time and time to be with friends.

Being ethical, credible and accountable was important attributes in leaders and was further emphasized when the participants described their role models and the reason their role models were successful.

### **5.3. Interaction of variables**

The major variables of this study are intertwined which enabled the participants to pursue upper-level positions in civil service.

The support and encouragement by others influenced the participants' decisions to enter civil service and to pursue upper-level positions. At the same time, knowledge and additional skills were gained by people who showed to move to the next level. They promoted collaborative and team oriented work places. Inclusion rather than exclusion was the motto for the participants. In other words, focusing on others rather than self as well as how they could improve the institution were ways in which the participants were motivated to move to an upper-level position.

The position required value driven skills such as good ethics, accountability, and credibility. Without a set of values aligned with the institutional values, women have difficulty working in diverse environments. On the other hand, possessing the knowledge, skills, and experience provided participants the confidence needed to develop strong values and not compromise those values as they advanced in their careers.

The longer a woman is employed at an institution, non-tenured and not mobile, the more likely she is motivated by the ability to increase knowledge, gain experience, attend workshops and trainings. In order to pursue upper-level administrative positions, women who stay at one institution need to develop more skills and increase institutional knowledge to be competitive. Women who are mobile are more likely to search for institutions that are good fits and are willing to move when their own values are compromised.

#### **5.4. Avenue for future research**

A recommendation of a topic of further study is a gender comparison of the motivational factors influencing the decision to pursue upper-level positions in civil service. This study only focused on women and did not compare motivational factors between genders. By identifying the factors that motivate men and comparing those to the factors found in this study, the differences or similarities will provide additional insight as to why women do not advance to upper-level positions quickly.

Another research study is to identify the motivational factors of **aspiring women** in civil service, and compare those factors to the motivational factors identified through this study. Ideally, similarities would validate this study. On the other hand, differences would provide additional motivational factors influencing women to advance in their careers.

Finally, the women in this study were not observed well in their work setting. Since face to face individual interviews (three at home and seven in office at separate room) were used to gather the information. Thus the culture, environment, and how these women interacted with colleagues and subordinates were least observed. By including observations, this study would become richer with data and be further verified through triangulation.

## **5.5. Conclusions**

The women in this study provided a wealth of information about themselves, their personal lives and their professional careers. Participants shared confidential situations that impacted their workplace experience, while others conveyed major achievements. Their willingness to share their stories, successes, and challenges was commendable. One of the objectives of this study was to embrace a more positive tone of research rather than one that analyzed topics perceived as negatively charged in determining causes for women not advancing as quickly in higher civil service. The objective was achieved in this study by identifying factors motivating women to advance in their careers rather than searching for additional barriers. This study conceded that barriers existed, but looked internally to what motivated individuals, which was a much more exciting and positive topic.

Using Bandura's model and McClelland's Need for Achievement (nAch) for this study assisted in developing parameters which narrowed the scope of the research and created a more manageable dataset. Overall, the women in this study continually searched for opportunities to gain additional knowledge, skills and experience. At the same time, they realized the importance of visibility and getting involved on work-place, which provided a means to become known as one of the experts. They made conscientious and rational decisions that fit their personalities, abilities, and values.

As was discovered through this study, women have the self-confidence, educational background, and years of experience to pursue upper-level administrative positions. However, women need support groups and the ability to nurture others. In addition, the opportunity to acquire knowledge and skills, and ability to maintain and evaluate values were identified as motivational factors for women. Consequently, women need assistance from the institutional leadership to develop, promote and implement initiatives focused on these factors, which will motivate women to pursue upper-level administrative positions.

By examining the findings from this study three major variables integrated throughout the findings emerged. There has been underlined the importance of support groups and individuals to encourage, and support women as they decide to enter civil service and then pursue upper-level

positions. Then it was recognized the need for knowledge, skills, and experience in order for women to advance in their careers. By obtaining skills in various areas especially leadership, and gaining institutional knowledge and experience through team work, trainings, and working with a variety of experts at the institution and externally, women achieve credibility, respect, and increased confidence to advance in their careers. Finally, women in this study were self-fulfilled in their current positions and felt they achieved or exceeded their career goals.

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# APPENDICIES

## Appendix-1: Request Letter



# REQUEST LETTER



Dear Madam,

My name is Ruchi Joshi and I am conducting a research study “*Career Advancement of Nepalese Female Civil Employees: A Motivational Perspective*” in which I am requesting you to be a participant. The purpose of the study is to explore the motivational factors influencing women’s decision to pursue an upper-level administrative position at civil service. As a participant in this study you will be asked to participate in a 90 to 120 minute face to face interview regarding your perceptions and experiences. The interview will be audio taped and later transcribed for further analysis.

By looking through a different lens and focusing on women’s motivation and success, this study provides an opportunity for women aspiring to advance in their careers to learn and benefit from what is discovered about the career progression and experiences of women who were successful in advancing in public administration.

This is a qualitative multi-case study anchored in real life situations. This approach results in a rich and holistic account of a woman’s experiences and personal behaviors in their career advancement. This type of research poses minimal risk to you as a participant. Furthermore, if you are uncomfortable with any question, you may decline to answer and still remain in the study. An added benefit to the participants is that she will have contributed to a body of knowledge in regard to motivation as it relates to women’s decisions to advance in their careers.

Data gathered during this process will only be available to me as a researcher. The information gathered in this interview is only to be used for the purposes of this research. In addition, the data collection sheets, vitas, specific institutional information, logs with research codes, tape recordings and transcripts will be kept in a secure place for two years after the study and then destroyed. If you are interested you would be provided a copy of the findings and conclusion of the study.

Thank You

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**Appendix-2: Participant's General Information (For Service Holder)**

**PARTICIPANT'S INFORMATION**

1. Name: \_\_\_\_\_

2. Age: \_\_\_\_\_ yrs

3. Institution (present): \_\_\_\_\_

4. Position Title (present): \_\_\_\_\_

5. Contact Number: \_\_\_\_\_

6. Email address: \_\_\_\_\_

7. Entry level position in civil service and date:

\_\_\_\_\_

8. Positions held and institutions:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

9. Are you the first woman to hold this position at your institution?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_

10. How long have you been employed in your current position? \_\_\_\_\_ Year(s)

**Appendix-3: Participant's General Information (For Retired)**

**PARTICIPANT'S INFORMATION (R)**

1. Name: \_\_\_\_\_

2. Age: \_\_\_\_\_ yrs

3. Contact Number: \_\_\_\_\_

4. Email address: \_\_\_\_\_

7. Entry level position in civil service and date:  
\_\_\_\_\_

8. Positions held and institutions:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

9. Are you the first woman to hold this position at your institution?

- a. Yes \_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_
- b. Yes \_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_
- c. Yes \_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_
- d. Yes \_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_
- e. Yes \_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_

10. How long have you been employed in your current position?

- a. \_\_\_\_ Year(s)
- b. \_\_\_\_ Year(s)
- c. \_\_\_\_ Year(s)
- d. \_\_\_\_ Year(s)
- e. \_\_\_\_ Year(s)

## Appendix-4: Interview Guideline for Service Holder

# INTERVIEW QUESTIONS

### General overview

1. What interested you to join the civil service?
2. What kinds of competences and skills are needed to perform in your current position?

### Self-Efficacy

3. How important is the role of confidence in carrying out your activities?
4. How can we develop self confidence and how you have been able to develop it?
  - What increased the confidence?
5. How do you define success as it relates to your career?
6. Can you please provide examples where you have been successful in your job after joining the civil service? Does the confidence have any role in carrying out this job? How this success has affected you?
7. What are the challenges that you faced and currently facing for performing your job? What is the greatest challenge (risk) you have taken in your career and what was the outcome?
  - People, Code of conduct, Changes, Internal factors( emotions, feelings, sacrifices)
  - How you felt after facing such challenges
  - Mental, emotional states.

### Achievement motivation

8. There has been allegation on bureaucracy about procedural delay, what is your view regarding this? Do you try to get job done on time?
  - Time devoted to work
  - Take home official work
  - Time spent during leisure period
9. As a women carrying out official task and side by side carrying out household matter is difficult job. How do you maintain balance between two? At the time of need, to which you give the priority? Have you made any compromises to be successful in your career goal?



10. How would you feel/ react if you didn't achieve the goals you set for yourself?

11. Do you prefer to work in group or individually? Why?

- Work with difficult but competent people rather than working with friendly but incompetent people

12. Do you seek the feedback or suggestions from co-workers, superiors, subordinates while performing the activities? Why?

- How you react or feel when you don't get feedback?

### **Personal Behaviors**

13. Has there been frequent changes in your career goals after joining civil service?

(If yes what was before and what is now? If no what was your career goals from beginning?)

14. Is your current position outcome of regular promotion or internal competition/regular competition? If it is due to the internal competition/free competition how many times you have attended the exams?

- How you felt when you got this position?
- From where you got aspiration to reach this position?

15. How did you respond when you were able/ **or not able** to get promotion at first attempt?

- How difficult do you find it to continue to work in the face to initial failures or discouraging results?

16. Do you think you have missed opportunities to perform better task during your career? If you could have done differently, how would that be?

17. In your opinion, what are the advantages and disadvantages between moving within an institution and moving from one institution to the other for women to advance in their careers?

18. What leadership qualities are needed for your current position? To be successful in this position, how important is having or adjusting to this particular quality of leadership?

### **Overall**

19. Provide examples of women who you consider to be successful in upper-level administration at your institution or other institutions and explain why you consider them successful. What

impact, if any, do you think this has or would have on the perception of women advancing to upper-level positions?

20. In this interview we have discussed about self efficacy, personal behavior and achievement motivation, among this which is the most influencing factor on your career advancement? Or is it the combination of several factors? Please explain.

21. What critical advice or suggestions would you like provide to women who want career advancement in civil service?

22. What other areas would you like to add that I have not covered?

## **Appendix-5: Interview Guideline for Service Retired**

### **INTERVIEW QUESTIONS (R)**

#### **General overview**

1. What interested you to join the civil service?
2. What kinds of competences and skills were needed to perform in the positions you held?

#### **Self-Efficacy**

3. How important was the role of confidence in carrying out your activities?
4. How can we develop self confidence and how you have been able to develop it?
  - What increased the confidence?
5. How do you define success as it relates to your career?
6. Can you please provide examples where you have been successful in your job after joining the civil service? Does the confidence have any role in carrying out this job? How this success has affected you?
7. What are the challenges that you faced for performing your job? What is the greatest challenge (risk) you have taken in your career and what was the outcome?
  - People, Code of conduct, Changes, Internal factors( emotions, feelings, sacrifices)
  - How you felt after facing such challenges
  - Mental, emotional states.

#### **Achievement motivation**

8. There has been allegation on bureaucracy about procedural delay, what is your view regarding this? How much you tried to get job done on time?
  - Time devoted to work
  - Take home official work
  - Time spent during leisure period
9. As a women carrying out official task and side by side carrying out household matter is difficult job. How did you maintain balance between two? At the time of need, to which you gave the priority? Have you made any compromises to be successful in your career goal?
10. How did you felt/ reacted when you were not able to achieve the goals you set for yourself?
11. Do you prefer to work in group or individually? Why?

- Work with difficult but competent people rather than working with friendly but incompetent people

12. Did you seek the feedback or suggestions from co-workers, superiors, subordinates while performing the activities? Why?

- How you react or feel when you don't get feedback?

### **Personal Behaviors**

13. Has there been frequent changes in your career goals after joining civil service?

(If yes what was before and what is now? If no what was your career goals from beginning?)

14. Were the positions you held during civil service outcome of regular promotion or internal competition/regular competition? If it is due to the internal competition/free competition how many times you have attended the exams?

- How you felt when you got this position?
- From where you got aspiration to reach this position?

15. How did you respond when you were able/ **or not able** to get promotion at first attempt?

- How difficult do you find it to continue to work in the face to initial failures or discouraging results?

16. Do you think you have missed opportunities to perform better task during your career? If you could have done differently, how would that be?

17. In your opinion, what are the advantages and disadvantages between moving within an institution and moving from one institution to the other for women to advance in their careers?

18. What leadership qualities were needed for positions you held? To be successful in the position you held, how important was having or adjusting to the particular quality of leadership?

### **Overall**

19. Provide examples of women who you consider to be successful in upper-level administration at your institution or other institutions and explain why you consider them successful. What impact, if any, do you think this has or would have on the perception of women advancing to upper-level positions?

20. In this interview we have discussed about self efficacy, personal behavior and achievement motivation, among this which is the most influencing factor on your career advancement? Or is it the combination of several factors? Please explain.

21. What critical advice or suggestions would you like provide to women who want career advancement in civil service?

22. What other areas would you like to add that I have not covered?