

# **FEMALE TEACHERS' MOTIVATIONAL FACTORS IN TEACHING ENGLISH**

**A Thesis Submitted to the Department of English Education  
In partial Fulfillment for the Masters of Education in English**

**Submitted by  
Narayani Pant**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2019**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Narayani Pant** has prepared the thesis entitled **“Female Teachers’ Motivational Factors in Teaching English”** under my guidance and supervision.

I recommend this thesis for acceptance.

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# DEDICATION

*Dedicated to my parents who devoted their entire life to make me what I am today.*

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis original; no part of it was earlier submitted for candidature of research degree to any university

Date: 18/11/2019

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**Narayani Pant**

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Narayani Pant

## ABSTRACT

This research entitled **Female Teachers' Motivational Factors in Teaching English** was an attempt to explore the Female Teachers' motivational Factors in teaching English. The objectives of my study were to explore and analyze motivational factors that influence in the female teachers' teaching at basic level and to suggest some pedagogical implications. I used to qualitative approach, under this approach I used to narrative inquiry for the data collection. The sample of the study included four female English teachers of basic level from Kanchanpur district. They were purposively selected. I collected data through face to face interview. The study was mainly based on primary sources of data. It also included secondary sources of data. The primary sources were the four female teachers teaching at four different public schools at Kanchanpur. The findings of the study showed that the female teachers are motivated to their profession by their teaching responsibility and accountability, family support, respect by society; their interest and desire to work, student's behaviour, support from the colleagues, whereas the hindering factors are insufficient salary, gender inequality, and lack of administration support, transport problem and lack of training. The findings showed that female teacher faced most of the challenges and tension due to their gender. Dual responsibility makes them even more depressed. Transport is the major problem for women. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definition for the key terms are included. The second chapter consists of the review of related theoretical literature, review of empirical literature, implication of the study and conceptual framework. In the same way, chapter three includes design of the

study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical consideration. The fourth chapter is about analysis of data and interpretations of result. And the fifth chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretations of the collected data for the purpose of research. The references and appendixes have been included in the last part of the thesis.

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## **REFERENCES**

## **APPENDIX A**

## LIST OF SYMBOLS AND ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
I.Ed	Intermediate of Education
ICT	Information and Communication Technology
M.Ed	Master of Education
Mr.	Mister
Mrs.	Mistress
NELTA	Nepal English Language Teacher Association
No	Number
P	Page
Prof	Professor
SLC	School Leaving Certificate
T.U.	Tribhuvan University
TESOL	Teachers of English to Speakers of Other Languages
TPD	Teacher Professional Development
&	And

# CHAPTER ONE

## INTRODUCTION

The study is on the topic **Female Teachers' Motivational Factors in English Teaching**. This chapter consists of background of the study, statement of the problem, objective of the study and operational definitions of the key term.

### 1.1 Background of the Study

Motivation is the reason for people's actions, willingness and goals. Motivation is derived from the word 'motive' which is defined as a need that requires satisfaction. In another sense, motivation is said to be the desires or wants that influence the culture, society and lifestyle. Motivation has been defined in various forms such as inner forces, enduring traits, behavioural response to stimuli, and sets of beliefs and affects. Freud(1996) believes that motivation is the force that comes within individual and reflects physical energy. In fact, motivation can influence what, when and how we learn. Teachers who motivate students help them to learn for the sake of knowledge (Meece1991). Similarly, Skinner (1968) believes that "motivation does not arise from inner forces but it is the best views in strictly behavioural terms"( as cited in Pintrich & Schunk 1996,p.6).

Teachers play an important role in every educational field. Teacher is one of the valuable assets for quality education. Teaching is a profession that has low emphasis but teachers have a great role to develop their students' intellectuals, personal and social development. Motivated teachers can have a powerful influence on student's career directions and positively impact learner's motivation and interest. Velez (2007) defines motivation as an inspiration or encouragement of a person to do his or her best. Similarly, Snowman et al. (2008) define motivation as the forces that lead to the selection, direction, and continuation of behaviour, where teacher motivation is a concept that assists us

in understanding why teachers behave the way they do. Rasheed et al. (2016) define "Teacher motivation is an important player in the success and performance of an educational system"( p104). It shows that there is the relation between teacher motivation and educational system. Likewise, Bennell (2004) notes that teacher motivation is a psychological process which influences that teachers' behaviour towards the achievement of educational goals. In the similar manner job dissatisfaction, stress and burnout things can have negative influence on teacher performance. High levels of job dissatisfaction, stress, and burnout can negatively influence motivation, cognition, and job performance (Dai et al., 2004). Similarly, Dörnyei (2005) defines teacher motivation influences student motivation and learning achievement. There are three different principles of de-motivation which are emotional exhaustion (tire), counters depersonalization (the action of divesting someone) and low personal achievement. Likewise, Smith and Glenn (1994) explain that there are many factors that negatively influence teacher performance that includes increased duties, low pay and disruptive students, lack of support from staff. According to Gruneberg (1979), female workers were less concerned with career aspect and more concern with social aspects of the job. There seems inconsistency in motivation between male and female. The performance of teachers is one of the handful factors of determining school effectiveness and learning outcomes. Motivated teachers are more likely to motivate students to learn in the classroom. Nyakundi (2012) defines that "Trained teachers are motivated to teach students and improving their performance in term of curriculum delivery" (p 58). This line shows that trained teachers are more motivated than untrained teachers. So it means training is one of the most important influencing factors of teacher motivation. Triyanta (2016) found that" male teachers are more motivated than female teachers. Moreover, junior teachers have higher motivation than senior teachers and teachers with a bachelor's degree are more motivated in carrying out their profession than those teachers who teach in master's degree "(p207). It shows

the motivational difference between the male and female, junior and senior teachers.

In the context of Nepal gender disparity has been a chronic problem in education field Bista (2006). Majority of the women teachers are engaged in teaching profession especially in basic level. However, they are not aware about their professional lives. They are in teaching profession but it is heard that most of the female teachers face a number of problem in their professional lives. Therefore, this study attempts to explore the motivational factors at basic level teachers in their teaching profession.

## **1.2 Statement of Problem**

Teacher motivation plays important 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. Teacher motivation is a major determinant of student's performance in national examination. Gullat and Bennet (1995) say that a motivated and dedicated teacher is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. According to Jackson (1997), lack of motivation among teacher has been manifested in teacher willingness to participate in school activities, poor attendance, unexpected absence, late coming, and lack of additional training, uncreative and non-stimulating teaching, and lack of interest in meeting, unhelpful attributes when assistance is needed. It is to say that a motivated teacher leads to motivated students and good performance and teachers who are not motivated to teach or are not satisfied with their career can effect negatively on student learning and the schools.

In the context of Nepal teaching profession is a highly demanding job especially for the women teachers. There are the increasing numbers of women in this profession. Teaching profession for women in Nepal seems one of the most stressful professions especially for those who need to deal with both teaching and household work. There are so many research works carried out in the field of teacher motivation. But in our context, few studies focus on female teacher, motivation in teaching at basic level. It is heard that most of the female teachers face a number of problems in their professional lives and some of them quit their job because of their family issues despite their influence in the teaching field. Therefore, I am interested to carry out research on female teacher motivation at basic level based on the following questions:

To explore female teacher's motivational factors in Teaching English, it is necessary to investigate whether female teachers are motivated in their teaching profession or not. If they are motivated, then how they are motivated in their teaching profession? If they are not motivated, then what types of motivational factors affect their teaching performance?

### **1.3 Objective of the Study**

The study conducted to fulfill the following objectives:

- a) To explore and analyze motivational factors that influence in the female teachers' teaching at basic level.
- b) To suggest some pedagogical implications.

### **1.4 Research Questions**

Following research questions were the key guideline of this study:

- a) Why are female English Language teachers' motivated in their teaching profession?

- b) What are the most important factors that Influence Female teachers' motivation for teaching at basic level?

### **1.5 Significance of the Study**

Each research has its own significance. I hope this research also has its own significance in the field of Nepalese English Language teaching where the issues of female teacher motivation have not been discussed yet. Similarly, research works carried out in Nepal related to women teachers' professional growth have given little attention to the impact of Female teachers' motivational factors in their teaching profession. My study has focused on potential issues of their personal and professional lives. Thus, this research will become helpful for exploring the motivational influencing factor of female teachers in their professional lives. I hope the result of this study will be beneficial for female teachers, policy makers, researchers and all the ELT practitioners.

There has been increasing number of females in teaching profession. The result of my study is likely to suggest those females who are in teaching truly, love teaching and want teaching confidently in the classroom. They can do better if they are provided opportunities to involve in different professional activities such as interaction, training and peer observation. However, due to the multiple workload at home and schools, roles and responsibilities in family, personal factors such as tension, dilemmas, frustration has made them little depressed and unable to grow. I believe that the study will become helpful for those female teachers who are struggling to teaching profession.

Similarly, this study is significant to the policy maker to develop the plan and policy for the Nepalese government to make gender friendly approach in education. I hope this study would be beneficial to bring strong policy and provision for empowering the female teachers.

Most importantly, as being an ELT practitioner particularly as a researcher, this study helps me to show the hidden reality of female teachers' motivation within this socio-cultural surrounding. Moreover, it can be useful to prospective researcher who wants to undertake resources in the area of motivational influencing factors of female teacher teaching profession.

## **1.6 Delimitations of the Study**

This study was limited to the four female English Language teachers' who were teaching as English language teachers in Basic level in community schools in Kanchanpur district. This study explores the motivational factors that influence in female teachers' teaching. The data has been carried out through narrative inquiry research design.

## **1.7 Operational Definitions of the Key Terms**

**Gender role** - refers to those duties which females are expected to perform as opposes to their male counterparts before they can any other responsibility outside the family setup.

**Influence-** refers to the effect that has on the way people think or behave towards women.

**Motivation** -Motivation is the reason for people's actions, willingness and goals.

**Stereotypes-** refer the fixed assumptions about a particular type of gender which are often not true.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITRATURE AND CONCEPTUAL FRAMEWORK**

This is on the theoretical and empirical bases of the research. It includes four sub-sections, i.e. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Related Theoretical Literature**

The review of related literature provides clear concepts about research work. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way.

##### **2.1.1 Teacher Motivation**

According to Dornyei and Ushioda (2011), teaching motivation studies can be divided into three areas including issues concerning career choice among teachers, complexities during the teaching process, and important factors that impact the development of teachers and their students. Although the number of studies on teacher motivation is limited to the TESOL and applied linguistics fields, diverse studies on work motivation in general exist in organization psychology. Since this teacher motivation study can be called a work motivation study for the EFL teacher, mentioning the definition of work motivation can give some hint on this particular topic. Current major studies on teacher motivation have been conducted on particular topics as follows. Motivation is a process rather than product. As a process we do not observe motivation directly but rather we infer it form such behaviors as choice of tasks, effort, persistence, and verbalizations. Similarly, Nyakundi (2012) explains teacher motivation is the most important factor in the promotion of

teaching learning excellence. He further adds motivated teachers are more likely to motivate students to learn and to ensure the implementation of education reform. Therefore, quality of an educational system cannot out form the quality of its teachers. Like that Guajardo (2011) "Teacher motivation is significantly related to students learning outcomes." (p.3). Teacher motivation as the willingness, drive or desire to engage in good teaching. Teachers can be motivated to fulfill their higher order needs of self actualization and professional goal attainment. Teacher motivation in developing world labels like joyful learning and child centered learning. Harmer (2007, p. 98) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". So, it is directly linked to an individual's needs that specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity. Ouztrk (2015) defines" teacher motivational level was influenced by the conditions in their workplace such as their relationship with colleagues, facilities of their institution, financial issues, the amount of workload, support of the institution for professional development and atmosphere in the institution."(p .1444). Teacher motivation is significant for long-term success and performance of any educational institution. Low levels of satisfaction have been associated with decreased teacher productivity and attrition. Teachers who are not motivated impact negatively on student performance. Therefore, teacher motivation is an essential component to enhance classroom effectiveness.

## **2.1.2 Influencing Factor of Teacher Motivation**

Teacher motivation is an essential factor for improving quality education. The following factors affect the teacher motivation:

### **2.1.2.1 Working Environment**

Working environment is an important part for teachers in their teaching profession. Teachers feel good when working environment is suitable.

Teachers need suitable environment that lead them to perform teaching comfortably and properly. The workload on teachers lead them to de- motivate while teaching. Administration should provide the facility of good working environment to the teachers with respect and without any discrimination. Clark and Keating (1995) define that working environment of an educational institutional affects teacher's motivation. Students are major factors of teacher motivation in an educational institution. Talented and hardworking students may boost morale of the teachers. Therefore, working environment has direct influence on motivation of teachers.

### **2.1.2.2 Workload and Challenges**

Teachers facing workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If, teacher workload is greater than teacher's motivational support, teacher motivation is threatened. Iliya &Ifeoma (2015) define that "Safety and cultural tradition can severely undermine the motivation of female teachers to work on rural or remote areas"( p13). Teachers are increasingly asked to perform a greater range of duties, including health education, distributing food, giving immunizations, taking census data and organizing community development activities. If not properly compensated, these sorts of demands on teachers can decrease their motivation. Therefore, workload of teachers should be reduced so that they can perform teaching effectively via strong motivation.

### **2.1.2.3 Teachers' Responsibility and Accountability**

Teacher's responsibility is a strong source of extrinsic motivation. When teacher's accountability is not too harsh, then it supports teacher to get motivation."Increased accountability can function as a strong complement of improving teacher motivation" (Guajardo, 2011, p.13). It shows that the more teachers understand our accountability the more it influences them to get motivation. Dufla, Dupas, & Kermer (2007, as cited in Iliya & Ifeoma, 2015)

Found that increased accountability can function as a strong complement to other methods of improving teacher motivation. Similarly, Finnigan & Gross (2007) define the de-motivating consequences of continually of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve their performance. However, accountability that is too harsh or not complimented with support can just as readily damage teacher motivation. Therefore, teachers' responsibilities play the significant role in motivating them.

#### **2.1.2.4 Support from Colleague and Senior Teacher**

Colleagues play the important role in teachers' teaching profession. Shah and Abualrob (2012) state that Collegiality can contribute to teachers' desire to remain in teaching profession. Teachers who work collegiality are more likely to remain in the profession because they feel support and values in their role. When the teachers feel the values of collegiality in their profession, it encourages them to move ahead and contribute in the development of their profession. So, teachers should have support from colleague and senior in order to motivate in their teaching.

#### **2.1.2.5 Remuneration and Incentives**

Teacher's salary is one of the important motivated factors. When teacher's basic needs are fulfilled, it motivates them to do their best in the teaching field. Iliya and Ifeoma (2015) argue that one such secondary employment activity, private tutoring can be especially harmful to students' achievement or at least the distribution of students' achievement. Furthermore, it is difficult to motivate teacher at work in rural areas without sufficient salary. Teachers are more motivated when they are paid on time. They should be provided salary in time so that teacher gets motivated while teaching. Therefore, teacher should be provided adequate salaries that motivate them to do their teaching job smoothly.

### **2.1.2.6 Performance Management System**

Management is one of the crucial factor of any institution. Administration should implement some rule and regulation for their employs without any discrimination. Mohanti (2000) explains that teacher's performance is the most crucial input in the field of education. Teachers are the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structure with in which they perform their role. So, management system should be conducive.

### **2.1.2.7 Training**

In the dynamic environment of today's world, teachers training is very important to enhance their knowledge, skills and to give them confidence to compete in the field. Moreover, teacher at higher education should be provided with maximum opportunities of career development so that they could enhance their qualifications and abilities. Photanan (2004) defines that training is the most important activity used as a motivational programme for employees of an organization. Bista (2006) defines women are generally found to be unwilling to participate in residential training programme due to the lack of facilities like as toilet facility, residential facilities, security arrangements appropriate for female teachers and male dominated training environment. Teacher training plays the crucial role in teacher's professional development. Teacher training helps female teachers to increase their confidence and they acquire knowledge, skill. So, training should be facilitated to the teachers to motivate in their teaching.

### **2.1.2.8 Student's Behaviour**

Student's behavior is one the influencing factor of female teacher motivation. If Students do not have good behavior, it decreases the teachers' confidence. Shishigual ( 2015) defines " students' misbehavior is a disruptive talking in the

classroom, avoidance of academic work, disrespect of the teachers" (p. 13). It says that students' misbehaviors in school affect the smoothness and effectiveness of teachers which is the result that stop teachers from motivating. So, students' positive behaviors influence teacher positively and negative behaviors negatively.

#### **2.1.2.9 Gender Imbalance**

Gender is one of the chronic problems in education in Nepal. Gender imbalance in the field of teaching has been a problem in Latin America, Caribbean and African countries (Obonyo and Orlale, 2006.) Although the presence of women in educational sector has generally increased the last decade. Likewise, Mutiso (2012) argues that graduate women have lack of employment, promotion and upward mobility because of discriminations and their roles of house wives. So, gender imbalance should be eliminated in terms of employment, promotion and so on.

#### **2.1.2.10 Family Responsibility and Cultural Beliefs**

Many of the women teachers are struggling between school and family. Female teachers around the world are being dominated by the higher needs of the family and there is no doubt that this need is of greater importance than any other Ordera,( 2009, as cited in Mutiso 2012). Most of the women spend their time in duties like child care, cooking, cleaning and shopping. They engage in family-related work which interference with their access to teaching (Livingstone, 2004). Similarly, Mutiso(2012) argues that " women occupational life is interrupted by marriage and maternity"( p. 13). Female plays a significant role in bearing child. They are responsible towards children, so it hinders working women. They get difficulty to balance both the expectations of the job and family. Therefore, they need to support from family and schools.

### **2.1.3 Teaching as a Profession**

Teaching is a profession. It is an occupation for which people are paid (modestly). It involves prolonged training and a formal qualification. A teacher who is able to teach and who has knowledge in the boundless ocean of modern science and gain experience in self-education. Of course, a real teacher should have profession pedagogical skills, own innovative technologies of education and upbringing. Personal qualities of the school teacher play a significant role: the educational position, attitude to life, colleagues, children and people in general. All these professional skills and characteristics of teachers all guided for many years of experience. Wallace (2004) says that language teaching, especially the great world language which is seen as international channels of communication becomes ever more important. In this 21<sup>st</sup> century of information technology, English has been a tool of global opportunities and a means of communication among the people all over the world.

### **2.1.4 Professional Development**

Professional development is the key factors in developing the capacity of teachers. Teacher professional development (TPD) is an essential feature of instructional improvement of students learning achievement. The more motivated teachers are to participate and engage in PD. Teacher motivation in PD is directly linked with classroom enactment of PD approaches and content. It is directly related with increasing the student's outcomes. According to Blandford (2000) the purpose of professional development can be summarized as the acquisition or extension of the knowledge, understanding skills and abilities that will enable individual teachers and the school learning. When teachers get facility to enhance pedagogical skills and knowledge of subject matter through conference, workshop, in-service training, seminar, they automatically get empowerment for motivation. It gives energy for the people to make effort to the concerned field. Nyakundi (2012) states that when the training opportunity is available to the teachers, that motivate them to perform.

When the teachers get the opportunity to participate in different kinds of training related to their profession, they practice it in the classroom pedagogy. So TPD is one of the most important things for teachers.

### **2.1.5 Women in Teaching Profession in Nepal**

In recent days, teaching has become a highly demanding job for the Nepalese women. Therefore, increasing numbers of women is seen in the teaching profession. According to the Flash report (1) 2015/16) shows explicit number of women in teaching profession. The female teachers' percentage is 39.2%, 21.35 and 35.6% primary, lower secondary and basic level in all type of community schools respectively (as cited in Rokaya (2018)). On the other hand, research works on female teachers in teaching profession in Nepal is one of the most stressful professions especially for those who need to deal with both work teaching and family. Except this reason, women teachers face challenges during their teaching career due to the number of factors. Due to the patriarchal societal norms and values, there is a significant difference between male and female teacher. Because of gender inequality, disparity and inequity are still prevalent in Nepalese communities and academic institution. The Himalayan Times (2016) states Male colleagues and students use to underestimate female teacher and treat them as someone under qualified for the job; female have faced the discrimination for being a woman. Female teachers are not comfortable in their profession due to gender discrimination. The education scenario of Nepal presents a picture of gender disparity in education at all level. Similarly, CRIED (2000) states as most of the female teachers are married and they have children. They have difficulty to manage the household, children and the school at a time. Some of them have to carry their children along with them to the schools when there is no one to look after them. At the same time community does not seem positive towards girl's education. It also makes female teachers feel difficulty in their profession. National reports of Nepal presents that the distribution of teachers in terms of regional basis is unbalanced. Only 7.2 of the total teachers in far- western region where as

35.5% are in the central region. The presence of female teachers in far- western region is 1.68% but in the central, it is 11.98%. This imbalance is seen in gender basis as well. This gender disparity is one of the key challenges of education in Nepal. (National Report of Nepal, 2004.p.9)

Bista (2006) defines most of the female teachers joined teaching profession after marriage. Marriage is the crucial challenge for the female teacher. After marriage women face many challenges due to the household activities. They cannot give full time in their professional work. Another problem of our patriarchal society is parents and guardians who do not want to send their daughter and daughter in-law to remote and risky areas for teaching.

There has been worldwide realization of the gender disparity in education. In our Nepalese context, education is more important for man than women. Men play the role of bread winner and women are engaged in household work within the boundaries of their house ( Thapa, 2012). There are differences between men and women's educational achievements. These differences are a result of socially constructed knowledge about the gender roles rather than biological differences (Bhasin, 2000). In other hand, the female teachers are the role models for girls as well as for their safety. Female teachers have crucial role to increase enrollment and retention of girl's children. Gurung ( 2008) define " Female teachers are necessary in all level of formal education for equal representation of girls and better academic performance"( p 92). It shows that the importance of female teachers in all educational level. ( Paudyal, 2012) Parents do not feel safe while sending their girls in male dominated environment because of the fear of abusing physically from teachers and boys. Moreover, female teachers know the problem of female students better than male teachers and understand then better (Wudu and Getahun, 2009). Women teachers do not engage in only teaching in their class also they care the children. Therefore, female teachers play important role in students learning activities.

## **2.1.6 Motivational Theories**

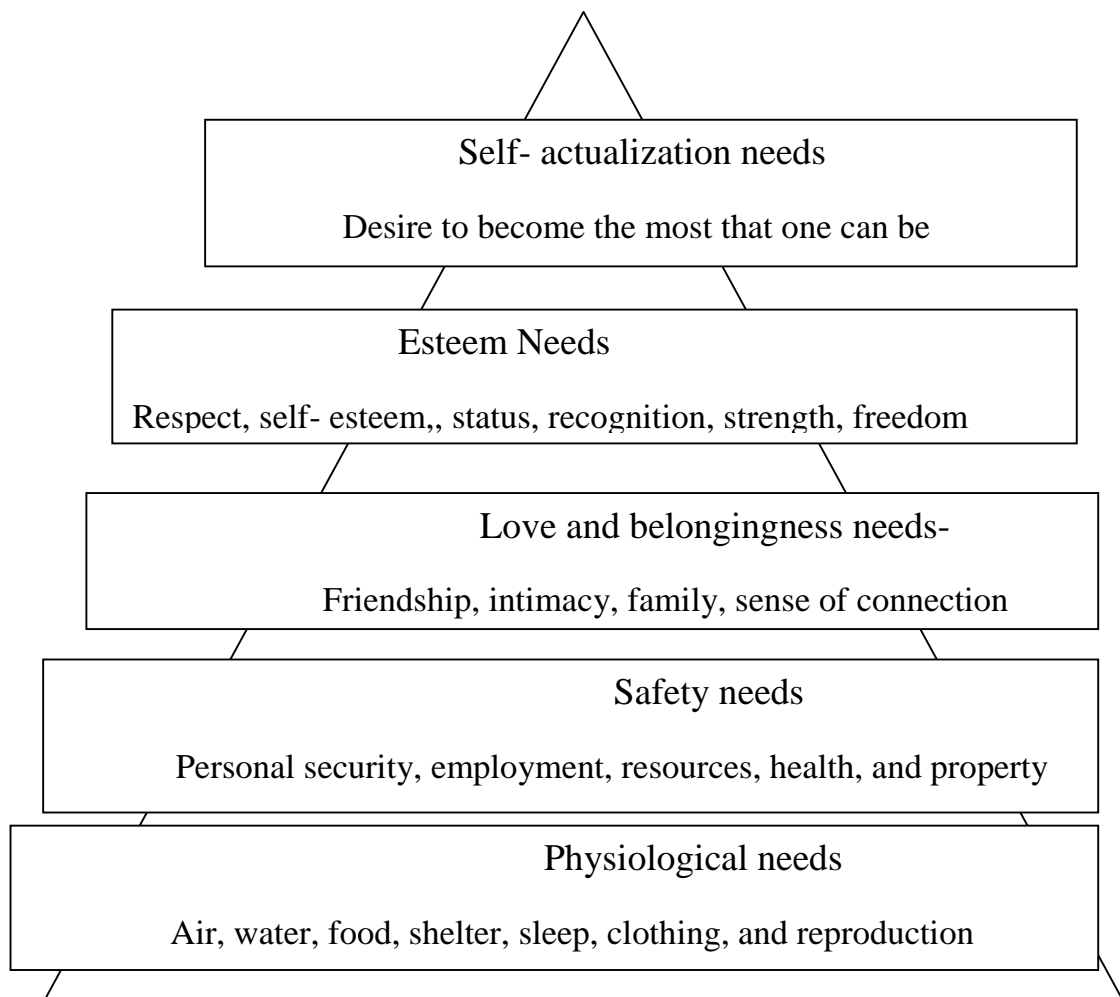
Motivation is commonly thought is an inner drive, impulse, emotions or desire that moves one to particular action. There are two major motivational theories which are discussed below.

### **2.1.6.1 Content Theory**

There are three noticeable content theories of motivation. They are:

#### **a) Maslow Hierarchy of Needs**

Among various content theory, Hierarchical need theory is one of important theory of motivation. Need theories are based on some of the earliest research in the field of human relation. Need theory was developed by Abraham Maslow in 1943. Maslow's (1970 as cited in Cole, 2002) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the referenced of the content theories. According to this theory, a person has five fundamental needs: Physiological, security, belonging, esteem and self-actualization. The physiological needs include: pay, food, shelter, clothing, education and comfortable work condition. Maslow's opinion is that until these needs are satisfied to a degree to maintain life, no other motivating factors can work. Security needs are those needs such as, need to free from physical danger and of the fear of losing a job, property, food and shelter. It also includes protection against any emotional harm. Belonging or social needs include: need for attention, acceptance and friendship. Esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory include: realizing one's full potential of self-development. According to Maslow once need is fulfilled it is no longer a need. It ceases to motivate employee's behavior and they are motivated by the need at the next level up the hierarch. McLeod (2018) illustrates Maslow's hierarchy of needs.



**Source by McLeod 2018**

These above mentioned needs or desires are the motivators of human beings. When these needs are fulfilled, human beings do the behaviors. So, these motivators positively influence the individual's behaviors. All the needs may not motivate all the individuals equally or in same quantity. Some need highly motivates the individuals and some others less. So, hierarchy of needs plays important role in human beings life. These are the basic needs of human beings.

**b ) Herzberg's Two Factor Theory**

This theory is an important content theory of motivation. Herzberg's two factor theory (1959) posits that job satisfactions are caused by two set of factors that are motivator and hygiene (intrinsic and extrinsic). According to the theory, motivators relates to actual performance of the work responsibility recognition, promotion and achievement while Hygiene relate to work environment such as

supervision, pay, company policies, relationship with colleagues and working condition. Two factors theory is closely related to Maslow's Hierarchy of needs. Intrinsic factors contribute to employees' level of job satisfaction. It has widely been known as job content factors which aim to provide employees meaningful works and intrinsically satisfy themselves by their works outcomes, responsibilities delegated experience learned and achievement (Robbins, 2009). Intrinsic factors create and maintaining more durable positive effects on employees, performance towards their jobs. Extrinsic factors are less to contribute to employee's motivation need. The presences of these factors are just to prevent any dissatisfaction to arise in their workplace (Robbins, 2009). These factors serve as guidance for employers in creating a favorable working environment where employees feel comfortable working inside. When all these external factors are achieved, employees will be free from unpleasant external working conditions that will banish their feelings of dissatisfaction.

#### **2.1.6.2 Process Theories**

There are two noticeable process theories of motivation. They are

##### **a) Equity Theory**

It is an important process theory of motivation. This theory was put forward by J. Stacy Adams in 1963, Equity calls for a fair balance to be struck between employees inputs (eg, hard work, skill levels, tolerance and enthusiasm) and employees outputs ( eg, salary, benefits and intangibles such as recognition). Employees expect to get something in return, when employee input high-performance they expect to get a high pay level (Cropanzano, 1993).

Employees realize that pay will lead to some security in living, recognition by peers, and status his or her life. According to theory, a fair balance serves to ensure a strong and productive relationship with the employees. The theory is built- on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than

the outputs. People believe that the ratio of input to outcomes should be equal to individuals working in the same environment. Samson and Daft (2005) views that the most common ways to reduce the inequality in the organization are change inputs, change outcomes, distort perceptions or level the job.

### **b) Expectancy Theory**

This model was theorized by Victor Vroom. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The reward may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy and are gaining by fulfilling higher level personal needs such as self-esteem and personal growth and the individual can exercise a degree of personal control over there. Cole (1996) defines extrinsic rewards by comparison it with primarily external and material such as promotions , salary and working conditions and these are provide by the organization and thus outside the control of the individuals. More importantly, to be motivated one should value the reward of the achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance.

## **2.2 Review of Related Empirical Literature**

There is no doubt that for doing research properly, we need to review the previous studies and research work in the respective field. There are various researches that have been conducted in the field of English Language teacher's professional development. However, very few studies have been conducted on female teachers and teacher motivation. More especially, I can't found that studies on female teacher motivation. For my research work, I reviewed number of TESOL studies, research work done in the field of teacher motivation, professional development and female teacher. More specially, my review includes following studies:

Nath (2008) carried out a research on "Problems of Female School Teachers in Kerala". The aim of the research was to study the personal, families & professional problems faced by the female school teacher in Kerala. The study was based on the survey design. The study found that Health related problems are more prevalent because they have not time for breakfast, do not get time for simple exercises, relaxation and unable to engage in any recreation activities. Most of them do not get time to read newspaper daily and familial problems, cooperation of family members was identified as the major problem area. Family members do not get cooperation from spouse and children in family and house hold matters. On the Other hand, professional problems like; huge syllabus, very high pupil- teacher ratio, unnecessary emphasis on clerical works related to documentation of evaluation, evaluation of fairly large number of student's loss of working days the tension caused by the existing system of education, lack of enough reference materials inadequate support from colleagues and head of the institution inadequate, in- service training etc are the major professional problems of teachers.

Similarly, Nadeem et al. (2011) carried out research article on "Teachers Competencies and factors affecting the performance of female teachers in Bahawlpur (southern Punjab) Pakistan. The aim of the research was to identify and analysis the factors affecting the performance of female teachers in urban and rural areas of Bhawalapur. Survey method was adopted for data collection to find out the factors. A group of 1020 students and 204 teachers of higher schools/ higher secondary schools were recognized as sample to accomplish the study. The in-depth investigation of the findings opens a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers. The finding was the study poor socio economic status of teacher affects the teacher's performance. Poor socio economic condition of the area where school was situated decrease the teacher's motivation but society gives more respect to female teachers as

compared with male teachers. Political interference also affects the teacher's performance.

Similarly, 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 the study was to find out the influence of job on teacher motivation in public secondary school in Thika West District. This study based on the descriptive survey design. The sample of the study was 14 principals and 112 teachers of the target schools. Questionnaires were used to collect data from teachers. The study 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.

Shah (2014) carried out a research on "problem faced by female teacher at primary level" in his work he used survey design. The primary objective of his research was to explore the problems faced by female teachers at primary level schools in Khyber-pakhtunkwa . He found that overall system of education in Pakistan is affected by versatile issues, however female teachers occupy a central role in this state of affairs. In this regard it was noted that there is lack of motivation among female teachers towards teaching profession due to smaller amount facilities in this career. Female teachers get fewer salaries as compared to other professionals in the country. Moreover, female teachers are frequently transferred from one place to another on the basis of professional treatment and gloomy. The study also concludes that there are no training facilities available to professionally update the female teachers to improve their teaching skills.

Moreover, Sultan, Zahir& Yaacob. (2014) Conducted a research on " Women in The Teaching Profession: Impacts & Challenges." The main objectives of the study were to examine how women teachers would contribute towards their families' development and to analyze the constraints faced by women teachers

in managing their work and family responsibility. The study was based on the survey design in a secondary school Dato Bijaya Setia in the district of Gugusan, Manjoi, Malaysia. The study found that woman teachers play the significant role towards the overall development of the family, the majority of women teachers encountered a number of difficulties in balancing their role between family & job responsibility Especially when they need to work more than the normal working time and Majority of women suffering from psychological stress when they are unable to complete the task at a fixed time.

Likewise, Shishigu (2015) carried out a research on "Factors Affecting Teacher Motivation & Professionalism, The Case of Public Primary Schools in Addis Ababa, Ethiopia." The main objective of the study was to investigate factors that affect teacher's motivation & professionalism. This study based on the case study design. The sample of the study was two Public Second Cycle Primary Schools in Addis Ababa. A structure & semi structured interview was conducted with teacher participants & also an open and close ended questionnaire was administered. Field observation was also conducted for consecutive five weeks. The study found that the key factor for poor motivation of teacher was repellent salary teacher felt that the salary & incentives are very low. The study also revealed that the other reason, in addition to salary & benefits, further low motivation of teachers was the low emphasis given by the society, student's misbehavior, the inability of the school management & administration to effectively address the teacher's demands for supportive and fair leadership.

Likewise, Dhakal (2017) conduct her research on the titled "Gender Based Motivation to Learn English at University Level" The main objective of her study was to examine motivational factor in males and females in learning English and to find out the motivational strategies adopted by males and females to learn the English Language. She used questionnaire as a tool for data collection. She found that male and female learner learning at university level is equally motivated to learn the English Language. The use of gender

friendly material in teaching should be highly considered as both genders are equally motivated for their language development in higher studies.

Panta (2018) carried out a research on "English language Teachers' Motivation in Professional Development". The main objectives of his study were to explore English language teachers' motivation for teaching and professional development and identify the role of teacher's motivation in professional development. He used survey design. He found in his research the low and irregular pay for teachers force them to look for better jobs, which in turn undermine their participation in professional learning opportunities within the teaching profession.

Similarly, Rokaya (2018) carried out a research on "identity construction of female English language teacher". The main objective of her study was to explore and analyze the identity construction of female English language teachers and explores the identity construction problem of female English language teacher's context of Nepal. She used narrative inquiry and in depth open ended unstructured interview with her four participants, that is female English teachers. She found in her research that female teachers have not only faced the obstacles at home but also in institution. Gender inequality and discrimination at home and institution made them feeling depressed and marginalized. She also mentioned that female language teachers need supportive and encouraging environment for professional development.

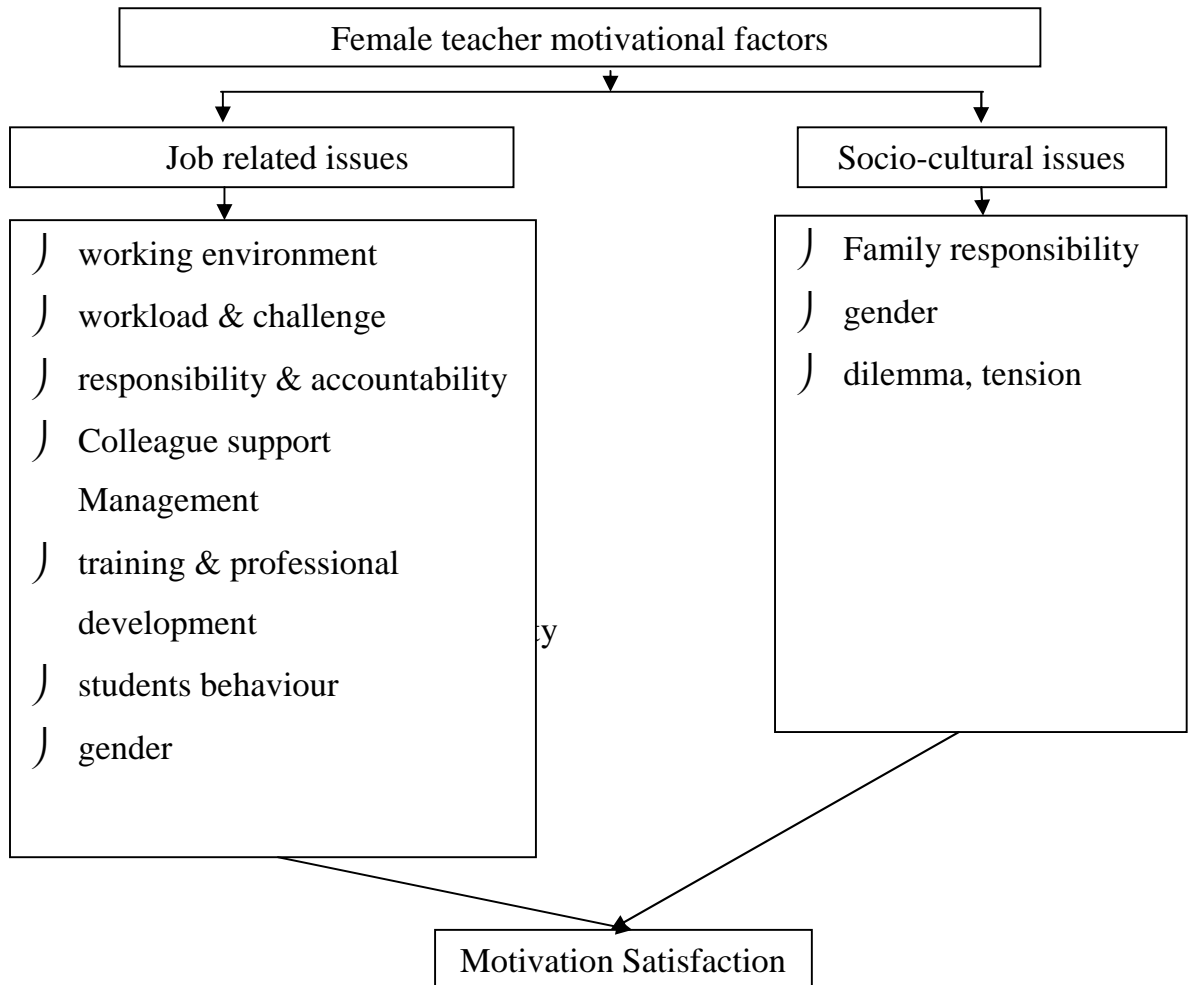
### **2.3 Implication of the Review for the Study**

The reviewed study is to some extent similar of my research. In literature review, my central focus was to examine and evaluate what has been done before on a topic as well as to establish the relevancy of these information to my study. This review obtained information from variety of the sources including books, journals, articles etc. These entire sources helped me bring the clarity and focus on the research problem, improve methodology and

contextualize the findings. The review became equally important to examine methodological skills. Among the studies, the study by Mutiso (2012) supported to me to understand the theoretical aspects of the study. Similarly, Naikundi(2012) helped me to understand the overall research work. In the same way, Gurung (2018) supported to me understand the female teachers important in school. Likewise, Triyanta (2016) helped me to understand gender differences in teaching field. Similarly, Bista( 2006) helped me to get ideas about gender inequality in Nepali context and it also helped me to understand the status of female teachers in Nepal especially in rural areas .Furthermore, from the empirical research studies; I got information about the various procedures' needed to conduct research study. Regarding sampling strategy, use of tools and analysis and interpretation procedures, I gained valuable information from these research works. All these theoretical and empirical studies were helpful to me during my whole research work. They became the milestone to make my task more informative and reliable.

## **2.4 Conceptual Framework**

Conceptual Framework refers to the mental picture of the process what will be done in the research. In another words, conceptual framework is a theoretical mental image of the researcher towards proposed research. It is also called pathway or roadmap of a research which explains relationship between variables or themes of the study is presented below. This study will be related to teacher motivation and its influence factor.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter mentions the process that is carried out while doing the research. It highlights the research design, selection of participants, sampling procedure, sources and methods of data collection, tools and data collection procedures and ethical consideration.

#### **3.1 Design and Methods of the Study**

Kothari (1990, p. 50) defines research design as “the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures”. It is the guideline through which research is conducted. Qualitative approach will be suitable for this study because of a need to understand social problems from multiple perspectives; qualitative research has the benefit of providing rich data on real life situations, especially on those concerning people. Moreover, qualitative approach allows research to be conducted in a natural setting and involves a process of building a complex and holistic picture of the situation of interest (Nicholas, 2006). This study was carried out by adopting the narrative inquiry. Creswell (2012) defines narrative research as “a form of qualitative research. It focuses on studying a single person, and gathering data through the collection of stories, reporting individual's experiences and discussing the meaning of those experiences for the individual” (p. 502). This research explores the individual's touching stories. Under this narrative inquiry the study will focus on the analysis of narrative which is considered as a type of narrative inquiry.

Narrative inquiry is relatively a new form of qualitative research. It uses field texts such as stories, autobiographies, journals, field notes, letters, conversations, interviews, family stories, photos and life experience as the units

of analysis to research and understands the way people create meaning in their lives as narratives. Narrative inquiry is a qualitative methodology.

### **3.2 Population, Sample and Sampling Strategies**

The target group refers to a group of individuals who have some common characteristics that are of interest to the researcher (Kahn and Best, 2006). The target groups of this study were four female English teachers from different schools. In order to get rich information related to the research questions, four female English teachers were selected.

#### **a) Sampling process**

Sampling is a process of selecting just a small group of people as representatives from a large group called the population (Nicholas, 2006). In this study, purposive sampling was used and the informants selected for a good reason tied to the purposes of the topic. Thus, according to Patton (1990), purposeful sampling refers to a procedure in qualitative study whereby informants were selected because of some characteristic teachers. The population of the study was teachers from Basic level. The sample sizes of the participants were four female teachers from different schools from kanchanpur District. Participants for the study were selected purposefully. The participants were someone who is typical or someone who is critical to study because they have experienced a specific issues or situation (Creswell, 2012).

### **3.3 Sources of Data**

The sources of data collection were primary and secondary. Semi-structured interview was the data collection tool for this study.

### **3.4 Data Collection Tools and Techniques**

The study used field notes, interview guideline and audio-recording techniques for data collection.

### **3.5 Data Collection Procedures**

Data are the raw materials of research that need to use the most effective and appropriate data collection methods (Nicholas, 2006). Therefore, this study used semi-structured interview as the main method.

#### **a) Semi-structured interview**

To allow collection of detailed information from the female teachers about how female English language teachers motivate in their teaching profession and what type of motivational factors influence in their teaching English. Interview is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Bailey, Hennink and Hutter, 2011). It allows respondents to speak out their opinions, feelings, beliefs, insights, attitudes and experiences about a problem in question through the use of probing questions.

Semi- structured interviews was obtained through the lived experience of the interviewees with respect to the interpretations of the meaning of the described problem (Kvale, 2009). With semi-structured interview method it was possible to ask follow-up questions to get richer information. Also through the establishment of trust and rapport with the informants, a researcher was likely to get more information by using semi-structure interview compared to other methods of data collection. Therefore, interactions made possible before the interview session to build trust and rapport with the informants. An interview was carried out with every teacher selected to participate in the study. The time arranged for an interview was approximately one hour for every teacher. The interview questions formulated on the basis of the main research questions and objectives. Although I have prepared questions in English, I facilitated them by using Doteli language, the local language of Far western region. For this reason, all respondents were interviewed in Doteli for better communication between the interviewer and the interviewees. After getting permission from

all four informants, an audio- recorder, field notes were used in order to maintain the original data. The audio recording provided a complete verbal record. Audio recording was especially important because the interview were in doteli and I translated them into English. I followed the following steps:

- a. At first, I visited to the selected schools and talked to the concerned authority explaining them the purpose and process of research. I asked them to grant permission to meet their female English teachers.
- b. After getting permission from the authority, I met the concerned teachers and explained them about the purpose of the study.
- c. After that, I built rapport with the concerned teachers and requested them for interview and I exchanged the mobile number for contact. I assured that the information they provided will be kept confidential. I convinced them that I used pseudo name and removed information that required identification of names of respondents.
- d. After that, I took interview in their appropriate time and I took permission for recording the conversation via mobile recording device. After that, I recorded their interview in their own voice in the recorder.
- e. After that, during the interview I observed their expressions whether they were comfortable or not. Where they were not comfortable I convinced them for keeping their interview safe.
- f. Finally, I thanked them and closed the interview.

### **3.6 Data Analysis and Interpretation Procedure**

Data analysis is a practice of extracting useful information from raw data. Data analysis is a process of organizing the data collected for example into categories (Kothari, 2008). Data analysis is important for interpreting these raw data, in order to obtain the meaning and pattern from data (Bell, 2005). Data analysis in qualitative studies should begin immediately after the first data collection process to discover if there is any information that is necessary or missing. When the process of data collection was over, the raw data were

transcribed. Transcription is a process of transforming interview notes and audio recording into texts (Johnson and Christiansen, 2012). Accordingly, collected data were transcribed from doteli to Nepali language and after that Nepali to English. Afterwards, thematic analysis was used to organize the transcribed data. Thematic organization and analysis is a process that identifies analyses and reports the occurrence of themes in the data collected from the research areas.

The study carried out a thematic approach to analyze the collected raw data. First, these raw data were transcribed in written form. According to the need, I added the things pointed in the field notes. Then, each participant data was separated so that I could easily notice and find out the data. In accordance with the research objectives, I coded the data of each participant. Researcher incorporates these themes into a separate section in a study (Creswell, 2012). The coded data were categorized into different themes and placed into separate section. Finally, I interpreted the themes by extracting the ideas from the participant data. In this way, data analysis was carried out successfully.

### **3.7 Ethical Consideration**

The study was carried out considering the ethic of the participants. They informed about plan of study and data collection time and place determined on the basis of the approval. According to the interest of the participants, the secrecy of their information was maintained. The collected data, findings and conclusion were presented honestly and systematically. The plagiarism was avoided by showing citation and reference. Every step of the research was conducted under the guidance of supervisor.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF THE RESULT

#### 4.1 Analysis of the Data

The data was analyzed on the basis of thematic approach systematically.

Table 1

#### Overview of Participant Female Teachers

S.N	Name	Academic qualification	Marital Status	Teaching experiences
1	A	M.Ed	Married	18 years plus
2	B	M.Ed	Married	10
3	C	B.Ed	Married	7
4	D	M.Ed	Single	8 years

According to the data mentioned above all the teachers seem to be experienced. Among the four Participants only teacher D was single. Whereas, three teachers have completed their Master degrees and one teacher has completed her bachelor degree. In the following section, I briefly discuss about each participant under the title Participants' Profile.

#### 4.1.1 Brief Overview of Participants' Profile

##### Teacher 'A'

Teacher A was born in Baitadi. After marriage, she was settled down in kanchanpur. Her husband died 15 years ago. She has been grown up at Mumbai. She has two brothers and five sisters. She remembered that her father was the key motivator for her identity. He inspired her to be a teacher.

She made a decision to become an English language teacher because of the her parents and belief that teaching is a great profession for support from .feamaleNow, she loves teaching by heart. She gets respect from others. In our story sharing, she regretted that she was not good enough in English because of the lack exposure, trained English teachers and resource materials. She mentioned that she for the first time came in ,when she reached in grade four .language with English contactAfter involving in English language teaching, she became more aware of Englishlfluenced her to inf environment that teaching ,At present .become an English teacherShe realizes the value of English which .led to construct her identity as a teacherShe commented that being a female, she faced many challenges and troubles in her personal and professional life like oth erworking women .

### **Teacher B**

Teacher **B** was born in Darchula District, Lekam Rural Municipality. When she was 16, her family settled down in Kanchanpur. She is a married. She has two children. Her son studies in gradethree and her daughter in grade one. She was born in poor family. There are six members .in her family She has two sisters and two brothers. They are .They all are married and living a happy life .educated tooShe has been teaching English for 10 years. ,Meanwhileshe encountered lots of with difficulties in order tobecome a teacher. Her personal All the .interest towards teaching led motivated her to engage in this profession time her brother encouraged and motivated her to carry out this profession .sincerely and honestlyShe remember edthat like other female English teacher her contact with English was in gradefour. She was not very much interested in English in her school days. At that time, her brother suggested her to give more time in studyingEnglish.she introduced herself ,twith great effor ,Finally a lot while teaching English in the she enjoy ,Now .n English teacheras a .classroom contextHowever, her strong determination and experience boosted her to become a good English language teacher. She believes that teaching

experience has strengthened her knowledge, skills and teaching vocation. She prefers to work ideally with co-operative teachers' circle in public school.

### **Teacher "C"**

Teacher C was born in Kanchanpur. She was a married English language teacher. She has one brother. She belongs to middle class family. Her father is a police and mother is a politician. Her brother studies at grade 12. She is the product of boarding school. So, she loves English from her school days. During her school life her teacher always motivated her to become an English language teacher. She said "I was good at English. So my teacher suggested me to read major English subject". After marriage, she became pregnant and faced all the difficulties that occurred in female's life. When she was pregnant she had a problem in travelling. Even then, she continued her profession boldly. Now, she feels happy and teaching has become a passion for her. She loves teaching because she gets respect from this. She wishes to bring changes in society. She wants to construct friendly gender perspectives in people via education.

### **Teacher "D"**

Teacher D was born in Kanchanpur. She is an unmarried English language teacher. She is from Kanchanpur. She has one sister and one brother. Her mother and father both are teachers. She has good teaching experience. She was joined in teaching when she was a college student. She mentioned that she was good at English. She was an English medium student. She studied at English Medium school till class five. In her village was a boarding school that was up to class five. The teaching experiences, her English language teacher, father and mother were some of the influencing factors for choosing teaching profession.

#### **4.1.2 Influencing Factors of Female Teachers' Motivation**

Teacher motivation plays vital role in the promotion of teaching and learning .Normally motivated teachers are more likely to motivate students to learn in the classroom and de -motivated teachers are confused in the classroom during the teaching learning activities. So, in my research I found two main factors of Female Teachers motivation. They are briefly discussed below:

##### **4.1.2.1 Job Related Issues**

It is the first influencing factor of female teachers motivation. In my research, I found different types of job related issues in Female teachers teaching profession. They are discussed below:

##### **a) Teacher's Responsibility and Accountability**

Responsibility is one of the important sfactor for teachers. In the school they should be responsible towards their profession and their students. Regarding the teacher's responsibility and accountability, the respondents were asked how responsibility motivates the teachers. The respondents gave their opinion. In this context, Teacher D opined:

*Responsibility makes me more dedicated towards my profession. In my class I have handled more than 80 students. Guardians send their children with the expectation that we are here for them. I should be clear and honest for them.*

These lines indicate that the teacher is bound by her duties towards students. She knows her duty and responsibility towards her profession. These ideas are reflected in the view that, "Increased accountability can function as a strong complement of improving teacher motivation" (Guajardo, 2011, p.13).

Guajardosays that the more the teachers understand their accountability the more it influences them to get motivation. This can be explained by the fact that teachers feel a huge responsibility towards their job.. So accountability is the key motivator of the teachers. Similarly, teacher B responded

*I treat my students like my children. I share all things with my students.*

*I behave with them like a friend not a teacher because I know if I treat them like a teacher they can't be open with me.*

These above lines indicate that the teacher believes that she should take students as their children and share the knowledge. This can be explained by the fact that teachers feel a huge responsibility towards their job. Besides, concern for young people is also a factor that affects the intrinsic motivation of teachers, such as a sense of love towards children, aspiration to contribute to citizens. These ideas are reflected in the view that, William and Forgasz (2009) say that factors such as a desire to work with children, the desire to contribute to society, and the belief in possession of teacher attributes were more important than extrinsic factors in the participants' decision to become teachers. Furthermore, Chaterine (2008) says that altruistic factors such as the desire to work with children, provision of intellectual stimulation by teaching, "calling" to teach, love of teaching, perceive easy nature of teaching work, and the desire for a career change were responsible for the participants' motivation in their teaching profession. Responsibility makes h to ermotivate towards her teaching profession.

## **b) Administration Support and Management**

There is no well managed administrative and educational environment. Teachers hardly get facilities from the administrative office. These sort of administrative school environment of does not stimulate teachers' desire and energy to be continually interested and committed to a job. So, lack of

administration support is the cause of de- motivation to the teachers. Regarding the administrative support, participants were asked to tell how it motivates and de- motivates female teachers. Teacher" A" said

*In my school, there is no equal opportunity between male and female teachers'. School administration is not strong. It doesn't give equal opportunities. Administration never takes advice from female teachers. More teachers work under political influence. It is surprising that many internal things are hidden from female teachers where as males seem stronger. We are often dominated by them. Even in annual function female teachers are not given any responsibilities considering them incapable to handle the work. It is sad thing for me but every female teacher has their own political party nobody want to raise voice against the administration because of lack of unity. All believe in nepotism. But no one cares what they do. I take my periods daily and without any concern I go back my home. It is all, because of lack of co- ordination.*

These above narratives indicate that the teacher is dissatisfied with the administration. There is gender biasness. No any transparency is seen in the school. Administration does not feel any hesitation doing such a mistake. They do not give equal opportunity to female teachers. Likewise Teacher "B" said

*Administration is good in my school. My staff gives us equal opportunity. My school administration pays equal respect to the female teachers. Administration of my school always support the female teachers. Rule and regulations of school are strictly followed by all. The school environment is good. I expect better than that. I never feel uneasy*

*in my school. There is a good co-operation between teacher and staff in the school. I am fully satisfied with my administration. I am one of the members of school management committee. The whole team is dedicated to bring even more good result.*

Teacher "C" opined

*School administration is supportive. Even in our staff meeting they listen to me carefully. There is a strict rule of my school i.e. every teacher need to attend in staff meeting. There is no any discrimination among us. If I come late at school, my staff never backbites me. All staff is supportive and encourages me to do better. My head teacher is also very supportive. I am satisfied with my staff.*

These above lines reveal that she is happy with her administration. She is motivated by administrative. No one dominates her in school. She perceives that the principal has a good governance skill in her school. being interested in innovation consulting effectively with staff members for doing good job at school.

### **c) Remuneration and Incentives**

Salary is also one of the influencing factors for teacher motivation. When teachers get attractive salary they are willing to work satisfactorily without any intention for side jobs. If their salary does not fulfill their basic needs they get depressed. Low salary influences negatively towards teachers motivation. Teachers do not get their pay monthly. They have to wait for four months to get their salary. Respondents told: "we are on job because we have to feed our family, if we don't get it on time how can we perform our duties with our

attention .Concerning with salary; the respondents were asked how salary influences their motivation. In the context Teacher "A" said:

*Our salary is very less in comparison to other government employee. I am not satisfied with my salary. Hard work under low salary is the major problem of the teachers. She also added, " I have a daughter, so I have only one responsibility but many people have more than two children". Due to this, they have to face many problems because of low salary. I am not satisfied with salary given by the government. Another things that salary is not given in time. There is no monthly pay we get salary only three time in a year.*

Like that, Teacher "B" said

*I have two children. Me and my husband both are professional. So, we can easily our financial problems. However, in comparision with other government employee our salary is not so satisfactory. So, I am not fully satisfied with my salary.*

Teacher "C" argued

*I am not satisfied with my salary. I am the only bread owner in my family. My husband left his job. I can't afford all the family needs with my salary alone. As, I cannot run the family smoothly, I use to get loan beforehand and pay as soon as I receive salary. It makes me really depressed.*

These lines say that teachers are not satisfied with their salary. She can't fulfil her family financial problems. She can't afford her children needs. That's why, They often low rried about theirwo get salaryand wishes to have the increment .in her salaryTeacher "D" said

*I am an unmarried female teacher. If I have family responsibility, this salary will not afford my family financial problem. Overall ,I am not satisfied with the salary given by the government.*

convey that above narratives These female teachers are not satisfied with their salary. They sathat ,y teachers do hard work but get low salary. Compar ing with other government employee, teachers have low salary and should be increased. Low salary demotivates female teachers in their teaching. These all above mentioned ideas of the respondents are connected with the ideas given by Nadeem et al. (2011) who argues," Low salary of teachers is creating hurdle for their intent to stay in teaching profession. Poor pay becomes the cause of mental dissatisfaction"(p.222). Thus, poor pay is playing a vital role for mental dissatisfaction.

#### **d) Support from Colleague and Senior Teacher**

Teachers are satisfied from the support they get from the colleague. They think that colleagues support is the source of motivation in their teaching profession. Teachers "A" said

*I have good colleague support. Sometime, if I can't go to school because of my personal reason that day my colleagues take my classes without any complain. But, it would be better if there were other lady teachers working together.*

These lines say that she is satisfied with her colleagues. But she wishes to female colleagues rather than male colleagues. Like that teacher "D" revealed:

*My colleagues are supportive. If I confuse any questions I use to ask them without any hesitation.*

Teacher "C" revealed:

*My senior teachers have strong influence on me in this teaching field. When I have confusion in particular subject, they clarify me without being awkward.*

These above lines reveal, She is happy that senior teachers help her to solve her academic problem Like that teacher B also satisfied with their colleagues support and behaviour. They all are revealed that colleagues are the main source of motivation.

#### **e) Training and Professional Development**

Teachers are facilitated to enhance pedagogical skills and knowledge of subject matter through conference, workshop, in-service training and seminar. It helps them to motivate in their teaching profession. It gives energy for the people to make effort in their concerned field. Training is one of the main things for motivation. But sometimes, Teachers lack the new trends because they are not timely informed about the syllabus. They are not guided towards the modern trends. Regarding teacher training, respondents were asked to tell how it motivates the teachers in their professional. In the context, teacher A found

*As a female teacher I got opportunity to get training on how to teach. I have completed four TPD training where it was expected to obtain knowledge on using modern techniques for the teachers in the classroom*

*context. But, trainers didn't use any new techniques. In such condition, how can training become effective to improve teaching.*

She is not satisfied with trainers. She added, "*Trainers often used traditional methods during the training and they expected to use power point from us.*" She says that it is possible Like that. to use power point until trainer teaches us  
Teacher "B" said

*I have participated in TPD training. I have completed three TPD training. I couldn't take one training session because my baby was small. I am satisfied with my training. I learnt many things from training.*

These above narratives show that teacher is satisfied with the training. But she couldn't take one training session because of her baby. This view of respondent matches with the ideas given by (Momanyi (2010) states that child bearing which is a requirement for a family is a hindrance to female teachers. It reflects that responsibility of family and children hinders the female teachers teaching. Family responsibility makes female teachers depressed. Teacher "C" said:

*I have attended training session in MNR. I was comfortable there. I learnt many things from training. Our trainer was very good. I learnt from them how to teach, how to deal with students. It helps me in my teaching.*

Teacher "D" said:

*I am a member of NELTA. I have completed two training sessions. One is at Kanchanpur and another at Dhangadi. I want to participate in*

*NELTA conference* which is organized in every place of Nepal *but my family does not allow me go far from house. So, many times, I am unable to attend trainings and NELTA Conference.*

These above lines show the gender difference in our society. These views of respondent match with the ideas given by Nadeem et al (2011) states that, "Lack of gender justice, gender disparities and threat position at distant from their own house decrease the female teachers motivation" (p.221).

Above lines reveal that training is important thing for teacher motivation but when I asked them If their training was far from their home how do they managed it. To this they said that it was difficult to attain because of their family responsibilities and far from house. These ideas are supported by Khan et al (2017) states, "trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery." (p. 110).

#### **e) Working / School Environment**

Environment means source of motivation. School-level environment refer as "the atmosphere, culture, resources, and social networks of a school" (Loukas & Murphy, 2007), p.29. Teacher "A" and "D"

*Our school environment is not peaceful. It has disturbing environment due to sound pollution. It is located at the side of main highway. It lacks the proper facility of clean drinking water and toilet. There is no large area for extra-curricular activities.*

She claims that administration is not seriously thinking about the advancement of the school environment. Peaceful environment certainly develops the teaching profession. There is no gender friendly environment in their school.

Males seem stronger than the females in the school. So, she is not satisfied with her school environment. Students and teachers both feel disturbed by crowded environment. "She says students ask question repeatedly because of crowded environment". Like that Teacher B and C revealed:

*Our school environment is good and gender free. School environment give us positive vibes. We feel secure in our school and we do work without stress. Peaceful environment encourage to us for our teaching. We have a big ground in school and our schools are far from the highway.*

These ideas are supported by Tran (2015) who argued, "Positive school environment results in an increase in teachers teaching efficacy and job satisfaction and decrease in stress"(p154). School environment has positively significant influence on three outcomes variables, teaching efficacy, and stress and job satisfaction. Teachers closely associate with their school environment. This suggests that a conducive work environment strongly supports the activities of teachers in schools. Salifu (2013) states that teachers' working conditions may be explained as the needed atmosphere created for teachers in the work place to motivate them for better performance. When teachers have conducive working environment such as light workload in terms of class size and number of teaching hours, good relationships among themselves and with students and good leadership from principal, they are likely to be motivated and have job satisfaction. Apparently teachers are directly influenced by school environment. So school environment should be conducive.

#### **f) Workload and Large Classroom Management**

Teachers are worried about the class size. A class with 30 students is an easy to handle. But a class with 80 students is difficult. All the students are lacking the concerned attention which they require. As the result they cannot put attention

on each single. They cannot measure the performance of each student. There is too much students in each class because of this all students cannot report directly towards their teacher. Teachers cannot pay attention on each student because of extra-large population in a single class. Moreover due to over crowd classes students are not able to get answers for all quires. Classroom management is probably the most challenging aspect of teaching for women teachers. It is the skill of teaching. Naidu(2009) argued that, Classroom management is not the act of teachers organization effectively but also managing personnel, time, materials of instruction with the management of his/her pupils. The concept of classroom management is a powerful instrument and strong catalyst for a change in classroom activities and motivational learning. Teacher "A" appointed

*Management of large classroom is difficult for me. More than 80 students study in my classroom and it is difficult to manage class properly. I have tried to keep the class eacefulp. Very poor students disturb whileteaching. It is necessary to have extra time for them. Continuous assessment helps students to pass but it's not helping to improve their learning. Handling the different nature of students at school is much difficult. It adds more difficulties to manage time for extracurricular activities .We are busy in our household works more. Sometimes, we have to work with an empty abdomen due to the lack of time. age time to the students by engaging we can not man ,Therefore .them in various activities in the classroom setting*

These above lines revel that large classroom affect s onteaching learning process. It is difficult to manage the large classroombecause of students come sbackground from various. Eggen and Kauchack (1994) posited, "Classroom

management refers to all the behaviour and classroom organization factors that lead to an orderly learning environment. This includes the establish routines, school and classroom rules, teachers response to students behaviour and the instruction that promotes a climate conducive to student learning"(p.489). Large classroom influences the teachers teaching performance. Teachers feel difficult to teach inlarge classroom students. They have to repeat sentences speaking loudly in the classroom.

Like that other teachers, B,C,D also getdissatisf actionwith large classroom. Every teacher complains about large classroom. They have to handle more than 80 students. Itis difficult to manage classroom It often .brings problem in our throatbecause we need to speak loudly in theclassroom .So, large classroom is also one of the influencing factors of female teachers.

#### **g) Students' Behaviour**

Students are the source of motivation. The irbeha viourdepends on teacher motivation. Student and teacher relationship plays the important role in teacher's profession. Teacher A responded:

*"Students come from different religions and different community. It is difficult to handle but they always support and respect me. Some students are not discipline dbut they didn't doany misbehave with me. If they try to disturb me in teaching time,I make them stand up and ask questions. If necessary I do complain withtheir parents and administration too. ,Anyway I am satisfied with my students. She also adds, "When I lost my husband inan accident that time i couldn't speak frankly with my students. Theyencouraged me overcome to my emotion.*

*So, my students are the main motivating source of mine. I am happy and satisfied with my students". Like that teacher B said,*

*"I share all things with my students. Teacher C and D are also satisfied with their students' behaviour. All of the teachers are motivated by students. Students are like their children .*

These above ideas are supported by Ferlazzo (2015) "Students relationship is important to maintain in the classroom and if a teacher faces with a situation that challenge a healthy relationship with the students, it make suitable environment in the classroom" (P 215).

#### **4.1.2.2 Socio Cultural Issues**

This is another issue of the female teacher motivation. In my research I found different types socio cultural factors in female teachers motivation. The factors are discussed below:

##### **a) Family Responsibility**

Work and home responsibility leading to concern arising around wellbeing and mental health for the groups. The particular nature of the experience of many females involves balancing work and home responsibilities leading to concern arising around wellbeing and mental- health for this group. When respondents were asked how do you managed household work and professional life. In this regard, Teacher "A" said

*Family plays important role in my life. When females are unmarried they are free. After marriage females life is fully changed. I have my family responsibility. I am a single mother. When my husband was with me I felt easy to work because he supported me in my household works.*

*After his death I handled responsibilities. I am playing both roles (mother and father) in my daughter's life. It makes me more difficult. After his death I had also my sister- in- laws responsibility but my sister- in -laws supported towards my child. My family neither stoped me for work nor helped me in my problems. When I was constructing my house that time I needed my family's support but they didn't. In fact, they restricted me talking with unrecognized person. My relatives also told me that widow was not permitted to talk with was unrecognized person in the society. She takes a long breath ..... Neither they helped me nor do they supporte me. During that time it was very difficult to live in such society but I lived for my daughter. Now we are happily living in our house. Sometimes, I came late in my school because of my household works;time Most of the. I went school without having breakfast because I didn't have time for this. Because of this, I am suffering from gastric. She compared females with males: For malesand others things are dfoo , :for eg ,readytowels in the bathroom but we female did all things own self.*

These lines clearly reveal that there is a compulsion of married women towards domestic duties .Women's primary role as mother is portrayed .there This ideas are supported by Termayne's (2006), " marriage remained ultimately the prime value"(p.82.).This line shows that marriage plays the important role in female life. After marriage, female have full responsibility towards their husband, children, and other household activities. So, family responsibility is one of the hindering factors for the female teachers. Like that, Teacher" B" argued

*I got full support from my family for study. I joined M.ED after marriage. The family helped me a lot by giving time for my study. But, in the families we ladies have to do much more work than males. I get up at 4 o'clock and do house hold works. I prepare breakfast for all the family members. I make my children get ready for their school. In doing this I can't manage time for prepare lesson. My school is far from my house. I have to go through jungle on my scooter and I always feel unsafe in mind. When I reach near the jungle I wait for some people and go with them.*

Above lines reveal that responsibility makes woman more dedicated towards their work. She tries to manage for household works, children and school. Therefore, she gets up at 4 o'clock and does all the house works. These lines resemble with the ideas given by Mutiso (2012) who opines, "Many female teachers are continuous struggle between school and family" (p.12). Female teachers face many challenges because of dual responsibility. So, family members should psychologically and physically support women emotionally. Teacher "C" said

*Before marriage, I got bachelor's degree. Then I couldn't get masters degree because of family responsibility. Most of the time, I spent caring my daughter and household works. My husband was police but now he has quitted the job. Now, my husband supported me in every family affair. I did not have free time then especially for study. After marriage every ladies life becomes complicated. When I got job I felt very happy. But my school was far from my house. I felt it difficult to go there alone.*

*When I was pregnant I used to think to leave the job because of travelling. Actually, I used to travel by bus. Local buses never get in time. Now days, I have been transferred to a local school and I don't feel uneasy.*

These above narratives reveal that she couldn't join masters' degree because of her household work. In our society female teachers' are doing lots of struggles for their future. They do all the work at home and after that they handle the school responsibility. Child bearing leads to breakup in their teaching career, They are paid lower salary and low post. These lines resemble with the ideas given by Cheq, 2004, Motherhood is accompanied by a low level of professional commitment (as cited in Khoddami (2011). Like that, these ideas are supported by Nadeem et al (2011) who states that, "Transport is a major problem for women. Travelling long distances alone to school. There are many threats and hazards towards their life as they generally travel for one or two hours to reach their destination for one time" (p.222). Women report lower overall levels of satisfaction. If women have bigger responsibility at home, this may also contribute to decreased levels of job satisfaction for those who bear the dual pressure of home and work (Bishay, 1996). Like that

#### **Teacher D said**

*I am an unmarried teacher. I haven't any family responsibility. I have a sister. She handles all the household works. But I have family pressure for getting married. My mom always asks me for marriage. My mom told me we ladies have a fix time for marriage. . The more your age increases, the more it is difficult to find a good boy for marriage. So, you should get married as soon as possible. These types of things depressed me and it affected my teaching too. If I were a son of my*

*mother she would never force me for marriage. I want to go to foreign country for my M, phil & Phd. But my family forces me to get married.*

These lines reveal that this teacher gets support from the family in her teaching. But her family has a conservative people. They force her to get married. Gender based society never change. Our family or society never gives equality between men and women. Her family is educated family. Her mom and dad both are teacher they are, however thinking like an uneducated. These ideas are supported by Mutiso (2012), "The society has always supported the fact that women's ultimate duty in life is to marry and bear children "(p.21).

#### **b) Social and Cultural Influence**

Social and cultural aspects play crucial role in female teachers' life. Teachers are important agents, mentors and academic leaders for changing the society. Social and cultural beliefs can affect female teacher's life. Society gives respect to the female being a nEnglish language teacher. With regard to the society and cultural beliefs respondents were asked how society motivates them in their profession. In this regards, Teacher B argued

*"I understand the society very well and the society respects me as one of the educated ladies. My neighbors ask to help me in their financial doing and problem children homework.. That motivates me towards my teaching."*

These lines reflect that being a female English teacher makes her proud at herself. She has ability for helping uneducated person. She also adds, "*I don't feel any difficulties to support life. It's because I am able to be self-independent*". It means education can change the society. Females play the vital

role in their society. Like Teacher B, A, C, and D also get satisfaction from their society. They also get respect from society. But, they feel regret for not having enough time for the society.

### c) Gender Discrimination

During childhood, parents are the first and most important individuals who form the base of the content of gender stereotypes in children. Gender differences found in adulthood are in part a product of an individual's family environment during childhood. Teacher D appointed

*I was a good student and I wanted to study at boarding school but I couldn't because of gender. Gender and society comes in front of me. My house was far from the city. Boarding school was in city. My parents didn't allow me to go alone. All my friends (especially boy) went to city for better study but I couldn't. My English is good because I read in boarding school up to grade five. My parents both (mother and father) are teachers, they are educated even they are educated they didn't allow me to go alone far from my house.*

Above lines reveal that gender discrimination in her family. Her family didn't allow to her go to alone far from the house. She added" *I also teach two periods in a college. I took morning classes. My college is far from my house, 20 kilometers far. So when i came to college my parents call me continuously, until I do not reach to college. Sometimes I am unable to receive their phone calls because of the crowd in the highway. They become worried about me because I am a girl who goes to the college in the morning 5 o'clock. If my brother was in my place I can say that, they were not worried like that".*

It shows the family is insecure about her. They allowed her to do job but they are worried about her security. If she is a boy they are not too worried about him. She is upset with these things. She is an independent woman and she can handle her problem easily.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter concludes my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. More especially, the final chapter discusses the main findings of the study presented in chapter four. It deals with major findings of the study, conclusion and recommendation to the policy maker, teacher educator, female researchers and ELT practitioners. Similarly, I have concluded with my reflections which include the challenges, conflict, dilemmas encountered while preparing the overall thesis.

#### **5.1 Findings**

English is an international language. An international communication increases in the trend towards globalization. Female English Language Teachers face multiple challenges during the teaching learning activities in the classroom. Teaching English in Nepal at government school is very challenging job. Like that female teacher motivation is another challenging issue in our context. Motivation means to do some positive thing, encouragement for to do something better, push the people for doing something. Moreover, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective and research questions. In the context of Nepal female are dominated everywhere and every sector. Like that I found in my study the topic female teachers' motivational factors. Female teachers are

doing both works school and household work. In my research I found following findings:

### **5.1.1 Motivating Factors for Female Teachers Performance**

- i. It was found that all the participant female teachers' are motivated by themselves. They are motivated intrinsically.
- ii. Next was that female teachers positive attitudes towards English language teaching particularly strong determination and teaching with young children supported them to be in teaching.
- iii. It was also found that teaching is their passion and teaching is their first choice of job for all female English Teachers'.
- iv. It was found that they join teaching profession its world wide scope. and for financial support of their family.
- v. It was found that they are financially secure and they are educated, capable women in the society.
- vi. It was found that they are motivated by students' behavior and their performance.
- vii. It was found those female teachers' are motivated towards teaching profession as a capable woman in this society
- viii. Self-determination, good colleague relationship and good relationship with students or students behaviour are the most important factors motivate the female teachers.
- ix. It was found society gives respect to female teachers. It was one of the motivational factors of female English Language Teachers'.

### **5.1.2 Challenging Factors for Female Teachers Performance**

Dilemma, tension, over workload, dual responsibility, family responsibility, gender discrimination, marriage, salary , lack of training, travelling , being a mother are the hindering factors of the female teachers teaching performance.

Political interference, administration, large classroom, crowded environment are other hindering factors of female teachers to achieve high job satisfaction.

- i. It was found that gender issue was the main challenging factor for their teacher motivation. They have not only faced the challenges at home but also at institution. Thus, gender inequality and discrimination at home and institution made them feel depressed and marginalized.
- ii. It was found that female teachers were unable to attain all the training session because they have multiple responsibility.
- iii. It was found that heavy workload both at home and school leads these working women towards stress.
- iv. It was found that family management is also the most important issue for their teaching performance. They do not have the time for reading newspaper, having breakfast.
- v. It was found that female teachers were dissatisfied with their salary. There is no regular pay and their salary is unable to fulfill their basic needs. There is not monthly pay they get only three times in a year.
- vi. It was found that lack of gender equality in the administration and school environment.
- vii. It was found that travelling is the main problem of female teachers.

## **5.2 Conclusion**

The present paper explores the various factors of motivation of the female teachers' in teaching English. Result of the study suggests that the motivating factors are the teacher's feelings of responsibility and accountability, support from colleague and senior, teacher's interest and desire, service facility, whereas the hindering factors are lack of administrative support, teachers' biasness, insufficient salary and political Interference. Following conclusions are extracted from the study: Poor salary, over workload, lack of teaching and responsibilities at home, distance of residing area, stress, political interference, posting in the far flung areas, discrimination, lack of co-operation, working

relations with staff and head teacher, working environment, are the factors which affect the female teachers' performance negatively.

Dual responsibility makes them even more female depressed. The factors that contribute to this situation range from social dissatisfaction to lack of facilities for housing and transport. The logistical problems of female teachers are related to school location, family life, and childcare. Transport is a major problem for women, traveling long distances alone to school especially in rural areas. There are many threats and hazards their life as they generally travel for one to two hours to reach their destination for one time. It is also concluded that if the teachers are provided will better facilities like teaching aids, equipped computer labs and transport service they can perform well as compared to those teachers who don't have such.. Low salary of teachers is creating hurdle for their intent to stay in teaching profession. Poor pay becomes the cause of mental dissatisfaction. Teaching job is not enabling teachers to provide a satisfactory standard of living. Poor socio-economic status of teachers affects the teacher's performance. Poor socio-economic condition of the area where school is situated decreases the teacher's motivation but society gives more respect to female teachers. Undue political interference also affects the teacher's performance.

### **5.3 Recommendations**

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

#### **5.3.1 Policy Related**

There are certain issues which I believe are of great importance in understanding the motivational factor of Nepalese female English language teacher. As being a female ELT practioners and member of male dominated society, I believe that female teacher motivation is largely constituted by the socio-cultural aspect as gender ideology. The gender discourse related to

women roles as being daughter, wife and mother create conflict within them and other. When I reviewed the list of literature on motivational influencing factors, few studies have been concerned with female teacher teaching performance construction in the field of teacher education. However, most of the research carried out in English language teaching in Nepal have focused on issues related to language learning and methodological aspect rather than the women teacher motivation. In the same vein, my attempt was to explore the female teacher motivation in relation with supporting and hindering factors shed light some prevailing issues with what they do, think and feel themselves in the complex social web where they situated. My study encompasses following points to be applicable to the policy maker:

- i. Findings of my study show that some of the participant (teacher A) strongly commented on unequal power relation. Similarly, there were very limited programs and policies to address gender concern in teacher education. So, for the improvement of the quality education and female friendly teaching environment, the government should bring the new perspective and new approach to address the gender related issue.
- ii. Similarly, the policies and provisions should orient towards equity in teacher education program rather on bringing gender equality.
- iii. The study recommended that the female teacher should be provided refreshment trainings, in- service training for their motivation and professional development.
- iv. Government should be concerned towards teachers' salary or salary should be suitable

### **5.3.2 Practice Related**

It is common across the literature of teacher education that practice plays an important role in the process of female teacher motivation. I hope, this study is equally advantageous to those who are at the practice level. Therefore, I can confidently assert that my research is very much significant for the teacher

educator, ELT teachers and more especially for female ELT practitioners who engage in teaching profession. The major implications of the study in this level are:

- i. It was found that female teacher who needs to deal with work and family face challenges due to the heavy workload. So, they were suffered from the psychological stress. To minimize their problems, dilemmas and frustration, female teachers need more supportive and encouraging school environment.
- ii. Female teachers' family should be supportive and helpful.
- iii. Likewise, the study recommended that schools should be gender free and school environment is conducive for female teachers to ensure their motivation.
- iv. The government should be more concerned towards female teachers posting or female teachers' posting should be near home.
- v. Training programmes should be organized in such a place where female teachers can easily attend it.
- vi. Teaching material should be used in classroom and should be available in school.

Though it was my small attempt to bring out the stories, it motivates other female ELT practitioners who are facing multiple challenges. Moreover, this study also provides female teacher to seek alternative ways in teaching and negotiate with the gender discourse.

### **5.3.3 Further Research**

Research is a kind of investigations and search knowledge on new areas. Finding of any research does not satisfy the thirst of researcher. Being a narrative study of practical situation, present study suggests some guidelines for the improvement of EFL situation of Nepal. The more is explored the more remains to be explored. The present study also paves the way for further

researchers. Thus recommendations for pedagogical implication and recommendations for further research are made separately.

- i. This study was limited to four female English language teachers who are teaching at public school in Kanchanpur .It would be more interesting to see how other female teachers from remote areas see themselves as ELT practioners.
- ii. Similarly, another possible direction to further research is related to Status of Female English teachers' at rural areas boarding school of selected district. It can be more interesting if we investigate their stories/ experiences by applying the similar method.
- iii. Studies can be conducted to find out the factors affecting female head teachers' performance in community schools of selected district.

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# APPENDIX A

## Consent Form

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled Female **Teachers' Motivational Factors in Teaching English** under the supervision of Dr. Anjana Bhattarai, professor of Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the factors that might affect female teacher's motivation in their personal & professional development in the context of Nepal. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

See you soon,

Researcher

Narayani Pant.

M.Ed. 4<sup>th</sup> Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- ) There will not be certain risk & discomfort associated with this research.
- ) The information you provide for the purpose of this research is confidential for both interview & your reflection writing.
- ) Interview will be recorded.
- ) I hope you will not leave yourself from process at any stage.

Signature.....

Name.....

Date.....

## **APPENDIX B**

### **General Interview Guiding Questions**

The interview questionnaire has been prepared to collect information for the research work entitled, **Female Teachers' Motivational Factors In Teaching English** under the supervision of Dr. Anjana Bhattarai, professor of Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. I do hope the informants will co-operate by providing invaluable information to accomplish my research.

#### **Questions**

- i. How are you?
- ii. Family history: members, family link to teaching.
- iii. Personal background: activities in the past, motivation
- iv. What do you do before joining teaching?
- v. What motivated you to enter into the teaching profession?
- vi. How long have you been teaching?
- vii. How do your family/ society perceive you as female English teacher?
- viii. How do you manage the large classroom?
- ix. Are you satisfied with your students behaviour?

## APPENDIX C

The interview has been conducted to collect the viable insight for the research work entitled **Female Teachers' Motivational Factors in Teaching English**, under the guidance and supervision of Dr. Anjana Bhattara, professor of Department of English Education, T.U, Kirtipur, Kathmadu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

### Sample Interview Transcript

**.Researcher: Namaste, your good name, please?**

**Respondent:** Namaste. It's me.....

**Researcher: How are you?**

**Respondent:** Fine.

**Researcher: How are you feeling now?**

**Respondent:** Good.

**Researcher: Myself is Narayani from T.U, Kirtipur. Today, I am here to take your interview for my research purpose. I see, you are a female English language teacher and married ones, how is your life going on?**

**Respondent:** Yes, Being a woman, I have family rule and regulations. It is rather difficult to handle both workloads equally. But yes, I have got kind family support.

**Researcher: Your permanent address?**

**Respondent:** I belong to..... Kanchanpur.

### Family

**Researcher: Family members?**

**Respondent:** There are two members.

**. Researcher: Are you married?**

**Respondent:** Yes, I am.....

**Researcher: Could you tell me about the your educational and professional background of your husband?**

**Respondent:** Ummmm..... My husband's has completed his bachelor degree and he was a teacher. But, He was died 15 years ago in an accident. While we both were having master degree that period of time my husband's died in an accident.

**Researcher:** Oh I am so sorry.....

**Respondent:** It's ok.

**Researcher:** What kind of disturbances you face in your professional life because of family matters?

**Respondent:** Before getting marriage we female have free from the responsibilities. After getting marriage we are bounded with some responsibilities as a wife, mother etc. So it is challenging to me studying, job and family responsibility together.

**Researcher:** Are you living with joint family?

**Respondent:** No, I am not living with joint family. First I was stay in rent room with my husband. Now, I live in my own house with my daughter.

**Researcher:** It is heard that female teachers leave teaching profession because of their family? Do you have such experience?

**Respondent:** No, I haven't such an experience. But when I lost my husband that time I was depressed but my students help me to overcome that painful time.

**Marriage and Child Bearing and Others.**

**Researcher: When did you get marry?**

**Respondent:** At the age of 18.

**Researcher: Love/ arrange?**

**Respondent:** Arrange.

**Researcher: What does your husband do?**

**Respondent:** umm.....He is no more.

**Researcher: Do you have children?**

**Respondent:** Yes, I have daughter.

**Researcher: Your daughter?**

**Respondent:** She studies in grade 10.

**Researcher:** How does your society perceive you as a female English teacher?

**Respondent:** My society plays the important role in my professional life. They respect me as a female English language teacher and one of the educated ladies. But some time I feel regret for not having enough time for the society.

**Profession related questions:**

**Researcher: What is your educational credential?**

**Respondent:** I have completed master degree from far-western university, kanchanpur, MNR.

**Researcher:** How long have you been teaching?

**Respondent:** I have been teaching for 18 years.

**Researcher:** What motivated to enter into the teaching profession?

**Respondent:** My father is the key motivator to enter into the teaching profession. My father inspired me to become an English language teacher.

**Researcher:** Is motivation really important for female teacher?

**Respondent:** Yes, motivation is the important for female teachers. In our society, people think females are born for the household works and take care of children's. In such a situation, motivation, encouragement is the important for the female teachers.

**Researcher:** What do you do before joining teaching?

**Respondent:** Teaching is my first job. Before enter the teaching I was a student.

**Researcher:** Why did you continue this profession till now?

**Respondent:** I love teaching by heart. I get respect from society. That's why I continue this profession.

**Researcher:** Why do you think you feel that way?

**Respondent:** I love my students like my children. I am enjoying when I am in the classroom with students. I share everything with my students. Students are like my friends.

**Researcher:** Have you taken any teacher training for your professional development?

**Respondent:** Yes, I have completed four TPD training session.

**Researcher:** When did you take it?

**Respondent:** I have taken it in Kanchanpur.

**Researcher:** are you satisfied with it?

**Respondent:** No, I am not satisfied with it. I have completed four TPD training where it was expected to obtain knowledge on using modern techniques for the teachers in the classroom context. But trainers didn't use any new techniques. S, I am not satisfied with trainers.

**Researcher:** How many students are there in your class?

**Respondent:** There are More than 80 students in my class.

**Researchers:** Oh 80 students... How do you manage the large class?

**Respondent:** Ufff..... It is difficult to manage class properly. I have tried to keep the class peaceful. Very poor students disturb while teaching. It is necessary to have extra time for them.

**Researcher:** Are you satisfied with your administration policies?

**Respondent:** In my school, there is no equal opportunity between male and female teachers. School administration is not strong. Administration never takes advice from female teachers. So, I am not satisfied with my administration.

**Researcher:** Can your salary fulfill your financial problem?

**Respondent:** Umm..... Comparison is other governance employee our salary is not satisfied. Hard work under lo salary is the major problem of the teacher. I am not satisfied with salary given by government. It should be increase.

**Researcher:** How do you manage your personal and professional life?

**Respondent:** Ummm..... It is difficult to manage both works house hold works and professional .I am a single mother. When my husband was with me he

helped me in household works. He was the supportive person in my personal and professional life. After his death my sister in-laws supported towards my child. Sometimes I came to late school because of household chores and most of the time I went to school without having breakfast because I didn't have time for this. So, it is so difficult to manage both works, especially single mothers, they faced many challenges during the growing their babies.

**Researcher: Do you get permission to stay out of house for training for some day?**

**Respondent:** Well, Permission is not a problem going outside for training; my problem is if I go outside from house for training, I asked my relatives for stay my house with my daughter. So, this is difficult for me left my daughter in house lonely.

**Researchers:** What was the most challenging lesson you have had to teach?

**Respondent:** Ummm..... Poems are the most challenges lesson for me to teach in the classroom. Poems are difficult to teach for me.

**Researcher:** Ok, at last what do you want tell the working women like you?

**Respondent:** Ummm... I want to tell them, be honest, be positive and be brave towards your work. Doing hard work and believe yourself. Go ahead and do that thing what do you want not others.

(Note: I have presented only some parts of interviews)Researcher

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