

**MOTIVATING FACTORS BEHIND FEMALE
TEACHERS' CHOICE OF ELT AS A PROFESSION**

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

**Submitted by
Nishma Karanjeet**

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

2019

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This is to certify that **Ms. Nishma Karanjeet** has prepared this thesis entitled **Motivating Factors behind Female Teachers' Choice of ELT as a Profession** under my guidance and supervision.

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DECLARATION

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

Date: 28/11/2019

.....
Nishma Karanjeet

DEDICATION

Dedicated

to

*My beloved parents Mr. Shuresh Kumar Karanjeet and Mrs. Sharda Khadka
for their unconditional love and care.*

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ABSTRACT

Motivating Factors Behind Female Teachers' Choice of ELT as a Profession was carried to explore female English teachers' motivation for selecting English language teaching as a profession. Considering the objectives, the primary data were collected from forty female English teachers, teaching at different levels in the school of Nuwakot. The participants were selected using simple random sampling procedure. Open-ended and close-ended questionnaires were used as tools for data collection. The data obtained from respondents have been analyzed and interpreted using statistical tools and descriptively as well. The study shows that teaching is the first choice of career for majority of the female English language teachers. Importance of English language at international level, rich in vocabularies and maxims, love towards English language, childhood dream to be an English teacher, hobby, interest in teaching and high scope of profession were major motivational factors of female English teachers. The study also shows that being an English teacher was a matter of pride to female, it gives respect in society and being in this profession, they can easily sustain in their life. The study also explores that, job enrichment, flexible working hours, merit pay and incentives were the major influencing factors to female teacher motivation. It was also analyzed that improving teaching and students learning, personal and professional development, preparing plan for instructions were the major of teacher motivation.

This thesis consists of five chapters. The first chapter deals with the instruction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. Similarly, second chapter consists of review of theoretical as well as empirical literature and its implication for the study; more importantly, it includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which cover design and method of the study,

population, sample and sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure, and ethical considerations. In the same way, the fourth chapter incorporates the findings and conclusions of the study followed by some policy related, practice related and further research related recommendation based on the study. Finally, the references and appendices, which are necessary for the validation of the research, have also been presented.

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LIST OF ABBREVIATIONS

%	-	Percentage
A	-	Agree
CERID	-	Research Center for Educational Innovation and Development
D	-	Disagree
ELT	-	English Language Teaching
i.e	-	That is
M.Ed	-	Masters in Education
N	-	Number
NELTA	-	Nepal English Language Teaching Association
p	-	Page
pp	-	Pages
Prof	-	Professor
Reg	-	Registration
SA	-	Strongly Agree
SD	-	Strongly Disagree
SN	-	Serial Number
TM	-	Teacher Motivation
TPD	-	Teachers' Professional Development
TU	-	Tribhuvan University
Vol	-	Volume
www	-	World Wide Web