

**STRATEGIES AND FACTORS OF TEACHERS' MOTIVATION FOR
THEIR PROFESSIONAL DEVELOPMENT**

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

**Submitted by
Subarna Gurung**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Subarna Gurung** has prepared this thesis entitled **Strategies and factors of Teachers' Motivation for Their Professional Development** under my guidance and supervision.

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DECLARATION

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

Date:28th May 2019

Subarna Gurung

DEDICATION

Dedicated

To

My Parents, Family members, Teachers and Friends

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Subarna Gurung

ABSTRACT

This study entitled **Strategies and factors of Teachers' Motivation for Their Professional Development** was conducted to explore English language teachers' motivation for teaching and professional development and to identify the factors that affect teachers' motivation in professional development. I used narrative inquiry research design to carry out this research. The population of the research consisted of all the basic and secondary level English language teachers of Gorkha district. Five English language teachers were selected as the population for the study. I conducted in depth interview to elicit the required information. The data were analyzed and interpreted descriptively to derive findings of the study. It was found that managing emotion, joining communication and boosting efficacy are three principles to teacher motivation for professional development. It was explored that job enrichment, flexible working hours, merit base payment and incentives were the significant strategies for enhancing motivation to teachers in teaching and professional development. It was also found that workload challenge, accountability, job security, promotion, freedom were the main factors that affect TPD.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly the second chapter contains of review of theoretical as well as empirical literature and its implication for the study. It also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practice related, and further research related recommendation based on the study. Finally, the references and the appendices, which are necessary for the validation of the research, have also been presented.

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LIST OF ABBREVIATIONS

- CUP - Cambridge University Press
- e.g. - Example
- ELT - English language teaching
- P. - page
- PD - Professional Development
- TPD - Teacher Professional Development