

**MOTIVATION OF SECONDARY LEVEL TEACHERS  
TOWARDS TEACHING ENGLISH**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Uma Devi Neupane**

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

**2013**

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Kirtipur, Kathmandu  
2013**

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## **DECLARATION**

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

Date: 01/12/2013

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mrs. **Uma Devi Neupane** has completed the research entitled **Motivation of Secondary Level Teachers towards Teaching English** under my guidance and supervision.

I recommend the thesis for acceptance.

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# **DEDICATION**

Dedicated to my Parents

And Teachers

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## ABSTRACT

As the title **Motivation of Secondary Level Teachers towards Teaching English** suggests, the present thesis was an attempt to find out the secondary level teachers' motivation towards teaching English language and the causes of motivation or demotivation in teaching English language. In order to collect the data, the researcher prepared thirty nine closed ended questions and seven open ended questions. Forty secondary level schools were selected by using the purposive non-random sampling method from Kathmandu valley and one secondary level English teacher was selected from each school by using the same procedure. Questionnaires were distributed to the selected teachers with clear instructions. After collecting the data, they were processed, analyzed and interpreted. Majority (85%) of the teachers were found to be highly motivated in teaching English. Different factors like the philosophy of teacher professional development, improving pronunciation, the problem of hand to mouth, high scope of English language, respect they get from society, job security, school environment, response they got from the students, salary, result of students and importance of the English language motivated the English teachers in their current profession. Though they are motivated in teaching English some teacher mentioned different demotivating factors, too, in their job like insecure job, failure of students, lack of encouragement, low salary scale, work load, school environment, lack of teaching learning materials, passiveness of students towards learning, dearth of proper care from school administration, inadequate facilities provided by the government and impractical policies.

The thesis consists of five chapters, background context of the study, statement of the problems rationale of the study, significance of the study and delimitation of the study come under introduction in chapter one. The reviews of literature, theoretical and conceptual framework are included in the second chapter. The methods and procedures of the study incorporate research design, study population, sampling procedure and other related components are in third one. Result and discussion are presented in chapter four and summary, conclusion and implication are included in chapter five.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	-	Percent
/	-	Slash (Divide)
Dr.	-	Doctor
ELT	-	English Language Teaching
i.e.	-	That is
No.	-	Number
P.	-	Page Number
Prof.	-	Professor
T.U.	-	Tribhuwan University

# CHAPTER – ONE

## INTRODUCTION

### 1.1 Background

With the rapid progress of information and communication technology during recent decades a vast amount of knowledge has been spreading through the borderless world. In the trend of globalization, the most important language being used among the countries, institutions and individuals all over the world is the English language. English is the global language because of its globalization, people are likely to teach and learn this language. There is important role of motivation to teach and learn such a language. Motivation is the process through which individuals are driven to increase their action or performance either by internal or external factors. Motivation is a kind of internal drive which pushes someone to do something in order to achieve something. Gardner (1985, p.50) states that motivation involves four aspects: ‘a goal, effortful behaviour, a desire to attain the goal and favorable attitudes toward the activity in question’. Teachers without motivation and training are unlikely to help in improving the quality of education in Nepal. English is taught and learned as a second language in the context of Nepal. To teach and learn such second language, learners as well teachers should be well motivated. According to Arif (2003 p. 163), “Teacher motivation consist of two benefits, first their belief into their own teaching ability and their belief into their student learning ability.” Teacher efficacy refers to teacher’s belief about their ability to teach. This attitude is reflected in the amount of effort they use in creating and inspiring environment for learning. Motivation plays a very important role in success or failure of any task. Thus a successful and well motivated teacher can make the teaching learning process fruitful and effective.

## 1.2 Statement of the Problem

Education is a continuous process. It begins as the life starts and ends with the death of human beings. Education is the light of the nation so that the nation should focus on financing education. Teacher motivation is one of the key factors that directly affect on quality education. To make teaching learning process effective teachers as well as learner should be well motivated.

Motivation is an inner drive to behave or act in a certain manner. According to Baron (1996, p.375), motivation is “an inferred internal process that activates, guides and maintains behaviour overtime”.

If teachers are demotivated they would surely pass on that attitude to their students. There is an Arabic proverb that says “he who does not have a thing not give it”. Therefore lack of motivation on the side of teacher could become quite apparent. While talking about the secondary level education system of Nepal, there are two types of institutions to provide the formal education which are private and government funded community schools. In some schools, there are sufficient teaching-learning materials and good class room management but in some schools, especially in remote areas of the country, there is lack of such facilities which may directly affect the teachers’ motivation. We can also see variation of students result in different schools. There may be different reasons behind it but one of the reasons may be the teacher’s motivation. Such a lack of motivation from the teachers end would naturally lead to a negative impact on the motivation of students. As a result whole teaching-learning process will not be as effective as expected. Thus it is necessary to study about teachers’ motivation. Therefore this study entitled motivation of secondary level teachers towards teaching English focused to find out the teacher motivation and cause of motivation and demotivation in teaching English.

### **1.3 Rationale of the Study**

Motivation is a force that energizes and directs behaviour towards a goal. Just as a force moves an object, motivation moves a person. This study entitled “motivation of secondary level teachers towards teaching English” explored whether secondary level English teachers are motivated towards teaching English or not and what the causes of motivation or demotivation are in their current profession. Lack of motivation may cause teachers to be less successful in teaching a foreign language. Lack of motivation usually leads one to failure. If there are not any factors for motivating teachers, the productivity may decrease gradually. Only the well motivated teacher can make the classroom lively, can help in nurturing the creativity of the learners and can establish the ideal classroom environment. Teaching can be one of the stressful professions, if there is lack of motivation in teaching. While talking about the students’ result in Nepal, some schools are able to obtain the good result and some schools have very poor. Though different factors are responsible behind this one of them may be the teachers’ motivation.

Thus to promote the good teaching for good result of students, teacher motivation is inevitable. Considering these things, in this study forty ELT teachers were selected in order to get their attitude and motivation to teach English. This was the main concern to select this topic.

### **1.4 Objectives of the Study**

The objectives of the study were as follows:

- ) To find out whether teachers are motivated towards teaching English or not.
- ) To find out the causes of motivation or demotivation for teaching English.
- ) To suggest some pedagogical implications.

## **1.5 Research Questions**

The study was oriented to find out the answers of the following research questions:

- a) Whether teachers of secondary level are motivated in teaching English or not?
- b) What are the causes of motivation or demotivation for teaching English?

## **1.6 Significance of the Study**

The study tried to explore the secondary level teachers' motivation towards teaching English. Teacher motivation is not only about the motivation to teach but also about the motivation to be a teacher as a lifelong career. Teacher is one of the great assets in our educational institution especially at elementary and secondary level thus this study focused on secondary level teachers' motivation. This study would be more useful for those who are teaching and learning the English language at secondary level. It would be significant mainly for teacher trainer to provide different motivational training which can motivate the teacher as a result students also will be benefited by getting appropriate instruction in the classroom. Similarly, this study will be highly significant for the ELT practioners mainly who want to undertake research in the field of teacher motivation. Moreover, this study will be significant for school administrator to be familiar with different motivational and demotivational factor for the teacher and organize different programs or adopt different measures to motivate the teachers.

## **1.7 Delimitations of the Study**

The study had the following limitations:

1. The population of this study was limited to secondary schools of Kathmandu valley.

2. The study included only secondary levels teachers' motivation towards teaching English.
3. The study was limited to 40 English teachers only.
4. The study was limited only to the use of questionnaire as a research tool.

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

**Teacher:** A teacher or schoolteacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education.

**Teachers' motivation:** Teachers' motivation is a psychological feature of a teacher to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors in teaching.

**Profession:** A profession is a vocation founded upon specialized educational training, the purpose of which is to supply objective counsel and service to others, for a direct and definite compensation, wholly apart from expectation of other business gain.

**Concept:** A concept is a fundamental category of existence, mental representations, where concepts are entities that exist in the brain, abstract objects, where objects are the constituents of propositions that mediate between thought, language, and referents.

**Behaviour:** Behaviour is the range of actions and mannerisms made by organisms, systems, or artificial entities in conjunction with their environment.

## **CHAPTER – TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists the details of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework have also been included under this chapter.

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

Language is the most powerful, convenient and permanent means and form of communication. It is the best means of self expression. It is through language that humans express their thoughts, desires, emotions and feelings. Most of the activities in the world are carried out through it. Humans interact with language, it is said that language yokes present, past and future together. According to Richards et al. (1993, p.51), “Language is the system of human communication which consist of the structured arrangement of sounds in larger units”. There are many languages spoken in this world. Among all, English is a language most widely used language in the world. It is an international lingua franca since people living in different countries use it for communication. It got chance to be an authorized language of the United Nations Organization. Because of its prevalent scope and use in the world, it is taught and learnt as a foreign language in Nepal.

We cannot imagine the world without the English language. It has become compulsory to learn English language to survive in this world. Now English is not only the language of Britain and America but it has become the language of the whole world. English is used for general communication and rather widely used in international meetings, conference in science and technology, in business, medicine, economics, games and sports and so on.

English has the largest body of vocabulary and richest body of literature. It is taken as standard and prestigious language in the world. Need, compulsion and love of the English language is increasing day by day. It is better to say that English is the King of languages and used globally.

### **2.1.1 English as a Global Language**

English is well known as a global or an international lingua franca. The contribution of English to globalization is often appreciated. The world is taken as a global village and English language is taken as a global language. To support this argument we can cite here Crystal's view (1997, p.2), A language achieves a genuinely global status when it develops a special role that is recognized in every country. A quarter of the world's population speaks English for various purposes in various manners and ways. Different varieties of English are used in the globe.

English has its worldwide presence and the spread is unprecedented. The growth of English as the world's primary language for wider communication is rapidly spreading around the world arena. It has different status in different countries in the world. For example, English as the Native language, as second language and as foreign language. The most influential model by Kachru (1985 as cited in Sharma, 2012 p. 30) includes three circles:

- ) Inner Circle: It comprises the native speaker countries like USA, Britain, Australia where English is spoken as a native language.
- ) Outer Circle: It includes English as a second language countries like India, Nigeria, Singapore etc.
- ) Expanding Circle: It represents those countries where English is learnt as a foreign language like Poland, Japan, Hungary, Nepal, and so on.

Due to the global spread of English, it is regarded as a global language. Any language to have its global status means that is used more as a language for learning about the world and communicating with the world peoples than as

the language of native speakers. A global language is the one that is used more often as a lingua franca than as a native language. In this sense English has now gained the global status and English has been established as a global language. Harmer (2007 as cited in Sharma, 2012 p. 27) presents number of factors that have ensured the wide spread use of English. These factors include:

- ) A colonial history
- ) Economics
- ) Information exchange
- ) Travel
- ) Popular culture

It is a matter of significance to include here that there are number of debates regarding the status of English language, English is taken as a killer language which is a threat on the global linguistic diversity. It creates socio-economic inequalities among the countries. Contrary to this, it is also widely accepted as the medium for educational career, tool for status advancement and employment opportunities. In the similar way the English language has its wider spread in different areas and for different purposes as employment practices, classroom pedagogy, science and technology, business, medicine, economics, games, sports and so on.

In this regard English language is one of the strong media to connect ourselves throughout the world and its activities.

### **2.1.2 Language Teaching**

Teaching is a complex and technical task that tests one's commitment and courage. It requires the knowledge on students' interest, teaching strategies, curriculum availability of material. It is an art to deal with the students and provide the knowledge to them. Traditionally teachers were the source of knowledge and teaching is a process of pouring the knowledge into the empty

vacuum. Teaching is the process of transferring knowledge. That's why teacher should invest the great amount of their social intellectual and emotional energy in the process of teaching.

According to Richard and Lockhart (2010, p. 36), "Teaching is a very personal activity and it is not surprising that individual teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching."

Traditionally, teacher's knowledge of language was only the tool for teaching but the view has been changed to the dynamic nature of language teacher. A teacher has to be updated time and again with the explosion of knowledge. Teaching is widely understood as an act of deliberating the knowledge, skill and attitudes to the learner with an aim of bringing positive change in the learners.

The history of language has been characterized by a search for more effective ways of second or foreign language. With the change of time the teaching profession is continually exploring new options for addressing the basic issues and the effectiveness of different instructional strategies and method in the classroom. Language teaching came into its own as profession in the twentieth century.

### **2.1.3 Importance of English Language Teaching**

Much like water and air, today English language is being one of the very basic needs of the world's people. It has global spread as it is used globally. People in each corner of the world teach and learn this language.

The English language teaching and learning has received very important place in today's time because it is similar with the case that human life become paralyzed if petrol and computers are not available anymore and

people of the world become useless and jobless without the proper knowledge of English language (Shrestha, 2013, p.1).

However, the way of using this language differs from country to country. This present global spread of English language indicates to the fact that English language has received the recognition of global use or it is one of the international languages. In this kind of global spread scenario of English language, Nepal cannot be the exceptional case. It has made provision to teach and learn this language as a foreign language in our context. Joshi (2013, p.51) states importance of English language as:

English is very important for non-native English users because it is widely spoken all around the world. Knowing English allows people to enjoy their life and work no matter where they are. For students whose mother tongue is not English, mastering English is even more important, not only for their academic life but also for their prospective career. The English language is the current lingua franca of international business, technology and aviation. It is spoken by 1.8 billion people in the world and the number is still rising.

The English language teaching in the present time has shifted the focus point. It should be taught and learnt as the window for the world's knowledge. English language teaching should be directed towards such direction where learner should be able for the access of information from the growing fund of knowledge found in science and technology, internet in different educational websites, national and international news, journals and magazines, from many authentic books and so on. This indicates to the fact that learners should be provided life skills based education in English. Until and unless we give wider platform to the English language teaching we cannot move forward to this

highly competitive world. One of the better ways of providing formal status to English is through implementing it in educational sector in general and in teaching learning in particular.

Teaching English is an important subject in comparison to other subject and it is taught and learnt as a foreign language in our context. English is one of the languages for national and international communication and business. It gives access to information in the areas of business, finance, science, medicine, technology, education and internet. Furthermore we can point out some importance of English language teaching as follows:

- ) Make learners able to communicate successfully in national and international level.
- ) English language can provide better opportunities for career development.
- ) English language can make a difference in learners' lives.
- ) It is well managed way for advance life style of people.
- ) Teaching English language encourages learners to understand and respect other ways of thinking and acting.
- ) It helps learners to know the culture life style of people from different linguistic and cultural backgrounds.

In a nutshell, we can say that we cannot imagine the world without English language. It links the people of the world which has helped to make the world as a family. Therefore it is very important for the teachers to realize that English is a subject through which the students are expected to develop their English language proficiency.

#### **2.1.4 ELT Situation in Nepal**

Today English language is getting one of the very basic needs of the world people. Before we talk about the present situation of English in Nepal it is better to scratch the short history of English language development in Nepal.

The history of English language in Nepal goes back to the 17<sup>th</sup> century at the time of Pratap Malla according to the pages of annals of the Malla period knew fourteen languages including English. Similarly, Awasthi (2003, p.199) states “The use of the English language in Nepal goes back to seventeenth century, when King Pratap Malla ruled over Kathmandu. Several changes took place after that during the later part of the Malla King’s regime”.

During the Rana period, Bengali or English tutors were hired to teach Rana and higher class families’ children. Rana Prime Minister Janga Bahadur Rana opened Durbar High School, later this school was shifted to its present place Bhanu Madhyamik Vidyalaya. Here the opportunity was given to the children who were the members of Rana clan. The influence of English language was spread later over the Kingdom partly because of British India Army in which Nepalese took part during World War First (1914-18). At the very beginning, English language education was exclusively for Rana and higher classes people where English language education was a distance dream for ordinary people. But, slowly and gradually different movements, establishment and implementation of educational commission and revolution widened the access of public in English. The Rana Prime Minister Chandra Shamsheer opened Tri-Chandra College in 1918 and after this the English language was adopted in higher education. Since then people have been learning English as a foreign language for successful career, personality development, to gain access to the world body of knowledge, to keep one updated with knowledge in different fields, to participate in international program and conference, to pass the exam, to communicate with foreigners and for other emotional, personal, intellectual and school purposes, people are learning English language enthusiastically in different purposes.

Now thousands of schools, colleges and many universities are opened and English is taught and learned in every part of the country. There are many English medium schools, colleges and private institutions. English is taught as a compulsory subject up to graduate level and it as a major subject up to

master level. Different fields like tourism, business, study in foreign countries, science, technology, games and sports, international meetings, seminars, international labour and other international relation have made the use of English wide and necessary.

There is lack of sufficient teaching learning materials and teaching learning environment is not satisfactory in Nepal but also English is being well developed and its use and importance is increasing day by day. Use of English in speaking and writing is increasing rapidly in Nepal. Nepal National Education Planning Commission (NNEPC) 2011, All Round National Education Committee (ARNEC) 2018, National Education System Plan (NESP) 2028, Royal Higher Education Commission (RHEC) 2040, National Education Commission (NEC) 2049 are examples of plans in educational sector and their valuable contributions were important to uplift the educational status along with English language education in Nepal. Thus English language is taught and learned as a foreign language in Nepal. To teach such language teachers should be well motivated. Motivation has an important role to make a teaching learning process effective.

### **2.1.5 Motivation**

The word motivation was borrowed from English word 'motive' which was derived from ancient Latin word 'mover' that means 'to make'. Morgan (1978, p.196) views that there are several hundred words in our vocabulary that refer to motivation: wants, striving, desire, need, motive, goal, aspiration, derive, wish, aim, ambition, hunger, thirst, love, revenge to name a few. It is a general tendency to believe that motivation is a personal trait. Some people have it and the others do not. However, individuals differ in their basic motivational drives.

Motivation of teachers has been a prime concern of school and college administrators. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school and college administrator, and

other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century.

According to Greenberg (1999, p.74):

Motivation is the process of arousing, directing and maintaining behaviour towards a goal. The act of arousing is related to the desire and vigor to produce. Direction is the election of behaviour and maintenance is the inclination to behave in a certain manner until the desire outcome is met.

Motivation is an important tool that is often under-utilized by heads of institutions in today's workplace. Heads use motivation techniques in the workplace to inspire teachers to work, both individually and in groups, to produce the best results for education in the most efficient and effective manner. It was assumed that motivation had to be generated from the outside, but it is now understood that each individual has his own set of motivating forces. It is the duty of the heads of institutions to carefully identify and address these motivating forces.

According to Ricks et al. (1995, p.169), "Motivation is the desire or drive within a person to achieve some goal. Within the operative word here, for motivation is an internal condition based on a person's perceptions and needs".

Motivation is getting others to do something because they want to do it. To motivate others is one of the most important management tasks. It comprises the abilities to understand what drives people, to communicate, to involve, challenging, to encourage, setting an example, to develop and coach, to obtain feedback and to provide a just reward. According to Cook, (1991, p.122) "Motivation is about cultivating human capital. The challenge lies not in the

work itself, but in you, the person who creates and manages the work environment”.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in school. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. According to Mullings (1996, p.154):

Motivation required for a person to high level of performance is satisfaction with the job. Satisfaction is not the same as motivation. Job satisfaction is more attitudinal, an internal state. Although the level of job satisfaction may well affect the strength of motivation, this is not always in the case. A person with a high level of job satisfaction holds positive attitudes toward the jobs.

Motivation is a desire or drive within a person to achieve some goal.

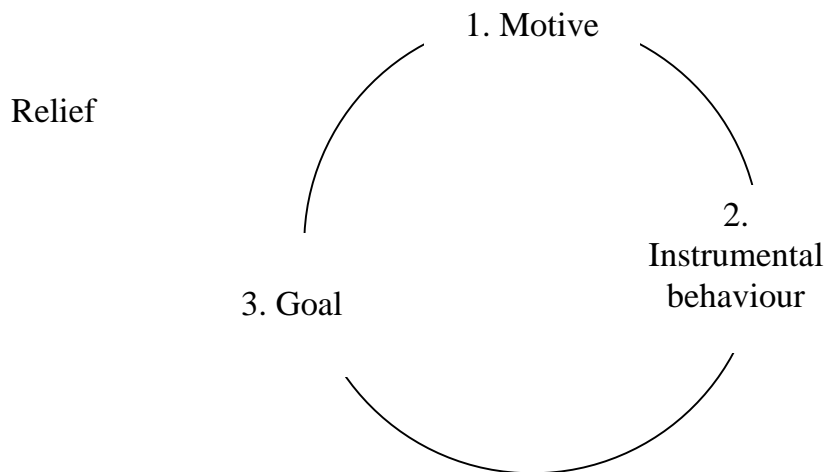
Motivation is giving others to do something because they want to do it. To motivate others is one of the most important tasks. It comprises the abilities to understand what derives people to communicate, to motive, challenging to encourage setting and example to develop and coach to obtain feedback and to provide a just.

There are many factors that determine peoples' behaviours to motivate them. These are psychological needs, psychological drives, survival, urges, emotions, hurts, impulses, tears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self

satisfaction, interests, pleasure, dislikes, established habits, goals, ambition and so on.

People who are motivated exert a greater effort to perform than those who are not motivated. We know that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Human motivation thus, is the process whereby the behaviour of an individual is energized, sustained and directed in order to meet individual, needs and achieves organization objectives. According to Morgan, et al. (1995, p. 268) "Motivation refers to the driving and pulling forces which result in persistent behaviour directed towards particular goal". Motivation is the willingness to do something and is continued by this actions ability to satisfy some need for the individual. The act of arousing is related to the desire and vigor to produce. Directing is the election of behaviour and maintenance is the inclination to behave in a certain manner until the desired outcome is met. Motivation is one of the constructs psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high level of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is an elusive concept including both the directing and energizing of behaviour. While controlling people's behaviour can produce quick and dramatic results, the desired behaviour tends to vanish when external controls fade away. Well motivated people are those with clearly defined goals who take action which they expect to achieve those goals.

In this regard, Morgan (1978 p. 196, 197) presents motivational cycle and describes that "it has three distinct aspects: 1) Some motivating state that implies the person towards some goal, 2) the behaviour displayed in striving for the goal and 3) achievement of the goal." He presents the motivational cycle in the following way:



Thus, motivation is concerned with the strength and direction of that behaviour. They make effective contributions at work because of strongly developed feelings of behavioural commitment. Motivation is a management function that stimulates to accomplish down institutional goals. It is purposive, designated and goal-oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain and direct behaviour.

### 2.1.5.1 Types of Motivation

Motivation is defined as internal states that stimulates, express and sustain behaviour a certain period of time. It holds a pivotal role in the teaching learning process. Generally there are two types of motivational theories: external and internal or extrinsic and intrinsic. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization. Internal motivators are inside the individual. These are things that make him want to do a good job for his own reasons such as pride of accomplishment, a desire to live up to the expectations of a respected supervisor etc. On the other hand, an extrinsically motivated teacher may perform the activity in order to obtain some reward such as salary. External motivators are things outside the individual that cause him to work such as wages, the desire to avoid discipline from the boss and so on. Extrinsic motivation plays an important part in people's life. Reeve, (2001, p.95) states:

Motivation can come from two sources, the extrinsic and intrinsic.

People may be motivated by factors in the external environment such as pay, supervision, benefits and job perks. This is referred to as extrinsic motivation. They may also be motivated by the relationship between worker and the task. This type of motivation is called intrinsic motivation.

Motivation is extrinsic as well as intrinsic and some psychologists stress the importance of extrinsic motivation. Working for externally determined rewards is extrinsically motivated behaviour. Intrinsic motivation cannot sustain all activities. Extrinsic motivation is often necessary for persistence of motivated behaviour. These are briefly discussed in the subsequent sections:

#### **a. Intrinsic Motivation**

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for reward. According to Good (1959, p.354) intrinsic motivation is the "determination of behaviour within an activity and that sustains it as with autonomous act and interest." Intrinsic motivation means the individual's motivational stimuli are coming from within. It is important as it helps us to develop and grow. Intrinsically motivated people participate in sport for internal reason, particularly pure enjoyment and satisfaction. Intrinsic motivations are the self-generated factors which influences people to behave in a particular way or to move in a particular direction. They are related to 'psychological' rewards such as the opportunity to use one's ability, a sense of challenge and achievement, positive recognition and being treated in a caring and thoughtful manner. They are those that individuals receive for themselves. According to Deci (1975, p.86), "Intrinsic motivation arises from having a strong emotional interest in an activity and a sense of freedom and autonomy

related to it". It is influenced heavily by an internal desire to teach a dialogic connection between teachers and students, a higher feeling of efficiency, in the classroom, a sense of accomplishment and it is a fact that the teacher with high intrinsic motivation is motivating for students as well or in other words, the teachers who are perceived to be more intrinsically motivated seems to be more able to engage students with learning tasks. Thus intrinsically motivated people may take every opportunity to satisfy the internal desires. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self actualization.

#### **b. Extrinsic Motivation**

Extrinsic motivation refers to the performance of an activity in order to attain an outcome whether or not that activity is also intrinsically motivated. In other words extrinsic motivation means that individual's motivational stimuli are coming from outside. A desire to perform a task is controlled by an outside source. Extrinsic motivation comes from outside of individual. It depends instead on needs that must be satisfied by external reinforces. It is related to tangible rewards such as salary, security, fringe benefits, promotions and condition of work.

According to Good (1959, p.354) extrinsic motivation is "the application of incentives that are external to a given activity to make work palatable and to facilitate performance." This motivation driven by a person getting a reward for doing something. Extrinsic motivation can also be driven by threats of punishments or even fear. An extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as salary. Thus financial aspect is important issue when talking about job satisfaction and teacher motivation. It is governed by working condition and work load, the necessity of appropriate compensation and long term job stability. Extrinsic motivation

plays an important part in people's life. It is very important and strong in influencing a person's behaviour.

Thus both types of motivations are equally crucial in language teaching learning process. Teachers have both intrinsic and extrinsic needs. The aim of organization should be build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. This research focuses on both types of motivation of the teachers.

### **2.1.5.2 Importance of Motivation in ELT**

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits controls and sustains certain goal directed behaviour. Motivation is an inner drive to behave or act in a certain manner. Internal or external factors that stimulate desire and energy in people to be continually interested and committed to a job or to make an effort to attain a goal.

Education must transfer from generation to generation the core of our culture's accumulated body of knowledge. Its importance in educational administration is only beginning to be understood and applied to professional and other adult employees. The general principles may be adapted to adult motivation strategies of the administrator working with teachers, supervisors, other administrator and other adult workers. Recognition of the motivational value of intrinsic factors such as, desire for achievement or self fulfillment is needed to balance what has been an over reliance, extrinsic motivator factors are external to the person and job satisfaction.

Motivation may also come about through external manipulation of the environment. Motivation is not the same for everyone. We have different needs, goals and different personalities. We are even motivated differently at different times in a single course of instruction. Good teachers are sensitive to the motivational needs of students and try to provide a climate in which a

learning community can develop. In short, motivated and successful teachers believe that they can inspire students and that students can learn.

Clarifying the motivated teachers' activity Arif (2003, p. 163) states:

Introducing variety and novelty in teaching keeping instruction at the students developmental level, encouraging students to hard work by personal example, making lessons interesting, relevant and meaningful, teaching students best strategies of learning reducing anxiety, teaching enthusiastically, conveying positive expectations about student learning ability, making classrooms no-threatening, physically and psychologically comfortable, extending more help to low achievers by giving them tasks appropriate to their ability, emphasizing self improvement and comparison with self, building up self confidence of the low achievers, modeling achievement motivation, internal locus of control and balanced use of extrinsic and intrinsic motivation are a few techniques to motivate and inspire students for learning.

To make teaching learning process effective and successful, students and teachers should be well motivated. Although teacher motivation is an area of study that has been neglected, in recent years, researchers and practitioners have begun to recognize that is necessary to study teacher motivation in order to understand the larger picture of what is going on in the classroom. English language teachers are situated in a classroom where communication is co-authored with students and the professional motivation of the teachers assumes a vital importance in the classroom interactions.

The teacher is a keystone of what is going on in the classroom. The lack of motivation from the teacher's end would naturally lead to a negative impact on the motivation of the students. In this regard Skehan (1989) asserts "Motivation appears to be the second strongest predictor of success, trailing only aptitude" (as cited in Gass and Selinker, 2009, p.426). Generally it is accepted that enthusiasm and commitment on the part of the teacher are the most important factor affecting his/her students' motivation to learn. Broadly speaking if a teacher is motivated to teach there is a good chance that his/her students be motivated to learn. Therefore teacher motivation is one of the areas of study that is needed in order to develop better ways to understand and improve the classroom practices.

Motivation is a management function that stimulates individuals to accomplish laid down institutional goals. It is purposive designated and goal oriented behaviour that involves certain forces acting on or within the individual in order to initiate sustain and direct behaviour. (Tolman, 1985, p. 132).

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities which operate in the school environment. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfer them in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the classroom is a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school.

Highlighting the role of teachers' motivation in creating effective learning environment, Arif (2003, p.180) states:

Motivation is an extremely complex concept and motivating students is critical task of teaching. Both environment and personal factors influence motivation to learn. Needs, goals, beliefs, attributions, expectations, reward and incentives all affect motivation how to put all this knowledge into creating a classroom environment that encourages motivation? Teacher is the chief agent in creating this environment whose motivation itself is the key factor to inspire demotivate and uninterested students.

The teacher commands and transmits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He/she makes diagnosis of students' feelings and attitudes inferred by their behaviour and response in the classroom environment.

Motivation is very important and strong in influencing a person's behaviour. Therefore the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

There are some factors that may affect the teachers' motivational level, ability and their interest and spirit. They are socio-economic status of teacher, students' attitude towards target language, teacher students' relationship, class room management, rewards and incentives, relationship with staff, anxiety in the classroom, attitude towards textbook and curriculum etc. These factors may affect the teacher motivation towards teaching English in the class room.

Therefore for the successful and effective teaching learning process both student and teacher should be well motivated.

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

Every researcher needs to observe the fundamental background of the related subject and past studies. There are so many research works carried out on the motivational factors in learning English language, role of motivation in English and so on in the Department of English Education, TU. Most of the researchers have chosen learner, learning style and strategy used by teachers in teaching English language. However, the present study highly focused on the teachers' motivation. There are only few research studies carried out in this area. Some of the related studies are briefly reviewed in this section.

Bashyal (2000) carried out a research on “A study on the strategies prevalent in creating motivation in teaching English in higher school in Nepal” by selecting 50 students of five different schools of Palpa district. His study concentrated on the factor that led to better motivation for learning an L2 and found that there are many factors such as physical atmosphere of learners, teachers and textbooks which may affect students' motivation while learning English.

Gyanwali (2007) conducted a research study on "English teachers' motivational technique: A case for selected public school in 5<sup>th</sup> grade." The samples for study were grade 5 teachers and students of five schools in Dang district. It was oriented to explore the existing techniques of teachers to create motivation in English language classroom in the 5<sup>th</sup> grade and to identify the problems in creating better motivation in teaching English. The finding was that most of the teachers were found unable to motivate the students while teaching due to the lack of training as to how to motivate the students while teaching.

Chand (2008) conducted a research entitled "motivation towards learning English by the teenagers in Nepal” and the objective of his study was to investigate the teenagers motivation towards learning English. The study was

based on primary data i.e.hundred students of different campuses and institutions of Kathmandu district. The major finding was that students learn English for different purposes like to get good job, to pass the exam, to be a complete person because English is an international language.

Singh (2008) carried out a research on “Role of motivation in English language proficiency”. In this research the objectives were to identify integratively and instrumentally motivated students, to explore their English language proficiency and to analyze the role of motivation in English language proficiency. The study was based on the Bachelor first year students of faculty of education and found that the number of instrumentally motivated student was larger than that of the integratively motivated students and the motivation has some sort of positive and direct role in language proficiency.

Ud Din (2012) carried out a research on “Factors affecting teacher motivation at secondary level in Kohat city” of Pakistan. In this research the objective was to identify the factors affecting teachers’ motivation at secondary level. The study was based on all the government teachers of secondary level of Kohat district and found that motivation factors could clearly identify the performance level of person and the majority of the teachers’ view that the motivation factors like rewards and incentives, self confidence and economic status of teacher affect the performance of teachers.

Most of these studies focused on learner motivation thus this study is different from them in terms of primary source, which were secondary level English teachers and the main concern of the study was their motivation toward teaching.

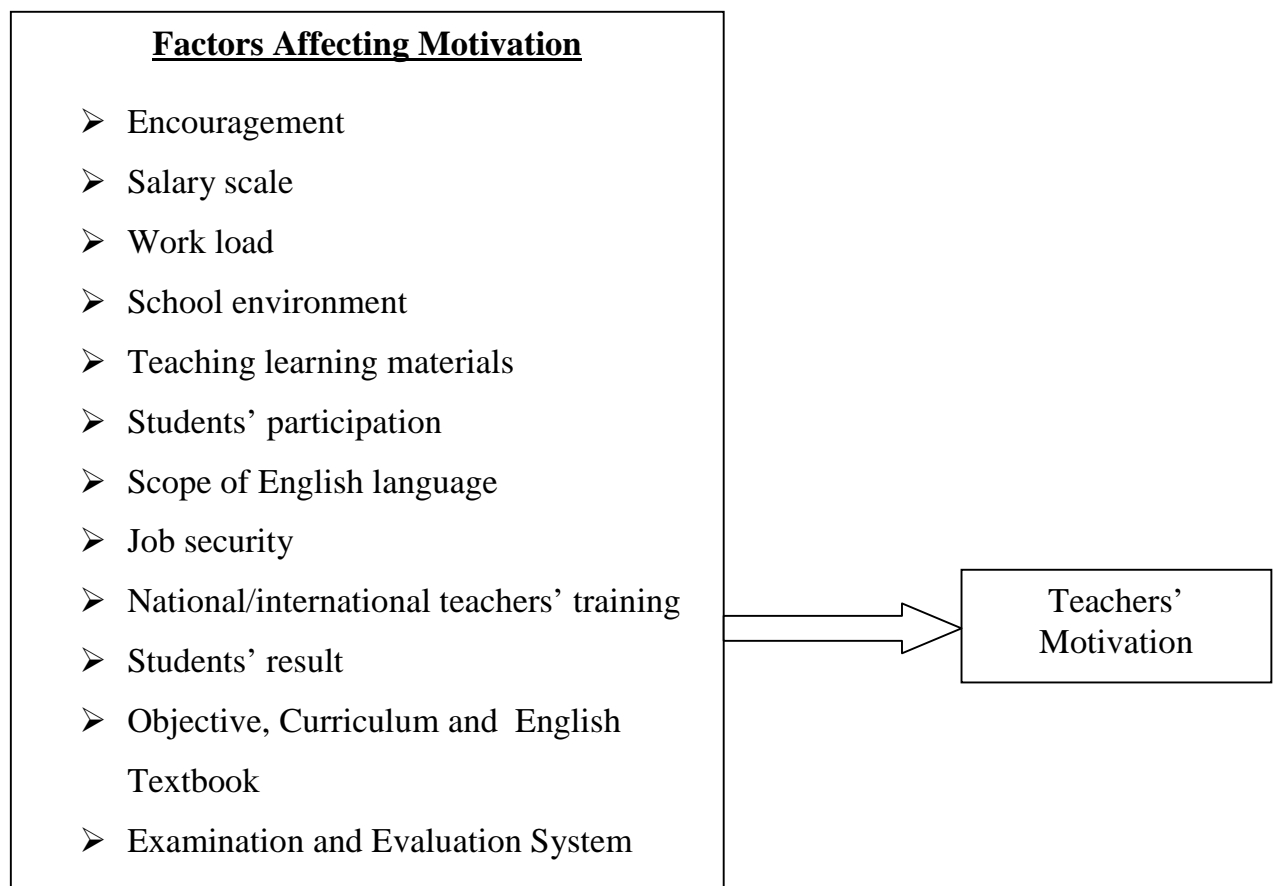
### **2.3 Implication of the Review for the Study**

Out of five different studies reviewed, four were conducted regarding the learner motivation towards learning English, motivational technique adopted by teachers in teaching English and an article of Journal which was related with

teacher motivation. Although a number of studies have been carried out in motivation, there is dearth of research works carried out on teachers' motivation. These studies were to some extent related to my study. After reviewing these works I could receive lots of ideas regarding the impact of motivation in teaching learning process. Specially, I got information on teacher motivation, types of teacher motivation from the study, from Ud Din (2012). In order to conduct those research they had used survey research design and I also followed the same *i.e.* survey research design. Therefore, after reviewing those research works, I had ideas on the process of survey research design.

## 2.4 Conceptual Framework

The study “Secondary Level Teachers Motivation towards Teaching English” was based on the following conceptual framework:



**Fig. 1 Conceptual framework**

## **CHAPTER – THREE**

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

The following methodology had been adopted to accomplish the objectives of my research.

#### **3.1 Design of the Study**

Research is an activity oriented towards the solution of the problem. A research is the search of new knowledge. It also refers to the study of existing body of knowledge for the testing and verification of it. Although the main purpose of research is to search for truth with adequate evidences the purpose of study varies according to the types and nature of the study.

This research was based on the survey research design. This was a survey type of research design to obtain suitable and information concerning the motivation of English teachers. Survey research is used to assess thoughts, opinion and feelings. In this regard Cohen and Manion (1985, as sited in Nunan, 2010, p. 140)

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot condition, attitudes, and/or events at a single point in time.

Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of social and psychological variables. Likewise Nunan (2010, p.140) states “Surveys are widely used for challenging data in most areas of social inquiry from politics to

sociology, from educational to linguistics”. The main purpose of carrying out the survey research is to find out the peoples attitudes opinion and specified behaviour on certain issues phenomenon or situation. The finding of the survey is generalizable and applicable to the whole group.

Research is a systematic process of investigating. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise there might be the possibility of obtaining fake data. As a result all the efforts made by the researcher go in vain.

Cohen et al. (2010, p. 209) have given the following processes of survey, research:

1. Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it leads us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study, and cohort study)

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct.e.g. longitudinal, cross sectional, cohort, trend study.

3. Formulate research questions or hypothesis (if appropriate): the null hypothesis and alternative hypothesis

According to Cohen et al. this is the third phase in survey research. In this phase/step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis.

#### 4. Decide the issues on which to focus

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

#### 5. Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

#### 6. Decide the sampling required

In this phase we need to decide what kind of sampling procedure that we are going to use to select the study population e.g. random sampling, non random sampling, or mixed sampling.

#### 7. Decide the instrumentation and the metrics required

Here, in this phase we as a researcher have to decide instruments and metrics that are required to conduct the research.

#### 8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection e.g. questionnaire, opinionnaire form, test items and so on.

#### 9. Decide how the data be collected (e.g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

#### 10. Pilot the instruments and refine them

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

#### 11. Train the interviewers (if appropriate)

If the researcher is going to use interview as a tool of data collection s/he need to be trained. Otherwise, actual data may not be obtained.

#### 12. Collect the data

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

#### 13. Analyze the data

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like-mean, mode, and median and so on.

#### 14. Report the results

Finally, after analyzing the data, the report of research has to be prepared. Among all these processes of survey research, most of them have to be followed which were necessary for my study. Survey generally addresses a large group of population in reference to the educational information and data in a survey is collected only at a single time. Thus for this study survey research design was selected keeping the objective and population of study at the center.

### **3.2 Population and Sample of the Study**

The population for the study was English language teachers who were teaching at secondary level of Kathmandu valley. Forty teachers selected from community and private secondary schools were the samples of the study.

### **3.3 Sampling Procedure**

Forty secondary level schools were selected through purposive non-random sampling. Among them 20 schools were government aided and 20 schools were private secondary schools. One secondary level English teacher was selected from each school by using the same procedure.

### **3.4 Data Collection Tools**

A set of questionnaire was used as the tool for data collection. The questions were related to the motivation of teachers on teaching English. Close-ended and open-ended questions were included to gather the information.

### **3.5 Process of Data Collection**

After preparing a set of questionnaire, I visited the field for data collection. I adopted following process to collect the data:

1. At first, secondary schools of both government and private schools were visited and explained the purpose and process of the research to them to get their permission to carry out the research.
2. After getting permission from the authority, the secondary level English teachers were consulted and explained them the purpose of research and requested them to help on it.
3. Then, the questionnaires were distributed.
4. Finally, the questionnaires were collected in time of their convenience.
5. The process was repeated until the designated numbers of questionnaires were administered to fulfill the purpose of research.

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

After collecting data, it is necessary to analyze the data. Only the raw data may not give any sense thus it should be analyzed and interpreted properly. Thus there is an intimate relationship between data and analysis. In my study, the data was analyzed manually. At first the data were collected then transcribed the information of questionnaire separately and maintained dairy. In diary, everything was written what it was found in the questionnaire according to the resources of teachers. It was maintained in order.

There were different topics and subtopics on the questionnaire each question tried to find out the teacher motivation towards teaching English. After transcribing the data, these were coded and formulated themes on the basis of the teachers' responses. The data were described using statistical tools and developed the theme directly addressing the research questions and objectives of the study. The data were tried to verify using simple statistical tools.

## **CHAPTER – FOUR**

### **RESULTS AND DISCUSSION**

After collecting all the questionnaires, the data were processed, analyzed and interpreted. Teachers were provided with three alternatives (A), (U) and (D) for ‘agree’, ‘no opinion’ and ‘disagree’ respectively to express their opinion or responses to the given statements or questions. The teachers’ responses were counted and tabulated separately according to different private and government secondary schools. Responses were changed into percentage. On the basis of numbers and percentage of the responses, the data were analyzed and interpreted.

#### **4.1 Result**

This research shows that majority of teachers were found to be motivated towards their profession. Individual factors like aim to be an English teacher, goal to be a good English teacher and potential opportunities for professional development and good career were seen as major factors due to which teachers are motivated. Regarding the salary scale, which is taken as one of the major factors for motivation, teachers showed mixed responses. Such as 47.5% of the teachers have been found to be agreed with the present salary scale, 25% of the teachers did want to put their views and 27.5% teachers have been found to be disagreed with their salary. Social factors were also found to be a dominating factor for teacher motivation. A significant number of teachers were found to be motivated because of its prestige, necessity and importance for exchanging culture and relationship with the society. In the same way because of the fact that English teacher helps to globalize the thoughts, its necessity for national development, its value and opportunities in Nepal teachers were found to be highly motivated. Similarly teachers were found to be motivated because of the wide applicability and acceptance towards the global phenomena. Due to the challenging nature of job, teaching environment, cooperative school and

administration majority of teachers were found to be motivated. Majority of teachers were found to be satisfied with the objectives, curriculum, syllabus and textbook applied. So these could be interpreted as the major motivating factors that are highly responsible for teachers to be motivated. However, in some issues such as insecurity of job, failure of students, result oriented trends, passiveness of students, examination and evaluation system, facilities provided by the government and policy were seen as demotivating factors for teachers.

## **4.2 Discussion**

Human resources are the most important and usually the most expensive asset that any organization can possess. In educational institutions it is largely the work of the teacher that determines the degree of success or failure in the institution's efforts to achieve its goal of integrating faith and learning.

People work for a wide variety of reasons. Some want money, some want challenge and some want security. The things that each unique individual in an organization decides that he or she wants from work plays an instrumental role in determining motivation to work. Motivation is vital to all organizations and hence, to their heads. Often this difference between highly effective organizations and less effective ones lies in the motivational profiles of their members. Hence this study tries to find out whether teachers are motivated or not on their teaching profession. The discussion and interpretation of the data was done in the following way:

### **4.2.1 Motives and Attitudes**

There were three topics namely individual factor, social factor and national\ international factor under this heading, each consisted different statements regarding the teacher's intrinsic and extrinsic motivation.

#### 4.2.1.1 Individual Factor

Tabulation of responses on every question of this topic is given below. There were nine statements asked to forty teachers. The responses and their weight are presented in Table No 1 given on page 33.

**Table No. 1**

#### Analysis of Individual Factors

A) Individual Factor	Number of responses on each question				Percent of responses on each question		
	A	U	D	Total	% A	% U	% D
1) Teaching English is my aim.	37	2	1	40	92.5	5	2.5
2) I want to introduce myself as a good English teacher.	39	0	1	40	97.5	0	2.5
3) I am very satisfied with my profession.	34	3	3	40	85.0	7.5	7.5
4) Teaching load is too much for me so I want to give up this job.	1	6	33	40	2.5	15	82.5
5) English language teaching offers more opportunities for professional development.	38	1	1	40	95.0	2.5	2.5
6) I have got sufficient opportunities for professional development through my institution	27	8	5	40	67.5	20	12.5
7) I am satisfied with my present salary scale.	19	10	11	40	47.5	25	27.5
8) I want to continue my profession.	35	4	1	40	87.5	10	2.5
9) I want to teach English because it offers a good career prospects.	32	3	5	40	80.0	7.5	12.5

There were nine statements under the topic ‘Individual Factor’ which tried to find out teachers’ intrinsic and extrinsic motivation towards teaching English.

Among the forty English language teachers, thirty seven i.e. 92.5% agreed that teaching English language was their own aim; two had no opinion which occupies 5% and one English teacher chose disagree option which is insignificant as it is only 2.5%. This shows that significant number of teachers have already fixed their aim to be an English language teacher.

Thirty-nine (*i.e.* 97.5%) agreed that they wanted to be a good English teacher and only one (*i.e.* 2.5%) disagreed this statement. This shows most of the English teacher wants to build their status by being a good English teacher.

Similarly, thirty-four (*i.e.* 85%) respondents were found to be satisfied with their teaching profession, only three teachers were found with no opinion and remaining three (*i.e.* 7.5%) disagreed the statement that means they were not satisfied with their job. It indicates that a significant number of teachers are pleased with their incumbent profession.

Thirty three teachers (*i.e.* 82.5%) opposed the statement that “teaching load is too much for me so I want to give up this job” showing most of the teachers wanted to continue their job and only one (*i.e.* 2.5%) teacher agreed the statement and six teachers (*i.e.* 15%) expressed neutral opinion over the statement. It shows very less number of teachers take teaching as a burden because of heavy work load where a considerable number of teachers want to continue their job.

Similarly thirty eight teachers (*i.e.* 95%) indicated that English language teaching offers more opportunities and one teacher (*i.e.* 2.5%) had no opinion while one (*i.e.* 2.5%) teacher disagreed. From this discussion it can be sum up that English language teaching offers a significant scope and opportunities.

Twenty seven (*i.e.*67.5%) teachers expressed that they have got sufficient opportunities for professional development through their institutions while eight (*i.e.* 20%) teachers were unaware regarding that issue and only five (*i.e.* 12.5%) of the teachers thought that there were no opportunities for their professional development. Thus we can conclude that majority of teachers are getting sufficient opportunities from their institutions for their professional development.

In the similar way, only nineteen (*i.e.* 47.5%) were satisfied with their present salary scale and ten (*i.e.* 25%) kept silence view this may be due to the monetary issue which teachers might think sensitive to disclose and eleven (*i.e.* 27.5%) were not satisfied on their present salary scale. So it can be concluded that there was no significant difference among the teachers in their expression regarding salary.

Similarly on the statement whether they want to continue their profession, thirty five (*i.e.* 87.5%) teachers were in favor while four (*i.e.*10%) out of them had neither agreed nor disagreed and only one (*i.e.* 2.5%) disagreed over the statement. It indicates a considerable number of teachers want to continue their profession.

Thirty two (*i.e.* 80%) indicated that they wanted to teach English because it offers a good career prospects while three (*i.e.* 7.5%) teachers had no opinion and five (*i.e.* 12.5%) teachers disagreed the statement. Thus it can be concluded that a very few teachers were unaware about the opportunities available to them.

#### **4.2.1.2 Social Factor**

There were five statements asked to forty teachers under this category. The responses and their analysis are presented as in Table 2.

**Table No. 2****Analysis of Social Factor**

<b>B) Social Factor</b>	<b>Number of responses on each question</b>				<b>Percent of responses on each question</b>		
	<b>A</b>	<b>U</b>	<b>D</b>	<b>Total</b>	<b>% A</b>	<b>% U</b>	<b>% D</b>
1) Teaching English is a prestigious job in our society.	29	8	3	40	72.5	20	7.5
2) Teaching English is necessary for the exchange of culture.	36	2	2	40	90.0	5	5
3) I feel myself more prestigious in society after being an English teacher	22	15	3	40	55.0	37.5	7.5
4) A good English teacher is necessary in my society.	34	3	3	40	85.0	7.5	7.5
5) Teachers should have good relationship with society	40	0	0	40	100.0	0	0

Among forty teachers twenty nine (*i.e.*72.5%) agreed that teaching English is a prestigious job in the society while eight (*i.e.* 20%) teachers had no opinion and only three (*i.e.* 7.5%) teachers expressed their disagreement regarding the same. So a considerable number of teachers are getting a good reputation in their society.

Thirty six (*i.e.* 90%) teachers thought that teaching English is necessary for the exchange of culture, two (*i.e.* 5%) teachers neither agreed nor disagreed and two (*i.e.* 5%) teachers disagreed. Thus it can be interpreted that English language plays a vital role in exchanging the culture.

Similarly, twenty two (*i.e.* 55%) teachers out of forty, felt more prestigious in society after being an English teacher while fifteen (*i.e.* 37.5%) teachers had no idea regarding this and only three teachers disagreed the same. In conclusion, majority of English teachers feel more prestigious in their society.

Thirty four (*i.e.* 85%) teachers out of forty thought that a good English teacher was necessary in their society and three (*i.e.* 7.5%) teachers had no opinion while three (*i.e.* 7.5%) teachers did not think so. Thus it shows that English teacher has a great importance and necessity in the society.

Forty (*i.e.* 100%) out of forty teachers indicated that teachers should have a good relationship with society. So it can be concluded that a teacher must have a good relationship with the society.

#### 4.2.1.3 National/International Factor

There were five statements asked with forty teachers regarding the national and international factors associated with teaching English. The responses and results are presented as in Table 3.

**Table No. 3**

#### **Analysis of National/International Factor**

C) National/International Factor	Number of responses on each question				Percent of responses on each question		
	A	U	D	Total	% A	% U	% D
1) Being an English teacher helps to globalize our thoughts.	37	2	1	40	92.5	5	2.5
2) Teaching English is necessary for National development.	30	7	3	40	75.0	17.5	7.5
3) Value of English teacher is high in Nepal.	20	15	5	40	50.0	37.5	12.5
4) English language teacher has great opportunities in Nepal.	21	12	7	40	52.5	30	17.5
5) We are being backward internationally because of low English language performance.	19	11	10	40	47.5	27.5	25

There were 5 statements under the topic National/international factor which tried to identify the teachers' attitude towards national and international needs as an English teacher.

Among the forty English language teachers thirty seven (*i.e.* 92.5%) teachers were in line that being an English teacher helped to globalize their thought and two (*i.e.* 5%) chose no opinion option and only one (*i.e.* 2.5%) teacher disagreed with this item. This shows that a significant number of teachers think teaching English helps to globalize their ideas and thoughts.

Thirty (*i.e.* 75%) teachers thought that teaching English is necessary for national development while seven (*i.e.* 17.5%) neither agreed nor disagreed and only three (*i.e.* 7.5%) teachers disagreed. It indicates that teaching English has a vital role for national development.

Twenty (*i.e.* 50%) teachers agreed that the value of English teacher is high in Nepal while fifteen (*i.e.* 37.5%) gave no opinion and five (*i.e.* 12.5%) were disagreed. It shows that value of English teacher is high in our country.

Similarly twenty one (*i.e.* 52.5%) teachers indicated that English language teacher has great opportunities in Nepal while twelve (*i.e.* 30%) chose no opinion option and seven (*i.e.* 30%) disagreed. It can be concluded that there is great scope and opportunity of English language in Nepal.

Nineteen (*i.e.* 47.5%) teachers thought that the cause of being backward internationally was low English language performance while eleven (*i.e.* 27.5%) showed their unresponsiveness and ten (*i.e.* 25%) disagreed. Thus a solid conclusion cannot be drawn in this issue.

#### **4.2.2 Other Motives and Attitudes**

There were four topics namely English language, teaching learning environment, objectives, curriculum, syllabus, textbook and examination and evaluation system under this heading each consisting five questions. Main

objectives of this heading were to draw teachers' thoughts about English language, provided environment for teaching learning process, views on objectives, curriculum, syllabus, textbook regarding English language and prevailing examination and evaluation system.

#### 4.2.2.1 English Language

This topic consisted five questions aiming to understand teachers' view about the global status of English language.

**Table No.4**

#### **Analysis of Other Motives and Attitudes**

<b>D) Other Motives and Attitudes</b>							
<b>1) English Language</b>	<b>Number of responses on each question</b>				<b>Percent of responses on each question</b>		
	<b>A</b>	<b>U</b>	<b>D</b>	<b>Total</b>	<b>% A</b>	<b>% U</b>	<b>% D</b>
(i) English is an internationally recognized language.	40	0	0	40	100.0	0	0
(ii) English language classes are funny, dramatic and attractive.	30	7	3	40	75.0	17.5	7.5
(iii) English language has its unfair domination over the world.	15	11	14	40	37.5	27.5	35
(iv) English Language is a window from which we can see the world.	33	4	3	40	82.5	10	7.5
(v) English Language helps to widen our perspective towards the global phenomena.	38	2	0	40	95.0	5	0

Out of forty respondents, all of them (*i.e.* 100%) indicated that English is an internationally recognized language. Thus there is no doubt that English is an internationally recognized language.

Thirty (*i.e.* 75%) teachers thought that English language classes were funny, dramatic and attractive while seven (*i.e.* 17.5%) had no opinion. It indicates that a large number of teachers enjoy with funny, dramatic and attractive English language classes.

Similarly, a mixed thought came over the statement concerning that English language had its unfair domination over the world. On this statement, fifteen (*i.e.* 37.5%) teachers showed positive response while eleven (*i.e.* 27.5%) teachers chose no opinion and fourteen (*i.e.* 35%) disagreed.

Thirty three (*i.e.* 82.5%) teachers agreed as English language was a window from which we could see the world, while four (*i.e.* 10%) neither agreed nor disagreed and three (*i.e.* 7.5%) disagreed upon this statement. It can be sum up that a significant number of English teachers think that English language is a window to see the world.

Thirty eight (*i.e.* 95%) teachers agreed with that English language helped to widen their perspective towards the global phenomena. It means that majority of the teachers have positive responses over the statement.

#### **4.2.2.2 Teaching Learning Environment**

The topic ‘Other motives and attitudes’ consisted ‘teaching learning environment’ as one of the sub-topic. This sub-topic had consisted five statements. Teachers gave positive responses over each statement.

**Table No. 5**

**Analysis of Teaching Learning Environment**

2) Teaching Learning Environment	Number of responses on each question				Percent of responses on each question		
	A	U	D	Total	% A	% U	% D
i) English language teaching environment is good in my school.	30	5	5	40	75.0	12.5	12.5
ii) Good and appropriate teaching learning materials are available in my class.	19	14	7	40	47.5	35	17.5
iii) My students are good, helpful and funny.	38	0	2	40	95.0	0	5
iv) I am satisfied with my job because there is cooperation between administration staff, students and community.	35	2	3	40	87.5	5	7.5
v) English language teaching is a challenging job	37	1	2	40	92.5	2.5	5

Thirty (*i.e.* 75%) teachers thought that they had a good English language teaching environment while only five (*i.e.* 12.5%) showed no opinion and other five (*i.e.* 12.5%) disagreed, which means very few teachers are not getting good environment for English language teaching.

Nineteen (*i.e.* 47.5%) teachers agreed on the statement mentioning good and appropriate teaching learning materials were available in their classes while fourteen (*i.e.* 35%) showed no opinion and seven (*i.e.* 17.5%) disagreed. So only few teachers have an access to good and appropriate teaching learning materials.

For thirty eight (*i.e.* 95%) teachers, their students were good, helpful and funny. Only two teachers out of forty were disagreed in the same. Thus a very few number of teachers are not satisfied with the behaviour of their students.

Thirty five (*i.e.* 87.5%) teachers agreed with that they had cooperative environment with administration, students and community of their respective schools and only two (*i.e.* 5%) chose no opinion option while three (*i.e.* 7.5%) disagreed that is only 7.5% teachers were not getting cooperative environment from their respective school administration, students and community. So it means that majority of English teachers are getting cooperation from their institution, students and community.

Majority of teachers, thirty seven (*i.e.* 92.5%) expressed their agreement that English language teaching as a challenging job.

#### **4.2.2.3 Objective Curriculum Syllabus Textbook**

The sub-topic 'Objective curriculum syllabus textbook' consisted of five statements to draw the opinion from the teachers about the existing curriculum, syllabus and textbook of English language. Heterogeneous opinions have been expressed by teachers as presented in Table no. 6.

**Table No. 6****Analysis of Objective Curriculum Syllabus Textbook**

<b>3) Objective curriculum syllabus textbook</b>	<b>Number of responses on each question</b>				<b>Percent of responses on each question</b>		
	<b>A</b>	<b>U</b>	<b>D</b>	<b>Total</b>	<b>% A</b>	<b>% U</b>	<b>% D</b>
i) Objective of English language curriculum is good and useful.	27	8	5	40	67.5	20	12.5
ii) English language syllabus is appropriate.	19	12	9	40	47.5	30	22.5
iii) English language textbook and other teaching learning materials are appropriate and available.	17	13	10	40	42.5	32.5	25
iv) English language curriculum is based on communication focused activities.	26	6	8	40	65.0	15	20
v) Present ELT curriculum and its objectives are less feasible in our context.	16	18	6	40	40.0	45	15

Twenty seven (*i.e.* 67.5%) teachers agreed with the statement that objective of English language curriculum is good and useful, eight (*i.e.* 20%) teachers gave no opinion and five (*i.e.* 12.5%) teachers disagreed. This means that for the majority teachers, objective of English language curriculum is appropriate.

Similarly, nineteen (*i.e.* 47.5%) teachers indicated that English language syllabus was appropriate and nine (*i.e.* 22.5%) disagreed with this statement while twelve (*i.e.* 30%) gave no opinion. No solid response was expressed in this statement regarding the appropriateness of English language syllabus.

On the statement concerning about textbook and other teaching learning materials, seventeen (*i.e.* 42.5%) teachers thought as appropriate and available while ten (*i.e.* 25%) teachers thought as in-appropriate and unavailable and thirteen out of forty (*i.e.* 32.5%) were unresponsive.

Similarly twenty six (*i.e.* 65%) teachers thought that English language curriculum was based on communication focused activities while only eight (*i.e.* 20%) teachers disagreed and only six (*i.e.* 15%) teachers neither agreed nor disagreed. It indicates that English language curriculum is based on communication focused activities.

Sixteen (*i.e.* 40%) teachers agreed that present ELT curriculum and its objectives were less feasible in our context while six did not think so and eighteen (*i.e.* 45%) put their neutral view. Thus very few numbers of teachers think that ELT curriculum and its objectives are more feasible in our context.

#### **4.2.2.4 Examination and Evaluation System**

Under the sub-topic mentioning examination and evaluation system there were five statements. Teachers put their views with different ways on each statement.

**Table No.7**

**Analysis of Examination and Evaluation System**

4) Examination and Evaluation System	Number of responses on each question				Percent of responses on each question		
	A	U	D	Total	% A	% U	% D
i) Examination system of English subject is not appropriate in Nepal.	26	6	8	40	65.0	15	20
ii) Testing and evaluation of English subject is more practical for students.	19	10	11	40	47.5	25	27.5
iii) Students' attitude is positive towards the examination system of English.	17	12	11	40	42.5	30	27.5
iv) Continuous evaluation system can increase the level of students' achievement.	33	6	1	40	82.5	15	2.5
v) I feel more stress regarding the examination and result of the students.	10	6	24	40	25.0	15	60

Twenty six (*i.e.* 65%) teachers indicated that examination system of English subject was not appropriate in Nepal while six (*i.e.* 15%) teachers had no opinion and eight (*i.e.* 20%) disagreed. It shows that majority of teachers are dissatisfied with the examination system of English subject.

Nineteen (*i.e.* 47.5%) teachers agreed that testing and evaluation of English subject is more practical for students and eleven out of forty which is 27.5% disagreed while ten (*i.e.* 25%) teachers were unresponsive to put their views.

Similarly seventeen (*i.e.* 42.5%) teachers were in favor of students' attitude as positive towards the examination system of English while twelve (*i.e.* 30%) teachers had no opinion and eleven (*i.e.* 27.5%) teachers opposed with that statement.

Thirty three (*i.e.* 82.5%) teachers viewed that continuous evaluation system could increase the level of students' achievement while only one (*i.e.* 2.5%) teacher disagreed and six (*i.e.* 15%) had no opinion. So it can be concluded that a continuous evaluation system helps to increase the level of students' achievement.

Similarly ten teachers out of forty (*i.e.* 25%) respondents agreed on the statement that they felt more stress regarding the examination and result of the students. Mean the while twenty four (*i.e.* 60%) disagreed with the same statement and six (*i.e.* 15%) had no opinion. Majority of teachers do not feel any stress regarding the examination and result of the students.

### **) Opinions Elicited through Open Ended Questions**

There were altogether seven different open ended questions which tried to ask teachers opinions and comments on various topics that were set considering the objectives.

According to their views, the majority of the teachers thought that English language was better than other subjects from professional point of view because English is an international language, it helps to globalize the people, it is a common means of expression, its graduated can easily engage in various teaching institution, it helps to inter-cross cultural activities, it has a good scope, it offers more opportunities.

They chose English language teaching profession because it has high scope in Nepal, due to their own interest, to develop the career, love this profession, to serve the society, community as well as the nation, major subject was English

while they studying at college level, it was their aim to be a good English teacher, some of them think that English teaching profession is a prestigious relatively.

Majority of the teachers opined that they get positive and good responses in their society as an English teacher.

According to them there are different factors that motivate English teacher which are; the philosophy of teacher professional development, improving pronunciations, the problem of hand and mouth, scope of being engaged in different sectors, frequent extra activities of school, national as well as international teacher trainings and conferences, respect they got from different people, popularity of English language, job Security, school environment, responses they got from the student, salary, curiosity of their students, result of students, need and importance of English language.

Majority of English teachers thought that being an English language teacher helps to enhance their economic status.

Among the forty English language teachers some (15%) teachers listed different demotivating factors in their current job as an English teacher which are the insecure job, failure of students, lack of encouragement, low salary scale, work load, schools environment, lack of priority, lack of teaching learning material, passiveness of students, indifference of school administration regarding their demand and voice, inconsistency between teaching and testing, facilities provided by the government and policies, social negligence.

## CHAPTER – FIVE

### SUMMARY, CONCLUSION AND IMPLICATIONS

#### 5.1 Summary

The present thesis entitled with Motivation of Secondary Level Teachers towards Teaching English was an attempt to find out the secondary level teachers' motivation towards teaching English language and the causes of motivation or demotivation in teaching English language. In order to collect the data, thirty nine closed ended questions and seven open ended questions were prepared. Forty secondary level schools were selected by using the purposive non-random sampling method from Kathmandu valley and one secondary level English teacher was selected from each school by using the same procedure. Questionnaires were distributed to the selected teachers with clear instructions. Those questionnaires were prepared especially to draw the facts whether and how teachers are motivated or demotivated towards teaching English. Different parameters like individual factors (such as the aim; future plan; satisfaction with the school environment, salary, opportunities for professional development, career prospects); social factors; national/international factors; other motives and attitudes; teaching environment; curriculum, syllabus, textbook; examination and evaluation system were included as the influencing factors of motivation and demotivation.

After collecting the data, they were processed, analyzed and interpreted. Majority (85%) of the teachers were found to be highly motivated in teaching English. Different factors like the philosophy of teacher professional development, improving pronunciation, the problem of hand to mouth, high scope of English language, respect they get from society, job security, school environment, response they got from the students, salary, result of students and importance of the English language motivated the English teachers in their current profession. Though they are motivated in teaching English some (15%)

teacher mentioned different demotivating factors, too, in their job like insecure job, failure of students, lack of encouragement, low salary scale, work load, school environment, lack of teaching learning materials, passiveness of students towards learning, dearth of proper care from school administration, inadequate facilities provided by the government and impractical policies.

## **5.2 Conclusion**

On the basis of the rigorous analysis and interpretation of the data, it can be concluded that most of the teachers have absolutely positive attitude towards English language.

Majority of the teachers want to introduce themselves as a good English teacher this shows that they are intrinsically motivated towards teaching English.

Most of the teachers seem to have positive attitude towards teaching English language, English language learners, English language classes, scope of English language, teaching learning environment.

Thus it can be concluded that majority of teachers are motivated with the intrinsic factors like the prestige getting from society as an English teacher, their already fixed aim to be a good English teacher, its scope, opportunities and importance.

On the other hand extrinsic factors like salary, failure of students in examination, examination and evaluation system, students' attitude towards education system and facilities provided by the government and policy are the factors due to which teachers are demotivated.

## **5.3 Implications**

This is the research conducted for the partial fulfillment of Master's study. So there are many limitations on this study especially in term of resources and area

covered. Therefore its implication may not cover a wide range and it may not have a wide applicability. The research was solely conducted inside the Kathmandu valley and the situation regarding facilities, accessibility and availability of materials are different in schools which are located in the remote and far remote areas in comparison to those of schools located in Kathmandu valley. Hence the finding of this research may not be applicable for the nation as a whole. However, the findings do have implications for policy, practice as well as further research.

### **5.3.1 Policy Level**

- ) Economic status and financial incentives of teacher highly affect the motivation of teachers. Therefore, to enhance teachers' performance, it is vital that, their salary scale should be reviewed.
- ) Similarly policy makers and curriculum designers should analyze the teachers' motivation to make the teaching-learning process more effective. And teaching- learning material and reference books should be made available on time.
- ) Only the well motivated teachers may fulfill their responsibilities. Therefore, different motivational techniques should be included in detail in training courses of teachers and special training course should be arranged for educational managers, administrators and supervisors to use motivation techniques appropriately to achieve competency.

### **5.3.2 Practice Level**

- ) Intrinsic motivation of teachers is important in teaching-learning process however there is the role of extrinsic motivation as well. Teachers' extrinsic motivation such as salary, school environment, teachers-staff interrelationships, and learners' attitude towards target language are of great importance. So school administration should focus on these factors

to make the teaching-learning process more effective and to increase the teacher motivation.

- ) Handling the challenging situation in the classroom and outside the class may make the teachers exhausted so the school administrator should organize different motivational programs for the teachers.

### **5.3.3 Further Research Level**

- ) Teacher motivation is a very important factor in teaching-learning process; it should be followed as a major subject of study in future.
- ) This study was conducted only in the Kathmandu valley so the finding of this study may not be applicable in the broad area because the motivation of secondary level teacher of Kathmandu valley may differ from the secondary level teacher of remote areas so this research also can be conduct in those areas.
- ) The population of this study were only forty secondary level English teachers thus to make the more effective study on teacher motivation , further study can be conduct on different levels and in broad areas.

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## APPENDIX A

### List of Schools

S.N.	Name of the Private Schools	Address	District
1	Golden Rays Secondary School	Kirtipur	Kathmandu
2	Kirtipur Boarding School	Kirtipur	Kathmandu
3	Amar Jyoti H.S.S	Kalanki	Kathmandu
4	Bernhardt H.S.S.	Balkhu	Kathmandu
5	Learning Realm International School	Kalanki	Kathmandu
6	Blue Wren Intl. Boarding School	Kalanki	Kathmandu
7	Global Higher Secondary School	Lagankhel	Lalitpur
8	United Scholar's Academy	Madannagar, Balkhu	Kathmandu
9	Telic International Model English School	Kuleshwar	Kathmandu
10	Himalayan Academy	Maitrinagar	Kathmandu
11	Pinacle Scholar Academy	Kalanki	Kathmandu
12	Gloria School	Balkhu	Kathmandu
13	Wisdom Academy	Kalanki	Kathmandu
14	Honor Intl. School	Kirtipur	Kathmandu
15	Namuna Machhindra Boarding School	Lagankhel	Lalitpur
16	Divya Deep Jyoti English Secondary School	Lokanthali	Bhaktapur
17	Emmanual Secondary Boarding School	Gatthaghar	Bhaktapur
18	Baghbhairav Boarding School	Kirtipur	Kathmandu
19	Kirti Secondary Boarding School	kirtipur	Kathmandu
20	Kamal Eng Boarding School	Balkhu	Kathmandu

S.N.	Name of the Government Schools	Address	District
21	Shram Jeet Secondary School	Thasikhel	Lalitpur
22	Tripadma Vidya Sadan HSS	Pulchowk	Lalitpur

23	Pravat HSS	Tyagal	Lalitpur
24	Janavikash HSS	Balkhu	Kathmandu
25	Madan Smarak HSS	Pulchowk	Lalitpur
26	Neelbarahi Secondary School	Kalimati	Kathmandu
27	Janapath Secondary School	Kalanki	Kathmandu
28	Namuna Machhindra Higher Sec School	Lagankhel	Lalitpur
29	Jana Sewa Higher Secondary School	Kirtipur	Kathmandu
30	Mangal Higher Secondary School	Kirtipur	Kathmandu
31	Kirtipur Secondary School	Kirtipur	Kathmandu
32	Jana Pravat HSS	Kalimati	Kathmandu
33	Adarsha Kanya Niketen HSS	Patandarbar	Lalitpur
34	Amarjyoti HSS	Syuchataar	Kathmandu
35	Kuleshwar Secondary School	Kuleshwar	Kathmandu
36	Aadinath Secondary School	Chovar	Kathmandu
37	Kanya Co-education Sec School	Bhaktapur	Bhaktapur
38	Shree Padma Higher Secondary School	Darbar Sq	Bhaktapur
39	Bal Premi Secondary School	Thimi	Bhaktapur
40	Gyanodaya Higher Secondary School	Bafal	Kathmandu

## APPENDIX B

**Dear Madam/Sir,**

This questionnaire has been prepared for the purpose of my research study entitled '**Motivation of Secondary Level Teachers towards Teaching English**' under the guidance and supervision of Ms. Madhu Neupane, Lecturer, Department of English Education, TU, Kirtipur. Your cooperation in completion of the questionnaire will be of the great value to me. Please feel free to put your response required to the questionnaire. I assure you that your responses will merely be used as information for the research and will have no harmful effect upon your career.

Name: \_\_\_\_\_ Sex: (F / M) \_\_\_\_\_ Major Subject: \_\_\_\_\_  
School: \_\_\_\_\_ Level: Secondary \_\_\_\_\_

Please write 'A' if you strongly agree, write 'U' if you have no opinion and write 'D' if you disagree or strongly disagree in the boxes with the given statements. Some questions require you to write a free response. You are free to comment to any other questions as well:

<b>A) Individual Factor</b>	A	U	D
1) Teaching English is my aim.			
2) I want to introduce myself as a good English teacher.			
3) I am very satisfied with my profession.			
4) Teaching load is too much for me so I want to give up this job.			
5) English language teaching offers more opportunities for professional development.			
6) I have got sufficient opportunities for professional development through my institution			
7) I am satisfied with my present salary scale.			
8) I want to continue my profession.			
9) I want to teach English because it offers a good career prospects.			

<b>B) Social Factor</b>	A	U	D
1) Teaching English is a prestigious job in our society.			
2) Teaching English is necessary for the exchange of culture.			
3 I feel myself more prestigious in society after being an English teacher			
4) A good English teacher is necessary in my society.			
5) Teachers should have good relationship with society			
<b>C) National/International Factor</b>	A	U	D
1) Being an English teacher helps to globalize our thoughts.			
2) Teaching English is necessary for National development.			
3) Value of English teacher is high in Nepal.			
4) English language teacher has great opportunities in Nepal.			
5) We are being backward internationally because of low English language performance.			
<b>D) Other motives and attitudes</b>	A	U	D
<b>1) English Language</b>			
(i) English is an internationally recognized language.			
(ii) English language classes are funny, dramatic and attractive.			
(iii) English language has its unfair domination over the world.			
(iv) English Language is a window from which we can see the world.			
(v) English Language helps to widen our perspective towards the global phenomena.			
<b>2) Teaching learning environment</b>	A	U	D
i) English language teaching environment is good in my school.			
ii) Good and appropriate teaching learning materials are available in my class.			
iii) My students are good, helpful and funny.			
iv) I am satisfied with my job because there is cooperation between administration staff, students and community.			

v) English language teaching is a challenging job			
<b>3) Objective curriculum syllabus textbook</b>	A	U	D
i) Objective of English language curriculum is good and useful.			
ii) English language syllabus is appropriate.			
iii) English language textbook and other teaching learning materials are appropriate and available.			
iv) English language curriculum is based on communication focused activities.			
v) Present ELT curriculum and its objectives are less feasible in our context.			
<b>4) Examination and evaluation system</b>	A	U	D
i) Examination system of English subject is not appropriate in Nepal.			
ii) Testing and evaluation of English subject is more practical for students.			
iii) Students' attitude is positive towards the examination system of English.			
iv) Continuous evaluation system can increase the level of students' achievement.			
v) I feel more stress regarding the examination and result of the students.			

### Open Ended Questions

Please write your opinions, comments and suggestion as following question demand

- 1) Do you think English language is better than other subject from professional point of view?

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If yes why?

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If no why?

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2) Do you think being an English teacher it helps to enhance your economic status?

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i) How?

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3) Why did you decide to become an English teacher?

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4) What are the benefits of being an English teacher than the teachers of other subjects?

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

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6) What motivates you most in your current job as an English teacher?

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7) What demotivates you most in your current job as an English teacher?

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**Thank you for your kind cooperation!**