

CHAPTER ONE

INTRODUCTION

This is a study on “Motivating Factors behind Female Teachers’ choice of ELT as a Profession”. This chapter contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms.

1.1 Background of the Study

Motivation is the reason for people’s action, willingness and goal. Motivation is derived from the word ‘motive’ which is defined as a need that requires a satisfaction. Motivation determines the specific goals toward which people strive. Williams and Burden (1997) define that motivation is a state of Cognitive arousal which provokes a ‘decision to act’ as a result of which there is sustained intellectual and or physical effort. Greenburg (1999) says that, “Motivation is the process of arousing, directing and maintaining behavior towards particular goal.” (p.75)

Teacher motivation is an important concern for educational leaders and managers because teacher motivation has an important effect on students’ motivation. A common teacher complaint is the difficulty of keeping students motivated to learn in the classroom. It is very difficult if the teachers are not motivated. Teacher motivation is important for the advancement of educational reforms. Jesus and Lens (2005) state that motivated teachers are more likely to work for educational reform and progressive legislation. Teacher motivation helps teacher develop professionally. It means it is such a motive which attracts teacher towards the professional activities. Teacher motivation is important for the satisfaction and fulfillment of teacher themselves. Teacher motivation is one of the important factors in realizing educational objectives in achieving high academic performances. It plays very important role in teaching, a motivated teacher doesn’t only teach but it imparts knowledge to his/her

students. Moreover, Female teachers have crucial role and have huge influence on the well being of the students particularly on girls in Nepal. The presence of female teachers in school has number of positive impacts on promotion of girls' education such as enhanced intake, retention, regularity and reduced dropouts. There is very popular assumption that the more the number of female teachers appointed in school the more the increment in girls' enrollment. Bista (2006, p. 41) claims that there is positive association between the supply of female teachers and girls' enrollment. He further says that Nepal National Education Planning (NNEPC) recognized the need for recruiting women in teaching profession as early as 1956. The Commission in its report entitled Education in Nepal states 'Woman are better adapted to working with children of primary school age than man'. It is believed that if women teachers are in school, both parents and girls feel secure. They are hard working and create friendly environment in their schools. So the students can easily learn without any fear and share their problems with female teachers. A study carried out by CERID (2004), on Female Teachers in Primary schools found that the presence of female teachers was much more important to retain the young girl in the school as they could give motherly affection to their students. Hiring female teachers could have lots of positive impact to institution. Female teacher would contribute not only to increase enrollment rather it helps to motivate for regular attendance and also to improve academic achievement of students. Teacher motivation is such a force causes an individual to act in a certain manner. It is a key construct due to its impact on teachers' professional life, students' motivation and school functioning.

1.2 Statement of the Problem

Motivation is the key to positive progress to anything. Teacher motivation plays a vital role in teaching learning process. Motivation is not only crucial to the long term growth of any educational system but also very essential in the lives of teachers. It is to say that a motivated teachers leads to motivated students and good performance. Conversely, teachers who are not motivated to

teach or are not satisfied with their career can impact negatively on students' learning and the schools. In this context, Jesus and Lens (2005) commented while teacher motivation is fundamental to the teaching learning process, many teachers are not highly motivated. The lack of motivation is perceived to be determined by different factors such as work environment and job enrichment. Thus the ways to increase teacher motivation and capabilities can be assumed to be central to any systematic attempt to improve learning outcomes.

Teachers play a vital role in ensuring high quality of education for all. In our context there are so many research works carried out in the field of teacher motivation but none of the studies talks about the female teachers' motivation. Some research studies shows that many English language teachers are only activated in training program provided by the Government of Nepal as a professional development. Similarly, Bhandari (2014) mention that there are different types of motivation and factors influencing teacher motivation, Such as, intrinsic motivation and extrinsic motivation. In intrinsic motivation basically teachers are motivated into teaching profession because English Language is global language and it is equally important in every aspect, similarly, some teachers are inspired by their senior and teachers and some teachers are motivated to teaching profession because they felt themselves secured in this job.

Thus, problems are seen regarding the motivational program for teachers, less opportunity to get in to trainings and motivate oneself. Similarly teachers have heavy workload and big deal of challenges to do the various types of activities. In some of the schools, there is only less number of teachers than the allocated numbers of teachers by the Education Rules 2059. So, teachers have to do all the tasks what they need to perform. As a result, teachers were engaged in their work only; they did not get any opportunities to involve in professional activities. In our context no any research studies are conducted to analyze the motivating factors to female English teachers to choose ELT as a profession. Therefore, it is necessary to explore whether female teachers are motivated or

not? If no why they are not motivated and if yes, then which factors motivate them most? So research is needed to explore the Motivating Factors of Female English Language Teachers to Choose ELT as a profession.

1.3 Objectives of the Study

The objectives of the research study were as follow:

- i. To find out the reasons behind choosing ELT as a profession by female teachers.
- ii. To examine the factors to influence motivation in teaching profession.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions to fulfill the objectives of the study were stated below

- i. What kind of factor motivates females to choose English Language Teaching as a profession?
- ii. What are the reasons behind female's motivation to be an English teacher?
- iii. What are the influencing factors of teacher motivation?
- iv. What are the challenges that faced by female Teachers in teaching English language?

1.5 Significance of the Study

This study has significance in different sectors and peoples related to education. This study is useful for the people who are involved in teaching and learning of the English Language. Similarly, the study is helpful especially Language teachers, students and the people interested in the field of motivation. It is equally significant to those who are in different issues regarding teacher motivation. I hope, this study arouses acute interest in both the theoretical and practical aspects of ELT and motivation as well. Similarly, novice teacher who

want to hold their research in the area of teacher motivation, this study is helpful for them as well.

1.6 Delimitations of the Study

The study was limited to the only female English teacher. The study was limited to 40 selected participants who were involved in English language teaching. It was limited to English language teachers from Nuwakot district. The data was collected only through open-ended and close-ended questionnaire and this study was limited to analyze the motivational factors to choose English Language Teaching as a profession.

1.7 Operational Definitions of the Key Terms

Some main terminologies used in this work can be defined below:

Motivation: In this study, Motivation refer the factors that determine a person's desire to do something

English Language Teacher: In this study, English Language teacher means People who are trained to teach English as a second language

Profession: In this study, Professions refer occupations which involve the rendering of personal services of a special and expert nature.

Motivating Factors: In this study, Motivating Factors refer the factors which encourage the female teacher to select ELT as a profession.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical and the empirical literature. Moreover, it includes the implications of the review for this study and the conceptual framework utilized to move ahead for the study.

2.1 Review of Related Theoretical Literature

This section includes the theoretical reviews on Motivational Factors of choosing English Language Teaching as a profession.

2.1.1 ELT as a Profession

Profession is a job requiring special type of skill or knowledge. A professional activity involves systematic knowledge and proficiency. Teaching in general sense, is assumed as the overt presentation of information by teachers to learners. Teaching has never been easy, a teacher must not only be a job holder or a master of the material but also effective communicator, quick problem solver, constant innovator, social organizer and much more. To quote Burns and Richards (2011, p.3)“Becoming an English language teacher means becoming parts of worldwide community of professionals with shared goals, values, discourse and practices but one with a self-critical views of its own practices and commitment to a transformative approach to its own role.”

Therefore English language teaching can be taken in different way by different scholars. Whatever terms are given to identify teaching, it is considered as a profession. English language teaching have very important role to play in promoting their learners’ fullest participation in classroom and communities. We have defined here, teaching as a profession, it is a profession which requires special training, high level of knowledge and skills. According to Wallace (2010, p.5)to be a professional, one has to devote on the public welfare

and emerged in rigorous academic study. There are different professions in practice as lawyers, doctors, pilots and teaching also comes under the same category because of various reasons, such as; it requires long and rigorous academic study. It is based on scientific knowledge and skills based on theories. Similarly it requires a sense of public service and personal dedication. Likewise, it requires having connection with professional associations and it requires work autonomy and institutional training.

Teaching is purely an academic activity. It requires rigorous practice and knowledge of subject and pedagogical skills. In addition, Teaching English language has three fold dimensions. According to Burns and Richards (2011), they are:

-) ELT is seen as a career in the field of education specialization
-) It requires a specialized knowledge base obtained through both academic study ad practical experience
-) It is a field of work where membership is based on entry requirements and standards (p.5)

Beside all these, teachers make them involved in other activities as workshop, seminar, action research, teacher support group, peer coaching and so on for their professional support. Pre-service and in-service teacher training are also the ways to support ELT teachers to advance their career opportunity.

2.1.2 Introduction to Motivation and its Types

Motivation is a kind of thrust or readiness that encourages the learners to learn. It is social-psychological factors that lead to the path of success and achievement of goal. It is a type of desire or inner drive to initiate learning. Harmer (2008) defines motivation at its most basic level, motivation is some kind of internal derive which pushes someone to do things in order to achieve something. “It creates a kind of enthusiasm and curiosity in learning which plays significant role in learning.”(p. 51). It is psychological factor so person

who motivated in a better way can learn better in comparison with less motivated learners. Christopher (2013) defines that, “Motivation stimulates appropriate behavior required to insure that teachers perform their duties.”(p.15)

According to Peters and Waterman (1995, as cited in Kocabas, Ibrahim-Education, 2009) “The main factor in motivating people is to give the individual a sense of success. Almost everyone is in some way motivated; the motivation might be to become rich, to become famous or simply to gain status.” Definition of motivation may vary but all agree that almost everyone is motivated in one way or another, because everyone has a different background and personality, different interest and attitudes, expectations, desires and needs. Source of motivation differ according to the individual. In this regard, Brown (1994, p. 153) views that motivation is something that can like self-esteem, be global, situational or task oriented learning a foreign language. In short, motivation is a kind of inner drive which inspires or encourages a learner to learn language or to achieve the mastery over language learning. McDonough (2007) mentions that motivation is what moves us to act, in this context, to learn English, to learn to teach English or to teach it.” In addition McDonough also listed four elements of motivation

-) The reason why we want to learn
-) The strength of our desire to learn
-) The kind of person we are,
-) The task and our estimation of what it requires of us.

To talk about the types of motivation it is classified differently by different scholars. Gardner and Lambert (1972) classify it as: Integrative motivation and Instrumental motivation. Similarly, Brown (1981) distinguish three types of motivation, they are:

-) Global motivation

-) Oriented towards the general goal of learning L2
-) Situational motivation

That varies according to the learning situation and task motivation, which is related to performing the particular learning task.

Different scholars have classified motivation in their own ways. According to Olsen (2008), there are three types of motivation and they are:

-) Intrinsic Motivation
-) Extrinsic Motivation
-) Altruistic Motivation

These are briefly discussed as follows:

1. Intrinsic Motivation

Intrinsic motivation, as defined by Dornyei (2001, as cited in Praver and Baldwin 2011), is “Performing a behavior for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one’s security.” In this connection, there is certainly a strong relationship between intrinsic motivation and skilled language teaching. It is influenced heavily by an internal desire to teach, a dialogic connection between teachers and students, a higher feeling of efficiency in the classroom, a sense of accomplishment and it is a fact that the teacher with high intrinsic motivation is motivating for students as well. To quote Deci (1975, as cited in Brown, 1994, p. 155), “ Intrinsic activities are ones for which there is no apparent reward except the activity itself... intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination.” Therefore, the teachers who are perceived to be more intrinsically motivated seem to be more able to engage students with learning task. Intrinsic motivation is very powerful and is likely to lead towards deep learning because

intrinsically motivated learners may take every opportunity to satisfy the internal desire.

2. Extrinsic Motivation

External factors lead to learn L2 in case of extrinsic motivation. Extrinsic motivation includes such factor as salary, pension, insurance and other benefits that we believe to heavily contribute to job satisfaction and the motivation to teach. According to Brown (1994, p.156), “Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback.” Financial aspect is important issue when talking about job satisfaction and teacher motivation. It is similar with the instrumental motivation of Gardner and Lambert (1972). It is governed by working condition and work load, the necessity of appropriate compensation and long term job stability. Similarly there are some other factors come under extrinsic motivation they are:

i. Autonomy

Autonomy is the most important factors for many teacher-educators. Having academic freedom, freedom to create their own syllabi, own text etc. and the power of choice is deeply connected to many people’s decision to become a professional English Language Teacher. A study by Davis and Wilson(2000, as cited in Praver and Baldwin 2008), found that teachers were motivated in schools that allowed more choices, making chances for decision making in course of his/her ELT activities.

ii. Relationship

It is another factor for job satisfaction among the adults. A school environment has a greater influence on the character and quality of that school and on students and teacher accomplishment than anything else. In this regard,

Ducharne (2000, as cited in Praver and Baldwin, 2008) views, work group interactions, especially social support received from co-worker and positive relationship at an educational institution seems to have an immensely positive effect on teacher motivation. Therefore, collegiality plays much significant role in their professional career.

iii. Self-realization

Self-realization includes efficacy and personal growth leading to the intrinsic rewards that many teachers find in teaching. In addition to autonomy, where the teacher is given control of what, how and when work is done S/he replace the idea of ‘competency’ with that ‘efficacy’. Moreover self-realization is a yardstick that motivates teachers for the advancement of their professional career.

iv. Institutional support

Institutional support is another perspective on teacher motivation. Institutional support plays a vital role when looking at the importance of success.

Institutions should give teachers classes which they feel they can teach to a higher degree of success in order to gain greater rewards for good performance. Therefore, in order to promote strategies of success in teachers and keep their motivation high, institutions must look at ways to further teacher development, especially, early in the teacher’s career. Similarly, if new teachers are given guidance from their institution, seniors and peers teaching performance is likely to improve, but it is important than this to become a part of new faculty member’s career earlier rather than later.

3. Altruistic Motivation

The original use of the concept of ‘Altruism’ is the traced to Auguste Comte, a French mathematician and philosopher during the first half of the 1800s, the French word that was later translated to ‘Altruism’ was an adjective that means

of or to others, what is another's somebody else. When the word was translated into English, it was defined as, "Devotion to the welfare of others, regard for others, as a principle of action: opposed to egoism or selfishness." Altruism can be understood in a behavior in a psychological sense. Motivationally, altruism is the desire to enhance the welfare of others at a net welfare loss to oneself. Behaviorally, altruism is any act that could have resulted from altruistic motivation. Since altruism is characterized by activity motivated by the interest of others, we should consider other motivation for activity. The motivation that most often comes to mind is self-interest.

Teachers have a readymade laboratory surrounding them in every day that is helpful in understanding the concept of altruism. Altruism and its motive seem to permeate the teaching profession itself. There are countless reports of teachers making significant sacrifices for the interest of their students, providing advice or even comfort to students challenging situations, and willing to do these things despite a low standard wage. Norma Mateer (1993) addresses the question of how large role altruism plays in the lives of teachers. Her study focused solely on elementary school teachers, but it is realistic to conclude that it can be conditionally applied to other levels. Mateer identified three characteristics that are signs of altruistic behavior and measured the importance of these three characteristics in teacher. These three areas are: Perceiving the need of another person, being motivated empathy to address the need and addressing the need without an expected reward. From a series of qualitative interviews, Mateer concluded that the teachers she studied were overwhelmingly concerned with the need of their students, and they were willing to address these needs, being focused on intrinsic rewards, to current teachers usually pride themselves on being concerned with their students' interests even to the determine of their own interests at times. In short, Altruism is an important aspect of teacher motivation. Altruism is an attitude to pay attention to others' well-being without concerning the self. Baston (1987) considers motivation for benefiting another as a means to benefit oneself.

Altruistic motivation is also equally important for teacher motivation. It includes love towards teaching profession, children and English subject.

2.1.3 Teacher Motivation

Motivation is the internal and external stimulant that determines the behavior and the priority of a person. Motivation is the force that causes an individual to act in a certain manner or to be oriented towards the work. Williams and Burden (1997) differentiated two aspects of motivation: (1) initiating motivation which was concerned with the reason for doing something and deciding and deciding something, and (2) sustaining motivating referring to the effort for sustaining or persisting in doing something. As for teacher motivation, Sinclair (1994, as cited in Williams and Burden, 1997) defined it in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. So, it is significant contributor in teachers' performances in delivering knowledge and grooming their students as the global citizens and master of their specialized field. It has to do with teachers' attitude to work and desire to participate in pedagogical process within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom.

Teacher motivation appears crucial for optimal human functioning in the work place because teachers who are highly motivated are more engaged in their work and more satisfied. Dornyei (1994) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature concluded four featured components of teacher motivation: prominent intrinsic motivation which was closely related to inherent interest of teaching; social contextual influences relating to the impact of external

conditions and constraints; temporal dimension with emphasis on lifelong commitment; and de-motivating factors emanating from negative influences. Therefore, teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by several contextual factors.

Shukr, Qumar and Hassan (2016) say that teachers' motivation depends on an array of factors such as remuneration, workload, promotion, career path, opportunity of further training and professional enhancement, location of institution and institutional environment, relationship with community, students' behavior and service conditions (p. 785). So teachers who are motivated are generally more productive and can influence students' achievement. Raising teachers' morale creates an environment which is more conducive for learning for students. It also makes teaching more pleasant to the teacher. On the other hand, low levels of satisfaction have been associated with decrease teacher productivity and attrition. Teachers who are not motivated impact negatively on student learning. So teacher motivation is significant for the long-term success and performances of any educational system. Therefore, teacher motivation is an essential component to enhance classroom effectiveness.

2.1.4 Factors Influencing Teacher Motivation

There are several factors which influence to teacher motivation, in this regard, Iliya and Ifeoma (2015) present following influencing factors of teacher motivation.

- a) **Workload and Challenges:** There are increasing classroom challenges and demands placed on teachers, teachers facing heavy workloads need sufficient motivational support to sustain their effort and professional conduct o the job. Okibo and Nyamongo (2015) noted that teachers are

demoralized with heavy workloads, handling many lessons, many pupils and working for long hours. So if teachers' workload is greater than teachers, motivational support, teacher motivation is threatened.

- b) Remuneration:** Teacher salaries are generally low and irregularly paid. When teachers do not have enough money to live and sustain, they often resort to secondary employment activities which can undermine their motivation to perform in their primary job and lead to increase absenteeism. Iliya and Ifeoma (2015) argue that one such secondary employment activity, private tutoring, can be especially harmful to students' achievement, when teachers cut back on teaching part of the curriculum in school to generate demand for their tutoring services out of school. Teachers are more motivated when they are paid on time. Therefore, remunerations also play significant role in teacher influencing factor.
- c) Less Prestige and Recognition:** Social respect for teachers has fallen in many countries. Many teachers feel that respect for their profession is decreasing in the eyes of students, parents, governments and larger society. Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring where teachers often enjoy more professional status, self-esteem, and better pay.
- d) Career Development:** Teaching is frequently a second-choice job with few opportunities for professional development. While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, (Bennell and Akyeampong, 2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for more attractive career structures and more opportunities for teachers' professional development. Professional development also enhances teacher motivation through an important and related channel.

- e) **Institutional Environment:** Teachers face unclear and constantly changing policies as well as poor management. Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay: but instead politics and patronage networks usually dominate and thus undercut teacher motivation. (Ramachandaran and Pal, 2005 as cited in Iliya and Ifeoma, 2015).
- f) **Learning Materials and Facilities:** Teachers have few or poor learning materials and poor facilities. Teachers increasingly have to do more with less or small numbers of textbook and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained.
- g) **Accountability:** Teacher often face weak accountability with little support. Teachers' accountability is generally weak where there is low remuneration .Bennell and Akyeampong (2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for greater accountability in order to rein in unprofessional teacher behavior in schools. So, accountability that is too harsh or not to complemented with support can just as readily damage teacher motivation.

2.2 Review of Empirical Literature

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. Here, some of the previous studies have been reviewed considering them as related literature and also as evidence to the preset study.

Nyakundi (2012) carried out a research on “Factors Affecting teacher motivation in public secondary schools in Thika West District, Kiambu Country.” The main objective of this study was to find out the influence of job on teacher motivation in public secondary schools in Thika west district. This

study was based on descriptive survey design. The total population for the study was all the principals and teachers of sixteen public secondary schools in thika west district. The sample of the study was 14 principals and 112 teachers of the target schools. Purposive sampling technique was used to sample teachers. Questionnaire and interview schedules were used as instruments for data collections. It was found that the influence of job satisfaction, effect of reward system, professional training and development, work situational factors affect the teacher motivation in public secondary schools in thika west district.

Christopher (2013) conducted a survey research in Nigerian context o investigate the level of teacher motivation , The association between teacher motivation and language learning and teaching, In his study, he states that few teachers in Nigeria are in the teaching profession for the love of it rather than for lack of alternative. In this study he also claimed that teacher motivation is of utmost importance in the restoration and sustain standards.

Kim and Cho (2013) published a research article entitled “Pre-service teachers’ motivation, sense of teaching efficacy and expectation of reality shock.” The main objective of the study was to investigate how pre-service teacher motivation and their sense of teaching efficacy influence their expectation about reality shock during their first year of professional teaching. A total of 553 pre-service teachers at a state university in the US Midwest participated in this study. The result showed that the pre-service teachers’ expectation of reality shock was negatively related to teacher efficacy and intrinsic motivation while it was positively related to interjected and external motivation. The results of hierarchical regression analysis revealed that pre-service teachers’ sense of efficacy and interjected motivation were strong predictors of their expectation of reality shock.

Similarly, Bhandari,(2014)conducted a research entitled “Factors that motivate teachers to selected teaching English as a profession.” Her objective was to find out the factors that motivate teacher to select teaching English as a

profession. For this study she used survey research design. The sample for the study was forty English Language teachers who were teaching in +2 and colleges. Sample was selected by non random purposive sampling procedure. Her data collection tool was questionnaire. The major findings of this study shows that majority of the respondents were highly motivated by intrinsic reason as: interest in teaching sector, love towards the English language and because of their academic qualification.

Mark(2015)carried out a research on “Factors Influencing Teachers’ Motivation and job performance in kibaha district, Tanzania.” The main objective of this study was to investigate factors influencing teachers’ motivation and job performance in public secondary school in kibaha district. Being based on the mix-methods research this study adopted descriptive survey design. All the public schools of kibaha district were the total population of the study. The sample of the study was thirty-two teachers, four head of schools, one officer of teacher service department, Kibaha, one officer of Chama Cha Wilimu, Kibaha, Tanzania and one District Education Officer. Thi study involved probability and non-probability sampling. The researcher had employed simple random sampling to select thirty-two teachers and remaining seven participants were selected through purposive sampling techniques. Questionnaire, interview and documentary review were the tools for data collection. It was found that motivation of teachers in Kibaha district was affected by factors such as poor working conditions, low salary, unfavourable policies on education, delays in promotion and community’s perceptions toward teaching.

Center for Alternative Development studies (CEDAR) (2017) conducted a research on “situation analysis of teacher motivation and professional development.” The main objective of this study is to analyze the existing situation of teacher motivation and teacher professional development (TPD) in Nepal. More specifically this study has focused onDifferent factors influencing teacher motivation towards the teaching profession. Similarly, this study

examines Contribution of teacher development inputs to improve students' learning. This study has also focused on various factors, such as; Strength and opportunities of teacher development effort through different channels and reform approaches as well as alternative system to enhance motivational level of teachers and to ensure effective teaching performance. In order to achieve these objective, quantitative data were collected from six districts (Kalikot, Achham, Kavre, Okhaldhunga, Sarlahi, and Kapilvastu) using a set of questionnaire. The major findings of the study shows that multiple factors (Individuals, School-related, Socio-cultural and Political) influence teacher motivations toward teaching profession. The study shows that teachers from Terai and municipalities and with a permanent tenure are found more satisfied with their job than those from Hill/Mountain regions and a non-permanent tenure, respectively.

Pant(2018)conducted a research entitled “English Language Teachers’ Motivation in professional development.” The objective of his study was to identify the role of teachers’ motivation in professional development and to explore English Language Teachers motivation for teaching and professional development. His study based on mix-method design. The findings of his study showed that the teaching is not the first choice of career for all English Teacher. It was explored that job enrichment, flexible working hours, merit pay and incentives were the significant strategies for motivating teachers in teaching and professional development. It was also found that improving teaching and students learning, personal and professional development, preparing plan for instructions are the major role of teacher motivation.

2.3 Implications of the Reviewed Literature

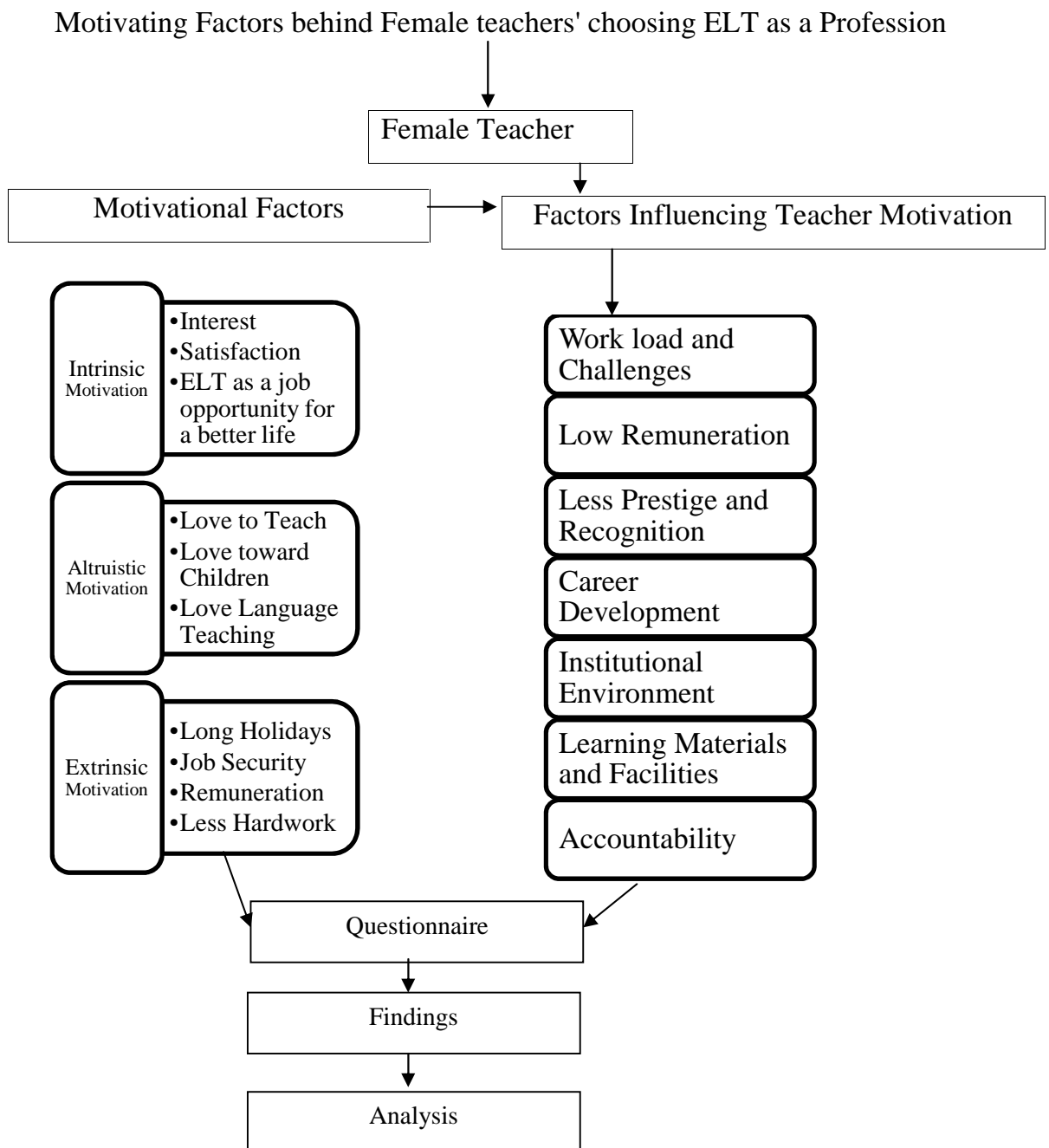
Different previous research works have been reviewed considering them as very useful to my present research study. These studies supported me in a various ways. First of all, I came to select the area for my research study after going through these different studies on professional development. They

became supporting sources for me selecting this topic. Similarly, I have found numerous ideas regarding Teachers Professional Development, English Language Teaching, Teaching as a profession, Motivation, Motivational factors for ELT as a profession along with its importance and the ways of its practices.

Moreover, after going through researches, I got the better understanding of the research methodologies and strategies. After reviewing these works, it provided me with lots of ideas about the ways of organizing different components of a research. This work will help with the theoretical base to conduct my research. From above reviewed work, I have got ideas to formulate the objectives and to construct the research questions to fulfill the objectives. Finally, the aforementioned research works will be great value to carry out my research.

2.4 Conceptual Framework

Conceptual framework is the blue print for the researcher to frame his/her study in a definite frame. It is the mental framework or map of the researcher to conduct the research. Readers can conceptualize the general picture of the study through it. The conceptual framework of this study is presented as follow:



CHAPTER THREE

METHODS AND PROCESURES OF STUDY

In this chapter the researcher discuss about the design of this research study, which in corporate populations, sampling procedures, data collection tools, process of data collection and mode of analysis and interpretation.

3.1 Design and Methods of the Study

The research design of my study was survey research design, and method of data collection and analysis was quantitative. Survey design is a quantitative research method design. It is a means by which the research collects information by using questionnaire, sometimes face to face interviews are also done and other time questions are sent through electronic devices as well. A survey is simply a data collection tool for carrying out survey research. Pinsonneault and Karemer (1993) defined a survey research as a “means for gathering information about the characteristics, actions or opinions of a large group of people (p.77)”. Similarly Salant and Dillman (1994) says “Survey can also be used to assess needs, evaluate demand and examine impact (p.2)”. In this regard, Maharjan (2017) define that survey is an extensive cross sectional approach, where a number of cases are considered at a particular time and data is gathered to study the opinion, behavior, attitude, habits, desires, values and beliefs etc. Survey studies are usually used to find the fact by collecting the data directly from population or sample. (p.42)

3.2 Identifying Population Sample and Sampling Strategy

In my research study, the population refers to all the female teachers who were engaged in teaching English in different level at Nuwakot district. And the sample population was 40 female English Language teachers. In the process of selecting participants, for this study, I chose 40 female English teachers from 14 different schools. I applied simple random sampling strategy. Random

sampling method was appropriate for this study because selected every population has some motivation to choose English Language Teaching as a profession and their identity, experience, motive, aim, goal towards teaching profession was helpful for my study.

3.3 Research Tools

The research tool of my study was Questionnaire. I developed series of open ended and close ended question to elicit information, which was filled by selected all participants.

3.4 Sources of Data

Both primary and secondary of data was used to complete this study. Forty teachers from Nuwakot district was the primary source of the study. Similarly some books, articles, journals, research report was secondary source of data for this study. Both sources of data helped to provide valuable and important ideas, information and techniques to conduct the research study.

3.5 Data Collection Procedures

I adopted the following data collection procedures for my research study:

-) First of all, I planned for the collection of data being concerned with the nature of objectives and nature of the information to be collected.
-) I selected 40 English Language Teachers from Nuwakot district as participants for the source of primary data.
-) I developed rapport with the participants. I tried to meet personally or through electronic device.
-) I introduced my purpose of my contact with them.
-) I convinced them to provide require information in order to collect the data.
-) Then, I provided them the prepared questionnaire.

-) I tried to be in direct touch with all teachers and in some cases if I unable to do, I contacted them through different kind of electronic devices. (mail, internet, phone)
-) Lastly, I collected the questionnaire after the time. I thanked them for their kind co-operation in spite of their busy schedule.

3.6 Data Analysis Procedures

I followed the descriptive, statistical approaches and item analysis for data interpretation in this study. The kind of process adopted quantitative and qualitative both for the analysis and interpretation. I have used quantitative data analysis procedure for close ended questionnaire and I have used qualitative data analysis procedure for open-ended questionnaire. Data was transcribed systematically, coded, analyzed and interpreted and then presented descriptively as well as analytically using appropriate statistical tools and diagrams and table. Statistical tools were percentage and descriptive analysis.

3.7 Ethical Considerations

Ethical Consideration is the most crucial aspect of research. The participants were informed with every information and plan about the study. The data collection time and place was determined on the basis of their approval. No activities was done that may harm the participants' reputation, physical, mental and psychological aspect.

Likewise, as participants may wish the secrecy of the information it was maintained. The collected data, findings was not used for other purposes. The plagiarism was avoided by showing citations and references. Moreover, every steps of the research was conducted under the guidance of supervisors from Central Department of English Education, Tribhuvan University, Kirtipur.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter consists of detailed analysis and interpretation of the data collected from the respondents. Similarly, discussion of the result based on the data is also the content of chapter. This study was carried out to explore Female English language teachers' motivating factors behind choosing ELT as a profession. Similarly this study, sought to investigate the factors that influence to female English teachers to choose ELT as their profession. For these purposes, the collected data were analyzed and interpreted under the following main headings:

4.1 English Language Teachers' Motivation in Teaching

This section tried to present English language teachers' motivational factors behind choosing ELT as a profession based on the responses collected data from forty female English Language teachers through a questionnaire.

4.1.1 Teachers' choice for Career

The following table exposes the female teachers' choice for career. Whether the teacher took ELT as the first choice of career or not? I administered the question regarding their choice of career to the forty female English Language teachers. The responses made by them can be shown in the following table:

Table 1: Teachers' choice for career

	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Teaching as the first choice of career	9	22.5	28	70	3	7.5	0	0

(Note: A= Agree, SA= Strongly Agree, D= Disagree, SD= Strongly Disagree)

The table 1 shows the responses regarding the teaching as the first choice of career. Among forty female English teachers, 92.5% female teachers agreed with teaching as their first choice of career. In the contrary, 7.5% female teachers disagreed to this statement. Moreover, none of the teachers were strongly disagreed on this remark.

4.1.2 Reasons for becoming a Teacher

The given table below incorporates the reasons for becoming a teacher. It is for getting the views whether the teachers were motivated towards their profession or not. Whether they willingly involved in teaching profession or it is just their compulsion to join teaching. The responses made by the female teachers could be shown in the following table.

Table 2: Reasons for becoming a teacher

S.N	Reasons for becoming a teacher	N	%
1	Highly paid job	–	–
2	Good work condition	–	–
3	Know importance of teaching	14	35%
4	Love the Profession	26	65%

The table 2 displays the responses related to teachers' reason for becoming a teacher. Among forty female English teachers, 65% teachers responded that they became English teachers because they love this profession. And 35% teachers responded that they became teacher because they believe in the importance of teaching profession. As shown by the table 2, it can be said that some female teachers became teachers because they know the importance of English language and teaching, and love this profession.

4.1.3 Satisfaction with teaching profession

The following table shows the satisfaction with the teaching profession. It is because of investigating the teachers' motivation in teaching. The responses made by the teachers regarding this question could be shown in the given table below:

Table 3: Satisfaction with teaching profession

S. N	Satisfaction with teaching profession	N	%
1	Yes	37	92.5%
2	No	3	7.5%

The table 3 displays the satisfaction of the teachers with the teaching profession. Among 40 female English teachers, 37 teachers were satisfied. The above analysis shows that more than 90% of teachers were satisfied with teaching profession. In the contrary, 3 teachers were not satisfied with teaching profession.

4.1.4 Opportunities to show creativity in the classroom

Opportunity to showing creativity of the teachers helps to increase teachers' motivation on teaching. The following table shows the responses made by the forty female teachers regarding opportunities of showing creativity in the classroom. It is because to find out whether the teachers get the opportunities to show creativity or not.

Table 4: Opportunities to show creativity in the classroom

	SA		A		D		SD	
	N	%	N	%	N	%	N	%
Opportunities to show creativity in the classroom	3	7.5	37	92.5	-	-	-	-

The table 4 states the question regarding the opportunities of showing creativity in the classroom. Among forty female English Teachers, 100% teachers agreed that, there are ample opportunities to show creativity in the classroom.

4.1.5 Kind of opportunities to show creativity in the classroom

This is for to know what kind of opportunities got to show creativity in classroom. The following table shows the responses made by the forty female teachers, regarding different kind of opportunities to show creativity in the classroom.

Table 5: Kind of opportunities to show creativity in the classroom

S N	Kind of opportunities	N	%
1	Conducting co-curricular activities	5	12.5
2	Motivate students to work in pair and solo work	4	10
3	Could express feelings freely	1	2.5
4	All of the above	30	75

The table 5 exposes the responses regarding kind of opportunities that they got to show creativity in classroom. Among 40 female English teachers, 75% teachers agreed that they got all kind of opportunities which was shown in the table. 12.5% teachers agreed that they got opportunities to conduct co-curricular activities in classroom. Similarly, 10% teachers agreed that they

motivate students to work in pair group and solo work. Likewise, 2.5% teachers said that they could express their feelings freely with their students. From the above analysis, it can be said that, most of the teachers got all kind of opportunities to show creativity in the classroom.

4.1.6 Challenges faced by teachers in teaching

English Language teachers are facing many challenges in teaching. Here, the following table displays the different kinds of challenges faced by teachers in teaching English.

Table 6: Challenges faced by teachers in teaching English

S.N	Challenges faced by teachers	N	%
1	Language related problems	22	55
2	Heterogeneous classes	4	10
3	Weak administration	9	22.5
4	Least concern of stakeholders and political intervention	5	12.5

The table 6 exposes the responses regarding faced by female English language teachers in teaching. Among forty female English teachers, 55% female English teachers faced language related problems in the classroom. Similarly, 10% teachers encountered the problem related to heterogeneous classes. Likewise, 22.5% teachers said that weak administration in the school is major problem to teach English. Moreover, 12.5% teacher replied that least concern of stakeholders and political intervention is the main cause of the problem in English Language teaching. From the above analysis, we can say that language creates the problem, i.e. students' mother tongue interferes in English language teaching. Similarly, heterogeneous classes and weak administration bring problem to the English language teaching as well. Moreover, political interventions and least concern of stake holders also become the big deal of problem in English language teaching.

4.1.7 Biggest challenges that faced by teachers in classroom

The following table investigates the different types of challenges which English Language teachers are facing. It finds out the challenges of teachers which hinder teacher motivation.

Table 7: Challenges faced by teachers in classroom

S. N	Challenges	N	%
1	Over crowded large class	8	20
2	Disruptive behavior of the students	13	32.5
3	Difficult to maintain the discipline	11	27.5
4	Lack of classroom management skills	8	20

The table 7 presents the challenges faced by female English Language teachers' in the classroom. In this regard, 32.5% teachers viewed that Disruptive behavior of the students create challenge for them. Likewise, 27.5% teacher responded that, maintaining discipline of the students is major challenge. Similarly, 20% teachers felt that over-crowded large class is the main challenging aspect. Moreover 20% teacher viewed that lack of classroom management skills is the major challenge faced by Female English teachers.

From the above table, it can be said that, disruptive behavior of the students is the biggest challenges, in this situation teacher couldn't conduct classroom activities properly.

4.1.8 Most Influencing factors of Teachers Motivation

There are number of factors which influence teachers' motivation such as remuneration of the teachers, institutional environment, recognition and prestige and so on. Thus, the following table find-out the different influencing factors of female teachers. Here, the responses made by English Language teacher about the influencing factors of teachers' motivation.

Table 8: Influencing factors of teachers' motivation

S. N	Influencing factors of TM	N	%
1	Workload and challenges	8	20
2	Remuneration and Incentives	7	17.5
3	Recognition and Prestige	10	25
4	Institutional Environment	15	37.5

The table 8 shows the influencing factors of teachers' motivation, in this context, 37.5% teachers responded that an institutional environment is an influencing factor of teachers' motivation. In the same way 25% teachers said that recognition and prestige is the influencing factors. 20% teachers said that work load and challenges are the influencing factors of teacher motivation. Likewise, 17.5% female teachers viewed that remuneration and incentives are the major factors of teacher motivation.

From the analysis of above table, it can be said that institutional environment is the most influencing factors of teachers' motivation. Similarly Recognition and prestige, workload and challenges and remuneration and incentives are also the influencing factors of teachers' motivation.

4.1.9 Strategies to increase Teachers' Motivation

Strategies are the techniques for increasing motivation to the person to do the things properly. There are number of strategies for increasing encouragement of the teachers. Here is the response made by English Language Teachers' regarding the strategies to increase the teachers' motivation.

Table 9: Strategies of teachers' motivation

S. N	Strategies to increase Teachers' motivation	N	%
1	Job Enrichment	18	45
2	Flexible working hours	6	15
3	Merit Pay	5	12.5
4	Incentives	11	27.5

The table 9 exposes the strategies to increase teachers' motivation. In this regard, 45% female teachers viewed that job enrichment is the major strategy to increase teacher motivation. In the same way 27.5% teachers responded that, incentives are the strategy to increase teachers' motivation. Similarly, 15% teachers said that flexible working hour is major strategies to increase teachers' motivation.

The above table interprets that job enrichment is the major strategy to increase teachers' motivation. Likewise, incentives, flexible working hours and merit pay are also the strategies of teachers' motivation.

4.1.10 Motivational factors of English Language

The following table shows the motivational factors regarding their professional development, this section investigated whether the teachers are motivated in their profession or not. The responses made by the teachers could be shown in the following table.

Table 10: Motivational factors of English Language Teacher

S. N	Motivational Factors	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	I receive praise for my work	6	15	16	40	18	45	-	-
2	Students perform up to my expectation	5	12.5	28	70	6	15	1	2.5
3	I feel insecure about my job	5	12.5	14	35	18	45	3	7.5
4	I do extra job to support my household income	4	10	25	62.5	7	17.5	2	5
5	I will leave teaching to join another, if I get chance	4	10	12	30	20	50	4	10
6	I need more teaching materials but it is not available in the school	7	17.5	25	62.5	7	17.5	1	2.5

The table 10 shows the responses regarding different motivational factors of English language teaching. Talking about praise for hard work, among 40 female teachers 55% female English teachers agreed that they got praise for their hard work. In contrast, 45% teachers disagreed in this statement.

Moreover, most of the respondents respond that they didn't get any praise for their work. Similarly when we talk about the students' performance, 70%

teachers agreed that their students performed well up to their expectation. Likewise, 12.5% teachers strongly agreed that the students performed better according to their level of expectations. In the contrary, 40% teachers disagreed that the students didn't perform as per the expectation. Similarly, teachers were also asked regarding their feelings about the insecurity of the teaching profession. In this regard, 35% teachers agreed that they feel as if they were insecure about their job whereas 12.5% teachers strongly agreed on this point. However, 52.5% teachers disagreed that the teachers did not feel insecure about their job. In the same way the teachers were also asked about their opinion regarding extra jobs to support their household income. In this context, 62.5% teachers agreed and 10% teachers strongly agreed that they need extra job to support their income. However, 17.5% teachers disagreed that they didn't need extra job to support their house hold income and similarly 5% teachers strongly disagreed on this remark. Likewise, the female teacher were also asked about whether they will leave the teaching profession to join another if they get chance or not, in this regard, 30% teachers agreed and 10% teachers strongly agreed that they would leave teaching profession if they get other opportunity. However 50% female teachers disagreed and 10% teachers strongly disagreed that they wouldn't leave the teaching profession to join any other profession even if they get opportunities. Similarly talking about the availability of teaching learning materials in the school, 62.5% teachers agreed that they didn't get enough materials. Likewise 17.5% teachers strongly agreed that there are no enough materials in schools. While 17.5% teachers disagreed and 2.5% teachers strongly disagreed on this remark.

From the analysis of above table, we can say that, majority of the teachers don't get praise for their work. Similarly, majority of the teachers responded that their students perform up to their expectation. In the same way, majority of the teachers feels secure about their job. About 62.5% teachers want or did extra job to income likewise, majority of the teachers responded that they don't want to leave the job even if they get other opportunities. Majority of the

respondent responds that they need enough teaching learning materials in school.

4.1.11 Importance of teacher motivation

Motivation is a crucial aspect teachers, it helps to grow professionally. The following table shows the importance of motivation. The responses made by the female teachers could be shown as below.

Table 11: Importance of motivation

S. N	Importance of motivation	N	%
1	It helps teachers develop professionally	8	20
2	It is for the satisfaction and fulfillment of teachers need	1	2.5
3	It arouses the interest and positive attitude in teaching	15	37.5
4	It supports entire educational system of the nation	16	40

The table 11 states the question regarding why teachers' motivation is crucial aspect for teachers. Among forty female English teachers, 40% teachers responded that motivation supports entire educational system of the nation. Likewise 37.5% teachers viewed that, motivation arouses the interest and positive attitude in teaching. 20% teacher responded motivation is crucial aspect for teacher because it helps teachers to develop professionally. And 2.5% teachers said that it is for the satisfaction and fulfillment of teachers need. From the above analysis, we can say that majority of the teachers believe that motivation is crucial for teachers because teacher supports entire educational system of the nation.

4.1.12 Need of teachers motivation in teaching

Teachers' motivation is the demand of the days. So teacher motivation is became very important aspect. All the respondents of the study had also shown that teacher motivation is necessary in teaching.

Table 12: Need of Teacher Motivation in Teaching

S. N	Need of Teacher Motivation	N	%
1	It improves the skills and knowledge of teachers	7	17.5
2	It increase the level of teacher performance	6	15
3	It determines teachers' involvement in teaching activities	5	12.5
4	It enable teachers to use academically sound, child friendly and sensitive technique	22	55

The table 12 shows the responses regarding the need of teacher motivation in teaching. In this regard, 55% teachers said that, it enables to use academically sound, child friendly and sensitive techniques. 17.5% teachers said that teacher motivation is needed because it improves the skills and knowledge of teacher. Likewise, 15% teacher viewed that it increases the level of teachers' performance. And 12.5% teachers responded that it determines teachers' involvement in teaching activities.

4.1.13 Opportunities to Motivate own self and Satisfaction toward Teaching Profession

The following table shows the different kind of opportunities which was provided by school, community and government as well. This section investigates whether teacher get opportunities to motivating own self or not. The responses made by the teachers could be shown in following table.

Table 13: Opportunities and Satisfaction

S. N	Opportunities and satisfaction	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	We have more opportunities being an English teacher	4	10	33	82.5	3	7.5	-	-
2	We have workshop seminar and training for career professional growth	3	7.5	21	52.5	16	40	-	-
3	Our institution motivate to do better with profession	4	10	28	70	8	20	-	-
4	Satisfied with the number of working hour	2	5	27	67.5	11	27.5	-	-
5	Satisfied with the present salary scale	1	2.5	15	37.5	20	50	4	10
6	Students' attitude toward English teacher and language is positive	9	22.5	26	65	2	5	3	7.5
7	Choose ELT as a profession because I love to be in this profession	9	22.5	31	77.5	-	-	-	-

The table 13 shows the responses regarding opportunities and satisfaction toward teaching profession. Firstly talking about opportunities they had got being an ELT teacher, in this question 92.5% teachers responded that they have got more opportunities regarding motivation and professional development, after being an English teacher. In contrast, 7.5% teachers disagreed. They said they didn't get any kind of opportunities being an ELT teacher. Likewise when we talk about, having different kind of seminars workshops and trainings for professional development, 60% teacher agreed that they have all kind of

programs in schools for professional development. In contrary, 40% teachers disagree on this remark. Similarly teachers were also asked about whether were satisfied with the number of working hour not, in this regard, 77.5% teachers are agreed that they are satisfied with the number of working hour However, 27.5% teachers are not satisfied with their number of working hour. In the same way, talking about the salary, 37.5% teachers are satisfied with their present salary scale, in the same way, 2.5% teachers are strongly agreed on this remark. In contrary, 50% teachers disagreed and 10% teachers strongly disagreed with the present salary scale. Talking about students' attitude toward English language teacher and subject, positive or not. In this regard, 65% teachers have to say that students have positive attitude towards English Language and teacher. Similarly, 22.5% teachers strongly agreed on this point. In contrary, 5% teachers disagreed and 7.5% teachers strongly disagreed on this remark. The female teachers were also asked about, why they join teaching profession, they love to teaching or not? In this question, 77.5% teachers said that they love this profession that is why they join this profession. In the same question, 22.5% teachers strongly agreed and said that they love this profession. Moreover, none of the respondents disagreed and strongly disagreed on this remark.

From the analysis of table, we can say that, majority of respondent get opportunities being an English teacher. Similarly, majority of the teacher respondent respond that their school provides seminar, workshop and training for professional development. Likewise, majority of the respondents felt that, their institution motivate them to do better with profession. Similarly it can be said that majority of the teachers responded that they are satisfied with the number of working hour. Whereas, majority of teachers responded that they are dissatisfied with the present salary scale. Likewise talking about students' attitude, according to majority of teachers, their students' have positive attitude toward English language and English teachers as well. At last majority of respondents responded they love teaching profession and their love is the reason behind choosing ELT as a profession.

4.2 Teachers' views on Motivational factors

In the process of collecting data, I have attached some open ended questionnaire as well. I asked them the concept, how they motivate to become an English teacher, how do they decided to choose ELT as a profession. In this regard, female English viewed on this are presented in the subsequent section below.

4.2.1 Becoming an English teacher is self-decision

The teacher in the study viewed that the teacher motivation is a significant aspect for teachers as well as the whole educational system. They said that if the teachers are highly motivated then they can devote their whole life in the teaching arena. Teachers were viewed that, they became an English teacher because it directly supports educational system of nation. In this regard, some teachers viewed that English language has very crucial role in our country and most of the respondents were self motivated. Here are sample excerpts from the open ended questionnaire.

T12: I decided to become an English teacher because I know the importance of this language in this globalization world. Yes, I am self-motivated to become an English teacher.

T2: I am highly influenced by the vocabularies, terminologies and maxims in English language that made me decide to become an English teacher.

Definitely, I am influenced and motivated by my father, one of the veteran teachers of English I have ever met.

T4: English is rich in vocabularies and maxims. It is an international language and carries a high scope of profession. Thus, I decide to become an English teacher. I am self-motivated for this.

T3: I decided to become an English teacher because of my interest towards the international language. Actually, I was motivated by my school teacher and his principle of teaching.

These bits of responses from teachers clarifies that they understand English is rich in vocabularies, it is global language and respondents knows the importance of English language that is why they engage in teaching profession. Most of the respondents are self motivated and some others are by their teachers and family members who are engaged in teaching profession. To sum up, the teachers know the value of English and self motivated as well. They love to be in teaching profession.

4.2.2 Feeling after being an English teacher and responses they get in society

The teachers were asked about how do they feel being an English teacher and what kind of responses did they get in society. In this regard, the teachers said that, they are very proud being an English teacher. They like teaching and feel happy. Further they said, it is a matter of pride to be an English teacher. Here are some excerpts of questionnaire

T1: I feel so proud being an English teacher. Yes I love to be an English teacher because being an English teacher, I can teach this subject to thousands of the students which will help them to compete and mingle in this world. As an English teacher, I get respect from the people of my society. They come to learn English language and even they sent their children for tuition.

T2: I feel profoundly pleased being an English teacher, being an English teacher was my passion from childhood. I really love to be n English teacher as it gives me the pleasure that adds flavor in my life. Being an English teacher is a challenging profession for a female but I get positive response all around. The way of perception is very different in my case.

T4: being an English teacher is a matter of pride, I love this profession as my passion and compassion. In the place of my tenure, English teachers are provided high respect with positive responses.

T26: I feel very happy being an English teacher. Yes, I love to be an English teacher. They praise my success and the society inspires me to do more.

From the above responses made by teachers, it can be clarified that teachers are happy with their profession. They love teaching and want to do more in this sector. In this regard, Majority of the teachers responded that they get positive responses in society. Further, they added, English teachers are provided high respect. Thus, from the above, it can be said that, being an English teacher give them immense happiness and respect.

4.2.3 Economic enhancement from teaching Profession

The teachers were also asked about opportunity for economic enhancement after being an English teacher. The teachers in study said that, it depends upon the institution, talking about governmental sector, it is quite acceptable but in private sector, they don't offer us as we deserve or as our qualification. They said that, we have to work in low remuneration. Further, they added teaching profession also could help to enhance the economic status. Thus, teaching English is high demand of profession, if we are capable enough, we can surely raise our economic condition. Here are sample excerpts of questionnaire.

T4: Sure being an English teacher provides more opportunity for my economic enhancement as we are highly paid off.

T12: Yes, surely I think that being an English teacher provides more opportunity for our economic enhancement. People are likely to learn English language because it is important and creates job opportunity and many more.

T3: I don't think it provides more opportunities for our economic enhancement. However, it provides highly recognition and prestigious life in the society.

T20: I think being English teacher has some opportunity rather than other general subjects because there is other way to enhance economic status. Like, tuition, language institution.

These bit of responses from the respondents clarifies that, if teachers are capable then they can enhance their economic status. They agreed that, teaching profession surely help to earn money if we get to chance to engage in good and well established institution. However, some respondents responded that they don't think teaching English can help to enhance economic condition rather it gives prestigious life in society. Thus, the study shows that, if teachers are skillful, capable to deal with conditions and knowledgeable then they can surely enhance economic condition.

4.2.4 Encouragement to upcoming generation towards ELT

Teachers were asked about encouragement to upcoming generation towards ELT .The teachers in the study viewed that they would love to encourage to the youth and upcoming generations towards ELT. They said, if we have passion to do something and do hard work we can surely get success. In addition, they said, English language is very important and globalized language, it creates opportunities to work in international level as well. Majority of the teachers replied that, they encourage to upcoming generation towards ELT. Here are sample excerpts of questionnaire.

T12: Yes, I likely encourage the upcoming generation toward teaching English by telling them about the importance of this language. It is a lingua-franca.

T3: Definitely I encourage the upcoming generation towards teaching English by showing my experience.

T1: yes, I encourage the upcoming generation toward teaching English. I will encourage them by saying that English language is so important that in its absence we can't get success in any steps of our life.

Form the above responses made by teachers, it can be said that, the teachers encourage the upcoming generation, they motivate to engage in teaching profession. Teachers encourage the upcoming generation by showing different positive aspect of being in teaching profession. Further they added, I encourage

upcoming generation towards teaching English. I make understand them the importance of English language and how it influence our life, society and nation as well.

4.2.5 Governmental policies for teacher motivation

The teachers were asked what they viewed about governmental policies for the teacher motivation of ELT teacher. The teacher in the study viewed that, government should provide more seminars, workshops and language related program to promote English language and English language teachers as well. Teachers said that, government should make policies to both government and private sector equally. Here are some excerpts of responses.

T3: As I am teacher of private sector, I would like to request the government to provide the same services and facilities to both government and private sectors.

T1: for the motivation of ELT teachers, the government should organize various types of trainings, seminars workshops etc. to enhance the capacity of English teachers.

T14: Government have to manage budget for workshop seminar, trainings, teaching materials, references books, rewards for good teacher, declare the best teacher, etc.

T2: More seminars, workshops, trainings regarding English language should be included under the effective governmental policies for the motivation of ELT teachers.

From the above analysis, we can say that all teachers want more motivational programs, seminars and workshops. Innovative skills and professional development programs might be the effective governmental policies for the teacher motivation of ELT teachers. Teachers viewed that government should organize various programs regarding teacher motivation and teachers' professional development. Thus the study claims that, teachers need more TPD

trainings, seminars workshops and different kind of effective governmental policies for teacher motivation.

4.2.6 Suggestion regarding ELT teachers

The teachers were asked to suggest regarding ELT teachers. In this regard, teacher viewed that teachers should be engage in teaching profession by their heart. They must love and respect their own profession until and unless they don't love and respect their profession, other 2nd person doesn't respect them. Similarly teacher viewed that, teachers' professional career should be upgraded and providing continuous supports from the respective authorities might have positive motivation. Teachers should provide proper platform. Then it would be more beneficial for all, teachers, schools, community and government as well. Here are some excerpts from responses.

T1: I would like to suggest all the ELT teachers that they should try from their inner heart to make all the students best in their subject. They should not take this profession as a time passing job but they should involve in this field with full energy and passion so that their students will be better than they themselves are. Finally, that will be the victory of not the students but the teachers. Lastly, I would like to suggest all the English teachers to participate in pre-teaching during teaching and post teaching trainings to enhance their teaching capabilities and to be updated.

T4: ELT teachers should use their potentiality to meet the high standards of language proficiency.

T13: Use of Labor with devotion and dignity towards profession always pay well. Go for it.

Teacher own-self should be motivated toward their job, if they are not motivated than any other programs and trainings couldn't motivate them. From the above responses made by teachers clarifies that, teachers own-self feel proud of their profession. Teachers should participate in pre-teaching and post teaching trainings to enhance their teaching and capabilities to be updated.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. So, findings, conclusions and recommendations of the study have been presented in this part of thesis.

5.1 Findings

Some major findings of the study have been listed given below:

5.1.1 Major findings of the Close-ended Questionnaire

Being based on the analysis and discussion of the data the major findings of the close-ended questionnaire have been presented below:

- I. Majority of the teachers, (70%) viewed that teaching was their first choice of career. It was found that teaching is the first choice of career for majority of the respondents.
- II. Most of the respondents (65%) teachers were becoming a teacher because they love teaching profession.
- III. It was found that 92.5% teachers were satisfied with teaching profession.
- IV. It was investigated that there was ample opportunities to show creativity in the classroom. 92.5% teachers agreed with this.
- V. It was found that 75% teachers get all of the above opportunities to show creativity in the classroom. 12.5% teachers can get opportunities to conducting co-curricular activities, 10% teachers can get chance to motivate students to work in pair and solo. Similarly, 2.5% teachers could express their feelings freely
- VI. It was found that 55% teachers have language related problem in the classroom, 10% teachers have problem with heterogeneous class.

Similarly, 22.5% teachers have faced challenges because of work administration and 12.5% teachers faced challenges because of least concern of stakeholders and political administration.

- VII. It was found that 20% teachers felt challenges because of over-crowded large class, 32.5% teachers viewed that disruptive behavior of the students is challenge. 27.5% teachers felt challenges to maintain the discipline and 20% teachers viewed that, lack of classroom management skill is major challenge.
- VIII. It was found that workload and challenges 20%, remuneration and incentives 17.5%, recognition and prestige 25% and institutional environment 37.5% were the influencing factors of teacher motivation.
- IX. Similarly, it was found that job enrichment 45%, flexible working hours 15%, merit pay 12.5% and incentives 27.5% were the most important strategies to increase teacher motivation.
- X. It was found that 40% teachers received praise for their work, in this regard, 15% teachers strongly agreed on this point however, 45% teacher didn't praise for their work. Similarly, 70% teachers viewed that their students perform up to their expectation. Like-wise, 45% teachers feel secure about their job however, 35% teachers insecure about teaching profession. 62.5% teachers did extra job to support their household income. Likewise, 50% teachers love their profession and they wouldn't leave teaching profession even if they get another chance and 62.5% teachers viewed that they need more teaching learning materials in the classroom but they are not available in the school.
- XI. It was found that, 20% teachers viewed teacher motivation is important for teachers professional development, 25% thought that it is for the satisfaction and fulfillment of teachers need similarly, 37.5% teachers viewed that it arouses the interest and positive attitude in teaching and 40% teachers viewed that it supports educational system of the nation.
- XII. It was also found that 17.5% teachers viewed that teacher motivation is important because it improves the skills and knowledge of teachers. 15%

teachers thought it increases the level of teachers' performance similarly, 12.5% teachers viewed that it determines teachers involvement in teaching activities and 55% teachers viewed that it enables teachers to use academically sound, child friendly and sensitive technique.

- XIII. It was found that, 82.5% teachers have more opportunities being and English language teacher. Similarly, 52.5% teachers have workshop, seminars and trainings. Likewise 70% teachers agreed that their institution motivate to do better with profession. It was also found that 67.5% teachers were satisfied with the number of working hours and 37.5% teachers were satisfied with the present salary scale in this regard, 50% teachers were dissatisfied with the present salary scale. Like-wise 65% teachers viewed that students' attitude toward English teacher and English language is positive. Among forty female English teachers, 77.5% teachers agreed that they love teaching profession and 22.5% teachers strongly agreed on this remark. Despite of having lots of dissatisfaction and challenges nobody is out there to unloved teaching profession.

5.1.2 Major Findings of the Open-ended Questionnaire

- I. It was found that becoming an English teacher was their own decision. They have mentioned various reasons behind choosing ELT as a profession. Such as, love toward teaching profession, love toward English language, interest, influenced by the vocabularies and terminologies, etc. moreover, they are self-motivated and it's their self-decision.
- II. It was investigated that they feel so proud, humble, pleased and happy after being an English teacher and society gives good and positive responses and high respect to them.
- III. It was found that, English language teaching can surely enhance their economic enhancement, if only they get chance at good and well

established institution. Some respondent responses that they were not paid as their experience and educational qualification.

- IV. It was investigated that majority of the respondents encouraged the upcoming generation toward English language teaching.
- V. It was found, providing same services and facilities to both governmental and private sector, providing various types of trainings, seminars and workshop to enhance the capacity of teachers, providing enough teaching learning materials, reference book, giving reward announcing best teachers should be the governmental policies for teacher motivation.
- VI. It was investigated that first of all teachers should motivated by own-self. To be good, they should use their potentiality, labor and devotion. Similarly, teachers viewed that until and unless they don't love and respect their own work other doesn't respect them and they can't move forward toward positive result.

5.2 Conclusion

Schools play an important role in preparing students for the changing and challenging world and teachers are crucial in ensuring the quality of education. Teachers' Motivation is the need and call of the day because it is an effective way to arouse positivity towards teaching profession. It brings the holistic change in the entire educational system. However this is only possible when teachers are motivated enough to update their knowledge and skills on continuous bases and perform their roles effectively and adequately. After analysis and interpreted the data, it can be concluded that, most of the female teachers are attracted toward ELT profession because they love teaching Profession and being an English teacher give them immense happiness. It was found that there are number of factors that motivate to female to select English language teaching as a profession. Such as: Love towards teaching profession, love towards English subject. In addition, respondents responded that being an English teacher give them love and respect in society. They feel more

responsible after being an English teacher. Secondly, Teacher Motivation is crucial aspect of teaching profession. Until and unless teachers are not motivated, the positive outcome is impossible. However this study found that there are not enough program and practices to motivate teachers. The finding showed that, government and school should try to implement the policies which are related to increase teacher motivation. Consequently, teachers' motivation to stay in the profession and sustain their involvement in education practices lowered. This situation affects teachers' love for the profession and their desire to make a difference in students learning.

Being based upon the findings, the study shows that there are some influencing factors to teacher motivation. Not enough incentives, lack of teaching learning materials, less opportunity to participate in any kind of TPD program, not being appreciated for good performance, inflexible working hours and low and irregular pay for teachers are influencing factors to teacher motivation. These kind of problems force them to look for better paying jobs, which in turn undermine their participation in teaching learning activities. And because of this their motivational level is affected. It is important to make sure that teachers are willing, committed and motivated to develop themselves as well as their professional life. They need to become a life-long learner by learning to keep up with changes through professional development opportunities and by teaching with passion. To this end, stakeholders and administrators need to find out the different ways to increase teachers' motivation.

It is necessary to arouse the motivation to the teachers to bring desirable improvement in education. The teaching profession also should be made the first choice of career for the people. If the teachers are motivated then they will satisfy with the profession and it ultimately results positively in the arena of education. The teachers should get enough teaching and learning resources, praise for their hard work from the stakeholders and their future should be secured as well. They should get opportunity to take part in different professional and motivational activities so that they can easily boost up their

personal and professional development. It is assured that there will be great achievement, to government and school, if they success to solve all the problems regarding teacher motivation and it will ultimately boost the educational system of Nepal.

5.3 Recommendation

On the basis of findings and conclusion of the study both policy related and practice related recommendation have been made here.

5.3.1 Policy Related

The policy level implications ad recommendations have been listed below based on the study.

- I. The Government should spend on the teacher trainings and teacher Motivation Programs.
- II. The study recommended that the teachers should get in-service trainings to update their skills. By attending different trainings, workshop teachers will get motivation and develop confidence in teaching.
- III. The Government should also review policies on teacher motivation. The policies should be well designed and implemented properly to meet the demands of teachers.
- IV. The government should increase the salaries which reflect the status of teachers and the socio-economic situation prevailing in our society.

5.3.2 Practice Related

This is the actual level of implementation of the policies into practice. From the findings of the study following pedagogical implications can be drawn:

- I. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction in teaching and with their profession.

- II. It also recommended that teachers should get provided enough teaching learning resources.
- III. The study recommended that the teachers should be provided refreshment trainings
- IV. The administrators of schools should arouse motivation and behave positively to the school.

5.3.3 Further Research Related

Keeping the directions of the study in considerations, some more topics, areas and issues for further research have been suggested as follows:

- I. Studies can be conducted to explore motivational strategies used by different level teachers.
- II. Similarly, another possible area for further study could be, finding out the factors affecting teacher motivation in community school of selected districts.
- III. This study was conducted through survey research design. So it would be rather remarkable for the prospective researchers to carry out the Narrative inquiry regarding teacher motivation and with whom unique story of motivation behind engaging in ELT.

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Appendix I

Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research study entitled **Motivating Factors Behind Female Teachers' choice ofELT as a Profession** aiming to explore Female English Language teachers' motivating factors for choosing ELT as a Profession, under the supervision of **Mr. JagadishPaudel**, Lecturer, Department of English Education, TU, Kirtipur. Your co-operation in the completion of this questionnaire will be great value to me. I shall appreciate your personal opinion. Please feel free to put your responses required by the questionnaire.

I will assure you that the responses made by you will be exclusively being confidential and will be used only for this study. If you have any queries related to this study feel free to talk to me. You can mail me on nishmakaranjeet93@gmail.com or contact on 9841186143/ 9823342546.

Researcher

NishmaKaranjeet

M.Ed. Fourth Semester

Department of English Education

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Respondent are requested to answer the following questions:

Name:

School:

Teaching Level:

Age:

Group: A

Open Ended Questions:

- 1) Why did you decide to become an English teacher? Are you self motivated or somebody else motivated you?

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- 2) How you feel being an English teacher? Do you love to be an English teacher?

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- 3) Do you think being an English teacher provides more opportunity for your Economic enhancement?

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4) What kind of responses do you get in your society as an English teacher?

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.....

5) Do you encourage the upcoming generation towards teaching English?
How?

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6) What might be the effective governmental policies for the teacher
motivation of ELT Teacher?

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7) Do you have any suggestion regarding the ELT teachers and their
motivation?

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Group: B

Close Ended Questions

You are requested to tick (✓) to the alternatives that best indicate your response.

1. Teaching is my first choice of Career.
 - a) Agree
 - b) Strongly agree
 - c) Disagree
 - d) Strongly Disagree
2. Why did you become a teacher....
 - a) Teaching is highly paid job I could find
 - b) There is good work condition in teaching
 - c) I believe in the importance of teaching
 - d) I love this profession.
3. Are you satisfied with your teaching Profession...
 - a) Yes
 - b) No
4. Do you have ample opportunities to show your creativity in the classroom
 - a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
5. What opportunities do you have to show you creativity in your classroom
 - a) I've opportunity for conducting co-curricular activities in the classroom.
 - b) I motivate students to work in pair, group and solo work.
 - c) I could express my feelings freely.
 - d) All of the above.

6. What sort of challenges do you face in your teaching?
 - a) Language related Problem
 - b) Heterogeneous Classes
 - c) Weak Administration
 - d) Least concern of stakeholders and Political Intervention
7. What is the biggest challenge that you face in the classroom?
 - a) Over crowded large Class
 - b) Disruptive behavior of the Students
 - c) Difficult to maintain the Discipline
 - d) Lack of classroom management Skills
8. Which of the following is the most influencing factors of teacher motivation
 - a) Workload and Challenges
 - b) Remuneration and Incentives
 - c) Recognition and Prestige
 - d) Institutional Environment
9. Which of the following is the most important strategies to increase teacher motivation?
 - a) Job Enrichment
 - b) Flexible working Hours
 - c) Merit Pay
 - d) Incentives
10. I work very hard but do not receive any praise for my work
 - a) Agree
 - b) Strongly agree
 - c) Disagree
 - d) Strongly Disagree
11. When I work hard, students perform up to my expectations
 - a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree

12. I need more teaching learning materials, but it is not available in the school
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
13. I feel insecure about my job
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
14. I do extra jobs to support my household income...
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
15. I will leave the teaching profession to join another, if I get the opportunity
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
16. Why do you think teachers' motivation is crucial for teachers?
- a) It helps teachers develop professionally
 - b) It is for the satisfaction and fulfillment of teachers need
 - c) It arouses the interest and positive attitude in teaching
 - d) It supports entire educational system of the of the nation
17. Why does teachers' motivation need for teaching?
- a) It improves the skills and knowledge of teachers
 - b) It increase the level of teachers performance
 - c) It determines teachers' involvement in the teaching activities
 - d) It enable teachers to use academically sound, child friendly and sensitive technique

18. We have more opportunities being an ELT Teacher
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
19. We have Workshop, Seminar and training opportunity in our school for our career professional growth
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
20. Your institution motivate you to do better with your profession
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
21. I am satisfied with number of working hour in my institution
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree
22. I am satisfied with the present salary scale
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Agree
23. Students' attitude toward English teacher and English language is positive
- a) Agree
 - b) Strongly Agree
 - c) Disagree
 - d) Strongly Disagree

24. I choose ELT as a profession because I love to be in the profession

- a) Agree
- b) Strongly Agree
- c) Disagree
- d) Strongly Disagree