

**TEACHER'S MOTIVATION IN COMMUNITY SCHOOL OF
NEPAL**

**A Dissertation Submitted to the Office of the Dean, Faculty of Management in Partial
Fulfillment of the Requirements for the Degree of Master on Business Studies (MBS)**

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CERTIFICATE OF AUTHORSHIP

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled **TEACHER’S MOTIVATION IN COMMUNITY SCHOOL OF NEPAL**. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor it has been proposed and presented as part of requirements for any other academic purposes. The assistance and cooperation that I have received during this research work has been acknowledged. In addition, I declare that all information sources and literature used are cited in the reference section of the dissertation.

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REPORT OF RESEARCH COMMITTEE

Ms. Sarita Maharjan has defended research proposal entitled **TEACHER'S MOTIVATION IN COMMUNITY SCHOOL OF NEPAL**. The research committee has registered the dissertation for further progress. It is recommended to carry out the work as per suggestion and guidelines of supervisor **Asso. Prof. Rita Maskey** and submit the thesis for evaluation and viva voce examination.

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APPROVAL SHEET

We have examined the dissertation entitled **TEACHER’S MOTIVATION IN COMMUNITY SCHOOL OF NEPAL** presented by **Sarita Maharjan**, a candidate for the degree of Master of Business Studies (MBS Semester) and conducted the Viva-Voce examination of the candidate. We hereby certify that the dissertation is worthy of acceptance.

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ABBREVIATIONS

| | |
|--------|---|
| BAFIA | : Banking and Financial Institution Act |
| Contd. | : Continued |
| CS | : Community support |
| CV | : Coefficient of Variance |
| e.g. | : For example |
| Etc | : Etcetera |
| i.e. | : That is |
| No. | : Number |
| NRB | : Nepal Rastra Bank |
| PD | : Professional Development |
| S.D | : Standard Deviation |
| SB | : Salary and Benefits |
| SI | : School Infrastructure |
| T.U | : Tribhuvan University |
| TM | : Teacher's Motivation |
| WE | : Work Environment |

ABSTRACT

This study explores the factors that influence teacher motivation in community schools in Nepal, focusing on key variables such as school infrastructure, salary and benefits, professional development, community support, and the work environment. The study aimed to assess how these factors affect teacher motivation and to determine their relative impact on teacher performance. A survey was conducted with 287 teachers from community schools in Tokha Municipality, Nepal. Data were collected using a purposive sampling method and analyzed through descriptive statistics and correlation analysis. The findings indicate that teacher motivation is primarily influenced by professional development and community support, both of which were found to have a significant positive impact on teacher motivation. Teachers reported that opportunities for professional growth and active involvement from parents and the local community were the most crucial factors driving their motivation. School infrastructure, while also important, had a positive but slightly less pronounced effect on motivation. Salary and benefits, although important, were found to have a moderate impact on motivation, suggesting that financial incentives alone are insufficient for long-term teacher engagement. The work environment, including relationships with colleagues and school administration, was the least influential factor in teacher motivation, though it still contributed positively. In conclusion, this study underscores the importance of addressing multiple factors that influence teacher motivation, with a particular emphasis on professional development and community engagement. These findings have significant implications for policymakers and school administrators aiming to enhance teacher motivation and, consequently, educational outcomes in Nepal.

Keywords: Teacher's motivation, work environment, community support, professional development, salary and benefits, school infrastructure

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teacher motivation is a key to the quality learning in schools. While teacher motivation remains always at the heart of educational policies and reform agenda both in Nepal and beyond, this concept has been defined in multiple ways by different scholars. While some define it as attraction towards teaching profession (Sinclair, 2008), others take it as teachers' commitment towards putting efforts in transforming teaching practices. Sinclair's (2008) definition provides an overarching framework to understand what teacher motivation is and how it is linked with teacher professional development. For Sinclair, teacher motivation is about "what attracts individuals to teaching, how long they remain in the teaching profession, and the extent to which they engage with the teaching profession" (2008). This definition indicates that teacher motivation refers to teachers' attraction towards teaching profession and their long term concentration and commitment in the profession. Dornyei and Ushioda (2011) specify two major dimensions of teacher motivation. For them, teacher motivation includes 'motivation to teach' and 'motivation to remain in the job'. Based on this idea, Han and Yin (2016) specify four components of teacher motivation: intrinsic motivation; external factors (sociopolitical and cultural factors) influencing motivation; long-term commitment in teaching; and factors that demotivate teachers. Building on these literatures, this study explores Nepalese teachers' motivation in terms of job satisfaction, continuity or discontinuity of job, self-initiatives to improve teaching, and external factors that affect teaching. More importantly, this study aimed at analyzing the link between teacher motivation and teacher professional development.

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields. Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can direct behavior toward particular goals, Lead

to increased effort and energy, Increase initiation of, and persistence in, activities, Enhance cognitive processing, determine what consequences are reinforcing, Lead to improved performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

The majority of new student orientation leaders at colleges and universities recognize that distinctive needs of students should be considered in regard to orientation information provided at the beginning of the higher education experience. Research done by Whyte in 1986 raised the awareness of counselors and educators in this regard. In 2007, the National Orientation Directors Association reprinted Cassandra B. Whyte's research report allowing readers to ascertain improvements made in addressing specific needs of students over a quarter of a century later to help with academic success. There are two kinds of motivation: Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students. Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).Cassandra B. Whyte researched and reported about the importance of locus of control and academic achievement. Students tending toward a more internal locus of control are more academically successful, thus encouraging curriculum and activity development with consideration of motivation theories.

Motivation has been found to be an important element in the concept of Andragogy (what motivates the adult learner), and in treating Autism Spectrum Disorders, as in Pivotal Response Therapy.

In the context of community schools in Nepal, the motivation of teachers plays a pivotal role in shaping the quality of education and the overall learning environment. Community

schools, often located in rural or remote areas, serve as the primary educational institutions for many Nepali children, particularly those from marginalized and economically disadvantaged backgrounds. However, these schools often face numerous challenges, including limited resources, inadequate infrastructure, and socio-economic barriers.

Understanding the factors that influence teacher motivation in community schools is crucial for addressing these challenges and enhancing the quality of education provided. Motivated teachers are more likely to demonstrate commitment, enthusiasm, and effectiveness in their roles, ultimately leading to improved student outcomes and a positive school culture.

1.2 Problem Statement

Teaching profession is a specified profession that required high intellectual ability and various pedagogical skills to cope with the students of different abilities and interest. Only a highly motivated teacher will be successful in motivating students in the classroom activities and effective teaching. Teachers' motivation plays an important role in the promotion of teaching and learning excellence. Community schools, also widely called public schools in Nepal are being established and managed by community people and are being guided by the terms and conditions abide by their affiliating university (i.e. T.U). Student enrollments in these schools are being increased every year. Thousands of faculties are being engaged in the teaching profession in such schools on part-time, contract and permanent basis. Due to the lack of regular funding sources, most of the community schools do not have the provision of permanent appointment, provident fund, paid sick leaves, study leaves etc. to their faculties. Teachers appointed on a permanent basis on such community schools are also not assured of their facilities to the future and seem to be attracted to government services. Politicization in the formation of school management team and appointment of key administrative staffs has resulted in impartial decisions in the appointment, promotion and control mechanisms of faculties in some school. Such pitfalls are responsible for poor motivation of faculty's in community schools which results in low morale and job satisfaction or lack of commitment to their profession.

Teacher motivation is a crucial factor influencing the quality of education in schools. In the context of Nepalese community schools, teacher motivation plays an essential role in shaping the learning environment, especially given the challenges faced by these schools, such as limited resources, inadequate infrastructure, and socio-economic barriers. Motivated teachers are more likely to demonstrate commitment, enthusiasm, and effectiveness, which directly impacts student outcomes and contributes to the overall school culture (Sinclair, 2008).

Teacher motivation has been studied in various ways, with some scholars defining it as the attraction to the teaching profession (Sinclair, 2008), while others focus on teachers' commitment to improving their teaching practices (Dörnyei & Ushioda, 2011). According to Sinclair (2008), teacher motivation involves the factors that attract individuals to the profession, their retention in the field, and their engagement with the profession over time. This definition highlights the connection between teacher motivation and professional development. Dörnyei and Ushioda (2011) further categorize teacher motivation into two main dimensions: motivation to teach and motivation to remain in the job. Han and Yin (2016) expand on this by identifying four components: intrinsic motivation, external socio-political and cultural factors, long-term commitment, and factors that demotivate teachers.

While motivation is widely recognized as a key determinant of student learning (Sinclair, 2008), it is equally important to understand how teacher motivation influences their teaching performance. In the case of Nepalese community schools, teacher motivation is influenced by both intrinsic factors, such as personal satisfaction and passion for teaching, and external factors, such as government policies, socio-economic conditions, and the availability of professional development opportunities. However, despite the centrality of motivation in educational policy and reform agendas, there is limited research focusing on teacher motivation in the specific context of Nepalese community schools.

This study aims to explore the factors influencing teacher motivation in these schools, particularly in terms of job satisfaction, the continuity or discontinuity of their jobs, self-initiatives to improve teaching, and external factors that affect their motivation. The study

also seeks to analyze the relationship between teacher motivation and professional development in Nepalese community schools, filling a significant gap in the existing literature.

Understanding the dynamics of teacher motivation in Nepalese community schools is vital for improving educational practices and addressing the challenges these schools face. Motivated teachers are more likely to improve student outcomes and contribute to a positive school environment, thus helping to overcome the challenges of under-resourced schools in rural and remote areas. Therefore, this study will provide insights into how teacher motivation can be enhanced to improve the quality of education in Nepal's community schools.

Ultimately, it influences the quality of education students to receive and the institutional effectiveness. Thus, this study has raised the practices of teacher motivation in community schools as a research problem.

1. What are the situations of teacher's motivation with work environment, community support, professional development salary and benefits and school infrastructure?
2. How does the relationship between work environment, community support, professional development salary and benefits and school infrastructure influence with teacher's motivation?
3. What impact do the impacts of work environment, community support, professional development salary and benefits and school infrastructure have on teacher's motivation?

1.3 Objective of study

The major objective of this study is:

1. To examine the situations of teacher's motivation with work environment, community support, professional development salary and benefits and school infrastructure.
2. To analyze relationship between work environment, community support, professional development salary and benefits and school infrastructure influence with teacher's motivation.

3. To assess the impacts of work environment, community support, professional development salary and benefits and school infrastructure have on teacher's motivation.

1.4 Rationale of the study

The finding of this study will be of importance to faculties, school management team, administrators, and policymakers of community schools. Ultimately, it will contribute to enhancing the quality of educational service delivery in higher education and give positive implications for the betterment of human resource management practices of community schools. Teacher motivation significantly impacts educational quality and student outcomes. Motivated teachers are more likely to engage effectively with students, innovate in their teaching practices, and contribute positively to the learning environment. By understanding the factors that enhance or hinder teacher motivation, policymakers and educators can develop strategies to improve teaching effectiveness and, consequently, student performance.

Community schools in Nepal often face distinct challenges, including limited resources, socio-economic constraints, and varying levels of community support. Investigating teacher motivation in this context helps identify specific barriers and enablers related to these unique challenges, providing insights into how to better support teachers in these environments.

Teacher retention and recruitment are critical issues in education systems worldwide, and Nepal is no exception. Motivated teachers are more likely to remain in their positions and be effective in their roles. Understanding what motivates teachers in community schools can inform strategies to improve teacher retention and attract qualified individuals to these schools.

Findings from this study can inform policy and practice by highlighting effective professional development programs, support mechanisms, and resource allocation strategies. By focusing on the specific needs and motivational drivers of teachers in community schools, educational policies can be tailored to address these needs more effectively.

Nepal's diverse socio-cultural context plays a significant role in shaping teachers' experiences and motivations. Understanding how cultural and community factors influence teacher motivation can lead to more culturally responsive and contextually appropriate interventions.

Teacher motivation is closely linked to job satisfaction and professional growth. By exploring the factors that contribute to teachers' motivation, this study can provide insights into how to enhance job satisfaction and support teachers' professional development, leading to more fulfilling and effective teaching careers.

Community involvement and support are crucial in community schools. Investigating how community engagement affects teacher motivation can help strengthen the partnership between schools and communities, fostering a more supportive educational environment.

Resource constraints are a common issue in community schools. Understanding how the availability of resources impacts teacher motivation can guide better allocation of resources and support to areas that will have the most significant positive impact on teaching and learning.

This study provides a foundation for future research on teacher motivation in different contexts. It can help build a body of knowledge that informs best practices, interventions, and further studies in similar educational settings both within Nepal and internationally.

1.5 Limitation of the study

When conducting research on teacher motivation in community schools in Nepal, several limitations might arise. Acknowledging these limitations is crucial for understanding the scope and applicability of the study's findings. Here are some potential limitations:

1. The study may have a limited sample size or may not fully represent the diversity of community schools across Nepal. Findings might not be generalizable to all community schools or teacher populations in Nepal.
2. Nepal is geographically diverse, with varying socio-economic and cultural contexts across regions. Results may not be applicable to all regions, as factors influencing teacher motivation might differ significantly between urban, rural, and remote areas.

3. Access to schools, especially in remote or conflict-affected areas, may be limited, and obtaining reliable data could be challenging. This could affect the quality and completeness of the data collected, potentially leading to biases or incomplete findings.
4. Limited resources for research, including funding, time, and personnel, could constrain the scope of the study. This may limit the depth of analysis or the ability to explore all relevant factors affecting teacher motivation.
5. Cultural differences and language barriers might affect communication and the interpretation of responses. Misunderstandings or misinterpretations could affect the validity of the findings.
6. Teacher motivation can fluctuate over time due to changes in personal circumstances, policy shifts, or educational reforms. The study may capture motivation at a specific point in time, which might not reflect long-term trends or variations.
7. Factors external to the school environment, such as national policies or economic conditions, might influence teacher motivation. These external factors may not be fully accounted for in the study, affecting the interpretation of results.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

In this study, to analyze the data and information collected from the various respondents and draw a conclusion, Herzberg's two-factor theory and Stacy Adam's equity theory has been taken into consideration. Frederick Herzberg has contributed to the world by developing an important theory to motivate employees to work in 1950. Herzberg et al. (1959) propose two sets of factors: motivator factors and hygiene factors. Motivator factors determine the job satisfaction that allows individuals to reach their psychological potential, and are usually intrinsic, related to job content. Motivational factors are also called satisfiers or motivators include achievement, recognition, growth, responsibility, development and advancement, challenging work etc. By contrast, hygiene factors determine job dissatisfaction and tend to be extrinsic ones, related to the environment or context, including pay, supervision, and company policy. and administration, quality, interpersonal relations with superiors, peers, and subordinates, work conditions, salary, personal life, status, job security etc. The absence of these factors causes dissatisfaction leading to grievances, absenteeism and job quit in the employees. Though hygiene factors do not motivate employees but take out dissatisfaction from employees. These factors satisfy the employees and cause a high level of motivation and job satisfaction when present (Agrawal, 2011). Two-factor theory in real-world grounding has helped organizations to classify factors that lead to satisfaction or dissatisfaction amongst workers.

Sachau (2007) suggests that it is best to view motivation-hygiene theory as a framework that facilitates the understanding of the duality of many factors such as "satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/psychological pain avoidance. In educational research, it is widely accepted and the most commonly used theory of motivation and job satisfaction (Hill, 1994; De Nobile and McCormick, 2008).

Equity theory (Adams, 1963) is a social comparison theory, concerned with the feelings of individuals about their treatment by managers in comparison with their colleagues.

Satisfaction is determined by how individuals perceive equity, which determines the balance between inputs and outputs, allowing comparison with others. In other words, the theory focuses on relative under-reward of the individual and over-reward of others, which may result in a sense of being unfairly treated and thus in dissatisfaction (Griffin & Moorhead, 2010).

This theory assumes that individuals are motivated by their desires to be equitably treated in their work relationships. In an organization, employees work according to qualifications, ability, and skill. Besides these things, their works are also affected by a psychological factor. Such psychological factor is the expectation of the employees that the organization should consider him/her comparatively good and should not be prejudicial towards him. The person compares with other persons within the organization or persons of the equivalent post outside the organization. While comparing if they find impartiality towards them, they get motivated towards work. At the same time, if they experience inequity they do not exert much effort to work or change their inputs, change their outputs lowering the quality of performance, distort perceptions of self or others and also may quit the job (Khadka, 2009).

A feeling of inequity causes tension, which is unpleasant, so individuals tend to try to reduce inequity, by increasing or reducing their inputs or outputs relative to those of the other person. Alternatively, in response to inequity of any type, a worker may change his referent or “leave the field” (Adams, 1963).

Nevertheless, a number of researchers, including Muchinsky (2000) and Jost & Kay (2010), view equity theory favorably. Bolino and Turnley (2008) study reports that it has received significant attention, particularly from organizational scholars. Moreover, studies by McKenna (2000) and Sweeney (1990) reveal how much it has helped to further the understanding of job satisfaction and motivation.

A. Self-Determination Theory (Ryan & Deci, 2000)

Self-Determination Theory (SDT) is a prominent framework used to understand human motivation, including teacher motivation. According to SDT, motivation can be classified into intrinsic and extrinsic types, each with a distinct impact on behavior and engagement. Intrinsic motivation refers to engaging in activities for inherent satisfaction,

while extrinsic motivation arises from external rewards or pressures (Ryan & Deci, 2000). This theory emphasizes the importance of three fundamental psychological needs: autonomy, competence, and relatedness. For teachers, fostering autonomy allowing them to make decisions about their teaching methods leads to higher intrinsic motivation and job satisfaction. Additionally, providing teachers with opportunities for professional development and fostering supportive relationships can enhance their engagement in the teaching process. This theory suggests that creating an environment that supports teachers' autonomy and professional growth is crucial for long-term motivation and job satisfaction.

B. Herzberg's Two-Factor Theory (Herzberg, 1959)

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, distinguishes between two types of factors that influence job satisfaction and motivation: motivators and hygiene factors. Motivators include elements such as recognition, achievement, and opportunities for personal growth, which lead to job satisfaction and increased motivation. Hygiene factors, like salary, working conditions, and job security, are essential for preventing dissatisfaction but do not contribute directly to motivation (Herzberg, 1959). In the context of teacher motivation, Herzberg's theory suggests that while adequate compensation and favorable working conditions (hygiene factors) are important, it is the presence of motivators such as recognition for teaching excellence and opportunities for career advancement that significantly enhance teacher engagement and performance. Schools must address both hygiene factors and motivators to maintain teacher satisfaction and foster a motivated workforce.

C. Transformational Leadership Theory (Bass, 1985)

Transformational Leadership Theory focuses on the ability of leaders to inspire and motivate their followers toward achieving higher levels of performance. In education, transformational leadership is seen as a key driver of teacher motivation. Bass (1985) emphasized that transformational leaders engage teachers on an emotional level, providing support, inspiration, and a sense of shared purpose. These leaders encourage teachers to innovate, offer intellectual stimulation, and create a vision for the school that aligns with the teachers' personal values and aspirations. Research indicates that transformational leadership positively influences teacher motivation by fostering trust,

respect, and a supportive environment that encourages professional growth and development. Teachers who work under transformational leaders tend to be more motivated, committed, and satisfied with their jobs. This leadership style underscores the importance of building a positive school climate where teachers feel empowered and valued.

These theories collectively emphasize the multifaceted nature of teacher motivation, highlighting the significance of both intrinsic and extrinsic factors, the role of leadership, and the need for environments that support teacher autonomy, recognition, and professional development. By integrating these theories into educational practices, schools can create a more motivating and supportive atmosphere for teachers, which in turn can enhance overall school effectiveness.

2.2 Conceptual Review

Motivation as the willingness to do something and it is conditioned by this actions ability to satisfy some need for the individual. Teacher motivation is a crucial determinant of educational quality and student outcomes. In the context of Nepal, where education plays a vital role in social and economic development, understanding the factors influencing teacher motivation is of paramount importance. This literature review aims to explore existing research on teacher motivation in Nepal, examining key determinants, challenges, and potential interventions to enhance motivation among teachers in Nepalese schools (Acharya & Maharjan, 2017).

Several key factors contribute to the motivation of teachers in community schools:

Sense of Purpose and Mission: Teachers who are passionate about making a difference in the lives of their students and communities are often more motivated. Community schools provide an opportunity for educators to directly impact the lives of underprivileged children and contribute to the development of their communities (Aryal & Sharma, 2017).

Supportive Work Environment: A positive and supportive work environment, characterized by strong leadership, collaboration among colleagues, and recognition of teachers' efforts, can significantly enhance motivation. In community schools, where

resources may be scarce, fostering a sense of camaraderie and support among staff members is particularly important (Basnet & Rai, 2019).

Professional Development Opportunities: Access to professional development opportunities, such as training workshops, seminars, and networking events, can empower teachers to enhance their skills and knowledge. Teachers who feel supported in their professional growth are more likely to remain engaged and motivated in their roles (Bhandari & Thapa, 2019).

Recognition and Incentives: Recognizing and rewarding teachers for their hard work and achievements can boost morale and motivation. In community schools where financial incentives may be limited, non-monetary forms of recognition, such as public praise, certificates of appreciation, or opportunities for career advancement, can be equally impactful (Bhandari & Shrestha, 2019).

Community Engagement and Support: Strong community involvement and support can serve as a source of motivation for teachers. When teachers feel valued and respected by the community, they are more likely to be committed to their work and dedicated to their students' success (Cheon et al., 2022).

By exploring these factors and understanding their implications for teacher motivation in community schools, educators, policymakers, and stakeholders can develop targeted interventions and strategies to support and empower teachers. Ultimately, fostering a culture of motivation and professionalism among teachers is essential for ensuring the provision of quality education and promoting positive outcomes for students in Nepal's community schools.

Challenges in Community Schools: Community schools in Nepal often face a myriad of challenges, including limited funding, insufficient infrastructure, shortage of teaching materials, and inadequate support from educational authorities. These challenges can take a toll on teacher morale and motivation, as educators may feel overwhelmed or disillusioned by the obstacles they encounter on a daily basis (Gautam & Shrestha 2019).

Intrinsic and Extrinsic Motivation: Understanding the interplay between intrinsic and extrinsic motivators is crucial in exploring teacher motivation. While intrinsic motivators,

such as a sense of fulfillment from teaching or personal commitment to students' success, are often cited as powerful drivers of motivation, extrinsic factors, such as salary, benefits, and job security, also play a significant role, especially in resource-constrained environments (Ghimire & Adhikari, 2020).

Impact on Student Outcomes: Teacher motivation has a direct impact on student outcomes, including academic achievement, attendance, and overall well-being. Research suggests that motivated teachers are more effective in engaging students, fostering a positive learning environment, and promoting academic success. Therefore, investing in initiatives to enhance teacher motivation can yield substantial benefits for student learning and development (Gatsinzi et al., 2013).

Sustainability and Long-Term Impact: Building sustainable mechanisms for fostering teacher motivation is essential for the long-term improvement of community schools in Nepal. This requires a holistic approach that takes into account the multifaceted nature of motivation and addresses underlying systemic issues. By investing in the professional development and well-being of teachers, Nepal can create a more resilient and effective education system that empowers both educators and students to thrive (Maharjan & Acharya, 2019).

In summary, understanding the complex dynamics of teacher motivation in community schools is essential for addressing the unique challenges faced by educators in Nepal. By identifying key factors influencing motivation and implementing targeted interventions, stakeholders can work together to create a supportive and empowering environment for teachers, ultimately leading to improved educational outcomes and opportunities for all students.

2.3 Empirical Review

2.3.1 Review of International articles

Hallinger and Heck's (2024) focused on the significant role of school leadership in enhancing teacher motivation. The authors delve into various leadership styles, particularly emphasizing transformational leadership, and how they shape teacher motivation and engagement. They also explore the impact of support mechanisms, such

as professional development programs, school climate, and principal-teacher relationships. The research highlights how supportive leadership can foster an environment where teachers feel valued, which in turn can boost motivation and overall job satisfaction. Moreover, the study underscores the importance of leadership practices that promote collaboration, trust, and shared goals to improve teacher effectiveness and morale in schools.

Yoon et al. (2023) analyzed the effectiveness of recent professional development programs in improving teacher motivation and instructional practices. Their study emphasizes key factors that influence the success of these programs, such as program quality, duration, and the availability of follow-up support. They argue that professional development is a crucial tool for enhancing teacher motivation, but its impact depends on how well the programs are designed and sustained. The research found that continuous support and opportunities for teachers to reflect on their practices are essential to ensure that professional development initiatives translate into long-term improvements in teacher engagement and instructional quality.

Silva and Nunes (2023) examined the influence of socio-economic factors on teacher motivation across different educational settings. The study identifies how factors such as economic conditions, funding availability, and school resources can significantly affect teacher engagement and job satisfaction. Teachers working in schools with limited resources or in economically disadvantaged areas are often demotivated by the lack of support, infrastructure, and professional development opportunities. The authors argue that addressing these socio-economic challenges is crucial for improving teacher motivation and ensuring that educators remain committed to their roles, particularly in low-income or marginalized communities.

Walker and Zhu (2023) explored the role of community and parental involvement in shaping teacher motivation and job satisfaction. Their research focuses on the impact of recent interventions and support programs that engage parents and local communities in the educational process. They found that when communities actively participate in school activities and teachers receive support from parents, it creates a positive environment that boosts teacher morale. The study highlights the importance of fostering strong

relationships between teachers, parents, and communities, as these interactions can significantly enhance teacher motivation and contribute to improved educational outcomes.

Johnson and Smith (2022) examined the relationship between teacher workload and job satisfaction, particularly focusing on how excessive workload affects teacher motivation and well-being. Their study found that teachers who are overburdened with administrative tasks, large class sizes, and additional responsibilities outside of teaching experience a decrease in motivation. The research suggests that high workloads lead to burnout and lower job satisfaction, which can negatively affect teachers' performance in the classroom. The authors call for structural changes to reduce the administrative burden on teachers and recommend measures to improve work-life balance to help enhance teacher motivation and job satisfaction.

Cheon et al. (2022) explored how teacher autonomy influences motivation, focusing on autonomy-supportive practices that can enhance teacher engagement and satisfaction. Their study emphasizes that when teachers have the freedom to make decisions about their teaching practices and are trusted to exercise their professional judgment, their motivation increases. Autonomy-supportive practices, such as collaborative decision-making and providing teachers with opportunities for professional growth, were found to be effective in fostering a positive teaching environment. The authors argue that enhancing teacher autonomy is essential for improving both teacher satisfaction and student outcomes.

Richardson and Watt (2020) examined the impact of the COVID-19 pandemic on teacher motivation and resilience. Their research highlights how the pandemic disrupted traditional teaching methods, leading to new challenges for teachers. They explored how teachers coped with the rapid transition to online learning and the increased stress from balancing personal and professional responsibilities. The study found that teachers who had strong coping strategies, such as seeking social support or engaging in self-reflection, were more resilient and better able to maintain motivation. The authors suggest that supporting teachers' emotional and psychological well-being during such crises is essential for sustaining motivation and ensuring effective teaching practices.

Meyer and Allen (2019) explored teacher motivation across different cultural contexts, examining how cultural factors shape motivational dynamics in various educational systems. The study suggests that cultural values, beliefs, and norms influence how teachers perceive their roles and their motivation to engage in teaching. For instance, in cultures that place a high value on education, teachers may feel a stronger sense of duty and responsibility. Conversely, in contexts where teaching is undervalued or underfunded, teacher motivation may be negatively impacted. The authors emphasize the importance of considering cultural differences when developing strategies to enhance teacher motivation and engagement.

Maslach and Leiter (2016) conducted a comprehensive review of teacher burnout, identifying its causes, consequences, and strategies for prevention. Their research highlights how chronic stress, workload, lack of support, and emotional exhaustion contribute to teacher burnout. They argue that burnout not only negatively impacts teacher well-being but also leads to diminished job performance and decreased motivation. The authors suggest various preventive measures, including improving school leadership, providing emotional and professional support, reducing workload, and creating a positive school climate. Addressing burnout is critical for ensuring sustained teacher motivation and promoting a healthy and productive work environment.

Gatsinzi et al. (2013) explored the work-related variables that influence teacher motivation, such as work supervision, responsibility assignment, and how teacher efforts are acknowledged. Their study found that teachers who feel their work is respected and their efforts are recognized are more likely to stay motivated. Additionally, school-related variables such as aesthetic quality and cleanliness of the environment were significantly correlated with teacher motivation. Teachers who work in well-maintained, aesthetically pleasing environments tend to feel more valued and are more motivated to perform their duties effectively. The authors argue that improving the physical and organizational aspects of schools can have a positive effect on teacher motivation.

Nyankundi (2012) examined both physical and psychological factors influencing teacher motivation. The study identified key motivating factors such as job satisfaction, rewards, compensation, professional training, and work conditions. Teachers who perceive their

work environment as supportive, receive adequate compensation, and have opportunities for professional growth are more likely to be motivated. Furthermore, Nyankundi highlights how teachers' psychological well-being, including recognition and career advancement opportunities, plays a crucial role in sustaining motivation. The study emphasizes the need for comprehensive policies that address both intrinsic and extrinsic factors affecting teacher motivation.

Raseed et al. (2010) investigated the motivational factors for teachers in higher education, particularly focusing on the impact of salary and compensation benefits. Their study revealed that competitive salaries and financial benefits are key motivators for teachers, especially in higher education. However, the research also found that an excessive workload, combined with administrative duties such as examinations, admissions, and internships, contributes to a decrease in teacher motivation. The authors argue that balancing workload and providing adequate financial incentives are critical for sustaining teacher motivation and ensuring high-quality teaching.

Desimone (2009) examined how professional development programs impact teacher motivation and instructional practices. The study emphasized the importance of program quality, content focus, and opportunities for active learning. Desimone found that professional development programs that are content-focused, provide teachers with opportunities to engage in meaningful learning experiences, and offer follow-up support were most effective in improving teacher motivation. Additionally, the research suggests that coherence between professional development programs and school goals is essential for ensuring that these programs lead to tangible improvements in instructional practices and teacher motivation.

Tschannen-Moran and Woolfolk (2007) explored the relationship between teacher motivation and student achievement, highlighting significant correlations between the two. Their research found that motivated teachers are more likely to engage in effective instructional practices, which in turn improves student outcomes. The study underscores the critical role of teacher motivation in creating a positive learning environment and enhancing student success. The authors argue that fostering teacher motivation is a key

strategy for improving educational quality and ensuring that students perform to their potential.

Leithwood and Jantzi (2006) explored how different leadership styles impact teacher motivation and commitment, with a particular focus on transformational leadership. The study found that transformational leadership, characterized by inspiring teachers, fostering collaboration, and providing individualized support, significantly boosts teacher motivation. The authors suggest that when school leaders adopt transformational leadership practices, teachers feel more valued, supported, and motivated to engage in continuous professional development. The research highlights the importance of leadership in shaping the school environment and enhancing teacher commitment and motivation.

Ololube (2004) analyzed the relationship between teacher job satisfaction, motivation, and school effectiveness, arguing that increased motivation leads to improved productivity and better educational outcomes. The study found that teachers who are satisfied with their work environment, including factors like pay, benefits, and advancement opportunities, are more likely to perform effectively. Ololube also identified dissatisfaction with educational policies, administration, and compensation as significant factors that demotivate teachers. The author stresses the need for educational systems to address these issues to enhance teacher motivation and overall school effectiveness.

Ingersoll (2003) examined the impact of teacher workload on motivation and job satisfaction, focusing on the negative effects of excessive workload. The study found that high workloads, combined with other responsibilities like administrative duties, significantly contribute to teacher burnout and lower motivation. Ingersoll highlights the need for educational policies that address workload issues, reduce teacher stress, and improve job satisfaction. The research emphasizes that reducing administrative burdens and ensuring manageable workloads are crucial for sustaining teacher motivation and improving educational outcomes.

Ladd and Walsh (2002) investigated how socio-economic factors, such as income inequality and resource disparities, influence teacher motivation and performance. Their

research revealed that teachers in schools serving disadvantaged communities often face greater challenges, including limited resources and lower levels of community support. These socio-economic factors contribute to lower motivation and job satisfaction among teachers, which in turn impacts their performance. The authors suggest that addressing these socio-economic challenges through targeted policies and resource allocation is essential for improving teacher motivation and educational equity.

Ryan and Deci (2000) explored the balance between intrinsic and extrinsic motivational factors and their effects on teacher job satisfaction and performance. The study is grounded in Self-Determination Theory (SDT), which differentiates between intrinsic motivation (doing something for its inherent satisfaction) and extrinsic motivation (doing something for external rewards). Their findings indicate that while both forms of motivation are important, intrinsic motivation tends to be more effective in sustaining long-term teacher engagement and performance. Teachers who are intrinsically motivated are more likely to enjoy their work, develop meaningful connections with their students, and maintain high levels of performance. The authors highlight the need for educational environments that support intrinsic motivation through meaningful tasks and professional autonomy.

Table 1

Summary of Empirical review

| S.N | Date of Publication | Article | Writers | Objectives | Methodology | Findings |
|-----|---------------------|---|------------------|---|---|---|
| 1 | 2024 | The Role of School Leadership in Teacher Motivation | Hallinger & Heck | To explore the role of school leadership in enhancing teacher motivation, focusing on leadership styles and support mechanisms. | Literature review, qualitative analysis | Transformational leadership and supportive practices enhance teacher motivation and job satisfaction. |
| 2 | 2023 | Effectiveness of Professional Development Programs | Yoon et al. | To examine the effectiveness of recent professional development programs on | Survey, program evaluation | Program quality, duration, and follow-up support are crucial for improving teacher motivation. |

| | | | | | | |
|---|------|--|-------------------|---|--|--|
| | | | | teacher motivation and instructional practices. | | |
| 3 | 2023 | Socio-Economic Factors and Teacher Motivation | Silva & Nunes | To investigate the impact of socio-economic factors on teacher motivation across different educational settings. | Case study, qualitative analysis | Economic conditions and lack of resources negatively affect teacher motivation in disadvantaged schools. |
| 4 | 2023 | Community and Parental Involvement in Teacher Motivation | Walker & Zhu | To explore how community and parental involvement influences teacher motivation and job satisfaction. | Surveys, interviews | Active community and parental involvement improve teacher morale and motivation. |
| 5 | 2022 | Teacher Workload and Job Satisfaction | Johnson & Smith | To examine the relationship between teacher workload and job satisfaction, focusing on its effects on motivation. | Survey, statistical analysis | High workload leads to burnout, decreasing motivation and job satisfaction. |
| 6 | 2022 | Teacher Autonomy and Motivation | Cheon et al. | To explore how teacher autonomy affects motivation and job satisfaction. | Survey, qualitative research | Autonomy-supportive practices enhance teacher engagement and motivation. |
| 7 | 2020 | The Impact of COVID-19 on Teacher Motivation | Richardson & Watt | To investigate the impact of the COVID-19 pandemic on teacher motivation and resilience. | Qualitative interviews | Teachers with strong coping strategies showed better resilience and maintained motivation during the pandemic. |
| 8 | 2019 | Teacher Motivation Across Cultures | Meyer & Allen | To examine the impact of cultural contexts on teacher motivation. | Cross-cultural analysis, literature review | Cultural values and norms significantly influence teacher motivation in different contexts. |
| 9 | 2016 | Teacher Burnout: | Maslach & Leiter | To review teacher burnout, its | Literature review | Chronic stress, workload, and lack |

| | | | | | | |
|----|------|--|----------------------------|---|------------------------------|---|
| 10 | 2013 | Causes, Consequences, and Prevention Work-Related Variables Affecting Teacher Motivation | Gatsinzi et al. | causes, consequences, and strategies for prevention. To explore the work-related variables influencing teacher motivation, such as work supervision and responsibility. | Survey, case study | of support contribute to teacher burnout, reducing motivation. Teachers who feel respected and have their efforts acknowledged remain more motivated. |
| 11 | 2012 | Physical and Psychological Factors in Teacher Motivation | Nyankundi | To investigate the physical and psychological factors influencing teacher motivation. | Survey, qualitative analysis | Job satisfaction, rewards, compensation, and professional training are key motivating factors. |
| 12 | 2010 | Salary and Compensation in Teacher Motivation | Raseed et al. | To study the impact of salary and compensation on teacher motivation in higher education. | Survey, interviews | Competitive salaries and benefits are important motivators, but excessive workload decreases motivation. |
| 13 | 2009 | Impact of Professional Development on Teacher Motivation | Desimone | To examine how professional development programs impact teacher motivation. | Program evaluation | Content-focused, interactive, and sustained professional development programs improve teacher motivation. |
| 14 | 2007 | Teacher Motivation and Student Achievement | Tschannen-Moran & Woolfolk | To explore the correlation between teacher motivation and student achievement. | Survey, statistical analysis | Motivated teachers lead to improved student outcomes and a positive learning environment. |
| 15 | 2006 | Leadership Styles and Teacher Motivation | Leithwood & Jantzi | To explore how different leadership styles, particularly transformational leadership, impact | Survey, case study | Transformational leadership significantly boosts teacher motivation by providing support and |

| | | | | | | |
|----|------|--|--------------|--|-------------------------------|--|
| 16 | 2004 | Teacher Job Satisfaction, Motivation, and School Effectiveness | Ololube | teacher motivation. To analyze the relationship between teacher job satisfaction, motivation, and school effectiveness. | Literature review, case study | fostering collaboration. Increased motivation leads to improved productivity and better school effectiveness. |
| 17 | 2003 | Teacher Workload and Motivation | Ingersoll | To investigate the impact of teacher workload on motivation and job satisfaction. | Survey, statistical analysis | High workload and administrative duties decrease teacher motivation and job satisfaction. |
| 18 | 2002 | Socio-Economic Factors in Teacher Motivation | Ladd & Walsh | To examine the influence of socio-economic factors on teacher motivation and performance. | Survey, case study | Socio-economic challenges contribute to lower motivation and job satisfaction in disadvantaged schools. |
| 19 | 2000 | Intrinsic and Extrinsic Motivation in Teachers | Ryan & Deci | To explore the balance between intrinsic and extrinsic motivation and its impact on teacher <u>job satisfaction.</u> | Survey, qualitative research | Intrinsic motivation is more effective in sustaining long-term teacher engagement and performance. |

2.3.2 Review of National articles

Rai and Joshi (2022) explored the relationship between teacher motivation and classroom practices in both urban and rural schools of Nepal. It examines how motivated teachers employ different teaching strategies, engage students, and create conducive learning environments. By analyzing teacher perspectives and observed classroom behaviors, the study aims to uncover the linkages between motivation and effective teaching practices.

Subedi and Tamang (2021) analyzed on multilingual education settings in Nepal, this study investigates the factors that influence teacher motivation in diverse linguistic contexts. It explores how language policies, instructional materials, and support systems impact teacher morale and job satisfaction. By examining the experiences of teachers working in multilingual environments, the study aims to inform language-in-education policies and practices that promote teacher motivation and student learning outcomes.

Shrestha and Acharya (2021) examined the impact of the COVID-19 pandemic on teacher motivation and well-being during the transition to remote teaching in Nepal. It explores the challenges faced by teachers in adapting to online instruction, managing work-life balance, and maintaining motivation amidst uncertainty and disruptions. By analyzing teacher reflections and experiences, the study aims to identify strategies for supporting teacher resilience and motivation during crisis situations.

Shakya and Shrestha (2021) explored the intersection of gender dynamics and teacher motivation in rural schools of Nepal. It examines how societal expectations, cultural norms, and gender roles influence the motivation, career aspirations, and professional experiences of male and female teachers.

Pokharel and Dhakal (2020) analyzed on secondary schools in the Kathmandu Valley, this study investigates the factors that impact teacher motivation. It examines variables such as school leadership styles, resource availability, workload, and socio-cultural factors within the context of the Kathmandu Valley. By identifying key determinants of teacher motivation, the study aims to inform policy and practice to create more supportive environments for secondary school teachers.

Similarly, Ghimire and Adhikari (2020) examined the relationship between teacher motivation and student achievement in rural Nepal. It analyzes data collected over several years to assess how variations in teacher motivation impact student learning outcomes and academic performance.

An empirical study by Thapa et al. (2020) examined the impact of non-monetary incentives and recognition on teacher motivation in community schools in Nepal. The study implemented a randomized controlled trial to evaluate the effectiveness of different forms of recognition, such as certificates of appreciation and public acknowledgment, in motivating teachers. The findings indicated that teachers who received recognition demonstrated higher levels of motivation and job satisfaction compared to those who did not, suggesting that non-monetary incentives can be effective in boosting teacher morale and performance.

A longitudinal study by Sharma and Bhandari (2020) examined the factors influencing teacher motivation and retention in community schools in Nepal. Through surveys and

interviews conducted over multiple years, the researchers tracked changes in teacher motivation levels and explored the reasons for teacher turnover. The findings revealed that factors such as salary, career advancement opportunities, job security, and support from school leadership significantly influenced teachers' decisions to stay or leave their positions. This study highlights the importance of addressing systemic issues and providing incentives to promote teacher motivation and retention in community schools.

Maharjan and Acharya (2019) investigated the factors influencing teacher motivation in secondary schools within the Kathmandu Valley. It explores the role of financial incentives, professional development programs, school leadership, and socio-cultural factors in shaping teacher motivation and job performance.

Similarly, Bhandari and Thapa (2019) examined the impact of recent reforms in secondary education policy on teacher motivation in Nepal. It assesses the implications of changes in curriculum, assessment practices, teacher recruitment procedures, and resource allocation on teacher morale and job satisfaction. The influences of intrinsic and extrinsic factors are not simple. However, it is clear from this literature that: (a) faculty members' motivations of both types bear important implications for the work that faculty members do; (b) faculty motivation is influenced by policy of the institution, and in turn, it becomes a lens through which faculty members interpret that policy; and (c) much more investigation is needed into these relationships in the community college context.

In a qualitative study conducted by Basnet and Rai (2019) explored the role of community engagement in motivating teachers in remote village schools in Nepal. Through interviews and focus group discussions with teachers, parents, and community leaders, the study revealed that teachers felt a sense of purpose and validation when they received support and recognition from the community. Additionally, teachers expressed a greater commitment to their work when they perceived their efforts as contributing to the welfare and development of the community.

A study by Gautam and Shrestha (2019) explored the relationship between teacher motivation and student engagement in community schools in Nepal. Using a mixed-methods approach, the researchers assessed teachers' levels of motivation and observed classroom dynamics to measure student engagement. The findings revealed a positive

correlation between teacher motivation and student engagement, with motivated teachers employing more interactive teaching methods and fostering a supportive learning environment. This study underscores the importance of teacher motivation in promoting active student participation and academic success.

Maharjan and Pandey (2018) conducted in rural areas of Nepal, this longitudinal study explores the relationship between teacher motivation and student achievement over time. By analyzing longitudinal data, the study seeks to understand how variations in teacher motivation influence student outcomes. It aims to provide empirical evidence on the impact of teacher motivation on student achievement, highlighting the importance of supporting and motivating teachers in rural educational settings.

Similarly, Sharma and Shrestha (2018) explained the levels of motivation and job satisfaction among primary school teachers in urban and rural areas of Nepal. It examines the impact of factors such as salary, professional development opportunities, and working conditions on teacher motivation and job satisfaction.

A study by Shrestha and Gurung (2018) investigated the effects of a professional development program on teacher motivation in rural community schools in Nepal. The study found that participating teachers reported increased motivation and job satisfaction, attributed to the acquisition of new teaching strategies and skills through the program. Furthermore, the study observed a positive correlation between teacher motivation and student engagement, highlighting the importance of investing in teacher professional development for improving educational outcomes in community schools.

Research by Aryal and Sharma (2017) explored the influence of school leadership and organizational climate on teacher motivation in community schools in Nepal. Using surveys and interviews, the study examined perceptions of school leaders' effectiveness, collegial relationships among staff, and the overall work environment. The findings revealed that positive leadership practices, such as supportive supervision and opportunities for professional growth, were associated with higher levels of teacher motivation and commitment. Furthermore, a positive organizational climate characterized by trust, collaboration, and shared goals contributed to a sense of belonging and engagement among teachers.

Research by Acharya and Maharjan (2017) investigated the impact of teacher motivation on student achievement in community schools in Nepal. Through longitudinal analysis of standardized test scores and teacher surveys, the study examined the relationship between teacher motivation, instructional quality, and student learning outcomes over time. The findings indicated that highly motivated teachers demonstrated greater effectiveness in delivering instruction, providing feedback, and facilitating student learning, leading to improved academic performance among their students. This study provides empirical evidence of the critical role of teacher motivation in driving student achievement in community schools.

A comparative study by Rai and Pokharel (2018) compared levels of teacher motivation across different types of schools in Nepal, including government-run, private, and community schools. Using surveys and focus group discussions, the researchers explored variations in motivational factors, job satisfaction, and perceived support among teachers in these settings. The findings revealed distinct patterns of motivation and job satisfaction, with community school teachers often facing unique challenges related to resource constraints and community engagement. This study offers valuable insights into the contextual factors shaping teacher motivation and highlights the importance of tailoring interventions to address the specific needs of educators in community schools.

Similarly Subedi and Bhattarai (2017) evaluated the effectiveness of professional development programs implemented by a non-governmental organization (NGO) in Nepal in enhancing teacher motivation. It assesses the perceived benefits of training workshops, mentoring sessions, and resource support on teacher morale and job satisfaction.

Khadka and Sharma (2016) compared the levels of motivation and job satisfaction between primary school teachers in urban and rural areas of Nepal. It explores various factors influencing motivation, such as salary, professional development opportunities, and working conditions. By examining these differences, the study aims to provide insights into the unique challenges faced by teachers in different contexts and potential strategies for improving teacher motivation and job satisfaction.

Khadka (2009) analyzed the motivation as a task of arousing interest and spirit in employees to work actively in a disciplined, responsible and dedicated manner for effectively operating an organization for the achievement of organizational goals. Motivation also establishes the co-operative relationship among employees and encourages them to work. It is a continuous process as it arises from human needs which are innumerable when one need has been fulfilled, another need appears instantly. This is purely a human and psychological aspect as the same environmental elements do not motivate all persons equally and only the human being, not any other resources can be motivated. There are various techniques to motivate persons to work.

2.3.3 Review of Thesis

Poudel (2021) analyzed how recent changes in educational policies affect teacher motivation in Nepal. The study uses a combination of policy analysis and teacher surveys to evaluate the effects of policy shifts on motivation.

Adhikari (2020) investigated how socio-economic factors, including teacher salaries, job security, and socio-economic status of students, affect teacher motivation in Nepalese schools. The study uses survey data and interviews to analyze these influences.

Oli (2020) examined how recent educational reforms in Nepal have influenced teacher motivation. The research includes case studies of schools affected by the reforms and surveys of teachers' responses to these changes.

Karki (2019) focused on the unique challenges faced by teachers in urban schools, including workload, infrastructure, and student behavior, and how these challenges impact their motivation.

Sharma (2019) examined how professional development programs influence teacher motivation and performance in secondary schools. The study evaluates various training programs and their effectiveness through qualitative and quantitative methods.

Bhattarai (2018) examined how community involvement and support impact teacher motivation in public schools. The study includes interviews with teachers, parents, and community members, and analyzes the effects of community engagement on teacher morale.

Kumar (2018) investigated the factors affecting teacher motivation and job satisfaction in community schools across Nepal. It uses surveys and interviews with teachers to understand the impact of working conditions, remuneration, and professional development opportunities on motivation.

Thapa (2017) focused on how the work environment in rural schools impacts teacher motivation. The research includes case studies and surveys of teachers working in remote areas, assessing factors such as infrastructure, resources, and community support. Ghimire (2016) explored how different leadership styles and practices affect teacher motivation in Nepalese schools. The study employs a mixed-methods approach, including surveys and interviews with school leaders and teachers.

Yadav (2015) investigated the balance between intrinsic and extrinsic motivational factors among teachers in Nepal. The study uses surveys and focus groups to assess how different types of motivation affect teacher performance and satisfaction.

2.4 Research Gap

Despite the growing acknowledgment of the importance of teacher motivation in community schools in Nepal, there remains a significant gap in understanding the nuanced factors that drive or hinder motivation among teachers in these settings. While existing studies may touch upon general aspects of teacher motivation, such as salary, professional development opportunities, and workload, there is a dearth of comprehensive research that delves into the unique contextual factors specific to community schools in Nepal. Additionally, limited attention has been paid to the interplay between intrinsic and extrinsic motivators, the influence of socio-cultural dynamics, and the impact of government policies on teacher motivation within this particular educational context. Addressing these gaps is crucial for the development of targeted interventions and policies aimed at enhancing teacher motivation and, consequently, improving educational outcomes in community schools in Nepal.

CHAPTER III

RESEARCH METHODOLOGY

Methodology is a systematic, theoretical analysis of applied methods to a field of study. It sets out an overall plan associated with a study. It provides a basic framework on which the study is based. Before presenting the analysis and interpretation of data, it is necessary that research methodology be described first. In the absence of methodology, it is likely that the conclusions drawn may be misunderstood. Therefore, this chapter explains the methodology employed in the study. This chapter deals with the research design and methodology. This chapter includes introduction, research design, population and sampling, nature and sources of data and instrumentation of data collection, method of analysis and finally research framework and definition of variable.

In order to achieve the expected results and contribution, this section explains the selection of a single case study organization as well as a survey questionnaire to collect primary data. It also explains data collection procedure, the rationale of chosen sampling method, and the detailed measurement process of the variables of the questionnaire.

3.1 Research Design

The research design of this study is a descriptive and causal research design. It primarily focuses on providing a detailed account of the teachers' perspectives and identifying any potential causal relationships between variables. A survey design was employed, where purposive sampling was used to select relevant teachers from 10 community schools in Tokha Municipality. The total population consisted of 318 teachers, with 287 respondents providing data via questionnaires. This design allows for a comprehensive understanding of the teachers' opinions on factors affecting their work environment. The study aims to describe the current situation and explore possible causal links between variables related to teaching conditions.

3.2 Population, Sample and Sampling Design

The population for this study consists of 318 teachers from 10 community schools in Tokha Municipality, including both quota-based (195 teachers) and other sources (123 teachers) teachers (July, 2024). From this population, a sample of 287 teachers

participated in the study by responding to a structured questionnaire. A purposive sampling design was applied to select participants based on their relevance to the research objectives, ensuring that those chosen had meaningful insights into the factors influencing their teaching environment. This non-random sampling method allowed the study to focus on teachers who could provide detailed and informed opinions, thus enhancing the depth and relevance of the data collected. Although purposive sampling limits the ability to generalize findings to all teachers in the region, it ensures a targeted and focused exploration of the issues at hand.

3.3 Nature and Sources of Data

This study primarily utilized quantitative research methods, with primary data collected through structured questionnaires. The questionnaires were distributed to teachers from 10 community schools in Tokha Municipality, Nepal, and were collected after a specified period. The primary data were used to explore the factors influencing teacher motivation in these schools. Additionally, secondary data were incorporated, sourced from internet resources, books, journals, and other academic materials.

The sample for this study included 287 teachers from a total population of 318 teachers in the 10 selected community schools. The research instrument was divided into two sections: Part I gathered demographic information about the teachers, while Part II assessed teacher motivation by examining key influencing factors such as school infrastructure, salary and benefits, professional development, community support, and the work environment. These factors were considered as independent variables, while teacher motivation was the dependent variable.

To analyze the relationship between the independent variables (school infrastructure, salary and benefits, professional development, community support, and work environment) and teacher motivation, the study employed non-parametric tests. The responses were measured using a five-point Likert scale: (1) Extremely High, (2) High, (3) Moderate, (4) Low, and (5) Least. This scale helped to quantify the teachers' perceptions of how these various factors influenced their motivation to perform effectively in the classroom. The findings provide valuable insights into the key factors

that impact teacher motivation in Nepalese community schools and their potential role in enhancing educational outcomes.

3.4 Method of Analysis

Whenever the function of data collection is completed the function of sorting, managing, arranging, ordering, analysis and interpretation of those data are done. These functions are done with the help of statistical tools in a systematic manner. Similarly, in this study SPSS (Statistical Package for Social Sciences), Microsoft Excel and Microsoft Word were used to analyze the data. With the help of these tools, few statistical techniques such as Mean, standard Deviation, Correlation and regression were possible to use for the analysis of data. Similarly, reliability of the data were tested.

3.5 Mathematical and statistical tools

Mathematical tools i.e., calculators were used by the researcher for calculation of percentage in the data analysis process.

Based on the nature of data following statistical tools were used by the researcher:

Descriptive Analysis

Descriptive statistics are brief descriptive coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population. Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Measures of central tendency include the mean, while measures of variability include standard deviation, variance, minimum and maximum variables.

Correlation Analysis

The correlation coefficient (ρ) is a measure that determines the degree to which the movement of two different variables is associated. The most common correlation coefficient, generated by the Pearson product-moment correlation, is used to measure the linear relationship between two variables. However, in a non-linear relationship, this correlation coefficient may not always be a suitable measure of dependence.

The possible range of values for the correlation coefficient is -1.0 to 1.0. In other words, the values cannot exceed 1.0 or be less than -1.0. A correlation of -1.0 indicates a

perfect negative correlation, and a correlation of 1.0 indicates a perfect positive correlation. If the correlation coefficient is greater than zero, it is a positive relationship. Conversely, if the value is less than zero, it is a negative relationship. A value of zero indicates that there is no relationship between the two variables.

Regression Analysis

Multiple regression is a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the value of the single dependent value. Each predictor value is weighted, the weights denoting their relative contribution to the overall prediction.

Multiple regression model were used in this study to analyze the relationship between the components of training and development and their impact on employee performance. The multiple regression model used in this study is as follow:

$$TM = a_0 + a_1WE + a_2CS + a_3PD + a_4SB + a_5SI$$

Where,

TM= Teacher's Motivation

WE=Work environment

CS=Community support

PD=Professional Development

SB=Salary and Benefits

SI=School infrastructure

3.6 Research Framework

The research framework for this study outlines the relationship between various independent variables and the dependent variable, teacher motivation, in community schools of Tokha Municipality, Nepal. The framework is designed to investigate how factors such as school infrastructure, salary and benefits, professional development, community support, and the work environment influence teachers' motivation. These independent variables are hypothesized to have a significant impact on the dependent variable, teacher motivation, which in turn affects teaching effectiveness, job satisfaction,

and overall performance. The framework serves as the foundation for the analysis and guides the investigation of how these factors interact and contribute to teachers' motivation in the educational context.

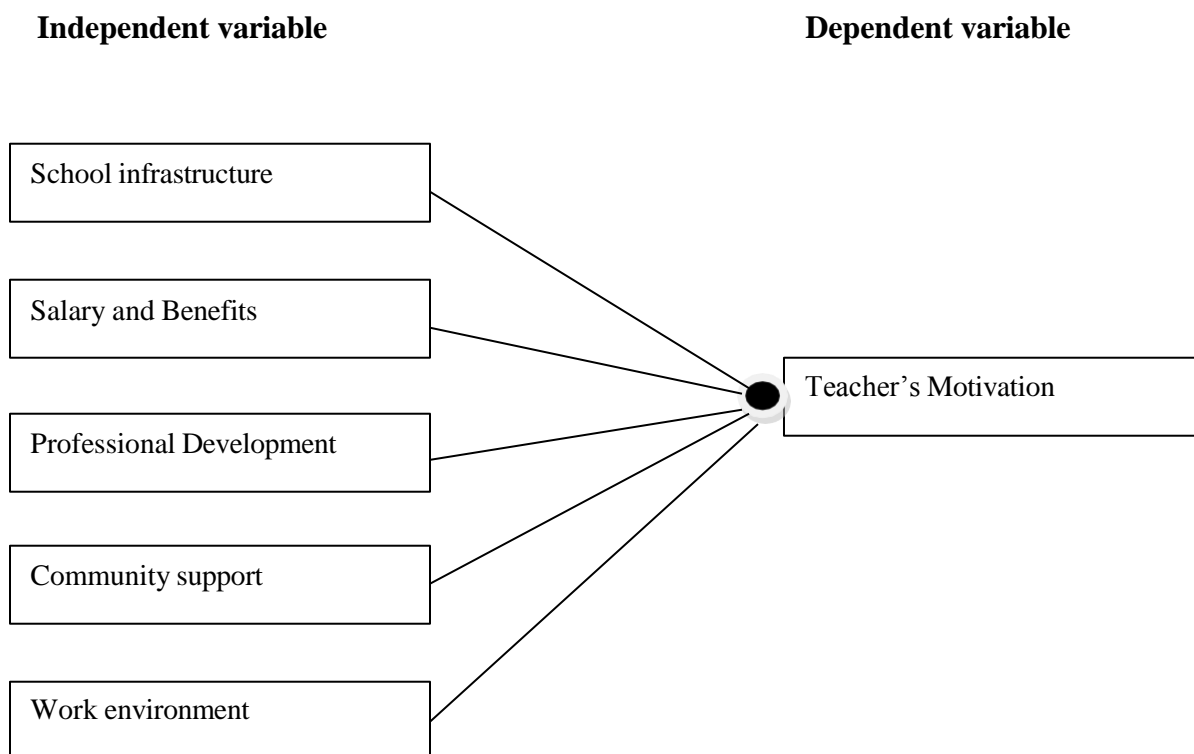


Figure 1: Research Framework

3.7 Definition of the Variables

Teacher Motivation (Dependent Variable)

Teacher motivation refers to the internal and external factors that influence a teacher's willingness, enthusiasm, and commitment to their work. It includes both intrinsic motivation (such as personal satisfaction from teaching and student success) and extrinsic motivation (such as external rewards, recognition, and career advancement). In this study, teacher motivation is considered the driving force that affects teaching quality, job satisfaction, and overall teacher performance in the classroom.

School Infrastructure (Independent Variable)

School infrastructure refers to the physical and organizational environment within which teaching and learning take place. This includes the quality and availability of classrooms, teaching materials, educational technology, and other physical resources that facilitate the

educational process. Adequate infrastructure supports teachers in their roles, potentially enhancing their motivation by providing a better working environment.

Salary and Benefits (Independent Variable)

Salary and benefits refer to the financial compensation and other rewards provided to teachers for their work. This includes not only the base salary but also allowances, health benefits, retirement plans, and other incentives. A competitive salary and comprehensive benefits package can contribute to greater teacher satisfaction and motivation, as financial security and recognition of teachers' efforts are important for job commitment and overall motivation.

Professional Development (Independent Variable)

Professional development refers to ongoing learning opportunities that help teachers enhance their skills, knowledge, and qualifications. These opportunities can include workshops, training sessions, conferences, and advanced degree programs. Professional development is crucial for motivating teachers by enabling them to improve their teaching practices, stay current with educational trends, and feel more confident and capable in their roles.

Community Support (Independent Variable)

Community support refers to the involvement and backing from the local community, including parents, community leaders, and other stakeholders. A supportive community can help motivate teachers by providing encouragement, acknowledging their work, and offering resources or assistance when needed. Teachers who feel supported by their community tend to have higher levels of motivation, as they perceive a collective responsibility for student success.

Work Environment (Independent Variable)

The work environment encompasses the overall atmosphere in which teachers work, including relationships with colleagues, school leadership, and the school culture. A positive work environment, characterized by collaboration, mutual respect, and a supportive culture, can greatly enhance teacher motivation. Teachers who feel respected,

valued, and supported by their colleagues and administrators are more likely to be motivated and committed to their work.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter focuses on the presentation and analysis of data. It details how the information gathered from respondents is organized and examined based on their feedback. The researcher personally distributed and collected all the questionnaires. The data collected were analyzed using various tools and techniques. The results obtained from this analysis are presented systematically and interpreted with careful consideration in the subsequent sections.

4.1 Results

There were presented the demographic and statistical analysis.

Nature of the Respondents

The demographic section of the survey gathered essential information about the respondents, including their age, gender, and years of teaching experience, educational qualifications, and the school they are currently employed at. This data helps to understand the diverse backgrounds of the teachers and how these factors may influence their motivation and overall job satisfaction.

Table 2

Respondent Profile

| Variables | Component | Frequency | Percent |
|-----------|-----------------|-----------|---------|
| Gender | Male | 165 | 57.49 |
| | Female | 122 | 42.51 |
| | Total | 287 | 100.00 |
| Age Group | 18-20 | 86 | 29.97 |
| | 20-40 | 93 | 32.40 |
| | 40-60 | 108 | 37.63 |
| | Total | 287 | 100.00 |
| Education | Intermediate | 98 | 34.15 |
| | Bachelor degree | 106 | 36.93 |
| | Master degree | 80 | 27.87 |
| | M. Phil/PhD. | 3 | 1.05 |
| | Total | 287 | 100.00 |

Source: Field Survey 2024

Table 2 shows that the demographic profile of the 287 respondents in this study reveals a diverse group of individuals with varying characteristics. Table 2 provides a comprehensive profile of the survey respondents, offering insight into the demographic characteristics of teachers in community schools within Tokha Municipality. In terms of gender, the sample consists of 57.49% male teachers and 42.51% female teachers, indicating a slight predominance of male teachers. This gender distribution reflects the broader trend of male teachers outnumbering female teachers in the region, though the difference is not substantial. The age distribution shows that 37.63% of teachers fall within the 40-60 age group, making it the largest category. This suggests a workforce with considerable experience, while 32.40% of teachers are in the 20-40 age range, representing mid-career professionals. The youngest group, aged 18-20, comprises 29.97% of the respondents, likely representing newly recruited teachers or those in the early stages of their careers. Regarding educational qualifications, 36.93% of teachers hold a Bachelor's degree, followed closely by 34.15% with intermediate-level education. A smaller proportion, 27.87%, have a Master's degree, and only 1.05% possess advanced qualifications such as M. Phil or PhD. This distribution highlights that while many teachers have higher education credentials, a significant number still have only undergraduate or intermediate-level qualifications. These demographic factors are important for understanding the diverse backgrounds of the teachers and their potential impact on their motivation, job satisfaction, and performance within the community school system.

Descriptive Analysis

Descriptive statistics are employed to analyze the data gathered from respondents throughout the research. This section presents the frequency distribution for each service dimension, which constitutes the dependent variables in the study. It also provides additional information, including the mean, and standard deviation for each variable. Ratings were assigned on a scale from 5 (Strongly Agree) to 1 (Strongly Disagree).

Teacher Motivation

Teacher motivation is a critical factor that influences both the effectiveness of teaching and the quality of student learning. It refers to the internal drive that propels teachers to

perform their duties with enthusiasm, commitment, and dedication. Motivated teachers are more likely to engage in innovative teaching methods, maintain a positive classroom atmosphere, and foster better relationships with their students. Motivation can be shaped by various factors, such as job satisfaction, career development opportunities, school infrastructure, support from colleagues and the community, and adequate compensation. When teachers feel valued, supported, and professionally fulfilled, their motivation tends to increase, leading to improved teaching outcomes and enhanced student performance.

Table 3

Teacher Motivation

| Statement | N | Mean | Std. Deviation |
|---|-----|------|----------------|
| Commitment to the role as a teacher and pride in the work are felt. | 287 | 3.70 | 1.025 |
| Motivation to teach is driven by the desire to see students succeed academically. | 287 | 3.25 | 0.551 |
| Energy and enthusiasm are present when preparing lessons for students. | 287 | 3.88 | 1.22 |
| Average Mean | 287 | 3.66 | 1.057 |

Source: *Field Survey*, 2024

Table 3 presents the results related to teacher motivation, based on the responses from 287 teachers. The first statement, "Commitment to the role as a teacher and pride in the work are felt," has a mean score of 3.70 with a standard deviation of 1.025. This indicates that, on average, teachers feel somewhat committed and proud of their work, but there is some variation in their responses. The second statement, "Motivation to teach is driven by the desire to see students succeed academically," has a lower mean score of 3.25 with a standard deviation of 0.551, suggesting that while many teachers are motivated by their students' success, this motivation is not as strong for everyone. The third statement, "Energy and enthusiasm are present when preparing lessons for students," received a mean score of 3.88 with a higher standard deviation of 1.22. This shows that most teachers feel energetic and enthusiastic about lesson planning, though there is a wide range of responses. Overall, the average mean score for teacher motivation is 3.66, with a

standard deviation of 1.057, indicating that teachers generally feel motivated, but the level of motivation varies across the group. These results reflect that teachers are fairly motivated, especially in terms of pride and energy for their work, although motivations tied to student success may differ among individuals.

School Infrastructure

School infrastructure plays a crucial role in creating a conducive learning environment for both students and teachers. It encompasses the physical facilities, such as classrooms, libraries, laboratories, and recreational spaces, as well as the availability of teaching materials, technology, and essential resources. Well-maintained infrastructure not only supports effective teaching but also contributes to the overall well-being of teachers and students. For example, modern classrooms equipped with necessary teaching aids and technology can enhance instructional delivery and student engagement. A safe, clean, and comfortable school environment can also positively impact teacher motivation, as it makes the teaching process more efficient and enjoyable. Proper infrastructure ensures that both students and educators have the necessary tools to succeed, ultimately contributing to better educational outcomes.

Table 4

School Infrastructure

| Statement | N | Mean | Std. Deviation |
|---|-----|------|----------------|
| The physical condition of classrooms supports an effective teaching environment. | 287 | 3.96 | 0.955 |
| Necessary educational materials (e.g., books, technology) are provided to effectively teach students. | 287 | 3.91 | 0.948 |
| Access to adequate teaching tools and equipment is available to perform the job effectively. | 287 | 3.66 | 1.114 |
| Average Mean | 287 | 3.84 | 1.005 |

Source: *Field Survey, 2024*

Table 4 provides insights into the teachers' perceptions of school infrastructure. The first statement, "The physical condition of classrooms supports an effective teaching environment," has a mean score of 3.96 with a standard deviation of 0.955. This indicates that teachers generally feel the classrooms are in good condition and contribute positively to teaching, though there is some variation in responses. The second statement, "Necessary educational materials (e.g., books, technology) are provided to effectively teach students," has a mean score of 3.91 with a standard deviation of 0.948. This suggests that teachers feel that essential teaching materials are mostly available, but again, responses vary. The third statement, "Access to adequate teaching tools and equipment is available to perform the job effectively," received a mean score of 3.66 with a higher standard deviation of 1.114, indicating that while some teachers have access to the necessary tools and equipment, there is more variation in the availability of these resources. Overall, the average mean score for school infrastructure is 3.84, with a standard deviation of 1.005, showing that teachers generally feel the school infrastructure is supportive of effective teaching, but there is some inconsistency in the resources available to them.

Salary and Benefits

Salary and benefits are key factors in determining teacher motivation and job satisfaction. Competitive pay and comprehensive benefits packages, including health insurance, retirement plans, and bonuses, provide teachers with financial security and recognition for their hard work. When teachers feel adequately compensated for their efforts, they are more likely to be motivated, committed to their roles, and remain in the profession long-term. Inadequate salary and limited benefits, on the other hand, can lead to dissatisfaction, reduced morale, and high turnover rates, negatively impacting both teacher performance and student outcomes.

Table 5
Salary and Benefits

| Statement | N | Mean | Std. Deviation |
|---|-----|------|----------------|
| The salary is adequate to meet personal financial needs and supports a satisfactory standard of living. | 287 | 4.13 | 1.019 |
| The benefits package (e.g., insurance, allowances, pension) meets expectations. | 287 | 3.87 | 1.212 |
| Compensation is aligned with the effort and time dedicated to the teaching profession | 287 | 3.47 | 1.125 |
| Average Mean | 287 | 3.82 | 1.12 |

Source: *Field Survey, 2024*

Table 5 presents the teachers' views on salary and benefits. The first statement, "The salary is adequate to meet personal financial needs and supports a satisfactory standard of living," has a mean score of 4.13 with a standard deviation of 1.019. This indicates that, on average, teachers feel their salary is sufficient for their financial needs and provides a comfortable standard of living, although there is some variation in responses. The second statement, "The benefits package (e.g., insurance, allowances, pension) meets expectations," has a mean score of 3.87 with a higher standard deviation of 1.212. This suggests that most teachers are satisfied with their benefits, but the level of satisfaction varies among individuals. The third statement, "Compensation is aligned with the effort and time dedicated to the teaching profession," has a mean score of 3.47 with a standard deviation of 1.125, showing that teachers feel their compensation may not fully match the effort and time they put into their work, with responses varying widely.

Overall, the average mean score for salary and benefits is 3.82, with a standard deviation of 1.12. This indicates that, while teachers generally find their salary and benefits satisfactory, there are differing opinions on whether their compensation adequately reflects the amount of work they do. Some teachers may feel more satisfied with their pay and benefits than others, suggesting areas for potential improvement.

Professional Development

Professional development is essential for enhancing teacher skills, knowledge, and overall effectiveness in the classroom. It encompasses various opportunities such as workshops, training programs, conferences, and advanced qualifications, allowing teachers to stay updated with the latest teaching methods, educational technologies, and subject knowledge. Ongoing professional development not only helps teachers improve their instructional practices but also boosts their confidence and motivation. When teachers have access to continuous learning opportunities, they are more likely to feel supported in their career growth, leading to greater job satisfaction and improved teaching performance, which ultimately benefits student achievement.

Table 6

Professional Development

| Statement | N | Mean | Std. Deviation |
|--|-----|------|----------------|
| Sufficient opportunities for professional development programs or workshops are provided | 287 | 3.78 | 1.170 |
| There is encouragement to engage in activities that enhance teaching skills | 287 | 3.92 | 1.219 |
| Professional development opportunities offered directly improve teaching practices | 287 | 3.76 | 1.191 |
| Average mean | 287 | 3.82 | 1.193 |

Source: *Field Survey*, 2024

Table 6 provides an overview of teachers' perceptions regarding professional development opportunities. The first statement, "Sufficient opportunities for professional development programs or workshops are provided," has a mean score of 3.78 with a standard deviation of 1.170. This indicates that, on average, teachers feel there are adequate opportunities for professional development, though responses vary somewhat. The second statement, "There is encouragement to engage in activities that enhance teaching skills," has a mean score of 3.92 with a higher standard deviation of 1.219, suggesting that teachers generally feel encouraged to participate in skill-enhancing activities, but again, the level of encouragement varies among individuals. The third

statement, "Professional development opportunities offered directly improve teaching practices," has a mean score of 3.76 with a standard deviation of 1.191, implying that most teachers believe the professional development opportunities they receive positively impact their teaching, although there is some variation in how strongly they feel about this.

The average mean score for professional development is 3.82, with a standard deviation of 1.193. This shows that teachers generally feel there are good opportunities for professional development, and these opportunities are beneficial to their teaching practices. However, the variation in responses suggests that there may be differences in the availability or perceived effectiveness of professional development programs across schools or individuals.

Community Support

Community support is vital for fostering a positive and effective teaching environment. It involves the active engagement of parents, local leaders, and community members in the educational process. When teachers feel supported by the community, whether through involvement in school activities, recognition of their work, or provision of resources, their motivation and job satisfaction increase. A strong partnership between the school and the community can also create a sense of shared responsibility for student success, enhancing teachers' sense of purpose and dedication. This collaborative support helps build a nurturing atmosphere where both students and teachers thrive.

Table 7

Community Support

| Statements | N | Mean | Std. Deviation |
|---|-----|------|----------------|
| Strong support and encouragement from parents and guardians are felt in teaching efforts | 287 | 3.91 | 1.078 |
| The local community is actively engaged in supporting educational initiatives at the school | 287 | 3.84 | 0.991 |
| Parents are regularly involved in their children's education and show interest in teaching | 287 | 4.04 | 1.116 |
| Valid N (listwise) | 287 | 3.93 | 1.062 |

Source: *Field Survey, 2024*

Table 7 presents the teachers' views on community support in their teaching efforts. The first statement, "Strong support and encouragement from parents and guardians are felt in teaching efforts," has a mean score of 3.91 with a standard deviation of 1.078. This suggests that teachers generally feel supported by parents and guardians, although there is some variation in how strongly this support is felt. The second statement, "The local community is actively engaged in supporting educational initiatives at the school," has a mean score of 3.84 with a standard deviation of 0.991. This indicates that teachers feel the local community is somewhat engaged in supporting educational activities, with responses being fairly consistent. The third statement, "Parents are regularly involved in their children's education and show interest in teaching," has the highest mean score of 4.04 with a standard deviation of 1.116. This suggests that teachers perceive strong involvement from parents in their children's education, although, as with the other statements, there is some variability in the responses.

The overall average mean score for community support is 3.93, with a standard deviation of 1.062. This indicates that, on average, teachers feel there is a good level of community support for their work, especially in terms of parental involvement and encouragement. However, the variation in responses suggests that the degree of support may differ across schools or communities, with some teachers experiencing stronger support than others.

Work Environment

A positive work environment is crucial for maintaining teacher motivation and enhancing job satisfaction. It refers to the overall atmosphere within the school, including relationships among colleagues, support from school leadership, and the culture of collaboration. A work environment characterized by respect, open communication, and mutual support fosters a sense of belonging and security among teachers. When teachers feel valued and respected by their peers and administrators, they are more likely to be engaged, motivated, and committed to their work. A supportive and harmonious work environment not only boosts teacher morale but also contributes to improved teaching quality and student outcomes.

Table 8

Work Environment

| Statement | N | Mean | Std. Deviation |
|---|-----|------|----------------|
| The school administration fosters a positive and supportive work environment for all teachers | 287 | 3.95 | 1.126 |
| Colleagues are cooperative and work well together to improve teaching outcomes | 287 | 3.59 | 1.134 |
| The school's work environment is free from significant conflict, and teachers are respectful towards each other | 287 | 3.91 | 1.072 |
| Average mean | 287 | 3.82 | 1.109 |

Source: *Field Survey, 2024*

Table 8 presents the teachers' views on the work environment within their schools. The first statement, "The school administration fosters a positive and supportive work environment for all teachers," has a mean score of 3.95 with a standard deviation of 1.126. This suggests that, on average, teachers feel the school administration provides a positive and supportive atmosphere, although there is some variation in their perceptions. The second statement, "Colleagues are cooperative and work well together to improve teaching outcomes," has a mean score of 3.59 with a standard deviation of 1.134. This indicates that while some teachers feel their colleagues are cooperative, there is a noticeable level of variation in how teachers experience cooperation within their teams. The third statement, "The school's work environment is free from significant conflict, and teachers are respectful towards each other," has a mean score of 3.91 with a standard deviation of 1.072, showing that most teachers feel the work environment is generally free from major conflicts and that there is mutual respect among colleagues.

The average mean score for work environment is 3.82, with a standard deviation of 1.109. This suggests that, overall, teachers find the work environment to be positive and supportive, with a relatively high level of cooperation and respect among colleagues. However, the variability in responses points to differences in individual experiences,

suggesting that some teachers may perceive the work environment more positively than others.

Correlation Analysis

Pearson correlation analysis is used to determine the relationships between various independent and dependent variables in the research. This method assesses the linear relationship between pairs of variables. The analysis was performed on variables that were measured using straightforward multiple-choice responses. To gauge the strength and direction of these relationships, a correlation matrix was constructed. A positive correlation suggests that as one variable increases, the other variable tends to increase as well. Conversely, a negative correlation indicates that an increase in one variable corresponds with a decrease in the other.

Table 9

Pearson's Correlation Matrix

| Variables | | Teacher Motivation | School Infrastructure | Salary and Benefits | Professional Development | Community Support | Work Environment |
|--------------------------|---------------------|--------------------|-----------------------|---------------------|--------------------------|-------------------|------------------|
| Teacher Motivation | Pearson Correlation | 1 | .245 | .266** | .442** | .393** | .117* |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .018 |
| School Infrastructure | Pearson Correlation | | 1 | .237 | .388** | .378** | .119* |
| | Sig. (2-tailed) | | | .001 | .003 | .006 | .020 |
| Salary and Benefits | Pearson Correlation | | | 1 | .204** | .374** | .134** |
| | Sig. (2-tailed) | | | | .000 | .000 | .007 |
| Professional Development | Pearson Correlation | | | | 1 | .224** | .166** |
| | Sig. (2-tailed) | | | | | .000 | .001 |
| Community Support | Pearson Correlation | | | | | 1 | -.035 |
| | Sig. (2-tailed) | | | | | | .484 |
| Work Environment | Pearson Correlation | | | | | | 1 |
| | Sig. (2-tailed) | | | | | | |

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: correlation using SPSS

Table 9 presents the Pearson's correlation matrix, which explores the relationships between teacher motivation and other variables. The results show that teacher motivation has a weak positive correlation with school infrastructure (0.245), which is statistically significant at the 0.01 level. This suggests that better school infrastructure is somewhat linked to higher teacher motivation, although the relationship is not very strong. Teacher motivation also has a moderate positive correlation with salary and benefits (0.266), which is significant at the 0.01 level. This indicates that teachers who feel adequately compensated tend to be more motivated. The correlation between teacher motivation and professional development is even stronger (0.442), which is highly significant, suggesting that access to professional development opportunities plays a crucial role in boosting teacher motivation. Additionally, teacher motivation is positively correlated with community support (0.393), also significant at the 0.01 level, showing that support from the local community is linked to greater motivation among teachers. However, the correlation between teacher motivation and work environment is relatively weak (0.117), though it is still statistically significant at the 0.05 level, implying that while a positive work environment contributes to motivation, its impact is less pronounced.

Further correlations reveal that school infrastructure is positively correlated with salary and benefits (0.237) and professional development (0.388), both significant at the 0.01 level. This suggests that better infrastructure is often associated with higher compensation and more opportunities for professional development. Similarly, salary and benefits is positively correlated with professional development (0.374), indicating that better pay may be linked to increased opportunities for professional growth.

On the other hand, the correlation between community support and work environment is negative (-0.035) and not statistically significant, meaning there is no meaningful relationship between these two variables. Overall, the results highlight that teacher motivation is most strongly influenced by professional development, salary and benefits, and community support, with weaker but still significant correlations to school infrastructure and work environment.

Regression Analysis

Regression analysis is limited to determining whether there is a strong link between two variables. Regression analysis, which is used in statistical modeling to focus on the relationship between a dependent variable and one or more independent variables, is a statistical procedure for estimating the relationship among the variables.

The results of a correlation analysis can only indicate whether there is a significant association between two variables. However, even if a correlation coefficient shows that two variables have a strong association. It is used to create predictions and describe the nature of relationships. To determine the link between dependent and independent variables, linear regression analysis was used.

Table 10

Impact of Variables for all Samples

| Model | Unstandardized | | Standardized | t | Sig. |
|--------------------------|----------------|------------|--------------|-------|-------|
| | Coefficients | | Coefficients | | |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 0.609 | 0.281 | 0.024 | 2.169 | 0.031 |
| School Infrastructure | 0.578 | 0.236 | 0.457 | 1.009 | 0.045 |
| Salary and Benefits | 0.052 | 0.052 | 0.045 | 1.004 | 0.016 |
| Professional Development | 0.320 | 0.044 | 0.314 | 7.252 | 0.000 |
| Community Support | 0.221 | 0.048 | 0.217 | 4.623 | 0.000 |
| Work Environment | 0.076 | 0.044 | 0.072 | 1.717 | 0.087 |

Sources: Calculation of using SPSS version 26

Dependent Variables: Teacher Motivation

Table 10 presents the results of a regression analysis examining the impact of various independent variables on teacher motivation, with teacher motivation being the dependent variable. The table provides unstandardized coefficients (B), standardized coefficients (Beta), t-values, and significance values (Sig.) for each variable.

The constant term (0.609) is statistically significant at the 0.05 level ($p = 0.031$), suggesting that when all independent variables are held constant, the baseline level of teacher motivation is 0.609.

Among the independent variables, school infrastructure has an unstandardized coefficient of 0.578 and a standardized beta coefficient of 0.457, which is statistically significant at the 0.05 level ($p = 0.045$). This indicates that improvements in school infrastructure have a positive effect on teacher motivation, with a moderate strength of association.

Salary and benefits has an unstandardized coefficient of 0.052 and a standardized beta of 0.045, with a significance level of 0.016. Although statistically significant, the effect of salary and benefits on teacher motivation is relatively small, suggesting that while financial compensation matters, its impact on motivation is weaker compared to other factors.

Professional development shows the strongest impact, with an unstandardized coefficient of 0.320 and a standardized beta of 0.314. This variable is highly significant ($p = 0.000$) and indicates that professional development has a strong, positive influence on teacher motivation, with teachers who have more opportunities for growth being more motivated.

Community support also has a significant positive effect on teacher motivation, with an unstandardized coefficient of 0.221 and a standardized beta of 0.217 ($p = 0.000$). This suggests that greater support from the community contributes to higher teacher motivation.

Lastly, work environment has an unstandardized coefficient of 0.076 and a standardized beta of 0.072, with a p-value of 0.087. While the effect is positive, it is not statistically significant at the 0.05 level, indicating that the work environment, though important, does not have as strong an impact on teacher motivation as the other variables.

The regression analysis reveals that professional development, community support, and school infrastructure are the most significant factors affecting teacher motivation. While salary and benefits also contribute, their impact is smaller, and the work environment has the least significant effect among the variables examined.

4.2 Discussion

The study found that teacher motivation in community schools in Nepal is significantly influenced by factors such as professional development, school infrastructure, community support, and salary/benefits. Among these, professional development emerged as the strongest driver of teacher motivation. Teachers who had access to continuous professional development opportunities expressed higher levels of motivation and job satisfaction. Similarly, community support, including active involvement from parents and the local community, played a crucial role in boosting teacher motivation. The physical condition of school infrastructure, such as well-maintained classrooms and access to educational materials, also emerged as a significant motivator. While salary and benefits positively impacted motivation, their influence was less pronounced compared to professional development and community support. The work environment, including relationships with colleagues and the level of conflict within the school, had a smaller but still positive effect on teacher motivation.

These findings align with several previous studies in the field. Hallinger and Heck (2024) emphasized the role of school leadership in improving teacher motivation, focusing on leadership styles and principal-teacher relationships. While the present study did not directly address leadership, it confirmed the importance of a supportive school environment, which includes community involvement and professional development. The findings on professional development resonate with the research of Yoon et al. (2023), who highlighted the significance of quality professional development programs with follow-up support. The current study found that professional development was one of the most significant motivators for teachers. Additionally, Silva and Nunes (2023) and Walker and Zhu (2023) have underscored the role of school infrastructure and community support in motivating teachers, which the present study supports. Finally, the impact of work environment factors, such as teacher workload, is consistent with Johnson and Smith's (2022) findings that excessive workload negatively impacts motivation.

While the present study shares many similarities with previous research, there are also some contrasts. For instance, Leithwood and Jantzi (2006) emphasized the central role of leadership in motivating teachers, particularly transformational leadership. However, the

current study found that community support and professional development were more directly related to teacher motivation, while leadership, although important, was not explicitly addressed. Additionally, although salary and benefits were identified as motivators in the present study, they were found to be less significant compared to other factors like professional development and community involvement. This contrasts with the emphasis in some studies, such as Raseed et al. (2010), which suggest that compensation plays a central role in motivation. Finally, Meyer and Allen (2019) highlighted the influence of cultural factors on teacher motivation, yet the present study suggests that socio-economic conditions, school infrastructure, and community support are more prominent in shaping teacher motivation in the Nepalese context.

The findings of the present study align with many of the previous studies reviewed, particularly regarding the importance of professional development, school infrastructure, and community support in motivating teachers. The study reinforces the idea that these factors, alongside salary and benefits, play a pivotal role in enhancing teacher motivation. However, the emphasis placed on certain factors may vary depending on the context and focus of each study, with the present research highlighting the critical role of external support mechanisms such as community involvement and access to professional development opportunities.

CHAPTER V

SUMMARY AND CONCLUSION

This chapter, which includes a summary of the research, a conclusion, and consequences of the study three sections, serve as a summary of the entire chapter. The initial One gives a general review of the research findings and the investigation. The following portion derives the study's conclusion, and the third section makes implications.

5.1 Summary

This study explores the factors that influence teacher motivation in community schools in Nepal, focusing on both internal and external factors, such as school infrastructure, salary and benefits, professional development, community support, and the work environment. The research aims to understand how these factors interact with teacher motivation and to assess the impact of each factor on teacher performance. The main objectives of the study were to examine the conditions of the dependent variable, which is teacher motivation, and the independent variables like school infrastructure, salary and benefits, professional development, community support, and work environment. The study also sought to understand the relationships between these variables and how they influence teacher motivation. Additionally, the study aimed to assess the specific impact of each independent variable on the overall motivation of teachers. The sample size might not be representative of all community schools in Nepal, as it was limited to specific regions. The diverse socio-economic and cultural settings of different regions of Nepal may influence teacher motivation differently, which may limit the generalizability of the findings. Furthermore, data collection could be challenging in remote or isolated areas, and personal biases or social desirability might affect the responses from teachers. The study also faced resource constraints, which may have limited the scope and depth of the research. Cultural and language differences could have led to misunderstandings or misinterpretations during data collection. Moreover, external factors like national policies or changes in educational reforms were not fully considered in this study, which could affect teacher motivation.

The study focused on several variables, with teacher motivation as the dependent variable and school infrastructure, salary and benefits, professional development, community

support, and work environment as the independent variables. Teacher motivation was measured through intrinsic and extrinsic factors that affect teachers' willingness to perform their roles effectively. School infrastructure included factors such as classroom conditions and availability of educational resources. Salary and benefits were measured by teachers' satisfaction with their financial compensation and additional allowances. Professional development referred to the opportunities available for teachers to improve their skills and knowledge. Community support was examined through the involvement of parents and the local community in the educational process. Finally, the work environment looked at relationships within the school, including those with colleagues and administrators, and the overall atmosphere of the school. A descriptive research design was used, with a survey methodology to gather data from 287 teachers across community schools in the Tokha Municipality. The study used a purposive sampling method to ensure that the selected teachers were representative of different age groups, genders, and educational backgrounds. A questionnaire with Likert scale questions was used to collect data on the variables, and the data were analyzed using descriptive statistics and correlation analysis to explore the relationships between the variables.

The findings of the study revealed that teacher motivation was moderate, with an average score of 3.66. Teachers felt committed to their roles, with the highest rating in terms of pride in their work (mean score of 3.70), but motivation driven by the desire to see students succeed academically was lower (mean score of 3.25). Enthusiasm during lesson preparation was higher, with a mean score of 3.88. The study found that school infrastructure, including the physical condition of classrooms and the availability of teaching materials, had a significant positive effect on teacher motivation, with a mean score of 3.84. Salary and benefits also had a positive impact, with teachers rating their satisfaction with salary at 4.13, although the overall benefits package and compensation alignment with effort were rated somewhat lower. Professional development opportunities were another important factor, with teachers reporting a positive impact on their motivation, as these opportunities helped them enhance their teaching practices. The mean score for professional development was 3.82. Community support also played a key role, with a high mean score of 3.93, indicating that teachers felt supported by parents and local communities. The work environment, characterized by positive relationships

with colleagues and school administration, also contributed to teacher motivation, with a mean score of 3.82.

Pearson's correlation analysis revealed that school infrastructure, professional development, community support, and salary and benefits had significant positive correlations with teacher motivation. The strongest correlation was found between professional development (0.442), followed by community support (0.393) and school infrastructure (0.245). Salary and benefits showed a moderate correlation (0.266) with teacher motivation. The work environment had a smaller correlation (0.117) with teacher motivation, suggesting that while it plays a role, other factors might have a more direct impact.

In terms of the impact of independent variables on teacher motivation, the study concluded that professional development and community support were the most influential factors, followed by school infrastructure. These findings highlight that improving opportunities for professional growth and fostering a supportive community environment are crucial for boosting teacher motivation. School infrastructure, while important, was slightly less impactful than other factors, but it still contributed positively to teachers' overall motivation. Salary and benefits, although important, had a moderate effect on motivation, indicating that financial compensation alone may not be sufficient to keep teachers motivated in the long term. The work environment, while important, had a smaller impact compared to other factors.

This study found that teacher motivation in community schools in Nepal is influenced by multiple factors, including school infrastructure, professional development, community support, salary and benefits, and the work environment. Among these, professional development and community support were found to have the most significant impact on teacher motivation. The findings suggest that policymakers and school administrators should focus on improving professional development opportunities, strengthening community involvement in schools, and enhancing the overall school infrastructure to increase teacher motivation. These efforts will not only benefit teachers but also contribute to improved educational outcomes for students in Nepal.

5.2 Conclusions

This study aimed to explore the factors influencing teacher motivation in community schools in Nepal, with a particular focus on the relationship between various independent variables such as school infrastructure, salary and benefits, professional development, community support, and the work environment, and the dependent variable, teacher motivation. The research findings highlight the significant role that these factors play in shaping teachers' motivation levels and, ultimately, their job satisfaction and performance.

The study revealed that teacher motivation in community schools is influenced by both intrinsic and extrinsic factors. Among the independent variables, professional development and community support were found to have the strongest impact on teacher motivation. Teachers who had access to professional development opportunities and felt supported by the local community were more motivated to engage in their teaching roles. School infrastructure, including classroom conditions and the availability of educational resources, also had a positive effect on motivation, although its impact was somewhat less pronounced compared to professional development and community support. Salary and benefits were also important, with teachers rating their compensation positively, though they expressed concerns about the alignment of their effort with compensation. The work environment, particularly relationships with colleagues and the school administration, contributed positively to motivation, though it had a smaller impact compared to other factors.

The study also identified several limitations, including challenges related to sample representativeness, regional variability, data collection constraints, and the dynamic nature of teacher motivation. Despite these limitations, the research provides valuable insights into the factors that influence teacher motivation in Nepal's community schools. The findings underscore the need for policies and interventions that prioritize professional development, strengthen community engagement, and improve school infrastructure to enhance teacher motivation.

In light of these findings, it is recommended that policymakers and educational leaders focus on creating a supportive work environment that includes meaningful professional

development opportunities, fostering community involvement, and improving resources in schools. Addressing these areas can lead to a more motivated teaching workforce, which in turn can improve educational outcomes for students. Additionally, understanding the socio-cultural context and specific challenges faced by teachers in different regions of Nepal can help tailor more effective interventions. The study lays a foundation for future research on teacher motivation, which could further explore the long-term effects of these factors and how they evolve over time in different educational settings.

In conclusion, further research on teacher motivation in community schools should focus on expanding the sample to include diverse geographical and socio-economic contexts across Nepal. Longitudinal studies could explore the long-term effects of professional development and community support on teacher motivation. Additionally, examining the role of teacher autonomy, leadership styles, and national policies would provide deeper insights into how school leadership influences motivation. Future studies could also investigate the link between teacher motivation and student outcomes, offering valuable guidance for policies aimed at improving both teacher and student performance.

5.3 Implications

The findings of this study present significant implications for various sectors involved in the education system in Nepal, including the government, policymakers, school administration, and community stakeholders.

- **Government and Policymakers:** The government and education policymakers should prioritize the development and implementation of policies that directly address the factors influencing teacher motivation. This includes increasing investment in professional development programs, improving school infrastructure, and ensuring adequate salary and benefits to teachers. Policymakers should also consider regional disparities and tailor interventions to meet the specific needs of teachers in rural and underserved areas. Additionally, policies promoting community involvement in education can further enhance teacher motivation by fostering a supportive environment both within and outside the classroom.

- **School Administration:** School administrators play a crucial role in shaping the work environment and teacher motivation. The study suggests that administrators should focus on creating a positive, collaborative work culture, offering teachers opportunities for professional growth, and addressing workload concerns. Ensuring that teachers have access to necessary resources and educational materials will also contribute to their motivation. Furthermore, administrators can engage more with the community and parents to foster a sense of shared responsibility for student success and teacher well-being.
- **Community and Related Institutions:** Local communities and related institutions, such as non-governmental organizations (NGOs) and educational support organizations, must recognize the importance of supporting teachers. Community support, as shown in this study, is a critical factor in teacher motivation. Establishing community-based programs that encourage parental involvement in schools and offering resources for teachers can further enhance motivation. Additionally, educational NGOs and other institutions can collaborate with schools to provide professional development opportunities, workshops, and other forms of support for teachers.
- By focusing on these areas, all sectors involved in the educational ecosystem can contribute to improving teacher motivation, which in turn can lead to better teaching outcomes, higher retention rates, and improved educational quality overall.

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APPENDIX

Questionnaire

Dear Respondent; I am student of Shanker Dev Campus Tribhuvan University. I am pursuing Master of Business studies with Finance as major. As a part of the M.B.S. study, I am conducting a research entitled “**Teacher’s Motivation in community school of Nepal**”. This study is carried out purely for academic purpose and the information given will be treated with confidentiality and for only the purpose of this study. Your response and time is greatly appreciated.

Respondent profile

1) email

2) Name

3) Gender

i) Male

ii) Female

iii) Others

4) Age

i) 18-20

ii) 20-40

iii) 40-60

iv) Above 60

5) Education Level

i) Intermediate

ii) Bachelor Degree

iii) Master Degree

iv) M. Phil/PhD.

| S.N | Factor | Answer | | | | |
|-----------------|--|--------|---|---|---|----|
| | | SD | D | N | A | SA |
| A. | Teacher Motivation | | | | | |
| TM ₁ | Commitment to the role as a teacher and pride in the work are felt. | | | | | |
| TM ₂ | Motivation to teach is driven by the desire to see students succeed academically. | | | | | |
| TM ₃ | Energy and enthusiasm are present when preparing lessons for students. | | | | | |
| B. | School Infrastructure | | | | | |
| SI ₁ | The physical condition of classrooms supports an effective teaching environment | | | | | |
| SI ₂ | Necessary educational materials (e.g., books, technology) are provided to effectively teach students | | | | | |
| SI ₃ | Access to adequate teaching tools and equipment is available to perform the job effectively | | | | | |
| C. | Salary and Benefits | | | | | |
| SB ₁ | The salary is adequate to meet personal financial needs and supports a satisfactory standard of living | | | | | |
| SB ₂ | The benefits package (e.g., insurance, allowances, pension) meets expectations. | | | | | |
| SB ₃ | Compensation is aligned with the effort and time dedicated to the teaching profession | | | | | |
| D. | Professional Development | | | | | |
| PD ₁ | Sufficient opportunities for professional development programs or workshops are provided | | | | | |
| PD ₂ | There is encouragement to engage in activities that enhance teaching skills | | | | | |
| PD ₃ | Professional development opportunities offered directly improve teaching practices | | | | | |
| E. | Community Support | | | | | |

| | | | | | | |
|-----------------|---|--|--|--|--|--|
| CS ₁ | Strong support and encouragement from parents and guardians are felt in teaching efforts | | | | | |
| CS ₂ | The local community is actively engaged in supporting educational initiatives at the school | | | | | |
| CS ₃ | Parents are regularly involved in their children's education and show interest in teaching | | | | | |
| F. | Work Environment | | | | | |
| WE ₁ | The school administration fosters a positive and supportive work environment for all teachers | | | | | |
| WE ₂ | Colleagues are cooperative and work well together to improve teaching outcomes | | | | | |
| WE ₃ | The school's work environment is free from significant conflict, and teachers are respectful towards each other | | | | | |

Thank You

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ABSTRACT This study explores the factors that influence teacher motivation in community schools in Nepal, focusing on key variables such as school infrastructure, salary and benefits, professional development, community support, and the work environment. The study aimed to assess how these factors affect teacher motivation and to determine their relative impact on teacher performance. A survey was conducted with 287 teachers from community schools in Tokha Municipality, Nepal. Data were collected using a purposive sampling method and analyzed through descriptive statistics and correlation analysis. The findings indicate that teacher motivation is primarily influenced by professional development and community support, both of which were found to have a significant positive impact on teacher motivation. Teachers reported that opportunities for professional growth and active involvement from parents and the local community were the most crucial factors driving their motivation. School infrastructure, while also important, had a positive but slightly less pronounced effect on motivation. Salary and benefits, although important, were found to have a moderate impact on motivation, suggesting that financial incentives alone are insufficient for long-term teacher engagement. The work environment, including relationships with colleagues and school administration, was the least influential factor in teacher motivation, though it still contributed positively. In conclusion, this study underscores the importance of addressing multiple factors that influence teacher motivation, with a particular emphasis on professional development and community engagement. These findings have