

**Job Satisfaction in English Language Teaching: Teachers' Experiences**

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

**Submitted By  
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**Faculty of Education  
Tribhuvan University  
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Kirtipur, Kathmandu, Nepal  
2025**

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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:** 15-04-2025

**Sushila Shrestha**

### **Recommendation for Acceptance**

This is to certify that **Ms. Sushila Shrestha** has prepared this thesis entitled **Job Satisfaction in English Language Teaching: Teachers' Experiences** under my supervision. I recommend the thesis for acceptance.

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## **Dedication**

*Dedicated To  
My Parents & Teachers  
Whose hard work, inspiration  
and  
blessing made me what I am at present.*

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**Sushila Shrestha**

## Abstract

This research entitled *Job Satisfaction in English Language Teaching: Teachers' Experiences* explored the motivating and demotivating factors affecting Job satisfaction of English language teachers. A narrative research design was employed to achieve the objectives of the study. The sample consisted of three secondary-level English language teachers from Ilam District who were selected through purposive non-random sampling method. Data were collected through in-depth interviews and analyzed qualitatively using thematic analysis approach. The findings indicated that teachers are influenced by both intrinsic and extrinsic motivational factors. Teachers with intrinsic motivation often sustain their enthusiasm through a personal passion for learning, respect and prestige and financial stability. Conversely, those who bear the responsibility of supporting their families tend to feel demotivated. While some teachers' express satisfaction with government-provided facilities, many remain dissatisfied with broader aspects of their professional environment. The reason of their dissatisfaction include limited government support for professional development, inadequate student engagement, and challenges related to school staff behavior and administrative practices. These factors contribute to a general sense of dissatisfaction among educators, despite the availability of certain infrastructural resources.

This thesis comprises five chapters, each divided into specific sections and subsections. The first chapter includes the background of the study, problem statement, research objectives, research questions, significance of the study, delimitations, and operational definition of key terms. The second chapter presents relevant theoretical and empirical literature, their implications for the study, and the conceptual framework. The third chapter outlines the research methods and procedures carrying this study. The fourth chapter consists of analysis and interpretation of data. The fifth chapter summarizes the findings, conclusions, and recommendations. The thesis concludes with references and appendices.

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**Acronyms/Abbreviations**

B. Ed.	:	Bachelor of Education
ELT	:	English language Teaching
M. Ed.	:	Master of Education
p.	:	Page
Prof.	:	Professor
SLC	:	School Leaving Certificate
T.U.	:	Tribhuvan University

## **Chapter I**

### **Introduction**

This chapter includes the 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.

#### **Background of the Study**

Teachers play a crucial role in shaping students' knowledge, motivation, and overall development. However, not all teachers serve as sources of inspiration, as their effectiveness depends on factors such as attitude, background, behavior, and job satisfaction. Shonje (2019) Job satisfaction refers to the extent to which teachers find fulfillment and enjoyment in their profession. When teachers have a positive attitude toward teaching, they develop essential pedagogical skills, including listening, speaking, reading, and writing. Their enthusiasm helps them effectively teach vocabulary, language structures, and literary genres. Conversely, a lack of job satisfaction can lead to discomfort in their profession, ultimately affecting their ability to motivate students who are interested in learning.

Job satisfaction influences motivation, attitude, and overall engagement in a profession. Gurung (2022) defines job satisfaction as an emotional and psychological state resulting from the balance of various factors in a job. Similarly, Bradey (2001) describes it as an emotional response derived from one's work experience. When teachers are satisfied with their profession, they actively engage in updating their knowledge and skills, contributing to an enriched learning environment. Teaching is a two-way process where educators not only impart knowledge but also learn from their students. According to Knigama et al. (2018), job satisfaction is closely linked to the fulfillment of expectations and achievements in one's career. It is essential for educators to feel satisfied in their roles, as their level of satisfaction directly impacts their teaching effectiveness and overall contribution to the education system.

According to Saharan & Sethi (2001), Teachers are fundamental to nation-building, because they shape the future by educating and developing the next generation. Similarly, they install knowledge, skills and values that are crucial for the growth and advancement of a nation. By fostering a positive learning environment and empowering students to become engaged, critical thinker. Their responsibilities

extend beyond the classroom, influencing societal transformation at large. A high-quality education system relies on competent and motivated teachers. Factors such as professional development opportunities, training programs, conferences, and effective communication classes contribute to enhancing teachers' knowledge and job satisfaction. Kumari (2008) asserts that job satisfaction enables teachers to achieve educational objectives and national goals effectively.

satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008) Satisfied teachers are more likely to be enthusiastic, committed, and effective in their teaching practices, which leads to improved instructional quality and stronger learning support for their students. Their positive attitude enhances classroom interactions, fosters a supportive learning environment, and contributes to better student engagement and academic performance.

A teacher who is committed to students and makes efforts to create a supportive learning climate in the classroom, for example, may not have affective affiliation to the school organization due to the lack of identification with school goals (Choi & Tang, 2009). Thus, a teacher highly dedicated to student affairs but resistant to school reforms may be regarded as committed when her/his attitude towards students is assessed. She/he may not be considered a committed teacher if the assessment is taken from the perspective of school organization. Thus, the relationship between teacher commitment, teachers' psychological attachment and efforts is far from a simplistic equation.

In the present scenario, job satisfaction is a critical factor across various professions, including teaching. While more than half of the population is educated, the education system still faces significant challenges. Many teachers leave their jobs due to dissatisfaction stemming from various factors. Government schools often have qualified educators, but a lack of adequate training, communication classes, and professional support leads to teacher attrition. Additionally, workplace hierarchies and societal factors such as gender discrimination affect teachers' motivation and job satisfaction. The lack of rewards, motivation, and counseling services further exacerbates the issue.

Given these challenges, it is crucial to explore the factors influencing teachers' job satisfaction and develop strategies to improve their professional experiences. This research aims to examine the motivating and demotivating factors that influence teachers' job satisfaction and retention in government schools.

### **Statement of the Problem**

Job satisfaction is a significant emotional and psychological factor that determines teachers' level of interest in their work. Although teaching is considered a highly respected profession, societal perceptions have led to its declining value. Many individuals enter the teaching profession as a last resort rather than as a primary career choice (Bista, 2006). However, teachers play an essential role in shaping society, as education is the foundation of national development.

Despite the importance of job satisfaction in teaching, there exists a gap between motivating and demotivating factors on secondary level English language teachers at government school. This gap may hinder the comprehensive exploration of how these factors are affected in their job to continue. There are so many teachers leave their jobs due to dissatisfaction, negatively impacting the education system. However, some teachers choose this profession out of passion and commitment, while others enter the field for financial stability. Additionally, various factors such as workplace environment, staff behavior, government policies, and professional development opportunities influence teachers' motivation.

This study seeks to explore the motivating and demotivating factors that affect teachers' job satisfaction, aiming to identify ways to enhance their professional experiences and encourage others to join the field.

### **Objectives of the Study**

The objectives of this study were:

- a. To explore the motivating and demotivating factors influencing teachers' job satisfaction.
- b. To suggest pedagogical implications based on the findings.

## **Research Questions**

The present study found out the answer of the following question

- a. What are the motivating and demotivating factors affecting teachers' job satisfaction?

## **Significance of the Study**

This research focuses on identifying the factors influencing teachers' job satisfaction, particularly among those who have dedicated significant time to the profession. The study aims to understand teachers' dedication to their jobs, their relationships with colleagues and students, and the overall work environment in government schools.

Teachers are essential knowledge providers, and their satisfaction directly impacts the quality of education. Understanding their levels of satisfaction and addressing any concerns is crucial for policymakers and educational authorities. This study provides insights for government bodies, policymakers, educational institutions, and administrators to develop strategies that improve teachers' working conditions and professional growth.

Furthermore, this research contributes to the academic discourse on job satisfaction in the teaching profession. Unlike studies focusing on industrial or business organizations, this research specifically examines teachers' experiences, making it a valuable resource for future researchers in this field.

Ultimately, the study aims to enhance teacher motivation and retention, leading to a more effective and sustainable education system.

## **Delimitations of the Study**

This study was conducted in the Ilam district and focused on three English language teacher's experiences. The research was limited to exploring teachers' job satisfaction within the context of their profession. It employed a qualitative research approach, specifically utilizing narrative analysis. In-depth interviews were the primary data collection method.

## **Operational Definition of Key Terms**

The following key terms were used in this study:

**Affecting factor:** Elements or conditions that influence a specific outcome or feature.

**Inspiration:** A feeling of enthusiasm derived from someone or something that fosters creativity and new ideas.

**Job satisfaction:** The degree to which an employee is self-motivated, content, and fulfilled in their job.

**Motivation:** The process of encouraging and stimulating an individual to act in a specific manner.

**Patriarchal:** A social system where men hold a disproportionately large share of power in social, economic, political, and religious spheres, with inheritance typically passing through the male lineage.

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

This chapter includes review of the related theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework.

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

In this section, I have reviewed various existing theoretical literature related to my study, which provides guidelines for my research and helps in selecting an appropriate design. The theoretical subtopics are mentioned below.

##### ***An Introduction of Job Satisfaction***

Job satisfaction refers to an individual's internal feelings that encourage them to work energetically. Young (1984) defines job satisfaction as "the affective reaction that employees have about their jobs." This means that job satisfaction is a psychological factor that strengthens an individual's feelings toward their work. People are inherently guided by their emotions, influencing their thoughts and actions. According to Locke (1976), job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job experience." Satisfied employees tend to share positive feelings toward their work. When teachers are satisfied with their jobs, they improve their teaching methods, remain motivated, update their knowledge, and develop a strong attachment to their profession.

Spector (1985, p.1) defines job satisfaction as "a cluster of evaluative feelings about the job." Employees develop specific feelings regarding their work, influencing their motivation and career aspirations. He identified several facets of job satisfaction, including pay, promotion, supervision, benefits, contingent procedures, operating procedures, coworkers, and the nature of work. Pay refers to salary amount and fairness, promotion pertains to opportunities and fairness in career advancement, supervision concerns managerial competence and fairness, contingent procedures involve respect, recognition, and appreciation, operating procedures refer to workplace policies and regulations, coworkers signify the perceived competence and

pleasantness of colleagues, and the nature of work relates to the enjoyment derived from job tasks.

Job satisfaction is directly linked with some organizational phenomena, like hierarchy, supervision. Workers preferred decentralized administration. Participation in decision-making can bring job satisfaction. Smith, Kendall, and Hullin have suggested that five job dimensions represent the most important characteristics of a job about which people have an adequate response. They are, The work itself: the extent to which the job provides the individual with interesting tasks, opportunities for learning and the chance to accept responsibility, Pay: The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis a vis that of others in the organization, Promotion opportunities: the chances for advancement in the hierarchy, Supervision: the abilities of the supervisor to provide technical assistance and behavior support, Coworkers: the degree to which fellow workers are technically proficient and socially supportive.

Theory of job satisfaction. Satisfaction is an interesting work-related phenomenon for the fulfillment of needs.

### ***Theory of Job Satisfaction***

Satisfaction refers to the fulfillment of one's wishes, expectations, or needs and the pleasure derived from achieving them. It can be attained through rewards, accomplishments, or overall success in life. A theory provides a guiding principle that explains how and why people engage in certain behaviors. Theories identify key variables and establish relationships among them to form hypotheses that can be tested through research (Newstrom, 2007:6).

Under the theories of job satisfaction, I have reviewed four prominent theories related to job satisfaction: Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory, Trial and Error Theory and Skinner's Operant Conditioning Theory.

Abraham Maslow is a well-known psychologist who proposed that individuals' motivational needs can be arranged in a hierarchy. According to Maslow (1943, 1954), human needs are organized in a hierarchy, starting from physiological (survival) needs at the bottom and progressing to self-actualization at the top. Maslow's theory categorizes human needs into five levels:

**Physiological Needs.** Basic survival necessities (food, water, warmth, rest): According to Maslow's Theory, every person has different needs. However, psychological needs are same. First, we should fulfilled basic needs that is mandatory in our life without them we can't uplift higher needs. Teachers were also said they also engage in this field to run their family.

**Safety Needs.** Security and protection, Belongingness and love need This is another need after fulfilling basic needs we feel our belongingness and love. Without the support of our circle, we can't go ahead in one step. Teachers greedy, traditional thought, and negative behavior make demotivate them.

**Social relationships.** This is another need that is our friendship, and Relationship. Teachers were also said that staff relationship and student-teacher relationship also affect them.

**Esteem needs.** Prestige and a sense of accomplishment: after fulfilled above needs we seek our prestige and power, if there is no any respect and love we can't do any work.

**Self-actualization.** Achieving one's full potential: this is very higher level of need we fulfilled among needs after that we must need self-progress including creative activities Lower-level needs, such as food, water, and safety, must be met before individuals can focus on higher needs. The human body cannot function properly if basic physiological needs are not fulfilled. Similarly, once one level of need is satisfied, the next level emerges. Maslow believed that true self-actualization is difficult to achieve, but individuals may experience temporary moments of self-fulfillment known as "peak experiences."

Applying this theory to teachers, their job satisfaction is influenced by several factors, including salary, job position, work environment, school management, and relationships with colleagues. While conducting the research relating with Maslow theory all teachers were engaged on job because of their needs. They were engaged to run their family as well as their passion. So, it could fulfill their physical demand. According to this theory they could fulfill their needs based on this hierocracy. However, they were demotivated because of staff behavior, and student participation. It means teachers also need love and friendship on their job so they became their job

comfortable. Similarly, if every person fulfilled with love and belongingness only achieve self-motivation. Then, they motivate themselves to developed their professional skill. Many teachers switch jobs based on these factors, affecting their job satisfaction and professional development.

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, offers a valuable framework for understanding teacher job satisfaction by distinguishing between two categories of workplace factors: motivators and hygiene factors (Herzberg, 1959; Herzberg, Mausner, & Snyderman, 1959). According to the theory, motivators are intrinsic elements of the job such as achievement, recognition, responsibility, and opportunities for personal growth that lead to genuine job satisfaction. In contrast, hygiene factors including salary, school policies, administrative support, working conditions, and interpersonal relationships do not necessarily enhance satisfaction, but their absence can cause significant dissatisfaction. Applied to the teaching profession, this theory suggests that teachers are more likely to feel fulfilled when they experience professional recognition, autonomy, and personal development opportunities. These intrinsic motivators foster passion, confidence, curiosity, and a sense of purpose, encouraging teachers to stay engaged and committed to their roles. On the other hand, poor hygiene conditions such as inadequate pay, lack of resources, ineffective leadership, or unsupportive work environments—can lead to frustration and disengagement, even if intrinsic motivation is present. Therefore, for teachers to remain satisfied and perform effectively, both motivators and hygiene factors must be addressed. When these are in place, teachers not only remain in the profession but are also more likely to grow, innovate, and contribute positively to student learning. Conversely, when these needs are unmet, teachers may become passive, lose interest, and eventually withdraw from the profession.

Operant conditioning, also known as instrumental conditioning, is a learning theory developed by B.F. Skinner that explains how behavior is shaped by its consequences. This framework is highly relevant to understanding the job satisfaction of teachers, as it emphasizes how reinforcement and punishment influence motivation and performance in the workplace.

According to Skinner, behaviors that are positively reinforced are likely to be repeated, whereas those followed by punishment tend to diminish over time. For teachers, this means that their professional behavior such as dedication, creativity, or going the extra mile can be sustained or discouraged based on how the work environment responds to these efforts. Skinner identified three key types of environmental responses:

**Neutral Operant.** These are responses from the environment that neither encourage nor discourage behavior. In the context of teaching, a neutral environment one lacking feedback or recognition can lead to a sense of stagnation. Teachers may feel indifferent or disengaged if their efforts go unnoticed, even if they are not actively punished.

**Reinforces.** These are responses that increase the likelihood of a behavior being repeated. Positive reinforcement plays a crucial role in teacher motivation. When teachers are rewarded through praise, salary increments, professional development opportunities, or strong student-teacher relationships, they feel more satisfied and committed to their roles. Respondents noted that government support, student engagement, and collegial relationships serve as powerful motivators that enhance job satisfaction.

**Punishers.** These are responses that reduce the probability of a behavior being repeated. In the teaching profession, negative factors such as poor administrative support, lack of resources, limited student participation, and strained relationships with colleagues can serve as punishers. These demotivating elements lead to frustration, burnout, and even withdrawal from the profession.

Teachers benefit significantly from structured reinforcement strategies that support their intrinsic and extrinsic motivations. Positive reinforcements such as a supportive work environment, recognition, appropriate workload, and tangible rewards encourage high performance and greater job satisfaction. Conversely, consistent exposure to punishment or lack of reinforcement diminishes enthusiasm and engagement.

In conclusion, teacher job satisfaction can be understood through the lens of operant conditioning. Reinforcement, both verbal and material, motivates teachers and contributes to their sustained performance and well-being. Punishment or a lack of positive feedback, on the other hand, can lead to dissatisfaction and disengagement. Ultimately, fostering a school culture that prioritizes recognition, support, and professional growth acts as a strong motivator for teachers, enhancing their effectiveness and retention in the profession.

Thorndike's Trial and Error Learning Theory, based on the Law of Effect and the Law of Exercise, provides a useful lens for understanding teacher job satisfaction by highlighting how repeated effort and reinforcement shape behavior and motivation. In the professional lives of educators, teaching is often a continuous process of experimentation trying various instructional methods, classroom management strategies, and communication approaches to achieve desired student outcomes. When these efforts are met with success such as improved student performance, positive feedback from administrators, or recognition from peers' teachers experience job satisfaction, as these satisfying outcomes reinforce their actions, aligning with the Law of Effect. Over time, consistent practice and repetition of successful teaching strategies, as supported by the Law of Exercise, strengthen teachers' confidence and professional identity. However, when teachers face repeated setbacks without support or recognition such as lack of resources, high workloads, student indifference, or unsupportive leadership the absence of positive reinforcement can lead to frustration, burnout, and ultimately job dissatisfaction. This shows that for teachers to remain motivated and satisfied, they must operate in an environment that acknowledges their efforts, supports their professional development, and values their contributions. Thorndike's theory thus underscores the importance of a supportive and responsive educational setting where learning from experience both success and failure is encouraged, leading to greater teacher engagement, resilience, and satisfaction in their roles.

By applying Thorndike's Trial and Error Learning Theory to the teaching profession, teachers are encouraged to view challenges as part of the learning process. This not only promotes continuous professional growth but also increases job satisfaction by emphasizing autonomy, resilience, and the value of learning from

mistakes. Teachers who feel empowered to try new approaches, learn from their experiences, and see progress over time are more likely to experience greater satisfaction and fulfillment in their careers.

### ***Factors Affecting Job Satisfaction***

There are many factors that affect teacher job satisfaction. While job satisfaction is a major factor that includes motivation and passion for teaching, personal fulfillment and professional growth, teaching styles and autonomy, work-life balance and personal well-being, attitudes and beliefs about education, personal relationships and support, self-efficacy, and confidence, these aspects are explored based on the studies presented below.

**Motivation and Passion for Teaching.** Motivation and passion in teaching are shaped by personal values, institutional support, and societal recognition. As noted, “Passion is not an option. It is essential to high quality teaching” (Day, 2004, p. 3). Teacher commitment reflects the dedication and emotional investment in student success, often extending beyond formal duties (Tyree, 1996; Mart, 2013). Motivation is defined as an internal drive or desire to act (Deci & Ryan, 2012; Ryan & Deci, 2017), and it flourishes in environments where collaboration, autonomy, and encouragement are present. Supportive leadership, fair compensation, and recognition from students and the community further enhance job satisfaction. Likewise, professional development and student achievement strengthen teachers’ sense of purpose. Conversely, high workloads and poor work-life balance can reduce motivation. When these elements align, they foster a deeply fulfilling and committed teaching practice.

**Personal Fulfillment and Professional Growth.** Personal fulfillment and professional growth play a crucial role in shaping teacher job satisfaction and performance. Elements such as collaboration, creativity, and mentoring directly support organizational goals and enhance job engagement (Adeniji et al., 2019). Research indicates that employees particularly graduates are more effective when they experience job stability, growth opportunities, and a supportive work environment (Kumara & Prasad, 2021). In the context of Rivers State's tertiary institutions, understanding how job satisfaction influences business education graduates'

performance is essential for improving outcomes. Personal fulfillment often stems from making a positive impact on students, observing their progress, and nurturing a love for learning, which sustains motivation during challenges. Meanwhile, access to professional development through training, workshops, or leadership roles enables teachers to stay current, refine skills, and advance their careers. When institutions support such growth, it reinforces teachers' sense of value and competence. Together, fulfillment and development foster purpose, achievement, and long-term motivation in the teaching profession.

**Teaching Styles and Autonomy.** Teaching styles and autonomy are critical components that influence a teacher's job satisfaction and professional engagement. According to Yan (2010), teacher autonomy involves the ability to monitor and respond to students' skills, knowledge, and behaviors, particularly in language learning. When teachers act autonomously, students are more likely to develop independent learning habits as well (Esfandyari, 2017). Moomaw (2005) emphasized that autonomy allows teachers to design curricula tailored to classroom needs, while Reinders and Balçkanlı (2011) noted that autonomous teachers better understand student needs and guide them toward self-directed learning. As Mollaei and Riasati (2013) asserted, teacher autonomy contributes to an environment where students can thrive and develop independently. The ability to choose and implement diverse teaching methods such as traditional, student-centered, or inquiry-based approaches enhances teachers' confidence and creativity. Autonomy in lesson planning, classroom management, and curriculum development fosters a sense of ownership, professional pride, and innovation. Conversely, overly rigid structures and lack of input can lead to frustration and disengagement. When teachers are trusted to make informed pedagogical decisions and are supported in their professional judgment, they experience higher motivation, stronger morale, and increased job satisfaction.

**Work-Life Balance and Personal Well-being.** Work-life balance and personal well-being are essential for job satisfaction in the teaching profession, which often involves extended hours for grading, planning, and administrative duties that can intrude on personal time and lead to stress and burnout. When teachers struggle to maintain balance, their physical and mental health may decline, reducing motivation and job performance. Conversely, schools that offer flexible schedules, manageable

workloads, and mental health support contribute positively to teacher well-being. According to Saraswati and Lie (2020), employees with higher well-being are not only more productive but also exhibit better psychological and physical health, thereby enhancing organizational effectiveness. When teachers can rest, engage in personal activities, and care for their health, they return to the classroom more energized and committed. Thus, fostering work-life balance and supporting personal well-being are vital for maintaining teacher morale, motivation, and long-term professional engagement.

**Attitudes and Beliefs about Education.** A teacher's attitudes and beliefs about education significantly influence their job satisfaction and professional motivation. Allport (1967) defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 8), highlighting how beliefs shape behavior and perception. Green (1971) further explored how individuals may hold complex or even conflicting belief systems, which can affect their approach to teaching. Educators who view teaching as a meaningful and transformative profession often exhibit greater passion, motivation, and fulfillment in their roles. Belief in education as a vehicle for personal development, social progress, and empowerment enhances a teacher's enthusiasm and dedication. When educators see their work contributing to student growth, it reinforces their sense of purpose and professional identity. However, disillusionment with systemic issues or a perceived lack of impact can reduce motivation and job satisfaction. Moreover, alignment between a teacher's personal educational philosophy and the values promoted by their institution strengthens engagement and commitment. In essence, strong, positive beliefs about the value of education are foundational to sustained satisfaction and long-term dedication in the teaching profession.

**Self-Efficacy and Confidence.** Self-efficacy and confidence are key psychological factors that significantly influence a teacher's job satisfaction and professional effectiveness. Self-confidence is described as "people's sense of competence and skill, their perceived capability to deal effectively with various situations" (Shrauger & Schohn, 1995, p. 256). Similarly, Bandura (1994) defines self-efficacy as individuals' beliefs in their capabilities to organize and execute

actions required to manage prospective situations. In the teaching context, self-efficacy reflects a teacher's belief in their ability to successfully instruct, manage classrooms, and foster student learning. Teachers with high self-efficacy are more likely to take initiative, implement innovative strategies, and persist through difficulties, leading to increased motivation and a stronger sense of professional identity. Confident educators are also better at managing stress, student behavior, and curricular demands, contributing to a more positive and resilient teaching experience. Conversely, low self-efficacy can result in discouragement, avoidance of challenges, and lower job satisfaction, particularly when teachers struggle to see progress in student outcomes. Thus, enhancing teacher self-efficacy through professional development, mentorship, and constructive feedback is crucial for promoting confidence, job satisfaction, and long-term commitment to the teaching profession.

Teacher job satisfaction is shaped by a complex interplay of psychological, professional, and organizational factors. Among these, motivation and passion for teaching are central, driven by personal values, institutional support, and societal recognition (Day, 2004; Tyree, 1996; Mart, 2013; Deci & Ryan, 2012). Teachers who find purpose in student success and receive recognition for their efforts tend to remain committed and energized. Closely linked is personal fulfillment and professional growth, which stem from opportunities to impact students positively and engage in continuous professional development. Supportive environments that encourage collaboration, creativity, and career progression have been shown to enhance satisfaction and performance (Adeniji et al., 2019; Kumara & Prasad, 2021).

Teaching styles and autonomy also play a vital role, as autonomy allows teachers to tailor their methods and curriculum to fit classroom needs, fostering creativity, ownership, and engagement (Yan, 2010; Moomaw, 2005; Esfandyari, 2017). Conversely, restrictive policies can lead to frustration and decreased morale. Furthermore, work-life balance and personal well-being significantly influence job satisfaction. Teachers often face extended workloads that can strain their physical and mental health, whereas supportive schools that promote flexibility and well-being initiatives see improved motivation and effectiveness (Saraswati & Lie, 2020).

A teacher's attitudes and beliefs about education are equally important. Educators who perceive their role as transformative and purposeful are more likely to be satisfied and committed, while misalignment with institutional values or disillusionment with the system can dampen motivation (Allport, 1967; Green, 1971). Lastly, self-efficacy and confidence determine how capable teachers feel in managing their responsibilities and achieving student outcomes. High self-efficacy correlates with persistence, innovation, and resilience (Bandura, 1994; Shrauger & Schohn, 1995), while low self-efficacy may lead to disengagement and dissatisfaction.

Together, these factors form the foundation for understanding and improving job satisfaction among teachers, emphasizing the importance of supportive, autonomous, and growth-oriented professional environments.

### **Review of Empirical Literature**

The primary functions of a literature review are to ensure that researchers gain a comprehensive understanding of their subject area by reviewing existing studies.

Bajracharya (2023) conducted a study titled, "Job Satisfaction of the teachers in Kathmandu Metropolitan City" a study conducted in Kathmandu Metropolitan City investigates teacher satisfaction across public, private, and community schools. Utilizing a purposive sampling method, data were collected through questionnaires from 194 teachers with a minimum of one year of teaching experience. The findings reveal that most teachers expressed general enjoyment in their work, independent of the school type. Key factors contributing to their job satisfaction included supportive supervision and access to professional development opportunities, particularly training programs. The study further indicates that overall job enjoyment is closely linked to the level of satisfaction with employment benefits, highlighting the importance of both intrinsic and extrinsic motivators in teacher retention.

Erarslan (2021) conducted a study entitled "The Role of Job Satisfaction in Predicting Teacher Emotions: A Study on English Language Teachers." This research investigated teacher job satisfaction as a predictor of teacher emotions. Utilizing a mixed-method approach, data were collected via the Job Satisfaction Survey and Teacher Emotions Inventory from 2,013 English language teachers across Turkey,

alongside qualitative data from 145 teachers. Statistical correlation and regression analysis revealed that job satisfaction correlated positively with teacher emotions, including negative ones. Contrary to common belief, job satisfaction was found to predict negative emotions such as sadness, anger, and fear, highlighting that schools, as workplaces, trigger a complex interplay of emotions. The study concluded that job satisfaction encompasses both positive and negative emotions, experienced temporally.

Esfandiari and Kamali (2016) researched on “The Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy.” This study investigated the interrelationships among job satisfaction, teacher burnout, and teacher autonomy. A total of 207 language teachers from institutes in Karaj and Tehran participated, completing three questionnaires. Convenience sampling was used for participant selection. The findings indicated a weak negative relationship between job satisfaction and teacher burnout, while teacher autonomy correlated negatively with job satisfaction.

Gurung (2022) conducted a study entitled "Job Satisfaction in English Language Teaching: Experiences of Female Teachers." This research aimed to explore and analyze job satisfaction among female English teachers using a narrative research design. The study included four lower-secondary-level female teachers from the Gorkha district, selected through purposive non-random sampling. Data were collected via in-depth interviews. The findings revealed that teachers who remained in the profession were personally motivated and satisfied with their jobs, whereas those who dropped out were less motivated and dissatisfied.

Lamsal, Bhandari, Neupane (2024), carried out a study titled " Job Satisfaction Among Teachers at Schools in Nepalese Context.” studies underscore the critical role teachers play in shaping national development, highlighting the importance of understanding the factors influencing their job satisfaction. This study investigates job satisfaction among teachers in community and institutional schools within Devdaha Municipality. Employing a structured questionnaire as the primary data collection tool, responses were measured using a five-point Likert scale, excluding demographic variables. The analysis utilized Microsoft Excel and SPSS to assess reliability,

demographic characteristics, and descriptive statistics, as well as to explore relationships between demographic components and job satisfaction. Findings reveal that variables such as pay, supervision, opportunities for promotion, and fringe benefits significantly affect teachers' levels of job satisfaction.

Oco (2022) conducted a study titled "Level of Job Satisfaction of Public High School Teachers: A Survey." The main aim of the research was to assess the job satisfaction levels of public high school teachers. The study followed a descriptive methodology with a survey design, using questionnaires as the research tool. The sample included 41 teachers from a public high school. The study found that teachers were highly satisfied with their social relationships but only somewhat satisfied with their compensation and benefits.

Rezaee, Khoshsima, Zare-Behtash, and Sarani (2021) conducted a study entitled "English Teachers' Job Satisfaction: Assessing Contributions of the Iranian School Organizational Climate in a Mixed-Methods Study." This research explored how the school organizational climate influences EFL teachers' job satisfaction in Iran. Using stratified random sampling, 440 male and female teachers from state and private schools across Tehran, Markazi, and Lorestan provinces participated. The study found that job satisfaction was significantly affected by teaching load, principal leadership, autonomy in decision-making, and workplace relationships. Additionally, the findings suggested that the school organizational climate was not entirely positive, negatively impacting Iranian EFL teachers' job satisfaction.

Roy and Das (2020) conducted a study entitled "Job Satisfaction among Female School Teachers in North 24 Parganas, West Bengal." This research assessed job satisfaction among female teachers in government-aided secondary and higher secondary schools in West Bengal, considering personal and socio-demographic factors. A sample of 250 female assistant teachers was randomly selected from 16 schools under the West Bengal Board of Secondary & Higher Secondary Education. The study found that salary, adjustment, and cooperation with colleagues did not significantly impact job satisfaction. However, factors such as gender, institutional environment, and teaching attitude had a strong positive influence on job satisfaction among female school teachers.

Similarly, Sahito and Vaisanen (2018) conducted a study entitled "Effect of English Language Competency on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis." The research explored the impact of English language competency on teacher educators' job satisfaction and motivation in Sindh province, Pakistan. Using a qualitative narrative analysis approach, the study concluded that English language competency enhances job satisfaction by fostering professional development, motivation, and engagement, ultimately improving the quality of education.

Similarly, Salehi, Taghavi, and Yunus (2015) conducted a study entitled "Relationship between Teachers' Job Satisfaction and Their Attitudes Towards Students' Beliefs and Motivation." The research aimed to explore the relationship between teachers' job satisfaction and their attitudes towards students' beliefs and motivation. Using both qualitative and quantitative methods, including interviews and questionnaires, data were collected from 340 English teachers in Iranian language institutes in Isfahan. The results indicated a significant positive relationship between teachers' job satisfaction and their attitudes toward student motivation and beliefs. Additionally, interviews revealed that while teachers had a high level of job satisfaction, they were dissatisfied with financial aspects. The study highlighted the importance of improving teachers' perceptions of their profession and enhancing their work environment for better management of educational institutions.

Sarkhosh, Alinasab (2023). researched on, "Trust and Job Satisfaction among Private School English Teachers." While the relationship between organizational trust and job satisfaction has been extensively explored in organizational research, its applicability within educational contexts particularly private language schools remains underexplored. Addressing this gap, the present study examined the association between interpersonal trust and job satisfaction among English language teachers employed at private language institutes in Urmia, Iran. A total of 42 male and 154 female teachers' participants completed standardized instruments measuring job satisfaction and interpersonal trust. Using Structural Equation Modeling (SEM), the study analyzed both the direct relationship between trust and job satisfaction and the moderating effects of demographic variables such as age, gender, and teaching experience. Results indicated a significant positive relationship between teachers'

interpersonal trust and job satisfaction, with age and experience emerging as significant moderators of this association. Teachers with higher levels of interpersonal trust reported greater job satisfaction, highlighting the importance of fostering a collaborative and trust-based environment in language education settings. These findings underscore the need for administrative strategies that promote mutual trust and collegial support to enhance teacher satisfaction in private language schools.

Shrestha (2015) conducted a study titled "Activities of Female Teachers for their Professional Development." The primary goal of the research was to explore the activities female teachers engage in to enhance their professional lives. The study focused on government schools in Bajura District and included 20 female teachers as participants. The research utilized both open-ended and close-ended questionnaires as tools and employed a survey design. The results indicated that female teachers play a vital role in their profession and that specialized training programs are essential to empower women in education. Furthermore, the study highlighted the importance of workshops and seminars for their professional growth.

Singh (2017) carried out a study titled "A Critical Study on the Problems Faced by Women Teachers of Government Colleges within Imphal Urban Area, Manipur." The main objective of this research was to identify the economic, academic, administrative, social, personal, and infrastructural challenges faced by women teachers. The study used a descriptive methodology and a survey design, with questionnaires as the primary research tool. The participants consisted of 100 female teachers from six government colleges. Key findings revealed that female teachers faced significant issues with infrastructure, such as inadequate classrooms, teaching materials, sports, and library facilities. Additionally, they encountered challenges in academic and administrative areas.

sToropova, Myrberg, and Johansson (2020) conducted research entitled "Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics." This study investigated the relationships between teacher job satisfaction, school working conditions, and teacher characteristics among eighth-grade mathematics teachers. The study included data from 150 schools, 200 teachers, and 4,090 eighth-grade students. The findings suggested that teacher cooperation

significantly influenced job satisfaction, particularly for male teachers, while student discipline played a crucial role for teachers with lower self-efficacy.

Likewise, Wolomasi, Asaloei, and Werang (2019) conducted research entitled "Job Satisfaction and Performance of Elementary School Teachers." This study aimed to assess job satisfaction among elementary school teachers in Boven Digoel district, Papua, and its impact on job performance. A survey research design was employed, with two questionnaires administered to 352 teachers, randomly selected from 412 elementary school teachers in the district. Data were analyzed using simple linear regression via SPSS version 21. The study emphasized the importance of school management and regional education administrators making strategic efforts to enhance teacher satisfaction, ultimately improving job performance.

Zhang (2024). research on, "Chinese Teachers' Job Satisfaction and Professional Engagement." These studies investigating teacher job satisfaction and professional engagement in China have identified a complex interplay of factors influencing educators' experiences in the profession. Drawing on a sample of 262 primary and secondary school teachers in Northern Guangdong, this research employs validated instruments—including the Work Engagement Scale, Work Values Scale, and Job Satisfaction Scale—and utilizes statistical methods such as t-tests, F-tests, correlation analyses, and regression analyses to examine key variables. Findings reveal markedly low levels of teacher satisfaction, particularly in areas concerning remuneration, workload, classroom resources, administrative support, and work-life balance. Concurrently, teachers exhibit limited professional engagement, especially in dimensions such as dedication to student outcomes, passion for teaching, reflective practice, creativity, and advocacy for education. These empirical insights underscore the urgent need for transformative policy measures aimed at enhancing job satisfaction and professional commitment, which are critical for sustaining high-quality education in the Chinese context.

Although numerous studies have been conducted in this field, none have specifically focused on the motivating and demotivating factors influencing teachers' job satisfaction. Therefore, this study distinguishes itself from existing research by

exploring the experiences related to these factors in the context of teachers' job satisfaction.

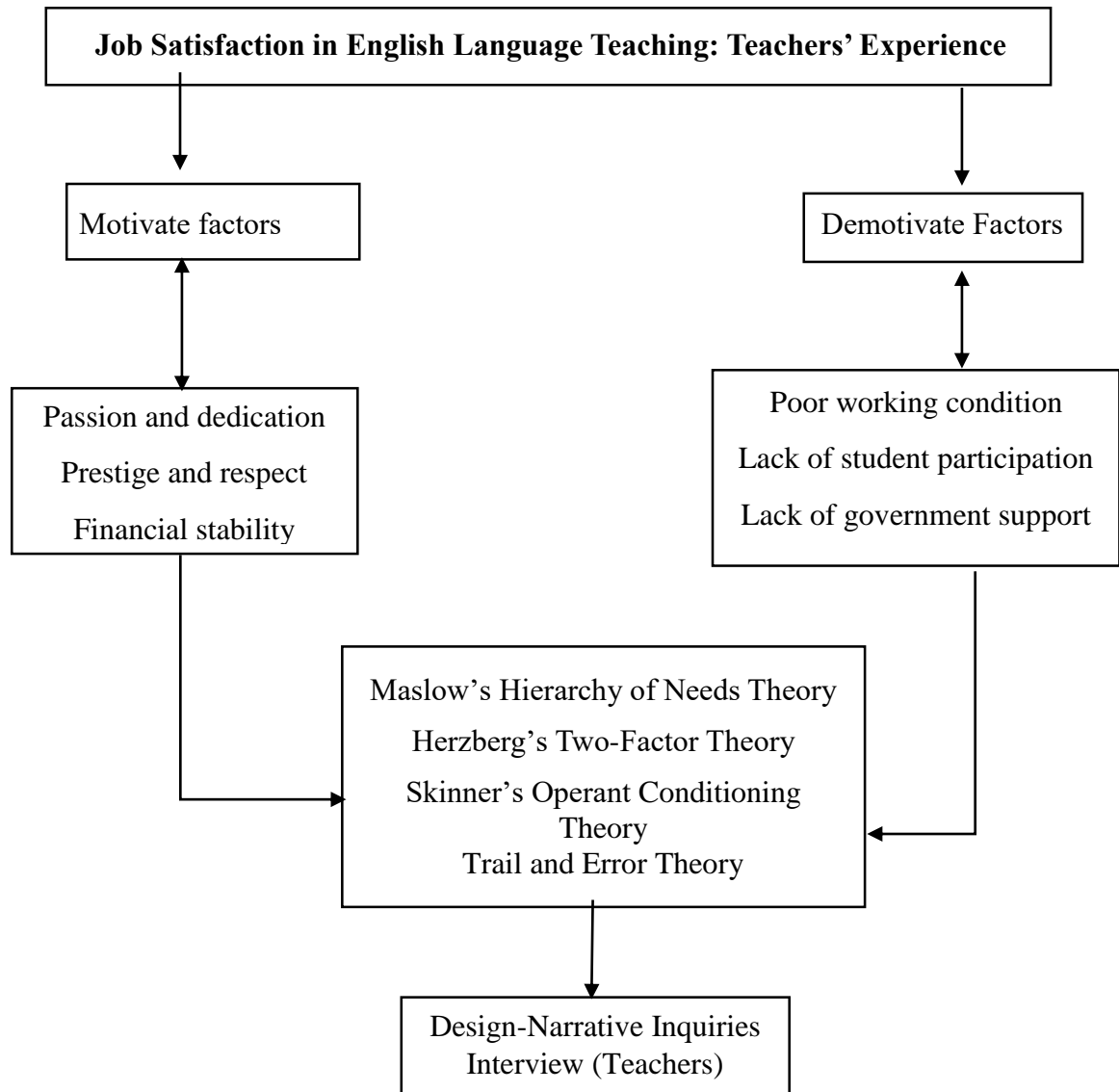
### **Implications of Review for the Study**

The literature review is a crucial component of research, as it enhances clarity, focuses on the research problem, refines methodology, and contextualizes findings. It broadens a researcher's understanding of their field. In conducting this review, I examined previous studies, ELT journals, articles, and books relevant to my research topic. These sources provided insights into research design, data collection methods, sampling strategies, and real experiences of teachers.

The reviewed studies had diverse objectives, methodologies, and research questions tailored to their respective contexts. By analyzing these works, I gained a deeper understanding of the research process and methodological tools that benefit my study. Specifically, Erarslan (2021) helped me understand research design, while Gurung (2022) provided insights into study tools. Similarly, Roy and Das (2020) expanded my knowledge of population sampling and data collection strategies, and Rezaee et al. (2021) offered perspectives on collecting real experiences from female teachers. Studies by Wolomasi et al. (2019) and Salehi et al. (2015) provided a comprehensive understanding of teachers' professional status and challenges. Collectively, these studies enriched my theoretical knowledge and guided me in conducting action research

## Conceptual Framework

Conceptual framework means the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship between various concepts and variables of study. It can be taken as 'map for the research that will direct and guide researcher towards the determined objectives and methods.



### **Chapter III**

#### **Methods and Procedures of the Study**

Methodology details the various systematic procedures a researcher follows while conducting research. This chapter incorporates systematic procedures and methods adapted to address the established objectives and research questions.

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

I selected narrative inquiry research design for the purpose of my research work. Narrative inquiry is the process of gathering information for the purpose of research through storytelling. Connelly and Clandinin (1990) say that, "Humans are storytelling organisms who, individually and collectively, lead storied lives". Thus, this study of narrative is the study of the ways humans experience in the world. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time and takes account of the relationship between individual experience and cultural context (Clandinin and Connelly 2000). It means systematically analyzing and representing people's stories. In narrative research designs, researchers describe the experience of individuals, collect, tell and retell the stories of people's autobiography.

Narrative research has emerged as a new form of qualitative research. Extremely few numbers of respondents are necessary. Data can be collected through diaries, interviews, autobiographies, people's life experience or stories as well as in depth interviews. Furthermore, the collected data are described by narrative form focusing on the individual's life stories. The process of narrative research design refers to the way of carrying out the research by using this method. According to Creswell (2012, pp. 513-516), the steps of conducting narrative research are to identify a phenomenon, select one or more participant collect the story from that individual, re-story or retell the individual's story, collaborate with the participant storyteller, write a story about the participant's experiences and validate and accuracy of the report. Narrative inquiry means storytelling process that explores the real experience of an individual. I adopted narrative inquiry for my research study

## **Population, Sample, and Sampling Procedure**

The population of this study comprised government school teachers' teaching at secondary level in Ilam district. The sample consisted of three teachers currently teaching in government schools having more than ten years' experience. I adopted a purposive non-random sampling strategy for participant selection.

## **Research Tools**

I used interview guidelines as a tool for data collection.

## **Sources of Data**

Both primary and secondary sources of data were used for this study.

### ***Primary Sources of Data***

The primary data were obtained from interviews with three teachers about their lived experiences. The information was gathered through in-depth interviews with English language teachers. I used a purposive non-random sampling procedure to select the teachers. The primary data collection process involved recording, translating, and transcribing their narratives.

### ***Secondary Sources of Data***

For this study, I reviewed various books, articles, journals, theses, research papers, dictionaries, governmental policies, and internet sources.

## **Data Collection Procedures**

Data for this study were collected using a narrative design. The process began with preparing interview questions and bringing a diary for note-taking. I then sought permission to conduct research at selected schools by visiting the institutions, consulting with principals, and explaining the purpose and objectives of the study. To establish trust, I built rapport with the teachers and clarified the aims of my research, seeking their consent to conduct interviews. I conducted interviews with two English language teachers at Damber Devi Secondary School, community school, and then

interviewed another respondent at Shree Phalate Secondary School. The interviews were recorded, and photos were taken with the participants as per the agreed-upon terms. Throughout the process, I ensured that ethical considerations were strictly adhered to. After completing data collection, I expressed my gratitude to the schools and teachers for their cooperation and support.

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

Analyzing and interpreting qualitative data through a narrative design requires a structured approach to gain insight into participants' lived experiences. I began by transcribing the collected data and then applied a systematic coding process to identify recurring themes, patterns, and categories. To further understand the deeper meanings, I conducted a reflective analysis, going beyond surface-level descriptions to uncover the underlying experiences and essence of the data.

### **Ethical Considerations**

Ethical considerations are a crucial aspect of any research study. Researchers must be mindful of ethical issues while conducting their studies. Therefore, I adhered to all ethical guidelines throughout my research.

First, I obtained approval from the Department of English Education, Tribhuvan University, and the research guidance committee. I assured participants that their privacy and identities would be safeguarded and kept confidential. I made it clear to them that the information they provided would not be published unnecessarily. To maintain confidentiality, I used pseudonyms for participants and schools. Throughout the study, I upheld ethical principles such as privacy, trustworthiness, objectivity, openness, and credibility. Additionally, I demonstrated honesty and integrity in my interactions with respondents.

## **Chapter VI**

### **Analysis and Interpretation of Data**

This chapter presents the analysis and interpretation of the collected qualitative data. The data were gathered through the respondents' narratives. I identified themes and sub-themes to explore the lived experiences of English language teachers. This chapter provides insights into teachers' experiences regarding the motivating and demotivating factors in their jobs. The study includes three male teachers who are currently employed. The data have been analyzed and interpreted through several themes and sub-themes, as presented below.

#### **Motivation Factors**

A motivating factor is something that inspires individuals to perform well and stay committed to their roles. In the field of education, passion and dedication are powerful motivators, as many teachers are driven by a genuine love for teaching and a desire to make a positive impact on students' lives. The prestige and respect associated with the teaching profession also contribute to motivation, especially in communities where educators are valued and admired. Additionally, financial stability plays a crucial role; when teachers are compensated, they are more likely to feel secure and appreciated, which enhances their commitment and performance. These factors together foster a positive and fulfilling work environment. I have generated several themes.

#### ***Passion and Dedication***

Passion is a strong enthusiasm or excitement for something, while dedication is the commitment and perseverance to consistently work towards achieving a goal or pursuing a particular interest. It always gives the answer of 'why' that drives people to pursue something. Similarly, passion and dedication are crucial for effective teaching, as they fuel a teacher's commitment to student learning and help create a positive and engaging classroom environment. For example; passionate and dedicated teachers are going above and beyond, fostering a love for learning, and creating a supportive and engaging classroom environment. Regarding this case Teacher, a shared

*Well, I've been teaching for more than twelve years. I studied English as a major subject at university, which led me to choose this profession. Moreover, English is not well developed in government institutions, so I wanted to make a difference. That's why I pursued a career in English language teaching.*

Teacher A's statement highlights a strong sense of purpose and social responsibility as key motivators for entering the teaching profession. With over twelve years of experience and an academic background in English, the teacher demonstrates a solid foundation in the subject and a long-term commitment to the field. What stands out most is the recognition of a gap in English language education within government institutions and the desire to address that need. This reflects both awareness of systemic challenges and a proactive mindset aimed at creating positive change. However, while the statement clearly outlines the teacher's motivation and background, it would benefit from further elaboration on how this passion is enacted in the classroom—for example, through specific teaching practices or student-centered approaches. Overall, Teacher A conveys a thoughtful and purposeful entry into the profession, driven by both personal interest and a desire to improve educational equity. Similarly, Teacher B shared,

*I am satisfied because I chose this profession myself. I enjoy teaching students from different backgrounds and learning about their cultures. "As an English teacher in a culturally diverse classroom, my passion lies in making literature and language meaningful to every student. I dedicate time to learning about my students' cultural backgrounds and incorporate texts, authors, and writing assignments that reflect their identities and experiences. For instance, when teaching narrative writing, I encourage students to share stories from their own cultures, which not only improves engagement but also fosters a sense of pride and belonging. I think culturally responsive teaching helps create an inclusive environment where every student feels seen, valued, and motivated to learn.*

Teacher B's statement presents a strong and thoughtful expression of both personal satisfaction and professional commitment. The teacher begins by affirming a sense of autonomy and fulfillment in choosing the teaching profession, which suggests intrinsic motivation—a key element of long-term dedication. The enjoyment

of working with students from diverse cultural backgrounds reveals an openness and respect for diversity, which is further deepened in the rest of the statement.

As an English teacher in a multicultural setting, Teacher B emphasizes a passion for making language and literature relevant to all students. This is effectively demonstrated through the practice of culturally responsive teaching, such as incorporating texts and assignments that reflect students' identities. The concrete example of encouraging narrative writing based on students' own cultures shows how the teacher uses inclusive strategies to engage learners while affirming their heritage. This not only builds stronger connections in the classroom but also cultivates a sense of pride and belonging among students.

Overall, the statement communicates a clear alignment between personal values and professional practice. It showcases how Teacher B's passion for language education and dedication to student-centered learning are meaningfully expressed through inclusive and responsive teaching methods, contributing to a positive and motivating learning environment. Additionally, Teacher C shared,

*I have been teaching for 12 years. I want to develop English language skills in students, and I am keen on learning and teaching English. As a high school English teacher, my greatest motivation comes from my passion for sparking curiosity about the natural world. I find joy in watching students grasp complex concepts and apply them to real-life situations. My dedication drives me to continuously adapt my teaching methods to meet diverse learning needs, often staying after school to offer extra help or redesigning lessons to be more engaging. It's incredibly rewarding to see students grow in confidence and knowledge, knowing I played a role in their journey.*

Teacher C's statement reflects a deep sense of passion and dedication to the teaching profession, particularly in the development of students' English language skills. With 12 years of experience, the teacher clearly expresses a commitment to both learning and teaching English, indicating a continuous drive for professional growth. The statement emphasizes a genuine joy in helping students understand complex ideas and apply them to real-life situations, which reflects both instructional effectiveness and student-centered teaching. However, the reference to "sparking

curiosity about the natural world” appears misaligned with the stated role of an English teacher and could cause confusion regarding subject focus. Despite this inconsistency, the teacher effectively illustrates dedication through specific actions such as offering extra help and redesigning lessons to support diverse learning needs. The closing reflection on the reward of witnessing student growth adds emotional depth and reinforces the teacher’s intrinsic motivation. Overall, the statement demonstrates a strong alignment with the core values of passionate and committed teaching, though it could benefit from tighter subject relevance.

The reflections express a strong motivation and dedication to the teaching profession, driven by personal interests and a desire to make a meaningful impact. One educator draws on over twelve years of experience in English education, with a goal of improving English teaching in under-resourced government institutions, showing a strong sense of social responsibility. Another highlights personal satisfaction in choosing the profession and a commitment to culturally responsive teaching, which fosters inclusivity, engagement, and a sense of belonging by incorporating students' diverse cultural backgrounds into lessons. A third focuses on professional growth and student development, adapting teaching strategies and offering additional support to enhance learning. While the passion for teaching is evident, a slight mismatch in subject relevance—mentioning the natural world—slightly detracts from the focus on English teaching. Together, these educators demonstrate a blend of passion, purpose, and reflective practice that positively contributes to student learning and inclusion.

### ***Prestige and Respect***

Prestige and respect are both essential components of professional success, yet they are acquired through different means. Prestige is earned through the development of a reputation for high quality or success, while respect is cultivated through everyday behavior, civility, and deference toward others. Respect and admiration are often given to individuals or institutions not only because of their professional accomplishments but also due to their social influence and ethical conduct. In the context of the teaching profession, these concepts play a significant role in shaping both personal and professional experiences. Regarding this case, Teacher A shared,

*Yes. Staff relationships impact my profession. I have had mixed experiences while working in different government schools. Some colleagues were cooperative, supportive, and motivating, while others were unkind, greedy, overly assertive, and traditional, which discouraged me and negatively affected the teaching-learning environment. School leaders back teachers during student or parent conflicts, reduce excessive workloads, and maintain open communication channels.*

Teacher A's reflection emphasizes the crucial influence of staff relationships on their professional well-being and the overall teaching-learning environment. Positive experiences with cooperative and motivating colleagues foster a sense of collaboration, emotional support, and shared purpose, which can enhance teaching effectiveness and job satisfaction. In contrast, interactions with unkind, overly assertive, or traditional colleagues lead to discouragement and create a negative atmosphere that disrupts the flow of teaching and learning. These conflicting dynamics highlight the importance of interpersonal relationships in school culture. Furthermore, Teacher A's appreciation for supportive leadership—particularly in handling conflicts, managing workloads, and promoting open communication—demonstrates how strong institutional support can buffer the negative impact of difficult staff relations. This suggests that both peer collaboration and leadership quality are vital in maintaining a productive and healthy professional environment for teachers. As the same way, sTeacher B shared;

*Yes, relationship between staff and administration should be good. A school regularly offers training workshops, seminars, or funding for teachers to pursue advanced degrees or certifications. Schools provide up-to-date teaching materials, technology, classroom supplies, and support staff to help teachers perform effectively. There are structured systems in place for career advancement, such as moving into senior teacher, coordinator, or leadership roles.*

Teacher B's statement underscores the essential role of a positive relationship between staff and administration in fostering a supportive and effective teaching environment. The mention of regular professional development opportunities, such as workshops and seminars, reflects a commitment to teacher growth and lifelong

learning, which not only enhances instructional quality but also boosts teacher morale. Additionally, the provision of modern teaching resources and adequate classroom support indicates that the administration values and invests in its staff, enabling teachers to perform their duties with confidence and competence. Structured career advancement pathways further reinforce institutional support, giving teachers clear goals and motivation to remain in the profession. Overall, Teacher B highlights how a collaborative and resourceful administrative approach can significantly strengthen staff relationships and contribute to both professional satisfaction and educational success.

The reflections emphasize the critical role of staff relationships and institutional support in shaping teachers' professional experiences. Positive interpersonal dynamics among colleagues can significantly enhance motivation and the teaching-learning environment, while negative interactions can have the opposite effect. Supportive leadership that manages conflict, reduces workload, and encourages open communication helps mitigate negative impacts and promotes a healthier work culture.

Furthermore, strong relationships between staff and administration, supported by tangible measures such as professional development, access to modern teaching tools, and clear career advancement pathways, are key to boosting teacher effectiveness, morale, and long-term commitment. Together, these factors illustrate how a collaborative, well-supported environment is essential for teacher satisfaction, retention, and overall educational quality.

### ***Financial Stability***

Financial stability is the absence of system wide episodes in which a financial crisis occurs and is characterized as an economy with low volatility. It also involves financial systems' stress resilience being able to cope with both good and bad times. To elaborate this statement Teacher B Shared; *"I have been teaching for more than eight years. The teaching environment, low salaries, job insecurity, and prescribed curricula primarily demotivated me in this profession. However, I chose to continue teaching to support my family."*

Teacher B's statement reveals that while intrinsic motivation such as dedication to teaching and a passion for student success is a strong driving force, it alone cannot sustain long-term satisfaction and success in the teaching profession. Teacher B's decision to remain in the profession despite numerous challenges, such as low salaries and job insecurity, highlights the complexity of teacher motivation. The desire to educate is often accompanied by external pressures that make staying in the profession more about survival than pure passion. Financial stability, as an extrinsic factor, becomes central to Teacher B's decision, as the ability to weather both prosperous and challenging times is critical. The current financial instability within the education system, due to factors such as economic downturns, budget cuts, and salary freezes, amplifies stress and dissatisfaction among teachers, many of whom feel trapped in their roles because they lack better-paying or more secure opportunities elsewhere.

Moreover, Teacher B identifies the prescribed curriculum, low salaries, and job insecurity as key demotivators, which significantly undermine their intrinsic motivation. The lack of autonomy in delivering lessons that align with their values creates a sense of frustration, especially for teachers who feel their teaching methods and personal goals are constrained by rigid and standardized curricula. This disconnects between a teacher's intrinsic beliefs and the externally imposed expectations of the curriculum diminishes their sense of fulfillment and can lead to burnout. Financial and job insecurity exacerbate this feeling of frustration, as teachers are often forced to work within a system that doesn't support their personal and professional growth. To address these challenges, extrinsic motivators such as financial incentives, job security, and a supportive work environment are crucial. When teachers are offered higher salaries, more job benefits, and better teaching resources, they are more likely to feel valued and remain motivated. This balance of intrinsic passion and extrinsic support is key to ensuring that teachers not only stay in the profession but are able to thrive, contributing positively to both their students and the education system.

While intrinsic motivation, such as passion for teaching, is important, it alone cannot sustain long-term job satisfaction. External factors like low salaries, job insecurity, and rigid curricula significantly undermine motivation. Financial stability

often becomes a primary reason for remaining in the profession, especially when better opportunities are limited. Additionally, the lack of autonomy and support contributes to teacher stress and burnout. To retain and motivate educators, a balance between intrinsic passion and extrinsic support, such as fair pay, job security, and a supportive work environment, is crucial.

### **Demotivating Factors**

The interviews reveal that key demotivating factors for teachers include poor working conditions, low student participation, and lack of government support. Issues like overcrowded classrooms, limited resources, and inadequate training opportunities reduce job satisfaction and contribute to frustration and burnout among educators. Some of them are elaborated upon below.

#### ***Poor Working Condition***

Poor working conditions, including unsafe environments, inadequate resources, and insufficient institutional support, are widely recognized as significant factors undermining employee well-being, productivity, and job satisfaction. In educational settings, these challenges are particularly detrimental, as they directly influence not only the teachers' morale but also the learning experiences of students. When teachers operate in environments where physical safety is compromised or where essential teaching resources are lacking, their capacity to deliver effective education is severely restricted. Moreover, the absence of supportive administrative frameworks further amplifies feelings of isolation and professional frustration. Regarding this case teacher A shared,

*Yes, there are many factors affecting my job, such as home environment, financial and social conditions of students' families, lack of English exposure, and difficulty in creating an English-speaking environment. Teacher remains at the same salary level years, even with experience and additional training. Teachers may receive no health insurance, or maternity level which reduce the overall value of our companion.*

Teacher A provided firsthand insight into these challenges, stating, there are many factors affecting his job, such as home environment, financial and social conditions of students' families, lack of English exposure, and difficulty in creating an

English-speaking environment. Teacher remains at the same salary level years, even with experience and additional training. Teachers may receive no health insurance, or maternity leave which reduce the overall value of our profession. This account underscores the multifaceted nature of the working difficulties teachers face—both from external pressures, such as students’ socioeconomic backgrounds and language barriers, and internal systemic shortcomings, like stagnant wages and inadequate benefits. When teachers are not financially rewarded for their experience or continued professional development, and when they lack basic employment benefits such as health insurance or maternity leave, it erodes their motivation and sense of professional worth. Furthermore, the lack of institutional support in creating a conducive English-learning environment adds another layer of frustration, making it increasingly difficult for teachers to achieve desired educational outcomes. These poor conditions not only diminish the quality of education but also contribute to high levels of teacher dissatisfaction and attrition. Similarly, teacher B shared,

*Yes, the cooperative and friendly behavior among the staff would be inherent property to develop profession. If among staff have friendly behavior that can able to build rapport. We can easily share our idea and create good environment it depends upon staff behavior. But some time teachers go months without being pay, forcing them to take loans or side jobs to survive and new teachers with university degrees are paid significantly less than other professionals with similar qualifications.*

Teacher B’s reflection draws attention to both the interpersonal and institutional aspects of the teaching environment. The teacher emphasizes that cooperative and friendly staff behavior is essential for professional development, as it fosters rapport, idea-sharing, and a supportive working atmosphere. This highlights the importance of a positive workplace culture, where collegiality can help mitigate daily challenges and promote collaboration. A good working relationship among colleagues contributes not only to personal job satisfaction but also to a more effective and harmonious school environment, which is crucial for both teacher performance and student outcomes.

However, despite the potential benefits of a supportive staff culture, Teacher B also exposes deep systemic problems that reflect serious poor working conditions.

The teacher reveals that some educators go months without receiving their salaries, a condition that forces them to take on debt or find secondary employment just to survive. This points to a severe lack of institutional responsibility and financial management. Additionally, the fact that new teachers with university degrees are paid significantly less than other professionals with equivalent qualifications underscores the chronic undervaluation of the teaching profession. Such conditions not only lower morale and increase stress but also discourage qualified individuals from entering or remaining in the profession, contributing to long-term issues like teacher shortages and declining education quality. Similarly, Teacher C shared,

*Yes, there is good environment among teachers in my school but staff relationship affects in profession. Because some of the teacher shows their seniority and draw back them in every activity, it makes very difficult to maintain healthy relation among staff, here headmaster should act as an academic leadership.*

The statement sheds light on the complexities of staff relationships within a seemingly positive work environment and directly ties these dynamics to overall working conditions. While the respondent acknowledges a generally good atmosphere among teachers, they also highlight how hierarchical behavior specifically, some teachers asserting their seniority can disrupt team cohesion. Such attitudes can create tension, discourage participation, and hinder collaboration, all of which negatively impact the professional climate and overall working conditions. This kind of imbalance can lead to feelings of exclusion, lower morale, and reduced motivation among less-experienced staff, ultimately affecting their professional growth and job satisfaction. The mention of the headmaster's role as an academic leader underscores the need for strong, fair, and inclusive leadership. An effective headmaster should foster equality, encourage team spirit, and ensure that all staff members—regardless of seniority—are given equal opportunities to contribute and grow. In this context, maintaining positive working conditions is not only about resources or physical space, but also about managing interpersonal relationships and power dynamics within the professional setting.

The findings highlight the complex and multifaceted nature of poor working conditions in educational settings. External challenges such as students' disadvantaged

home environments and limited language exposure are compounded by internal systemic issues, including stagnant salaries, lack of health and maternity benefits, and weak institutional support. Financial instability is a recurring concern, with delayed salaries, the need for secondary employment, and wages significantly below those of similarly qualified professionals contributing to stress, low morale, and high attrition rates.

In addition to material challenges, relational dynamics also play a critical role. Hierarchical structures and exclusion based on seniority can undermine collaboration and equal participation, while the absence of inclusive and supportive leadership weakens professional relationships. These conditions collectively reduce motivation and job satisfaction, ultimately affecting the quality of education delivered.

### ***Lack of Student Participation***

Student engagement is a critical factor in the effectiveness of the educational process. When students display inattention, disinterest, or struggle to participate, the result is a significant decline in learning outcomes and overall academic performance. Conversely, fostering strong, positive relationships between teachers and students establishes an environment of mutual trust and respect, which not only enhances student motivation but also cultivates a more dynamic and productive classroom atmosphere. Such relationships create a space where students feel valued and are therefore more likely to engage actively with the material, collaborate with peers, and pursue academic success. Regarding this case teacher, a shared;

*Of course, teacher-student relationships affect my profession. Improved student engagement, enhanced emotional well-being, elevated teaching standards, and increased self-worth all directly impact teaching. Sometime When students show minimal interest or actively disengage from lessons, I feel my efforts are futile, leading to a decrease in enthusiasm and motivation to invest energy in preparing or delivering lessons. Sometime Students from underprivileged backgrounds may face personal or family challenges such as financial hardship, poor home environments, or emotional stress that distract them from learning.*

Teacher A's reflection highlights the deep emotional and professional impact that teacher-student relationships and student engagement have on teaching effectiveness. The teacher acknowledges that positive relationships with students lead

to improved engagement, better emotional well-being, and enhanced teaching quality all of which contribute to a stronger sense of professional purpose and self-worth. However, the statement also reveals the frustration and discouragement that arise when students show little interest or disengage from lessons. In such cases, the teacher feels that their efforts are in vain, leading to a decline in motivation and enthusiasm for lesson planning and delivery. Furthermore, Teacher A points to a critical factor often beyond the teacher's control: students from underprivileged backgrounds may struggle with external challenges such as poverty, unstable home environments, or emotional distress, which significantly hinder their ability to focus and participate in class. This underscores how socioeconomic barriers and emotional difficulties can directly impact classroom dynamics and teacher morale, ultimately contributing to the broader issue of poor working conditions and emotional strain in the teaching profession. Similarly, teacher B shared,

*The relationship between students and teachers should be supportive. When students actively participate in class, I feel more energetic and motivated. However, when students are passive and avoid participation, when students come from difficult home environments and lack support, making teaching progress difficult. When there is a language barrier (e.g., students lacking English exposure), and teachers receive no help to address it. A competitive, judgmental, or poorly managed classroom discourages students from participating. Without a safe and supportive environment, learners are less likely to take risks or contribute. it discourages me.*

Teacher B's reflection reinforces the significant influence that student participation and the overall classroom environment have on teacher motivation and effectiveness. The teacher emphasizes that active student engagement serves as a powerful source of energy and inspiration, enhancing their enthusiasm for teaching. However, when students are passive or disengaged, it becomes a major source of discouragement. Teacher B also draws attention to the external challenges that affect student involvement, such as difficult home environments and a lack of language support, which make it harder for students to focus or interact meaningfully in class. Moreover, the teacher points out that a competitive, judgmental, or poorly managed classroom climate can further suppress student participation, as learners are less likely

to take risks or express themselves in such conditions. These insights reflect how poor student participation is not merely a result of student behavior, but often a symptom of broader systemic and environmental issues, including lack of institutional support and ineffective classroom management. Ultimately, these factors not only hinder learning outcomes but also lead to teacher frustration, emotional exhaustion, and reduced morale, highlighting a crucial area of concern in efforts to improve both student engagement and teacher retention. In additionally Teacher C shared;

*Teacher-student relationships are essential. When I first started teaching, I felt nervous about interacting with students. Over time, I realized they are an important part of my life. Small gestures, like students drawing pictures for me or bringing me flowers, bring positive energy to my job. But many students hesitate to participate because they fear being wrong or judged by peers. This is especially true in classrooms where mistakes are not treated as learning opportunities. And In English language classrooms or multilingual settings, students with low English skills may avoid speaking or contributing due to embarrassment or difficulty expressing themselves.*

Teacher C's reflection offers a heartfelt and insightful perspective on the importance of teacher-student relationships and their impact on student participation. The teacher describes a personal transformation from initial nervousness to deeply valuing student interactions—which suggests that strong relational bonds can bring emotional fulfillment and positive motivation to educators. However, the reflection also highlights a persistent barrier to student engagement: fear of being wrong or judged. This fear often prevents students from participating in class discussions, especially in environments where errors are penalized rather than used constructively for learning. Such conditions can create a culture of silence and hesitation, undermining both student confidence and classroom dynamics.

Furthermore, Teacher C draws attention to the specific challenges in English language or multilingual classrooms, where students with limited proficiency may feel embarrassed or incapable of expressing themselves. This language barrier adds another layer of difficulty, especially in classrooms lacking inclusive practices or differentiated support. When students refrain from engaging due to fear or language limitations, it not only stifles their learning but also impacts the teacher's ability to

interact meaningfully and assess understanding. In this way, Teacher C's experience illustrates how a lack of student participation, driven by emotional and linguistic barriers, can diminish the vitality of classroom interactions and pose ongoing challenges for teachers striving to create a supportive, dynamic learning environment.

The findings emphasize the crucial influence of student participation on the overall teaching and learning environment. Active engagement enhances academic outcomes and significantly contributes to educator motivation and job satisfaction. When students participate confidently and show interest in learning, it fosters a more fulfilling and encouraging atmosphere. In contrast, low participation often linked to socio-economic challenges, fear of judgment, language barriers, or unsupportive classroom climates can lead to emotional strain and reduced morale among educators.

Disengagement frequently reflects broader systemic issues such as inadequate language support, unstable home environments, and harmful classroom dynamics. Students facing emotional or financial stress may struggle to focus, while those with limited language proficiency may withdraw out of fear or embarrassment. A lack of safe, inclusive, and respectful learning spaces further hinders student involvement and weakens the learning relationship. Overall, strong teacher-student relationships, a positive classroom climate, and institutional support are essential to improving participation and ensuring well-being on both sides.

### ***Lack of Government Support***

Government facilities significantly impact teachers' motivation and job satisfaction. Lack of government facilities and job opportunities, particularly for young people, can lead to increased unemployment and a push towards foreign employment. As well a decline in the attractiveness of government jobs. Teacher A Shared;

*I am not satisfied with the facilities provided by the government. I have rarely received any additional support for being an English teacher. Without government-sponsored training, workshops, or scholarships, teachers miss out on improving their skills or advancing in their careers, which can lead to stagnation and frustration. Poor classroom facilities, outdated textbooks, and lack of basic resources (like technology or stationery) make it difficult to teach*

*effectively and cause added stress for educators. Many teachers lack access to health insurance, maternity/paternity leave, or retirement plans, making the profession less attractive and leading to insecurity and low morale.*

Teacher A's reflection highlights the significant demotivating effects of inadequate government support on teaching quality and teacher well-being. The teacher expresses dissatisfaction with the overall lack of institutional backing, particularly pointing out the absence of targeted support for English teachers, such as training programs, workshops, or scholarships. This lack of professional development opportunities leads to skill stagnation, limiting career advancement and contributing to a growing sense of frustration and professional stagnancy.

In addition, Teacher A draws attention to deficient classroom infrastructure such as outdated textbooks and a shortage of essential teaching materials which makes delivering effective lessons challenging. The burden of teaching without the necessary tools increases stress and reduces instructional quality. Furthermore, the teacher emphasizes the lack of basic employment benefits, including health insurance and parental leave, which not only creates financial and personal insecurity but also signals a broader societal undervaluing of the teaching profession. These systemic shortcomings diminish teacher morale, weaken motivation, and ultimately hinder both teacher retention and student learning outcomes. Similarly, Teacher B shared;

*Government facilities are insufficient, teachers are often burdened with excessive paperwork and non-teaching duties due to poor administrative support, leaving them less time and energy for actual instruction. Inconsistent education policies, frequent curriculum changes, and lack of clear guidance from education departments add to confusion and reduce teacher confidence. When teachers are excluded from policy-making or school decision processes, they feel powerless and disengaged, reducing their commitment and innovation in the classroom.*

This statement sheds light on the systemic issues stemming from inadequate government support, which directly contribute to teacher demotivation and reduced classroom effectiveness. The excessive burden of paperwork and non-teaching duties, often caused by poor administrative planning, diverts teachers' time and energy away

from their core role of educating students. This misallocation of responsibilities not only diminishes instructional quality but also leads to burnout and frustration among teachers who feel overwhelmed by tasks unrelated to their expertise.

Moreover, inconsistent education policies, sudden curriculum shifts, and vague directives from education departments generate confusion and uncertainty. Such instability erodes teacher confidence and professional autonomy, making it harder for them to plan effectively or feel secure in their instructional strategies. Additionally, when teachers are excluded from decision-making processes, they experience a lack of agency and recognition, which leads to disengagement and a decline in innovation. Feeling voiceless within their own profession undermines their sense of purpose, lowers morale, and ultimately impacts both teacher retention and student achievement.

The findings highlight how insufficient government support critically affects motivation, professional development, and classroom effectiveness in the education sector. The lack of targeted training opportunities contributes to professional stagnation and frustration, while outdated materials and limited classroom resources create additional barriers to effective teaching. The absence of essential employment benefits, such as health insurance and parental leave, further erodes job security and morale, making the profession less sustainable. Similarly, Excessive non-teaching duties, unclear policies, and exclusion from decision-making add to the burden, reducing instructional time and diminishing confidence and autonomy. These systemic issues foster disengagement, limit innovation, and weaken long-term commitment. Collectively, these challenges contribute to burnout, reduced teaching quality, and poorer student outcomes.

## **Chapter V**

### **Findings, Conclusions, and Recommendations**

This chapter presents the findings, conclusions, and recommendations based on the analysis and interpretation of the collected data.

#### **Findings**

This study explores the motivating and demotivating factors that affect English language teachers' job satisfaction, addressing the research objectives and questions. The life experiences shared by the respondents provided valuable insights into their professional realities. Through in-depth interviews with English language teachers, I was able to closely understand their experiences. The major findings of this study are summarized below.

#### ***Motivating Factors***

Motivational factors consistently have a positive impact on teachers' work. According to the respondents, they experience various forms of motivation related to teaching and learning. Based on their responses, the following findings are presented below.

**Passion and Dedication.** The findings reveal a strong motivation for teaching, driven by personal passion and a desire to make a meaningful impact. Key themes include a commitment to uplifting under-resourced schools, fostering inclusive and culturally responsive classrooms, and prioritizing student growth and ongoing professional development. Despite minor challenges such as subject mismatches, the overall approach reflects passion, purpose, and reflective practice that support student learning and inclusion.

**Prestige and Respect.** The analysis highlights the crucial role of staff relationships and institutional support in shaping morale, motivation, and performance. Supportive peer interactions and effective leadership contribute to a positive work environment, while negative staff dynamics can lower motivation. Access to professional development, adequate resources, and clear career pathways further enhance collaboration and long-term commitment. Overall, strong

interpersonal relationships and institutional backing are essential for retention and effectiveness in the education sector.

**Financial Stability.** The finding highlights that while passion for teaching is vital, it is not enough to sustain long-term job satisfaction. Stress and burnout often result from low salaries, job insecurity, rigid curricula, and lack of support. When alternative options are limited, financial stability becomes the primary reason for staying in the profession. To retain and motivate educators, both intrinsic motivation and extrinsic support such as fair pay and job security—are essential.

### *Demotivating Factors*

Demotivating factors in teaching include poor working conditions like overcrowded classrooms, heavy workloads, and inadequate facilities. Low student participation and a lack of government support such as limited funding, professional development, and policy backing further reduce teacher enthusiasm and effectiveness. These challenges can lead to frustration, burnout, and a decrease in the overall quality of education.

**Poor Working Condition.** The reflections highlight that poor working conditions in education arise from both material and relational challenges. These include low pay, lack of benefits, financial instability, delayed salaries, and the stress of relying on secondary jobs. Even in otherwise supportive environments, hierarchical dynamics and exclusion can hinder collaboration. Overall, inadequate support, lack of recognition, and strained workplace relationships significantly impact motivation, job satisfaction, and the overall quality of education.

**Lack of Student Participation.** The reflections reveal that student participation is crucial for effective teaching and educator motivation. High levels of engagement contribute to a sense of fulfillment, while disengagement often linked to poverty, emotional stress, language barriers, or unsupportive environments leads to frustration and low morale. Key factors include building strong teacher-student relationships, fostering safe and non-judgmental classrooms, and encouraging learning through mistakes. Enhancing student engagement requires inclusive practices, supportive interactions, and consistent institutional support to benefit both educators and learners.

**Inadequate Government Support.** Inadequate government support undermines motivation, job satisfaction, and overall effectiveness in the education sector. Limited access to professional development, insufficient classroom resources, and the absence of basic employment benefits contribute to stress and stagnation. Excessive administrative burdens and unclear policies reduce instructional time, autonomy, and morale, while exclusion from decision-making processes further weakens engagement. Collectively, these factors lead to burnout, low retention, and a decline in educational quality.

## **Conclusion**

This study explored the key factors influencing English language teachers' job satisfaction, emphasizing both intrinsic motivations and external challenges. Passion and dedication were identified as central to teachers' long-term engagement, with many viewing their profession as a personal mission. Positive relationships with colleagues and the respect associated with the teaching profession further contribute to motivation. However, financial stability, while secondary, is also vital for sustaining teacher commitment.

Conversely, the study revealed several demotivating factors, including poor working conditions, low salaries, high workloads, and insufficient resources. Additionally, limited governmental support, lack of professional development opportunities, and stagnant compensation structures negatively impact teacher satisfaction. The absence of active student participation further reduces teachers' sense of achievement and enthusiasm.

Despite these obstacles, teachers remain committed, driven by a passion for education and the need to provide for their families. To enhance job satisfaction and create a more sustainable teaching environment, a holistic approach is necessary—one that addresses both intrinsic and extrinsic factors, improves working conditions, encourages student engagement, and strengthens governmental support for the teaching profession.

## **Recommendations**

Based on the findings and conclusions, the following recommendations have been made:

### ***Policy-Related Recommendations***

The findings of this study revealed that some English language teachers are satisfied with their profession because they are self-motivated and eager to learn and teach English while improving their own language skills. However, most teachers are dissatisfied due to a lack of facilities and support. To improve the teaching profession, the government should introduce new policies and programs. This study highlights the importance of creating a positive work environment, providing financial and non-financial support, offering flexible scheduling, fostering teacher autonomy and leadership, implementing collaborative team teaching, and providing positive feedback as key policies to enhance teachers' motivation and job satisfaction.

### ***Practice-Related Recommendations***

The narratives of the respondents indicated that English language teachers engage in this profession primarily to support their families and improve their English language proficiency. However, they often face psychological stress due to a lack of government support, ineffective policymaking, staff-related challenges, and issues with student participation and engagement. Many students enter school with a weak foundation in English, making it difficult for teachers to help them succeed. Nevertheless, teachers remain motivated by the belief that teaching is a challenging yet rewarding profession, and they must be prepared to overcome these challenges.

### ***Further Study***

While all researchers aim to conduct comprehensive studies, no research is ever entirely exhaustive. This study, too, has its limitations, which provide opportunities for further investigation. Below are some areas for future research:

- This thesis focused on teachers in Deumai Municipality and Phakphokthum Rural Municipality in the Ilam District, with only three teacher participants. Future research could expand by including more participants from the same district.

- Another potential area for further exploration could be the methodology. This research was based on Narrative Inquiry, with data collected through interviews. Future studies could employ different research methods, such as mixed methods or case studies, to provide a broader understanding of the topic.
- This study exclusively examined community schools. Future research could compare community schools with institutional schools to explore potential differences in teacher experiences and job satisfaction.

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**Appendices**  
**Interview Questions for Teachers**

- a. Could you tell me how long you have been teaching?
- b. Are you satisfied with your job? How?
- c. Why did you choose English language teaching as your profession?
- d. Have you experienced any factors affecting your teaching profession?
- b. Could you recall the factors that motivated you to continue in this profession?
- e. Have you experienced any factors that demotivated you from choosing and continuing in this profession?
- f. Do you think the teacher-student relationship affects your profession? How?
- g. Are you satisfied with the facilities provided by the government for your profession? Have you ever received any additional support from the government for being an English teacher?
- h. Do you think staff relationships affect your profession? Could you share your experiences?
- i. Based on your experience; what suggestions would you give to other teachers to increase their job satisfaction?

## Interview

### Teacher A

**Researcher:** Could you tell me how long you have been teaching?

**Respondent:** I have been teaching for 12 years.

**Researcher:** Are you satisfied with your job? How?

**Respondent:** Yes. As a teacher, I have been working to provide knowledge to my students to the best of my ability.

**Researcher:** Why did you choose English language teaching as your profession?

**Respondent:** I studied English as a major subject at university, which led me to choose this profession. Moreover, English education in government institutions is not well-developed, so I wanted to contribute to its improvement. That's why I chose to become an English language teacher.

**Researcher:** Have you experienced any factors affecting your teaching profession? Could you recall the factors that motivated you to continue in this profession?

**Respondent:** Yes, there are many factors affecting my job, such as home environment, financial and social conditions of students' families, lack of English exposure, and difficulty in creating an English-speaking environment.

**Researcher:** Have you experienced factors that demotivated you from choosing and continuing in this profession?

**Respondent:** Yes, as I mentioned earlier, the same factors, such as home environment and financial and social conditions, have affected me negatively.

**Researcher:** Do you think the teacher-student relationship affects your profession? How?

**Respondent:** Of course. Teacher-student relationships significantly impact my profession. Improved student engagement, enhanced emotional well-being, higher teaching standards, and a sense of self-worth all directly influence my work.

**Researcher:** Are you satisfied with the facilities provided by the government for your profession? Have you ever received any additional support from the government for being an English teacher?

**Respondent:** I cannot say that I am satisfied with the facilities provided by the government. So far, I have rarely received any extra support for being an English teacher.

**Researcher:** Do you think staff relationships affect your profession? Could you share your experiences?

**Respondent:** Yes, definitely. Staff relationships impact my profession. I have had mixed experiences while working in different government schools. Some colleagues were cooperative, supportive, and motivating, while others were unkind, greedy, overly assertive, and traditional, which discouraged me and negatively affected the teaching-learning environment.

**Researcher:** Based on your experience, what would you suggest to other teachers to increase their job satisfaction?

**Respondent:** Being a teacher is not an easy job. Teachers should be devoted to their profession and always prioritize their students' learning and development.

**Teacher B**

**Researcher:** Could you tell me how long you have been teaching?

**Respondent:** I have been teaching for 15 years.

**Researcher:** Are you satisfied with your job? How?

**Respondent:** Yes, teaching is my passion.

**Researcher:** Why did you choose English language teaching as your profession?

**Respondent:** English is a global language, which is why I chose it as my profession.

**Researcher:** Have you experienced any factors affecting your profession? Could you recall the factors that motivated you to continue in this profession?

**Respondent:** My aunt was in this profession, which influenced my decision to become a teacher.

**Researcher:** Have you experienced factors that demotivated you from choosing and continuing in this profession?

**Respondent:** Yes. The teaching environment, salaries, job insecurity, and prescribed curricula have primarily demotivated me. However, I chose this profession to support my family, and that is why I continue.

**Researcher:** Do you think the teacher-student relationship affects your profession?

**Respondent:** Yes, the relationship between students and teachers should be familiar and supportive. Teachers should understand their students well. When students actively participate in the classroom, I feel energized and more active. However, when students remain passive, just listening and avoiding eye contact when asked a question, I feel discouraged.

**Researcher:** Do you think staff relationships affect your profession? Could you share your experiences?

**Respondent:** Yes, cooperative and friendly relationships among staff members are essential for professional growth. If staff members maintain a friendly environment, it fosters rapport and encourages the sharing of ideas, creating a better work atmosphere.

**Researcher:** Based on your experience, what would you suggest to other teachers to increase their job satisfaction?

**Respondent:** I would suggest that teachers be hardworking, generous, creative, and enjoy what they do.

### **Teacher C**

**Researcher:** Could you tell me how long you have been teaching?

**Respondent:** I have been teaching for 15 years.

**Researcher:** Are you satisfied with your job? How?

**Respondent:** Yes, I am satisfied with my job because it provides opportunities to interact with students from different communities.

**Researcher:** Why did you choose English language teaching as your profession?

**Respondent:** It was my goal to become a teacher in a community school.

**Researcher:** Have you experienced any factors affecting your teaching profession? Could you recall the factors that motivated you to continue in this profession?

**Respondent:** Many students enter school with a weak foundation in English, making it difficult for me to help them pass. This can be challenging, but I motivate myself by remembering that teaching is a demanding profession, and I must be prepared to face these challenges.

**Researcher:** Have you experienced factors that demotivated you from choosing and continuing in this profession?

**Respondent:** No, I have not experienced such factors.

**Researcher:** Do you think the teacher-student relationship affects your profession?

**Respondent:** Teacher-student relationships play a significant role. Teachers and students should maintain a friendly relationship. When I first entered this profession, I was somewhat apprehensive about interacting with students. However, over time, I realized that students are an integral part of my life. Sometimes, they surprise me by drawing pictures of me

or bringing me flowers, which creates a positive atmosphere in my job.  
I just want to be a friend to them.

**Researcher:** Are you satisfied with the facilities provided by the government for your profession? Have you ever received any extra support from the government for being an English teacher?

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

**Researcher:** Do you think staff relationships affect your profession? Could you share your experiences?

**Respondent:** Yes, of course. There is a good work environment among teachers in my school, but staff relationships do affect the profession. To maintain healthy staff relations, the headmaster should act as an academic leader.

**Researcher:** Based on your experience, what would you suggest to other teachers to increase their job satisfaction?

**Respondent:** I would say that if you are motivated to overcome challenges, then teaching is the profession for you.