

CHAPTER ONE

INTRODUCTION

The present research entitled “Strategies and Factors of Teachers’ Motivation for Their Professional Development” was carried to find out the affecting factors of teacher's motivation for TPD. The chapter 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 definition of key terms.

1.1 Background of the Study

Teacher Development is a matter of updating knowledge, skill in teacher's own field or area. Effective professional development engages teacher in learning opportunities that are supportive, job embedded, instructionally focused, collaborative and ongoing. Underhill (1986 as cited in Head and Taylor 1997, p.1) states that “teacher development is the process of becoming the best kind of teacher that a teacher can personally be.” It is continuous activities done by the teacher for his/her own professional growth. Similarly, Bell and Gilbert (1994 as cited in Evens 2002, p.3) argue "Teacher development can be viewed as teacher learning rather than as other getting teachers to change". In learning, the teachers develop their beliefs and ideas, through their classroom practice, and attending conference, seminar and workshop.

Teacher development is the life- long process. It is a process of development what they need in teaching career. It helps to deepen the teacher knowledge and skills for the improvement of learners learning achievement and education as whole. TD is very crucial thing to ensure quality education on the part of learners and we need to encourage and inspire our teacher to involve and engage in their development. TD will be the aspect that identify their own potentialities and problems and finds their ways forward.

Teacher professional development is related to continuous growth of teaching skills and adoption of new pedagogical techniques to enhance quality of education. It is more than having sound knowledge and skills in the subject matter in the respected profession. It is also including teacher training, teacher's lifelong learning, use of pedagogical research and use of information communication technology in teaching learning process. According to Bell and Gilbert (1996, p.35) "A part of teacher development that involves not only the use of different teaching activities but also the development of beliefs and concepts underlying the activities." It is described as teachers acquiring or adopting new knowledge, beliefs and skill in order to change their educational practice. Everyone could develop their professional skill if they feel the need of knowledge, skill to adjust the professional career.

Professional development is associated with motivation. Motivation is a way of creating high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual need. It is one of the most important factors affecting human behavior and performance by energizing it and giving direction towards the desired goals. It is the inner urge or effort made by individuals to achieve their target and satisfy individual's needs. It is a general desire, need or want that generates the energy required for someone to behave in a particular way. According to Good (1959).

Motivation means the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetic of behavior or purposive regulation or the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way (p.354).

It means motivation is proxy that encourages doing regular activity. It provides energy to perform for achieving their goal. According to Morgan et al. (1993,p. 268) "Motivation refers to the driving and pulling forces which result in

persistent behavior directed toward particular goal”. It is constraint for people which directed towards particular goal. Motivation is fundamental to accelerate teaching and learning process. It is the subsidiary or means of the teacher professional development. It is an internal emotion that helps accelerate the growth in teacher professional development. It is the process of stimulating teacher to actions to accomplish the goals.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. Teachers are, thus, the most important professionals for any nation’s future. However, without adequate support and resources, teachers are not motivated although they are highly qualified. It is sad to note that teachers, the most valuable human resource, are often neglected. One should bear in mind that a nation’s strength depends on the high quality of its education system and the strength of such a system, in turn, relies on qualified and motivated teachers. Inspired and motivated are essential in providing quality education. Education system would definitely not survive without motivated and dedicated teachers (Herzberg,1959).

Teacher's motivation is essential part for the teacher professional development. Motivation helps to energize, direct and sustain positive behavior over a long period of time. It involves working toward goals and tailoring activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more. Motivated and dedicated teachers lead to motivate their students. Teachers often inspire pupils for their bright future which help the nation. If the teachers are motivated on their professional development it would be fruitful for education system.

To foster the teachers’ motivation in TPD is a big challenge. In such context, narrative inquiry is the best solution because it helps to find out real causes,

reasons and factors of teacher's de-motivation. Hence, this study was intended to explore the strategies of teacher's motivation for TPD.

1.2 Statement of the Problem

In Nepal, a huge number of teachers join teaching profession without any preparation. However, young people start teaching profession with hopes for life, ambitions, excitement and enthusiasm. But very soon, most of them fail to continue such hopes and become frustrated. In my own life experience, I taught Modern English Boarding school from 2013 to 2015 A.D. At the beginning, I had strong ambitions, excitement and great enthusiasm for my teaching profession. But latter, I was dissatisfied because of low and irregular salary and consequently I was de-motivated in teaching. There was poor management. There was lack of sufficient facilities for teachers. For example: teacher training, vehicle, internet, materials, remuneration, etc. Therefore, after two years of joining the school, I was frustrated with my job. Gradually, I lost my motivation and dedication towards the teaching profession. I failed to continue my hopes and left my job. So, de-motivation is the greater factor to influence TPD.

There are separate programs for the educational institutions to train the novice teachers in many countries but in Nepal it is still not in discussion systematically. Due to such condition, the novice teachers usually get frustrated in their job. Similarly, social respect for teachers has fallen down. Teachers from private institutions get low supports from school for their professional development. Most of the people think that teaching is frequently a second-choice job with few opportunities for professional development. Furthermore, teachers face unclear, constantly changing policies as well as poor management. And teachers have low opportunities for input into school management and ministry policy. Teachers have few or poor learning materials and facilities. Therefore, teachers are not motivated themselves which directly effects to the teaching activities. They are not highly engaged on their TPD.

Going through the existing literature, it was found no study has been carried to find out teacher's motivation for teacher's professional development. It has not been explored yet. Therefore, I explored those TPD related issues through my research. The lack of teacher motivation for profession development is the serious problem for the education system. If the teachers are not motivated on their TPD, it effects on students. Through this research, I want to find out the strategies of motivation and the factors that effect to the teacher motivation.

1.3 Objectives of the Study

The main objectives of the study were as follow:

- a. To explore the strategies of teachers' motivation for their professional development.
- b. To find out the affecting factors to teachers' motivation for professional development.
- c. To suggest some pedagogical implications.

1.4 Research Questions

The present study had intended to find out the answers of the following questions:

- a. What are the strategies of teachers' motivation for their professional development?
- b. What are the affecting factors of teachers' motivation for professional development?
- c. What are the pedagogical implications?

1.5 Significance of the Study

This research has been presented the need of teacher's motivation for TPD. The present study is significant to the teachers working in the field of teaching. It is useful for the researchers who want to undertake researchers in the area of

teachers' professional development. The study was more concerned with the strategies/ techniques of motivation used by teachers for their professional development. Especially, it encourages teachers for their PD. Moreover, it indicates the difficulties that teachers faced to develop their professional development. So, it is significant for the teachers willing to use different techniques to make themselves professional. Similarly, it is helpful to the teachers, head teacher, trainers, subject experts, policy maker and others. This study is equally beneficial for the head person of education system of Nepal.

1.6 Delimitations of the Study

This study delimited in the following ways:

- a. The area of study delimited to Gorkha district.
- b. This study delimited to secondary level English language teachers.
- c. The study was qualitative in nature and the research was delimited to narrative inquiry.
- d. This study was delimited in exploring the strategies and factors of teachers' motivation for their teacher professional development.
- e. The research was delimited to only five English language teachers as a population of sampling.

1.7 Operational Definition of Key Terms

Teacher Development: Teachers develop their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing by motivation.

Teacher professional Development: Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher from motivation.

Motivation: It is one of the dynamic factors that help to teacher to develop their profession skills. In this study, this factor is referring specifically to teacher.

Factors: Those factors which effect teachers for professional development. There are some factors which I including my study, that make teacher de-motivation on their professional sectors.

Strategies: In this study, strategies refer to the ways and methods of motivation that help teachers to motivate on their teaching profession. Managing emotion, boosting efficacy and communication are three main strategies of teachers' motivation on TPD.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of study consists of review of the theoretical literature related to motivation for teacher professional development, review of the empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

On my review of related theoretical literature, there are some key concepts related to my study such as teacher profession development, teaching as a profession, strategies of TPD, teacher motivation, Type of motivation, Theories of motivation and ways teacher motivation have been reviewed below.

2.1.1 Teaching as a Profession

The word 'profession' has religious overtone as in 'a profession of faith' (Wallace, 1991). As it is said that profession is a kind of job or occupation which can only be practiced after long and rigorous academic study which should be well rewarded because of the difficulty in attaining it and public good it brings. Our teachers need to have the sense of public service and feeling of passionate teacher. Passionate teachers are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children (Day,1999). It means in teaching profession teacher should know about public service. Teacher should have enthusiastic and intellectual quality that provide energy in their teaching profession. So those qualities show the teaching as a profession. Roberts (1998, p.38) also argues that in a normal usage a professional is someone who is highly trained, skilled and self-disciplined. There is not any moment in the life in which one can rest thinking that what he/she has learned is enough and need not learn further ahead. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations. Learning is a lifelong process required for teaching.

Khaniya (2006, p. 7) states "Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals. " According to him, professor is he who performs tasks involving knowledge and expertise and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction.

So, profession deals with a special field of knowledge or information. Its practitioners must have had special training in the field and have demonstrated their ability by some sort of examination that tested their qualifications to serve the public in the profession and hence work for the improvement of society. Similarly, its members belong to an organization that makes provision for the licensing and certification of its members and sets up machinery for their professional growth by organizing regular courses and seminars and by publishing journals. Thus, teaching is taken as a profession since it has all the aforementioned characteristics. Teachers do specialize in particular subject areas and also study education itself in some depth. They have special training also in the field, in the form of teaching practice and they have to pass examinations in order to be qualified trained teachers.

2.1.2 Teacher Professional Development

Professionals are at the top hierarchical pyramid of occupation, they are the experts in a particular field and they rationally employ advanced knowledge for common good. Development is a dynamic process that improves the standard of the people. TD is a complex activity which requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations, the availability of material and how to facilitate understanding in others.

Richards and Farrell (2005) state that, TPD refers to general growth not focused on a specific job. All types of professionals require change and growth once they start their professional career. Development is not only a way forward for experienced teachers who believe that they have unfulfilled

potential and who want to go on learning. According to (Head and Taylor, 1997, p. 18) "The attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside feedback from tutors and follow trainees then it can continue as a base for career long learning". It means teachers are learning in their whole life. The teacher begins their profession from pre-service training.

Similarly, Ur (1996, p. 318) says, "Teacher development takes place when teachers working as individuals or in group. Consciously take advantage of such resources to forward their own professional learning." After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is regarded as the process of developing professional excellence by learning, experiencing and practicing new challenges which are encountered in teaching learning activities.

In the same way, Shulman (1987) claims that teachers need to see how ideas connect across fields and to everyday life. Teachers have to develop their not only personal and professional skill but also social skill. According to Glatthorn (1995, p. 41) "Teacher development is the professional growth a teacher achieves as a result of gaining in creased experience and examining his or her teaching systematically". TD is the professional growth that helps to increased experience to teacher. Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.) (Ganser, 2000). It helps teacher by providing the way of develop their professional skills.

English language teachers are professionals and they need a specific kind of knowledge, skills and expertise and training according to their needs. Putting it another way, they cannot be English language teaching professionals without English language training. By virtue of its nature, English language teaching

professionals constitute a special group of people and have a special kind of publications like *ELT Journal*, *Young Voices in ELT*, they organize special conferences like IATEFL, TESOL and NELTA. Obviously, for professional development English language teacher therefore, requires a great deal of development in specified skills, knowledge and expertise in the field of ELT which cannot be replaced or substituted by any kind of training or courses.

2.1.3 Motivation

Motivation is derived from the word motive which is defined as a need that requires satisfaction. It is the reason for people's actions, willingness and goals. It is the internal power that a person leads to get intended goal. According to Dessler(1986, p. 332) most psychologists believe that all motivation is ultimately derived from attention that results when one or more of our important need share unsatisfied. It means motivation is derived from immersion. It is based on important needs. It has been considered as one of the most important reasons that inspire a person to move forward to do something in their life. The persons take their ultimate goal with the help of internal and external motivation. The motivation can have defined as a process governing choices made by persons among alternative forms of voluntary activity (Hamner and Organ 1978, 142). It is the process of choice among the activities by a person.

Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action which they expect will achieve those goals. The teacher also needs to motivate for professional development and career development. Motivation plays an important role to engage teacher in different kind activities to make their career successful and updated. Teachers' motivation to participate in professional development and to apply the knowledge and skills acquired to their instructional practices. Teachers' motivation as recognized importance of teacher motivation in the professional

development process arises at a time of renewed interest (Watt & Richardson, 2007). It means motivation help to teacher for renewed interest. Thus, providing an opportunity to use of contemporary motivational factors add future professional development of the teacher. Teachers' motivation is including the need for professional development to be intensive that embedded in teachers' development and their work with students. It is also essential for teacher development and awaken their acquiring knowledge and to active continuously active to be updated and its ultimate goal to improve the teaching activities.

2.1.4 Types of Motivation

Motivation is challenging subject to categories in to certain types because it is psychological matter than physical one. The persons are motivated by their intention and desire. According to Maslow, the people are motivated by hierarchy of needs. While people fulfill recent need and they will have motivated to get higher needs. According to the accepting motivation there cans categories motivation into two types: intrinsic and extrinsic.

I. Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his strong internal belief. It is the process of psychology commitment of the persons. As Deci et al. (1999, p. 658) states, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action." It gives the energy to do something by internally. It is more individual and personal because the individual persons are motivated different reasons.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than

because of external prods, pressures, or rewards. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, although clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending one's capacities.

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious and playful creatures, displaying a ubiquitous readiness to learn and explore and they do not require extraneous incentives to do so. This natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one's inherent interests that one grows in knowledge and skills. The inclinations to take interest in novelty, to actively assimilate, and to creatively apply our skills is not limited to childhood, but is a significant feature of human nature that affects performance, persistence and well-being across life's epochs (Ryan & LaGuardia, in press).

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

Similarly, teachers also have different internal reasons to power them internally. It is believed that if teachers are internally motivated really they are

engage on their professional growth so they have proved the factors that are awaken their internal power of motivation.

II. Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. It is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value. However, unlike some perspectives that view extrinsically motivated behavior as invariantly non autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous.

In this way teachers also need extrinsic to develop their career. The sources may be governmental incentives or non-governmental bodies. Teachers are continuously encouraging to participate in teacher training program and also let them to attain conferences, workshops and other. These agencies provide them motivation for their professional development that is extrinsic motivation (Deci,1999).

2.1.5 Theories of Motivation

We must realize that different people want various things from their job and there are different leadership styles, not one way or method of motivation will satisfy everyone (Stanton 1983, p. 208). Under the theories of motivation, I have reviewed different three scholars' theories related with motivation that are Maslow's hierarchy of need theory, Herzberg's hygiene of motivator theory and Max Georger's X and Y theory.

I. Maslow's Hierarchy of Need Theory

Abraham Maslow is among the most prominent psychologists of the twentieth century. The theory is based on a simple premise human beings have needs that are hierarchically ranked. Maslow (1954) is a commonly used scheme for classifying human motives. It involves five categories of motives arranged with lower-level needs on the bottom which must be satisfied first, before the higher level needs come into play (Wallace, Goldstein and Nathan 1987, 277). There are some needs that are basic to all human beings, and in their absence nothing else matters. The basic needs are the physical needs that are followed by birth. As we satisfy these basic needs, we start looking to satisfy higher order needs. Next, the upper need is related with social and social relation and stage of need is self-actualization. The major postulates can be derived from Maslow's need hierarchy is to the extent that lower-order needs become satisfied; the next higher-order level of needs becomes a base for the behavior change (Hamner and Organ 1978). A level of aspiration is closely related to the hierarchy of needs and attitudes will determine the individual route which the person takes for the satisfaction of needs. The theory is related with needs of the person that who is going to achieve one after another. As the same way, teacher associated of his/her life with Maslow motivation series in parallel way. First, he is motivated of his salary that it could fulfill of his physical demand as at the stage he wants to satisfy of his past teaching career. Teacher develops of their profession in different of their life one stage than another.

This theory can be applied for the teacher development. It helps to teacher to motivate on their professional development.

II. Herzberg's Hygiene of Motivator Theory

Herzberg's motivation/hygiene theory is also known as the two-factor theory. It concludes that certain factors in the workplace result in job satisfaction for the worker and teachers as well. He distinguishes between two factors i.e. motivating factors and hygiene factors. According to Herzberg, "Motivation

hygiene theory is often called the two factor theory and focuses on those sources of motivation which are pertinent to the accomplishment of work”(Hall and Williams 1986, p. 6).The motivators are serving a positive satisfaction that is, challenging work, recognition, responsibility etc. On other side hygiene factors are status, job security, salary, growth, status, advancement, fringe benefits etc. If person has the absent of these hygiene factors who feels demotivate towards existed profession. As the result, they (teachers) might not engage on their own career development.

The hygiene factors have always will be easier to measure, control, and manipulate than the motivating factors because motivators are more complex and subjective, and often too elusive to measure. The employees are more motivated and concerned of the hygiene (Hamner and Organ 1978).The job satisfaction is made up of two unipolar traits motivators and hygiene or job satisfaction and dissatisfaction. Here this theory concept is the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction. Though we can examine, there is not one to relation of job satisfaction and job satisfaction. Hezberg’ s theory could associate with the motivational factors that they can engage on teacher professional development. Hygiene motivation always gives satisfaction to the teachers and the satisfaction feeling leads them to develop of their professional career. The positive motivators such as responsibility, recognition, challenging work also motivate teachers to do their duties and responsibilities for their own professional development.

We can apply this theory for the motivate teacher on their professional development. By the help of this theory teacher can internally motivate on their professional skill.

III. Max Georger’s X and Y Theory

The theory X and theory Y were introduced by McGregor in the context of management or setting of employee through the x and y variation of motivation. Among these separated theories one is authoritarian style of

management (Theory X) and another is supportive and participative style of management (Theory Y). The theory X tend to take a pessimistic feeling of employees even they are motivated by the authoritative nature of management body, rather we assume that they are naturally unmotivated and dislike work. According to McGregor, organizations with a theory X tend to have several tiers of management team to observe and direct employees. The tigers are related authoritative and suppressive natures. Managers are more authoritarian and actively intervene to get things done. The theory Y managers have an optimistic, positive opinion of their people, and they use a decentralized, participative management style. There is the positive, collaborative and trust-based relation among the managers and their team members. The effective management must know what motivates someone to perform and how to satisfy the needs of the employee (Ferguson 1987). Employee thinks that they have greater responsibility to do successive work, if the manager encourages them to develop their skills and suggest improvements. Theory Y is provided the positive aspirations of employees' motivation of their personal as well professional development. In this way both theories can contribute in the teachers' professional development.

The theory X creates a compulsory environment to engage on their development. In prescriptive mode of teacher development, authoritative bodies demand for teachers' competency to improve students' learning. Another side the theory Y provides the democratic environment for teacher to acquire the knowledge and skills. Stakeholders such as school, training centers, governmental body is supported the teachers' professional development.

This theory can be apply for the motivate teacher on their professional development. Employee gives more focus on the theory Y in comparison to X. Theory Y provides positivity and create internal motivate to the teacher.

2.1.6 Strategies/Principles of Teachers' Motivation for PD

Strategy refers to a plan of action that is designed to achieve a long-term or overall aim. It is a plan, method or series of maneuvers or stratagems for obtaining a specific goal or result. Motivation is the key tool for effective teaching. English language teachers should be motivated for their professional development. The teachers should highly motivate in their professionalism so that desired outcome can be achieved in the education sector. Mainly, there are three strategies for teacher motivation. Managing emotions counters emotional exhaustion; joining community's counters depersonalization; and boosting efficacy counters low personal accomplishment. Each principle covers the three basic psychological needs for well-being. The ability to cultivate and maintain conditions which fulfill these needs is a process called self-regulation (agency), which is used to achieve personal goals in the long-term, and to cope under stressful conditions in the short-term.

I. Managing Emotions

Emotional exhaustion is the primary predictor of teacher burnout and it relates directly to negative interactions with students, colleagues, and supervisors (Grayson & Alvarez, 2007). Managing emotions is a coping skill that can lead to improved cognition. It is situated contextually and culturally, and is exercised by a self-regulatory agent. When the agent perceives incongruence either internally or externally between actual and desired outcomes, coping skills are exercised to repair mood (Eich, Kihlstrom, Bower, Forgas, & Niedenthal, 2000).

Our successful emotional management can improve moods and thinking not only for us, but for those we interact with. And at stake might be more than just feelings. It can be a bonding with others and a building of your reputation that lands or loses a job. It can be that one extra reason that gives someone the trust to take a chance and extend us an offer when we least expect it. Here are the top ten most commonly used emotion regulation strategies in the workplace,

According to one study (Diefendorff, Richard, & Yang, 2008,p.499), ranked by frequency of use:

- a. Seek out individuals who make you feel good
- b. Keep yourself busy working on other things
- c. Do something enjoyable to improve your mood
- d. Try to solve the problem
- e. Find humor in the situation
- f. Think about how the other person feels
- g. Consider how things could be worse
- h. Pretend you are in a good mood
- i. Turn your attention to something that doesn't bother you
- j. Remind yourself that you cannot control everything.

Ask other teachers how they successfully cope. Their stories and encouragement can help us create positive emotions and motivate you to keep learning new ways — telling ourselves we can do it; singing songs; smiling; reminding ourselves that we are not the only one struggling; getting cardiovascular exercise; appreciating others; making to-do lists and crossing things off at completion; pasting inspirations all over your walls; taking breaks to recharge.

Probably the most critical emotion for enabling well-being in times of distress is hope. Hope generates agentive and pathways thinking, the cognitive processes of believing in the ability to maintain self-control toward achieving our goals, and imagining alternative routes toward them when the way is blocked (Snyder, Cheavens, & Sympson, 1997). Without hope, individuals neither see nor seek ways around obstacles. And with it they become capable of overcoming obstacles and engaging toward their preferred futures (Carver & Scheirier, 2007).

II. Joining Communities

Depersonalization was found to be the second major contributor to teacher burnout (Grayson & Alvarez, 2007). The sense of social support is crucial for teachers under stressful conditions (Kieschke & Schaarschmidt, 2008; Wilhelm, Dewhurst- Savellis, & Parker, 2000). With joining a community, teachers can find the relatedness that they need to persist and even to maintain well being. Relevant here is the belonging hypothesis, which is that “human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relations” (Baumeister & Leary, 1995, p. 497). We get motivated through socialization. Our community involvement and interpersonal relationships form the processes of social identities and actions we take in the community. These social identities interrelate with our individual identities; social concepts, attitudes, and behaviors are co-constructed through self concepts, attitudes, and behaviors (Hogg, 2003).

Therefore when choosing a community to join to help reach our goals, first delineate them in relation to our preferred future self identity, and the principles used to determine the importance of our goals. Afterward, we can more effectively evaluate these in relation to the organizational beliefs, image, and practices of the community we seek to join. Communities can enrich our lives through the interpersonal processes of forming and attaining both personal and mutual goals (Snyder, 1994). Through observing and interacting with others, we learn ways of doing things that we wouldn't have figured alone. We can increase the ability to cultivate pathways for attaining individual goals alongside interrelated goals when enacted through the synergy of a cooperative community. The word me and we goals can resonate and that teachers can assist each other in reaching them. We can do this by volunteering for an academic society or other organization where we can use our competence.

Teachers can collaborate to mentor each other, and model the behaviors and values that lead to professional success (Hooker, Nakamura, & Csikszentmihalyi, 2003; Park, Oliver, Johnson, Graham, & Oppong, 2007). Examples are meeting to talk about classroom problems and solutions, forming reading circles that focus on pedagogy and research, and collaborating on projects. A mutual goal can simply mean enjoying a pleasant day, with daily greetings, respectful language, and polite demeanor contributing immensely toward a cooperative environment.

Sometimes others do not cooperate. Regardless of the culture and context, bullying and mobbing permeate academia (Twale & De Luca, 2008) and every workplace -numerous studies have consistently shown that such behavior deteriorates the quality of work performance, and the physical and mental health of employees, with costs paid in damage to the organization's reputation, medical fees, legal fees, and human lives (e.g., Namie & Namie, 2009; Porath & Pearson, 2009). Often victims or "targets" do not know what is happening to them until it is too late. Here are specific ways to deal with bullying (garnered from Kohut, 2008; Lubit, 2004, p.29):

- a. Don't blame yourself, blame the bullies - you just happen to be the target at the time;
- b. Avoid them -despite appearances, bullies do not have the capacity to empathize or cooperate;
- c. Avoid provoking them - bullies excel at setting people up, distorting facts, spreading rumors, and manipulating others;
- d. Document each act and how it made you feel -not only does this help you vent, you can analyze the situation more objectively when you are calmer;
- e. Don't let them see, hear, or smell your weakness or pain -they feed on it, and their attack escalates;
- f. Seek friends and allies for support, and for knowing that the school does employ kindhearted people; and

- g. Cherish your little victories daily.

How well teachers under stress cope seems to have a reciprocating effect on the people around them. As stress increases, teachers become less tolerant and more aggressive. Such behaviors isolate them even more. In one longitudinal study (Wilhelm, et al., 2000), teachers who remained in the profession had two things early in their careers - hope and a professional role model. If you find these lacking in your immediate environment, self-assertively seek a community with supportive role models to share academic interests and goals.

I. Boosting Efficacy

The third contributing factor to teacher burnout is low personal accomplishment, meaning low self-efficacy, the belief in our abilities to do the job well, and it relates to persistence of an activity within a specific context (Bandura, 1997). Professional efficacy and classroom efficacy are the two underlying psychological forces that drive teachers toward self-directed professional development that can lead to job satisfaction (Mushayikwa & Lubben, 2009). After committing to a long-term goal, divide it into attainable sub-goals. With each achievement, we build self-efficacy, impelling persistence, improving our outlook and demeanor, and increasing chances of getting the recognition needed to help take control of our career development. The key is maintaining hope through agentive and pathway thinking with strategies such as those listed in below. (Mushayikwa, 2009)

- a. Tell yourself that you have chosen the goal, so it is your job to go after it.
- b. Begin your pursuit of a distant goal by concentration on the first sub-goal.
- c. Practice making different routes to your goals and select the best one.
- d. Mentally rehearse scripts for what you would do should you encounter a blockage.

- e. Conclude that you did not use a workable strategy when you do not reach a goal, rather than harshly blaming yourself.
- f. Think of problems as challenges that arouse you.
- g. Recall your previous successful goal pursuits, particularly when you are in a jam.
- h. Enjoy the process of getting to your goals and do not focus only on the final attainment.
- i. If you need a new skill to reach your goal, learn it.
- j. Cultivate two-way friendships where you can give and get advice.

Sequential sub goals might lead from creating materials for class, to an article in a journal, to a textbook series. Ask teachers and administrators about the needs of the institution. Get postgraduate education now. Keeping up with the evolving needs of students, institutions, and society boosts self-efficacy. Moreover, when we see progress in ourselves, others can too. They may champion our endeavors and even assist because they have learned we are a valuable member of the community. (Source, Mushayikwa & Lubben 2009, p.30).

So these are the three strategies of teacher's motivation. Keeping chances open for career fulfillment can be tough but it is a rewarding learning process. It may be a reality that FL teachers face taxing conditions, although nothing so exclusive to them. Study how successful others persisted. What made them earnest? How did they get around brick walls in their paths? Teachers can practice self-regulatory strategies to maintain the motivation to persist and take themselves to the next stage in their careers. Managing emotions, joining communities, and boosting efficacy form synergistic actions among interrelated people, goals, and practices, promoting proactive step-taking toward preferred futures among our students, colleagues, and us.

2.1.7 Strategies for Enhancing Teachers' Motivation for PD

There are some Strategies for organization, committee and government that lead to enhancing teacher's motivation. If the organization and government apply the relevant strategies, than that will be helpful for the enhancing teacher's motivation for their PD. There are various ways of increasing motivation. According to Kingful and Nusenu (2015, p.15), following are the strategies for increasing teachers' motivation.

A. Job Enrichment

Job enrichment is the way of promoting teachers' motivation. It is directly related to the professional development. Job enrichment provides teachers with an opportunity to grow psychologically and mature in a job. Job enrichment attempts to make the job itself motivational. Job enrichment increases a job's range and depth. It refers to the number of activities and the autonomy, responsibility, discretion, and control.

B. Merit Pay

The idea of merit pay has a straight forward appeal. It provides financial rewards for meeting established goals and standards. The concern is that merit pay plans may encourage teachers to adjust their teaching down to the programme goals, setting their sights no higher than the standards (Coltham, 2002, as cited in Iliya and Ifeoma, 2015). Merit pay is also the strategy for motivation. It refers to the salary which is provided to the teachers according to their contribution and the performance. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. So, there should be the provision of merit pay for the teachers in order to motivate teaching personnel's in their profession.

C. Flexible Working Hours

Most of the teachers are teaching seven periods in a day. They do not get any leisure time throughout a day. They do not have sufficient time to check the students' assignments and term papers as well. So, they can feel de-motivated in such situations. So, there should be flexible working hours for the teachers. So, the concept of flexible working hours has motivational appeal for the teachers.

D. Incentives

An incentive is something that motivates an individual to perform an action. It can be taken as an important motivational device for a desired behavior. So, incentive is also the significant strategy for increasing motivation. Motivation increases with greater incentive value so that, incentive should be provided to the teachers based on their work. Incentives can energize teachers to teach more effectively. Apart from this, there should be the provision of teacher award and prizes for the teachers as a result, teachers can do better in their professionalism.

E. Positiveness

Positiveness is the most important factor which can enhance motivation in teaching learning activities. It is the quality of being encouraging of a successful outcome. If organization, committee are positive to the all teachers and senior teachers show positive behavior to junior teachers than it creates a positive environment. It shows the positive attitude of teachers and positive attitudes of the teachers can bring change in their profession. A positive attitude leads to happiness and success and can improve once behaviour in the profession. It brings motivation and energy to do things and accomplish goals effectively. It can be said that positiveness always brings higher motivation in once occupation. So, teachers should have the feeling of positivism in their professionalism.

UNESCO (2012) suggests that some kinds of attrition emanating from poor teacher motivation may be reduced by changes in policy and practices. It provides some strategies to enhance teacher motivation are discussed below.

F. Salaries and wages

Salaries and wages is one of the way of enrich the professional development of teacher. It is essential factor to attract the teacher for their professional development .Ali et al.(2016) concur that the most important thing that school principles can do to raise employee satisfaction is focus on the intrinsic parts of the job, such as making the work challenging and interesting. Although paying employees poorly will likely not attract high-quality teachers to the schools or keep high performers, managers should realize that high pay alone is unlikely to create a satisfying work environment. Ali et al. (2016) suggests that: Since teacher motivation is important for the improvement of school performance, it is advisable that the government impose the minimum-wage law for school teachers' pay which possibly caters for teacher's performance when given some due care and attention; The government should also create social benefits for school teachers as a means to enhance and motivate them; Moreover, it is also recommended that school teacher be given some allowances such as rental, medical and transportation allowances which could probably motivate them

G. Fix contract

Fair and accurate evaluations of teacher performance were required. The community contract teachers have better learning outcomes than civil service teachers for second-grade students and similar results for fifth-grade students. Community teachers are paid by parents, locally, which civil servant teachers might have to travel to another locality to receive their salary. Being paid by parents might also incentivize the teacher to attend school regularly since their pay might be docked. So that, fixed contracts enhance teacher's motivation.

H. Economic incentives

Economic incentive is inspiring element for teacher professional development. Nyakundi (2013) avers that teachers will be motivated if they are well remunerated. This can be achieved through offering incentives to teachers and rewarding teachers whose subjects' students perform better. This will motivate them to improve on curriculum delivery. The salaries of the teachers be increased and fixed, according to their qualifications, and incentives be provided to the good teachers so as to acknowledge their efforts and motivate them to continue with their better performance.

I. In-service Training and Teacher Development

Training is one of the most essential parts to teacher development. Alam and Farid (2011) view teachers as the backbones of the educational institutes adding that the future of our nation lies in their hands. In order to improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.

The school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

Alam and Farid (2011) recommend that no teachers should be appointed without a professional training in education and that refresher and in-service courses should be arranged for the teachers at regular intervals of time. It will update the teachers in the contents of the related subjects as well as in the area of teaching skills.

J. Provision of Teaching and Learning Resources

Regarding the effect of job satisfaction, the schools should ensure that school environment is conducive for teachers to ensure their motivation and

satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

Additionally, aspects of job enlargement, opportunities for promotion, pay increments, bonuses, and luncheons, good performance measures, that foster career development, should be in place. Nzulwa (2014) further states that transparent and professional recruitments and selection, promotion, appraisals training and separation as well as open communication channels need also be addressed. Sound management of employee relations and respect to labour relations agreements also need to be prioritized. Employees' welfare services such as lunch, tea, good furniture, spacious /ventilated offices and a distinct corporate image will be good for the professional pride. Respect and fair administration of the code of conduct will ensure that teachers own the professional conduct. The employer should enlighten teachers on the code of regulations and ensure that they are conversant with it and deal with their issues with meaningful privacy.

L. Physical Facilities

The provision of safe housing is important to teachers. Especially, there should be the strong correlation between access to adequate housing and the presence of female teachers. It provided women teachers with safe housing near schools once they completed teacher training. Provision of a safe housing may also help retain women teachers in rural areas. If safe housing is not economically feasible, daily transport has to be offered to women teachers in order to retain them in rural areas.

M. Involvement in Decision Making

The involvement in decision-making could be used as a motivational factor; such would include involving teachers in decision making as this would contribute to sense of ownership. A number of scholars are in agreement to aforementioned view. Dessler (1986) alludes that this was prevalent in areas

such as co-curricular activities, syllabus interpretation and organizing of school functions. In such areas, participation in decision-making helped the teachers to be "ego-involved" with their work practices. Participation and involvement can be viewed as strategies that can be used to motivate staff. Maslow explains motivation in terms of drives that have to be satisfied before the next higher need is met (Gibson, 1981). These needs are categorized into five. These are the physiological, safety, social, ego, and self-actualization needs. Participation and involvement of subordinates in decision making could be viewed within the context of relating to the developing of ego needs and self-actualization (Gibson, 1981).

2.1.8 Factors Affecting Teachers' Motivation

Teacher motivation is the cry of the day in the field of education. Though teacher motivation is an essential factor for improving quality education, it could not be free from the threats of teacher motivation. In this regard, Iliya and Ifeoma (2015,p.26) present the following influencing factors of teacher motivation:

A. Workload and Challenges

Teachers don't have flexible working time. They have pressure of over workload. There are increasing classroom challenges and demands placed on teachers. Teachers facing heavy workloads need sufficient motivational supports to sustain their effort and professional conduct on the job. Matoke, Okibo and Nyamongo (2015) noted that teachers are demoralized with heavy workloads, handling many lessons, many pupils and working for long hours. Similarly, Michaeloaw (2002) found out that workload and challenges are negatively correlated teacher job satisfaction and positively correlated to absenteeism (as cited in Matoke, Okibo and Nyamongo 2015). Therefore, if teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened.

B. Remuneration and Incentives

Salary is a key motivator for every employee and the same is with teachers too. It is one of the most influential factors that affect job performance and the productivity of organization. Teacher salaries are generally low and irregularly paid. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Subramaniam et al. (2013), says that “there seems to be evidence to confirm the positive relationship between financial factors and job performance. Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value”. Furthermore, monetary incentives play a vital role in teacher’s job performance in school or campus. Teacher might be less motivated if there is no monetary reward. Especially in a context where monetary incentives are absent, the teacher’s engagement in professional development program is voluntary. The payment for teachers dissatisfies them and it fails their expectation and their needs. Therefore, teachers need motivation as stimuli to reinforce them in teaching profession. Iliya and Ifeoma (2015) argue that one such secondary employment activity, private tutoring, can be especially harmful to students’ achievement, or at least the distribution of students’ achievement, when teachers cut back on teaching part of the curriculum in school to generate demand for their tutoring services out of school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes.

C. Recognition and Prestige

Social respect for teachers has fallen in many countries. Many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government, and the larger society. Lack of prestige from low remuneration

and low autonomy in planning and teaching, has been associated with private tutoring where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig, 2002, as cited in Iliya and Ifeoma, 2015).

D. Accountability

Teachers often face weak accountability with little support. Teachers' accountability is generally weak where there is low remuneration. Bennell and Akyeampong (2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for greater accountability in order to rein in unprofessional teacher behavior in schools. However, accountability that is too harsh or not complemented with support can just as readily damage teacher motivation.

E. Career Development

Teaching is frequently a second-choice job with few opportunities for professional development. While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, (Bennell and Akyeampong, 2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for more attractive career structures and more opportunities for teacher professional development. Professional development also enhances teacher motivation through an important and related channel.

F. Institutional Environment

Teachers face unclear and constantly changing policies as well as poor management. Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut

teacher motivation (Ramachandran and Pal, 2005 as cited in Iliya and Ifeoma, 2015).

G. Voice

Teachers rarely have an opportunity for input into school management and ministry policy. Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities. Teacher perspectives and needs are rarely considered in education policy making or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform.

H. Learning Materials and Facilities

Teachers have few or poor learning materials and poor facilities. Teachers increasingly have to do more with less or small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. Physical materials in terms of adequacy and quality have been noted to have a great impact on teacher motivation. Matoke, Okibo and Nyamongo (2015) commented that topics that are meant to be taught practically are taught theoretically as part of the adaptive mechanism by teachers due to inadequate resources for effective teaching. So, teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce.

There are other numerous factors, which influence teacher motivation for their professional development. Job satisfaction is one of the major factors which include teacher's salary, job security, promotion, freedom, friendly environment and training. These factors are briefly discussed in the following sections.

J. Job security

Job security is a non-financial key influencing factor of teacher motivation. Several evidences suggest that security and job performance have a positive relationship. Miller et al. (2001), found that job security has significant effect on the performance of workers and employees are less motivated to work when job security is low. Low job security compels the employee to turnover or left the job. Employees want to feel that their job is secure and will be there in years to come. This allows them to freely work and have not to worry about to lose their job. It motivates the employees to work their hardest because they are sure their work is benefiting the organization.

K. Promotion

There is a strong relationship between promotion and job performance of the teacher. Teacher promotion is one of the influencing factors in teacher career. A teacher can be highly motivated if he got the opportunity to advance in their institution through internal promotions related to work. Employee's behavior in the workplace is related to satisfaction in their career. Harrison & Novak (2006) showed that efforts by management to establish promotion opportunities contributes to employee's job satisfaction and acts as a motivator for job performance. Teachers are dissatisfied with respect to promotion; aspects such as delays in promotion with untimely salary adjustments were the main concerns for teachers' dissatisfaction in their job.

L. Freedom

Freedom is essential in every aspect of people's life. A worker who is free to talk with his coworker or senior, collaborate with colleagues, share knowledge perform the skill in workplace; observe others work is always highly motivated in his work place. Maslow's theory (1987) showed that one of the most significant factors, which are able to motivate people at workplace, was freedom. Management of organizations can give flexibility and freedom at

work place to improve job performance. Maslow (1987) revealed these several important freedom namely,

- 1) Freedom to communication and argue,
- 2) Freedom to judge colleague in the work environment,
- 3) Freedom to catch information that is related to their careers,
- 4) Freedom to research to promote the ability of their works,
- 5) Freedom to commit and perform in work place,
- 6) Freedom to state themselves for getting promotion at works,
- 7) Freedom to be honest and not to be pressure to say something that they do not believe it,
- 8) Freedom to be in a group and work as a team for helping great deal within the organization (p.134).

Therefore, providing teachers with the freedom of taking decision, attending workshop and conference, participating in teacher professional development activities, taking training can encourage teacher to do better and be heartily motivated in their profession.

M. Friendly environment

Working environment is another factor that influences people at work because this factor is directly connected to job performance of employees in service organizations. Chen et al. (2008), stated that a large number of employees are likely to change their jobs when they are under pressure. Friendly environment at work is able to influence employees to commit themselves to carrying out their tasks and duties effectively. Mostly, the working environment should be friendly and more expressive in nature so one should not be shy and hesitate to be expressed in the organization. Similarly, the teachers in the school having respect among colleagues and the good managements will motivate the teachers and administrators in creating friendly environment for teaching and learning. Additionally, if the working environment seems less active or stressful, the administrator should create the friendly environment by doing

something different such as celebrating birthday, wedding anniversary parties, New Year parties and so on. This may boost up the teachers in their work.

N. Training

Training is an important factor that also affects the employee's job performance. All types of job needs a sufficient training in order to produce good product. In the same way, the development of education and the achievement of student are dependent on teachers' quality. If the teachers are well trained and qualified, the whole education system will be better. In order to bring professional changes, the teacher need to formulate profession specific plans, using models for professional development that address their need for innovation in approaches to teaching and continued growth in professional development.

TPD trainings are key motivator for the successful integration of ELT in classroom. However, there are such problems like TPD training are conducted without collecting teacher's real needs. Many researchers suggest that beliefs of experienced teacher about their profession are no enthusiasm in teaching and they do not want to share any ideas or support to novice teachers. This is because of lack of motivation in teachers. Therefore, trainings should be taken as key motivator for the teacher professional development.

2.1.9 Role of Motivation for Teacher Professional Development

Why teacher need to develop of their profession or why they are being updated continuously these issues related teacher professional development. Teacher professional development is a widely discussed issue in present days and the accent in teacher development is set by various scholars on the change of the current teaching practices (Evans, 1996 and Fullan, 2001). The teachers use different strategies for teacher development and they collaboratively engage to be professionally well. Teacher development is substantial changes in teaching need to be focused on teachers' acquisition of new beliefs and understandings.

Teacher motivation is a very important factor in teacher professional development and change of their teaching style of instructions (Hord, 1997). Teacher motivation in implementing cooperative learning and seeking the source of knowledge and they need to develop believe that they can be successful in putting into practice the innovation strategies and motivation can play an essential role in the building of this self-confidence self-directed and self-motivated. Following Gadamer (2004), if teachers are to change their beliefs and understandings, they need to be previously motivated. Moreover, while practicing change, they should perceive some evidence of improvement in their students' learning. That is to say, they change the behavior and style of learning if they are motivating some internal and external stimuli. In the context of teacher professional development teachers shifts their teaching style, approach and method and strategies. Smith and Gillespie (2007) emphasize that if a teacher is to change her way to teach, various factors should be present: teacher motivation for professional development, teacher concerns, teacher self-efficacy, teacher appropriate cognitive style and teacher effectiveness. Becoming better teachers don't the motivation power, self-efficacy beliefs in teachers' professional development. In the teacher motivation context there is relationship between cognitive and motivational factors has been extensively psychological domain.

In this way motivation play crucial role in teacher professional development by providing different kinds of stimuli such as, better job promotion, salary, training incentive, providing awards and prize and set up evaluation body that evaluate the teacher professional growth and provided them such opportunity. From these evidences we can say internal or external motivation leads the lifelong learning. If the teachers are highly motivated in their profession then it will be better for the education system. For the professional development teacher should motivate from their inner capacity.

2.2 Review of the Empirical Literature

As a researcher, I have observed the fundamental background of the related subject and other past studies. A number of researches have been carried out in field of English language teaching and learning but very few of them have been conducted in the field of teacher professional development and motivation to develop teacher profession. Some research studies related to my research study are reviewed in the following manner.

Nyakundi(2012) conducted a research entitled " Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu Country". The main objective of his research was to find out the influence of job satisfaction on teacher motivation and to determine the effect of reward system on teacher motivation in public secondary schools .His study consisted of 126 participants as a sample. And the major finding of the study were that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career.

Khanal (2016) conducted the research on "Motivational Techniques Used by Basic level English Teacher." The main objective of the study was to find out the motivational techniques used by basic level of English teacher. The research adopted survey research design and questionnaire and classroom observation were the tools for data collection. The samples were selected with the purpose of the research and use non-random sampling of the research. The major finding of the study was majority of the teacher were found trained in English Language Teaching and all of them were found using variation motivation techniques in the classroom.

Kalmari (2017) carried out a research on "Motivational Strategies Used by English Teacher." The main objective of the presented study was to explore the most useful and least motivational strategies to motivate students on the classroom. The participants of the study were sixty and one student of a fanons

upper secondary school. The researcher followed mixed method while analyzed the data. Questionnaires were the main tool of the data collection. The research findings of the study were some motivation techniques some were more useful and some were least important techniques. In the one hand pleasant and supportive, atmosphere was important for the motivation of the students. On the other hand the group work and pair work were taken as the least favorable motivational techniques.

Shyada (2018) conducted the research on “Motivation Techniques Used by English Language teacher. The main objective of the study was to explore the motivation techniques used by the teachers in teaching English language in Bachelor level. The research got data from questionnaires and classroom observation tools. The samples were selected non- randomly and adopted survey research design to accomplish the research. The research carries out the findings were most of teachers prepare good rapport with the students and allowed freedom to make the classroom autonomous. From the classroom observation the found out that because of the cultural variation all students had not equally motivated.

These researches are related to strategies of teacher professional development and motivation strategies used by teachers in the classroom as well for their professional development. The presented researches were reviewed because it gives strong evidence the research title could be new and interested for the stakeholders.

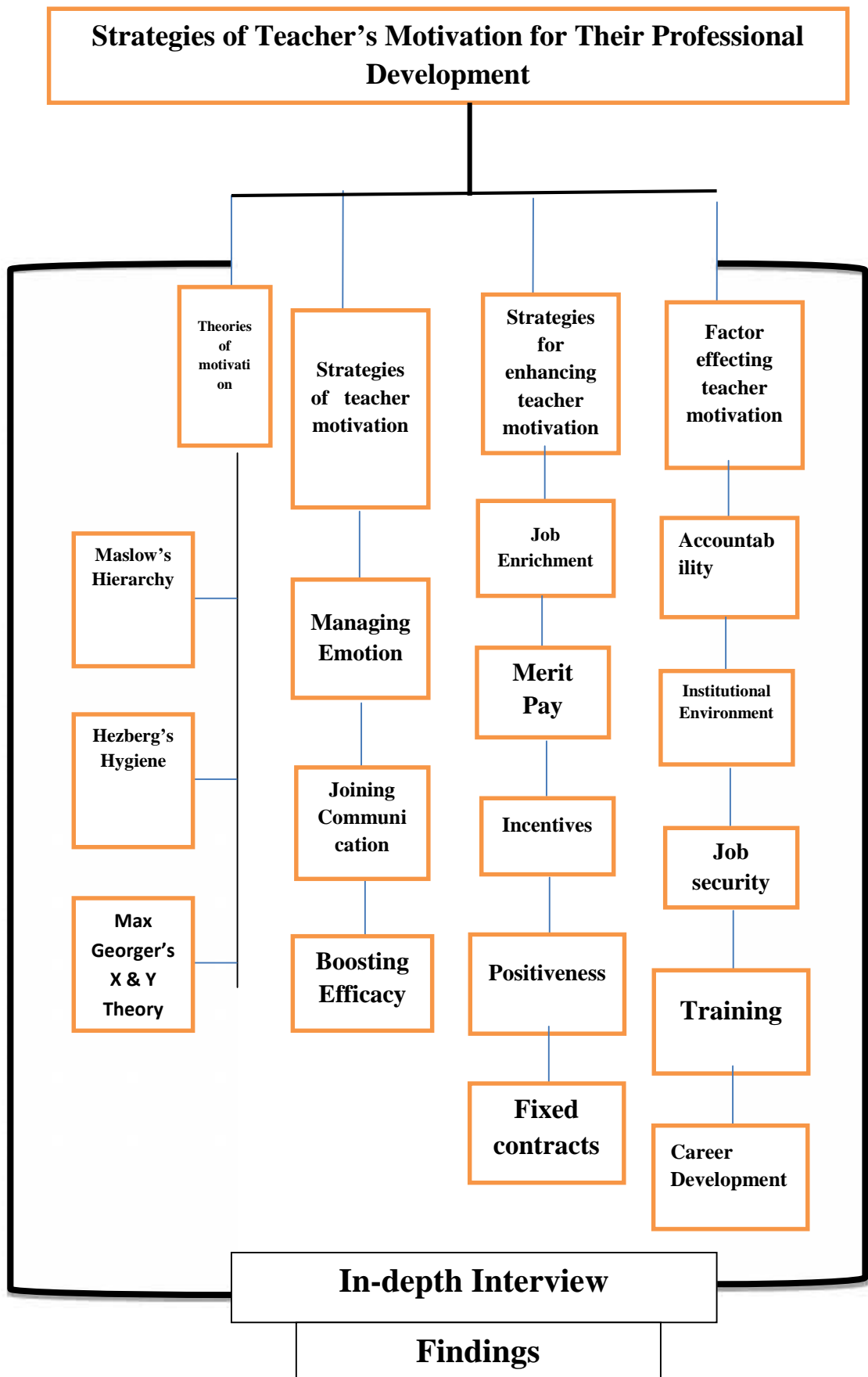
Although, various studies have been carried out in the field of ELT and Teachers' Professional Development, there is lack of research in the area of self motivation in TPD. I was very much interested to carry out research on "Teacher's Motivation for TPD" because only few researches have been conducted in this area.

2.3 Implication of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. It plays a vital role in any research because it helps the researcher to bring clarity and focus on research problems, reform methodology and contextualize the findings. It broadens the mind of a research in the area of study he/she is looking into. I had tried to review the previous research works, ELT journals, articles and books which were related to my research work.

From the different reviewed literature, I got an idea about related study. Those research works have been carried out with various objectives, methodology, and research questions pertinent to the situation they were meant for. So after reviewing all those research works, I updated myself with research process and methodological tools which were beneficial to my present research work. Hence, all the reviewed documents helped me to broaden the knowledge of related study in order to get practical ideas about conducting action research. Thus, these works have direct implication to my research study. Especially, Shada (2018), Kalmari (2017), Khadka (2017), Paudel (2017), Neupane (2014) and Bhatta (2009) helped me develop theoretical background.

2.4 Theoretical/Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research design, population, sample, sampling strategies, source of data, data collection procedures, data analysis and interpretations as well as giving great concern about ethical considerations to accomplish this study successfully.

3.1 Design and Method of the Study

Narrative inquiry is the process of gathering information for the purpose of research through storytelling. Connelly and Clandinin (1990, p.6) note that, "Humans are storytelling organisms who, individually and collectively, lead storied lives. Thus, the study of narrative is the study of the ways humans experience the world." Narrative may be seen as a means of gaining an in depth understanding of the situation and meaning for those involved with the resulting insights having the potential to directly influence policy, practice and future research. It is collaborative document, a mutually constricted story out of the lives of both researcher and participant.

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). Narrative inquiry is a means by which we systematically gather, analyze, and represent people's stories as told by them, which challenges traditional and modernist views of truth, reality, knowledge and personhood. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narrative of individual's experiences.

Narrative inquiry is a way of thinking about and studying experience. Narrative inquirers think narratively about experience throughout inquiry. It follows a

recursive, reflexive process of moving from field to field texts data and final research creates a conceptual framework within which different kinds of field texts of different analyses can be used. In a similar, Clandinin & Connelly, 1989, p. 12) said “the central task of narrative inquiry is evident when it is grasped that a person is both living their stories in an ongoing experiential text”. In narrative research design, researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individual’s experiences. Narrative inquiry does not attempt to predefine independent and dependent variables but it acknowledges context and seeks to understand phenomena through the meanings that people assign to them. Narrative inquiry shares the idea of knowledge transfer, a theory that seeks to transfer unqualifiable elements of knowledge, including experience. The narrative approach captures the emotion of the moments. It renders the event active rather than passive, infused with the latent meaning being communicated by the teller. Thus, two concepts are tied to narrative story telling: memory and notion of time, both as time found in the past and time as re-lived in the present.

It is relatively new qualitative methodology to research. Few numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual’s experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

3.2 Population, Sample and Sampling Strategy

In this study, the secondary level English teachers of Gorkha district were the population of this study. I selected five English language teachers from each school. I adopted purposive non-random sampling strategy for the selection of the schools and the teachers. Among the five teachers, three of them had been teaching for more than 20 years in the field of education and awarded by the

best teacher and two teachers who were started teaching recently. I selected them for my study.

3.3 Sources of Data

Data are the information derived from the informants, researches, articles, books, thesis, journal etc. which help the researcher to justify, analyze and draw appropriate findings of research. For my study, I collected data from both primary and secondary sources. The primary sources used for collecting the first hand data and the secondary sources used for collecting the required theoretical knowledge for this study.

3.3.1 Primary Sources of Data

The data were collected through the interview of five secondary level English teachers. Among the five teachers, three of them had been teaching more than 20 years in the field of education and awarded with the best teacher award and two teachers who started teaching from recent years. So, the primary data was information taken from the interview of five teachers. I used non-random sampling procedure for the selecting teachers.

3.3.2. Secondary Sources of Data

I used the secondary sources to collect the data. I went through the different books, articles, journal, thesis, research, research studies, dictionaries, Governmental policy, internet, informants for my research study. For examples: Head and Taylor (1997), Richards and Farrell (2005), Ur (1996), Rossner (1992), Phuyal's 'Practices of reflective teaching used by primary level English teacher' (2009), Poudel's 'Teacher's perception on teacher's professional development training and its classroom implication'(2017), Roberts (1998), Sultana(2004) and so on.

3.4 Data Collection Tools

The tool of data collection for this study was in-depth interview to know the strategies of teacher motivation for PD and factors of teacher professional development. The interview was semi-structured. It means some basic questions were predetermined and other questions were asked on the basis of their responses. Based on the objectives of this study, these tools were devised.

3.5 Data Collection Procedures

For collecting primary data required for this study, I followed certain procedures. First, I prepared tool for data collection and went to school (field) of Gorkha district then I took permission from the authority and requested with the principal for the data collection of my study. I clarified the purpose of visit and requested to meet secondary level English language teachers. After I got permission and met teachers then I established good rapport and explained the purpose of my visit to them. Then, I encouraged them to express their own lived experiences of teaching profession. After that, I collected required information with the help of interview schedule. I took in depth interview and audio record. I met four times with them for collect information. And finally, I thanked to the respondents and other school authority for their kind cooperation.

3.6 Data Analysis and Interpretation

The process of data analysis started after the collection of raw data from interviews. This research design is based on the qualitative narrative inquire. So, qualitative raw data were systematically collected. And then systematically collected data were analyzed, transcribed, coded, developed themes, interpreted and then presented descriptively.

3.7 Ethical Consideration

Ethical consideration is one the most valuable ornaments that the researcher should follow while conducting his/her research work, I went to the schools of Gorkha district. I informed them that, their participation in this study is voluntary. So, the informants were not compelled to take part in this study. Moreover, I assured them that the collected data were solely used for the current research study only. Along with institutions, none of the informant's real identification was disclose in any part of this research work. Furthermore, I assured them that any piece of information about the current study was available if they want. During the period of my research observation and survey, my work was not hampering to the teaching process. To accomplish the research work, I considered the ethical value like conducting research by taking permission of authority, keeping the responses of the respondents' secret and avoiding plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of data collected from the primary sources. It is a core part of the research. This section includes the analysis of the collected data through the in-depth interview that was analyzed and interpreted through the following descriptive approach. I analyzed the data thematically under different headings and sub-headings.

4.1 Analysis of Data and Interpretation of Data

Based on the collected data, the result was derived and analyzed and interpreted. For the analysis of the data, both the primary and secondary data are used. The data obtained from in depth interview was transcribed and analyzed by using thematic analysis. Especially, this study aimed at strategies and factor influencing teacher motivation for their professional development. I collected data from a teacher teaching in public schools which were located in Gorkha. The concern of my study was on the difficulties of ELT teachers have been facing to develop their professional skills. And also it concerned with the strategies that teachers applied to develop their professional skills. Finally, the data obtained from the case was analyzed and interpreted in different heading and sub-headings:

4.1.1 Socio-economic Background of the Respondents

This section reveals the characteristics of respondent such as sex, age, educational level, length of service and family background. These backgrounds were important in explaining respondent's opinion in regards to teacher's motivation in PD.

Laxman Acharya

Laxman is the principal and secondary level English language teacher of government school at Gorkha district. He is 47 years old. He had spent his childhood in rural area of Gorkha district with his family. The economic condition of his family is not strong. Consisting three members in his family, they all are well educated. He had completed his master's degree from Tribhuvan University. He had started his journey of teaching profession from a private school and after some years, he had placed in government school in 2044 BS by passing the TSC exam taken by the NCED. He had been teaching for 25 years. He had strong ambitions and enthusiasm for teaching profession. He never fails to continue his ambition from his profession. He respects his profession and never loses his self-confident on his profession. He had been offered and undertaken a range of other roles in his time at school. He recognized that his current career, work and life are balanced with family responsibility. However, he have to do many struggle, he is happy enough in the profession.

Kalpana Shrestha

Kalpana is a secondary level teacher. She is a married girl of 54 years old. Her family consists of 5 members are mother, father and two brothers. She was born in a medium class family. Her parents are not much educated. Her mother has not got any formal school education but her father passed lower secondary level. Her brothers have completed higher secondary level. She is a master's degree holder and graduated from Tribhuvan University. She had been teaching for 24 years in one of the community school of Gorkha. She started her journey in teaching after finished her SLC level. She wants to be a good teacher. To become a successful teacher is her childhood dream. She had inner confidence and ability to teach. She has competence of manage emotion. She is communicates with senior teachers, college and junior teachers. And she is

satisfied with her profession. She is very active on her profession. She was awarded every year. She is happy with her profession.

Rajendra Adhikari

Rajendra is the principal and secondary level English language teacher of government school of Gorkha district. He is the second child of his parents. His family consists of 4 member mother, father and two sons. They lived in rural area of Gorkha district. The economic status of Rajendra is low. The occupation of his parent is agriculture. His parents are not educated but he had completed master's degree from Tribhuvan University. Being uneducated, his parents did not support him much in his education but they supported in his morality and other aspects of life. He started teaching since 20 years ago in Gorkha. He taught English in secondary level and +12. He also has the experiences of teaching tuitions in different institutions in the same district besides the regular class. Therefore, he had additional knowledge about student's culture from other school too. He found teaching profession is one of the respectful and corruption free jobs among others. He thinks teaching has good social reputation even after the retirement. He is very active teacher who communicates with other teachers in the matter of teacher activities. He has self confident of being successful teacher. He received many awards from the ministry of education.

Rangila Shakya

24 years old unmarried Rangila was born in urban area of Gorkha district in medium class family. Her family consists of 4 members, father, mother and 2 daughters. Her parents have small business. Though her parents are not educated, she grabs the opportunity to go school and stay in city for master's degree. Her family supports her in growing in academic field. She had completed masters in English education and had 5 years long experience in the field of teaching. Her specialized course is English and taught English in private secondary school in Gorkha since 5 years. She taught as primary level

teacher for 4 Years in private school of Gorkha and shifted government school as secondary level teacher for 1 Year. At the beginning of her teaching profession, she had strong ambitious. But she failed to continue such hope become successful teacher because principal and senior teacher were not support her. She was neglected as new teacher. There was not communication between teachers. She did not have support of school Thus She become frustrated on it and now she is going to leave the job and planning for PHD study rather doing job in school. Also she focused on TSC for permanent job. Now she is much focused on her career goal.

Santa Maya Gurung

Santa Maya is the secondary level English teacher of private school. She is a married woman with one child who is now 37 years old. She stayed with her family (husband, son, daughter and she) at Gorkha. She belongs to highly educated family as her husband also had completed PhD. She was a master's degree holder from Tribhuvan University. Altogether, she had 8 years of teaching experience. She taught 2 years as primary level teacher and now she has been teaching at secondary level since 6 years in private school of Gorkha district. Teaching is her field of interest and she is the one who want grow professionally. At beginning of her profession, she had strong ambition to become successful teacher and done her extra responsibilities as well. She gave up the extra responsibilities after having a baby boy and took up the part time post in the same school. She also talked about understanding the balance between job and family care. Her job is not satisfying her. But the support of school, family and husband she again builds up her confident on her profession again. She tried her best in order to be developed for her career by involving in various professional activities. She is valued and respected from her family and society as a teacher. She said that she is satisfying with her profession though there are some dislikes too. She had a good management personal and professional life.

4.1.2 Strategies of Teachers' Motivation

Motivation waxes and wanes as it is dynamic, situational, and psychologically experienced. However, chronic drops over the long-term might be indicative of teacher burnout, of which three factors have been identified and investigated regarding their relationships to school context variables emotional exhaustion, depersonalization, and low personal accomplishment. There are 3 strategies for teacher's motivation. To be specific, the following themes discussed more about the participant's experience in terms of motivation factors influencing PD of teachers.

Managing Emotion

It is primary skill that helps to improve cognition. It leads to control our negative thinking related on our job. It helps to improve our mood, feeling and thinking pattern on our teaching profession. This principle is very essential for motivating teacher for PD. All the participants agreed that managing emotion is major principle to create motivation on teacher for their PD.

Laxman in this regards reflected that, managing emotion is respectable principle for teacher's motivation. For him managing emotion is significant factor for motivating teacher. He said that,

If I am not able to control my emotion and manage my cognition myself then obviously I am not able to motivate form my inner soul for professional development. At the beginning of my profession, I was teenager and I had economical problem in my family. That was the reason for affected my mind and I could not control my angriness and it created negative interaction between me and other teachers. My communication was not good with teacher staffs and my students did not like me. Consequently, I was de-motivated on my profession. I thought that, managing emotion is effective factor to motivate us in our professional development. After 1 years of teacher experience, I understand the

managing emotion is one of the crucial factors to maintain our motivation on PD. From that time to now I am trying to managing my emotion. I have positive interaction between families, society, and school. It helps me to refresh my mind and create motivational environment on myself for PD. So, in my opinion managing emotion play crucial role to motivate us on PD.

This statement showed that one of the most essential principles to motivate teacher on PD is managing emotion. Similarly, Kalpana stated that,

I had dream to become a good teacher in future from my childhood. I had a strong ambition for my profession. So, I know that managing emotion is factor to motivate me on my PD but at begging of my teaching profession. I could not manage it but my uncle helped me a lot. He was retiring teacher. He had many experience on teaching profession. By the help of his back support, I was able to manage my emotion and after 4 months from starting teaching career. Now I can teach with confident. I do not feel fear to communication with other teachers.

From this interview, it can be seen that teacher are not motivated on their PD without managing emotion.

Joining Communication

This is another contributor to teacher motivation. It is social support that plays crucial role for teacher under stressful conditions. This principle helps teacher to maintain their well behavior. It plays crucial role to communicate teacher with their colleagues, junior and senior teacher for PD. According to Rajendra,

I feel good to commutation with other. In my opinion the knowledge will increase by communication. So I communicate with family members, society and staff at free time. Sometime I feel good to communication with students' parent to solve the problem of school. When I felt difficulties to solve the classroom problems then I communicate with senior, junior

teachers to manage that problem. I never feel hesitation to take help from junior teacher. Sometimes we discuss the new pedagogy and research and collaboration on projects. It helps to refresh physical and mental health of us. So, I believe that, communication enrich our knowledge and attaining both personal and mutual goals. Thus, it motivates me to develop professional skill.

This statement shows that, collaboration plays vital role to solve teaching problem. Similarly, Santa Maya stated that,

In my school there is rule of regular teacher meeting. When we get new knowledge, technique, materials then we have to share to all teachers during a meeting. Not only that, when one teacher has problem of family, society or teaching we all teachers help him/ her and solve the problem. Most of the meeting we discuss about the school problem like, student's attendance, result, extra curriculum activities. Each of the teachers has to share their classroom problem and discussed the solution of that problem. We shared new pedagogy and research of education. So, it creates friendly and family environment in our school which motivate me to PD.

It means that, unity has power and it create family environment for teacher to develop their PD. Joining communication motivate teacher to PD. Likewise, Kalpana said that,

In our school, our principal made some rules when teacher select for the training and back to school then she/ he explores all the new knowledge that they learn in training with others teachers. Similarly, when there is conflict between two teachers then both teachers have to explore all things in teachers meeting and solve the problem that create collaborate with two teachers again. Once there was conflict between me and my senior teacher, that time I did not want to see him. I did not want to go school. Then, our principal announced meeting and asked everything that

happened with us then we shared all events and principal and other teachers suggested us. Than we communicate again. I felt good to go school after communicate with him. It means that, communicate enrich us to do our work properly with collaboration. If we were not communicating appropriately then we were not happy on our profession. It would affect our teacher and de-motivate on our PD. So that, joining communication is appropriate for motivate to PD.

From this interview, it is seen that joining communities is the essential for the motivation. If the teacher are not happy from their inner heart and it effects in communication that hamper teachers' motivation to their PD. So, joining communities is substantial contributor to teacher burnout.

Boosting Efficacy

It is third strategies to teacher's motivation. Teacher needs self efficacy, belief and abilities to do their job well. If they are not self confident on their profession then they aren't motivate to develop their professional skill. All the participants agreed that boosting efficacy is the significant strategy to PD. Santa Maya stated that,

At the beginning of my profession I do not have self confident on my job. Though, teaching is my passion, I scared to teach. But my families, teacher staffs are support me. I improve my teaching style because of their support. I developed confident day by day. Now I can teach without any panic. If I am not able to develop my confident then I cannot improve my teaching profession. Now I know that, boosting efficacy is contributing factor to teacher burnout. Each and every works need self efficacy to done it properly. So that, boosting efficacy is important for the motivation.

Similarly, Rajendra said that,

My childhood dream is to be good teacher and I have strong belief to become a teacher. I have strong confident to teach. I do not have anxiety

on this work. Now I can teach without any stress. I have strong belief that, I will be a good teacher in my future. That low self efficacy helps me to make my dream true. So that, boosting efficacy is important for the motivation.

From this above interview, we can find that self-confident and believe is the most important principle to increase motivation to our professional development. Without self stem we cannot do anything.

4.1.3 Motivating Factors Influencing PD of Teachers

So many factors influence teachers of their continuing professional development by intrinsic and extrinsic motivation. The major motivation factors that influence continuing professional development of teachers are better salary, fast promotion, becoming a more knowledgeable person, achieving current skill and techniques, prestigious job, better working environment, teachers training and recognition and security. In order to compete in 21st century education, a teacher should have good command of knowledge and skills over content. Besides this, the teacher who has better salary at times and good co-ordination at suitable working environment are being inherently motivated in their profession. To be specific, the following themes discussed more about the participant's experiences in terms of motivation factors influencing PD of teachers.

a. Teacher's Salary

Salary is considered as highly significant which is top ranked in the list of influencing factor of teacher motivation for PD. All the participants complained that the salaries they received are too little to sustain them to the end of the month. It does not motivate them to involve in PD. Rajendra in this regards reflected that salary is next to the fast promotion. For him salary should be reasonable which can support the monthly expenses. He said that,

If the salary is not good, no teachers are motivated in teaching and they even do not work hardly though they are responsible of student's achievement and their all round development. My first experience of teaching field was starting form one of the private schools of Gorkha district. I was primary level teacher. At that time my salary was low and irregular. I could not fulfill my basic need. My family economic background was not good though my parent were not scold me for earn little money. I my-self realized and felt bad for not able to fulfill my parent basic need. I had dream to be a successful teacher but low and irregular salary distracted my ambition and enthusiasm to become a teacher. So that, in my opinion salary is the one of the most influencing factor to de-motivate teacher for their PD.

This statement shows that one of the challenges that discourage teachers in their hard work and careless about student's future is because teachers are not motivated salary wise. Santa Maya stated that,

The salaries I receive do not take me to the end of the month and another bad aspect of teaching is that there is no any other means for us to get alternative income to support the main salary. I have to ask my husband for money because my salary does not support even my personal and my child's expense than how could I be motivated to teach effectively. I know my husband support me for my professional development. But sometimes he show misbehaves to me because I took money from him. He became angry and asks me to my salary. At that time I feel not good. So that, salary is crucial factor that affect our professional skill.

From this interview, it can be seen that teachers are not satisfied with salary they were given because they always had to think about how they would run their family to the end of the month. Therefore, they are not in peace in themselves because of salary.

b. Teacher Promotion

It seems that it took very long period of service in profession for teachers to be promoted. The process of promotion of teachers was marked by so many aspects such as the length of service, the conduct of the teacher and the performance of teacher at school. Participants in this study pointed that though there some criteria for promotion in teacher service commission, it neglects the teacher's conduct in school and hard work are not valued which results other teachers de-motivating in PD. Rangila said that,

The process of promoting teacher is on the hand of teacher service commission. Unfortunately, we private school teachers are not in this expectation however, the school administration can provide us by looking at the length of service, conduct in school, achievement of students and hard work we did in school. I am teaching for 5 years in the same grade with many responsibilities but I am not promoted. The school and TSC exclude all these as a result undeserving teachers are being promoted while some of the hardworking teachers failed. This causes frustration and de-motivating in teachers.

When I asked Rangila about her views on teacher promotion as a motivation factor she replied promotion should be under the criterion of performance appraisal, years of service, responsibilities lead by teacher in school, professional qualification as well as participation in professional development programs apart from the interview and exam taken by NCED or TSC.

In the similar way, Laxman pointed out he is considering more about promotion as a permanent teacher teaching in public school. In his words,

I am trying to promotion from the 3 years back. Sometimes I feel dissatisfaction from delay promotion. Now, I am preparing for the exam for promotion. To be promoted, we have to pass the exam compulsorily after taking TPD training by government. I am highly motivated for

upgrading the knowledge that lead to promotion and as a result better salary, status, and respect from the society. Therefore, I'm learning more for my promotion.

The participant's experiences of promotion are matched with the finding of the study of Anywhere (2013) in this study the majority of the 20-39 years age group of respondents said they were encouraged to further their education to earn promotion faster.

c. Teacher's Working Environment

Working environment of the employee can be considered as variety of incentives and allowances i.e. better salary, medical care, accommodation allowances, children education etc., which brings teachers a high level of intrinsic motivation in teaching profession as well as involving in PD. Good working environment is located in every aspect of teaching but not only in salary. For example, Rangila in this sense said that,

I do not feel happy with the school head teacher. He is not able to create good culture of teacher community. Truly speaking, I hardly saw him smiling with other teachers over 1 year. He is not so social and interactive with us and also in the school management. For teachers, school administrative behavior, staff's behavior, collaboration with colleagues & teaching resources are also important besides salary and other incentives. Other teacher staffs also are not friendly. They neglected me because I am new teacher. There is conflict between many teachers. So, I feel that there is not good and working environment there.

According to her experience, it can be said that working environment for any employee should be suitable where individual feel free to express his/her skill. A poor management skill and inability of creating the culture of teacher community of institutions is also de-motivated teachers in Implementation of what they learnt from PD.

d. Teacher's Training

Trainings are key instruments for all the teachers to make them a practical and true teacher if they get opportunity to implement in classroom. Continuing professional development is a result of meaningful discussion, sharing ideas, negotiating ideas and problem solving among teachers in any professional context. PD is a continuous process through which the teachers grow up with span of time (Richards & Ferrell, 2005, p. 3). In the course of interview, among five, four of the participants said that PD training is one of the key factor for teacher motivation. In this regards Santa Maya said,

Training is an opportunity for me because the expert who has better knowledge and professionally qualified gives us training. They teach us to use variety of strategies and instructional materials in teaching in child friendly environment which can be easily implemented in the classroom. PD training turned me in a new teaching style with new way to solve different classroom problems. It helped me in developing confidence and increasing the networking of teachers where I can ask the solutions for the problems newly made friends whom I got in training session.

Furthermore, Kalpana added,

In my opinion, training is one of the influencing factor to PD. Training really helped me to make my class more effective than used to be before. Before I got to chance to sit in training, I used to teach only through lecture method but now I have been using child center method and discussion method, which is very effective to increase the learning achievement of the learners. I am happy that students are also enjoying my teaching strategies and motivated in learning. In training I was communicating with teachers from different districts. We exchanged ne knowledge, materials, teaching activities, methods, techniques, pedagogy between all teachers.

Above-mentioned statements provided the information that teacher training is a key factor of teacher motivation to teach genuinely and to use suitable materials in the classroom. Training is also helpful in getting promotions for teachers which is very beneficial for them. In contrast to other participants, Laxman had different experience of training. As he said,

From the TPD training I received, I got no more motivating program because the trainers were not motivated themselves because of the same teaching techniques there were no newly developed strategies to teach other teachers like us. The training I received did not also focusing on managing the class or children with special new techniques. I found the trainers were not professional and better trained.

The experience of Laxman of training is resembled with the findings of the study of Chireshe and Shumba (2011). In their study, the research found that all the participants felt the training in teacher's college was not adequately preparing them for the classroom because their trainers, the lecturer's at the teacher's colleges were de-motivated by the same factors as the general teachers hence their effort was minimal.

e. Teacher Recognition

Teacher recognition is crucial factor that affect to TPD. Recognition of an individual by profession is mattered a lot in society. So, is the case in teaching profession as well. In the context of Nepal, the societal value of teacher was the uppermost but now it is neglected because of low level of salary. Recognition is an essential need for all the teachers as Maslow's hierarchy of needs also acknowledges recognition as one of the self-stem needs and hence it has an effect on the morale of a person (Maslow, 1943). In the interview, three of the participants among five believed that teaching profession has a social recognition so they are serving in it. In this sense, Kalpana said,

My childhood dream is to be a good teacher. I was inspired on this profession by my maternal uncle. He is a teacher and he has high prestige on the society. All the members of society respect him. So, I enter into the profession because of societal recognition of teacher. My society identifies teacher as a great person who have better knowledge without any bad behavior. I as a teacher valued most in my society and they are proud of me being a teacher.

Similarly, Rajendra explained

In my opinion, teaching is the high prestigious profession. I can see that my student become doctors, pilot, engineer. I feel so proud when they respect me. I am so happy because people recognize the teaching profession as a corruption-free where I am serving as a teacher. I am really blessed being respected from others. I learned to be a teacher from my society where I grow up all my relatives and seniors used to give blessings on me to be a good teacher so, since my childhood I want to be a prestigious person and I choose teaching profession though there is poor salary in my profession. I consider the satisfaction and prestige as a most important.

To conclude, recognition does not come alone it also has other factors such as satisfaction, motivation and the professionalisms of a teacher. Therefore, it is a significant factor in arousing motivation for teachers in CPD.

f. Job Security

It is a non-financial key influencing factor of TPD. Job security has a significant effect on the overall performance of a teacher in the school and in his/her professional career. Low job security causes people to lose faith in the future in staying long in the profession. All the participants in the study provide the information that the lack of job security is the reason for high turnover of

teachers. Teachers are not seen their future career in the profession so they are deciding to change their job frequently. Santa Maya shared her experience,

I my opinion, fair and accurate evaluation of teacher performance was required. Community teachers are paid by parents, locally, which civil servant teachers might have to travel to another locality to receive their salary. Being paid by parents might also incentivize the teacher to attend school regularly since their pay might be docked. I am not assured that I will stay long in the job because the source of my salary is not fixed. If the community is not able to pay salary, then how can I fulfill my needs. There is no extra facility to secure my job for long period. My salary does not support my child education than how could I see my future in teaching profession and this effect somehow on the performance of teacher in school as well.

Subramaniam et.al. (2013) also found in their study that there were a significant relationship between job security and job performance. In that study it was indicating that, job security provides employees with high motivation and it affects other motivation level.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter sums up the major findings and conclusions based on analysis and interpretation of data from the study. From these findings and conclusions, appropriate suggestions and recommendations aimed at finding lasting solutions to the issues identified are made. Conclusions of the study were presented based on objectives, methodology and findings. It includes three levels of recommendations i.e. policy related, practice related and further research related derived based on findings and conclusions.

5.1 Findings

On the basis of analysis and interpretation of data, following findings have been outlined.

5.1.1 Strategies of Teachers' Motivation for their PD

Strategies of teachers' motivation are beneficial for the teachers to develop their professional skills. In this study, teachers were applied many strategies to develop their knowledge. They can be pinpointed as follows:

- I. All the participants found that managing emotion plays vital role for motivating teacher to their profession develop. It helps to control their emotion.
- II. Communication helps to exchange and develop new knowledge. All the participant teachers in this study said that the communication, collaboration with family, society, and teacher staffs help to motivate teacher on their PD.
- III. Among the 3 participants were self confident on their profession. They said that self-stem, belief and self confident play crucial role to motivate teacher on their profession development.

5.1.2 Strategies of Teachers' Motivation for Enhancing PD

- I. It was found that teacher motivation brings holistic change in an educational system of the nation. It also makes the teacher positive towards the teaching profession and enables teachers to use academically sound, child friendly and sensitive techniques
- II. The study investigated that teacher motivation improves teaching and learning activities, boost of the professionalism, personal satisfaction and increase the level of students' motivation.
- III. It was found that improve teachers' performance, increase knowledge, skills and ability of the teacher and also make the teachers more active and hardworking in teaching and learning activities are the major roles of teacher motivation.
- IV. It was investigated that teachers are motivated by handsome prompt salary, unbiased appraisals, positive behavior of students, and presence of staff rooms, friendly environment, small class size, and availability of learning resources.

5.1.3 Motivating Factors Influencing PD of Teacher

The findings derived from the study indicated that the better salary, earning promotion faster, good working environment, teacher training, and recognition were the greatest motivational factors. They are further highlighted below;

1. All the participants found that, few or poor learning materials and poor facilities effect teacher motivation.
2. It was found that the salaries which are not very attractive demotivated teachers towards their profession and PD; and a demotivated teacher cannot committed to the implementation of what was learnt at PD programs.
3. It was found that some teachers are broadening their knowledge for earning fast promotion that ultimately increases salary. It was strength for teachers to be promoted.

4. All the participants found that working environment bring high level of motivation on teachers if they got incentives and allowances from the institutions such as better salary, accommodation, medical care, good school administrative behavior, collaborative nature of colleagues and a creative culture of teacher community.
5. Among five participants, three of them said that PD training is an opportunity for the teachers because it makes the teachers updated in this changing world. PD training provides the teachers with different strategies, methods, and it also develops the skills to identify their students on the basis of their level, interest and need. Therefore, it is a key motivating factor for PD.
6. All the participants in the study said that the lack of job security is the reason for high turnover of teachers and no possibility of staying long in the profession.

5.2 Conclusions

Teachers' motivation is the need and call of the day because it is an effective way of teachers' professional development. It brings the holistic change in the entire educational system. Schools play an important role in preparing students for the changing and challenging world and teachers are crucial in ensuring the quality of education. However, this is only possible when teachers are motivated enough to update their knowledge and skills on continuous bases and perform their roles effectively and adequately. The findings showed that the issues of salary and missing link between performance and reward were the biggest motivational challenge for teaching and participation in professional development. Consequently, teachers' motivation to stay in the profession and sustain their involvement in education practices lowered. This situation affects teachers' love for the profession and their desire to make a difference in students learning.

Being based upon the findings of this study, the low and irregular pay for teachers force them to look for better paying jobs, which in turn undermine their participation in professional learning opportunities within the teaching profession. The participants perceived that the teaching profession is not valued by society, and because of this their motivational level is affected. It is important to make sure that teachers are willing, committed and motivated to develop themselves as well as their schools. They need to become a life-long learner by learning to keep up with changes through professional development opportunities and by teaching with passion. To this end, stakeholders and administrators need to find out ways to increase teacher motivation.

It is necessary to arouse the motivation to the teachers to bring desirable improvement in education. The teaching profession should be made the first choice of career for the people. If the teachers are motivated, then they will satisfy with this profession and it ultimately results positively in the arena of education. The teachers should get teaching and learning resources, praise for their hard work from the stakeholders, and their future should be secured as well. They should get opportunity to take part in different professional activities so that they can easily boost up their personal and professional development.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

Policy refers to plan, guidelines or arguments that justify a particular course of action or activities of a particular person, institution or a nation. Based on the findings of the study, the following policy level recommendations can be made.

- I. There should be policy of providing incentive packages to increase teacher's motivation to teach in Secondary schools. Special attention

- should be put at increasing teacher's salaries because the majority of them complained about the inadequacy of their salary to meet their needs. Increasing teacher's salaries will increase their morale to teach.
- II. The government made a policy regarding for adequate training and resources should be provided to the teachers for their continuing professional development and their hard work and good performance should be recognized both formally and informally. Teacher service commission should review the process of teacher promotion. Teacher performance, appraisals and conduct at school should form part of the criteria for promotions that can arouse motivation in teachers.
 - III. Teachers are the backbone of the educational institutes and the future of the nation lies in their hands. To improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.
 - IV. Teachers should be remunerated well to motivate them in their profession. Their salary should be paid regularly in the monthly system not the quarterly system. This can be achieved through offering incentives to teachers and rewarding teachers' whose subjects' students perform better.
 - V. The study recommended that the teachers should get in-service trainings to update their skills. By attending trainings teachers will develop confidence in teaching their subjects and become motivated.
 - VI. The Government should also review policies on teacher professional development. The policies should be well-designed and implemented to meet the demands of teachers.
 - VII. The government should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.
 - VIII. It is necessary to bridge the gap between policy and practice which lacks in context.

5.3.2 Practice Related

This is the actual level of implementation of the policies in to practices. Practice plays a significant role in producing the quality education and enhancement of teacher education. Teacher can practice all the strategies and techniques in the classroom that the teachers learnt from PD programs. The quality of education can be improved by utilizing those techniques in the classroom. To enhance the learners' achievement, some practice level suggestions have been made.

1. Now the concept of PD is different from the earlier days. There are numerous opportunities to grab knowledge and apply them in classroom practice. Teachers should do action research and self-reflective practices that reflect their capabilities of teaching and helps them to direct to the professional development.
2. To be self-motivated teachers should have strong passion on profession and love of learning. If teachers are willing to learn they can do so by self-directed learning. Their internal driving force in teaching can lead to create a successful teaching learning environment where child friendly environment is takes place, different kinds of teaching materials are used varieties of learning strategies are used and contextual teaching learning is applied based on students' needs and interest.
3. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction in teaching and with their profession.
4. It also recommended that teacher should get adequate teaching and learning resources.
5. The administrators of the school should arouse motivation and behave positively to the school teachers.

5.3.3 Further Research Related

Through the research I found several issues on Professional Development and teacher motivation. This study is limiting in finding strategies of teacher motivation and exploring the influencing factor of teacher motivation for PD. This research, as a narrative design, could not include a large-scale sample. Therefore, further research may focus on the following areas;

- I. Studies can be conducted to explore motivational strategies of TD to female teachers.
- II. Studies can be conducted to find out the factors affecting teacher motivation in government schools of selected district.
- III. Similarly, they can research on the role of training for guiding the teachers to make classroom interactive and creative in secondary level.

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APPENDIX I

Interview - Schedule

Name of the Teacher : Name of the School :

Address : Age: Qualification :

Experience : Training :

Interviewer: I am a researcher from Tribhuvan University, Kirtipur, KTM, I want to investigate in the strategies of teacher's motivation for teacher professional development.

Could you please provide me a little bit time to response some questions related to your profession?

Interviewee: _____

– Interviewer: How did you get into English language teaching profession?

Interviewee:

– Interviewer: Could you please tell me from how long have you been teaching here?

Interviewee:

– Interviewer: How did you feel in your first class?

Interviewee:

– Interviewer: Did you face any problems in the first class?

Interviewee:

Interviewer: How did you solve those problems?

Interviewee:

- Interviewer: Could you please tell me what are the problems/challenges that you faced in the first years of teaching?

Interviewee:

- Interviewer: How are you facing any problems in the classroom while teaching now?

Interviewee:

- Interviewer: How do you motivate your students towards learning language?

Interviewee:

- Interviewer: Have you involved in any teacher training programme?

Interviewee:

Interviewee:

- Interviewer: Are you interested on your field?

Interviewee:

- Interviewer: What are the strategies that you apply to develop your teaching profession?

Interviewee:

- Interviewer: What are the challenges that you faced to apply that strategies?

Interviewee:

- Interviewer: What are the advantages of strategies you applied?

Interviewee:

– Interviewer: What are the ways that can develop teaching profession?

Interviewee:

– Interviewer: What are the factors that motivate you to develop your professional skill?

Interviewee:

– Interviewer: What do you think does motivation play important role for TPD?

Interviewee:

– Interviewer: Is a family support necessary to develop teaching profession?

Interviewee:

– Interviewer: If yes, what type of support do you get from your family?

Interviewee:

– Interviewer: What can be the role of politics in developing teaching profession?

Interviewee:

– Interviewer: Are you helped by the experienced colleagues at your institution when you feel difficult to deal with the problems?

Interviewee:

– Interviewer: Does each and every member equally participate in decision making on any issue in staff meeting in your institution?

Interviewee:

- Interviewer: Do you find the teachers interested to share any problems among each other?

Interviewee:

- Interviewer: If yes, what sort of problems do they prefer to share?

Interviewee:

- Interviewer: Please tell me in what ways does your institution encourage the teachers in sharing ideas and learning from each other?

Interviewee:

- Interviewer: Do you think an ESL teachers need to know about various learning strategies?

Interviewee:

- Interviewer: Could you tell some most frequently used learning strategies which have helped you to promote your professional development?

Interviewee:

- Interviewer: Do you think those learning strategies can enhance teacher's professional development?

Appendix 2

Interview Translation of Laxman Acharya

Me- Good morning sir,

Laxman- Good morning.

Me- How are you?

Laxman- I am fine and you?

Me- Me to fine thank you. Actually, I am a researcher form T.U. Kritipur. I want to investigate in the strategies of teachers' motivation for TPD.

Could you please provide me little bit time to response some questions related to your profession?

Laxman- Why not? I feel good to help you.

Me- Thank you sir. Ok, let's start. Do you like your profession?

Laxman- Yes, I like this profession. My childhood dream was to be teacher.

Me- Could you please tell me form how long have you been teaching here?

Laxman- Actually, I have been teaching from 20 Years. I started my profession from private school. I taught there for 2 years and I shifted in this government school and teaching till now.

Me- How did you feel in your first class?

Laxman- I already told you teaching is my passion so that, I did not feel fear I my first class.

Me- It means you are motivated on your profession.

Laxman- Yes, I am motivated on my profession.

Me- Can you tell me the strategies that you are applying for motivate on your PD?

Laxman- Sure, in my opinion, managing emotion is the important strategy to motivate me to PD. At the beginning of my profession, I would not able to control my angriness and it creates negative interaction between student and teacher. But latter I realized managing emotion is effective factor and interconnected with PD. Second is joining community. It is another strategy of motivation and third is boosting efficacy. If we have

strong belief and self-confident to do some works than we motivate ourselves.

Me- Ok, you follow 3 strategies for motivation on your PD and could you tell me what factors that affect you to motivate on your PD?

Laxman- Yes, there are many factors that affect motivation. Salary, job security, promotion, institutional environment, workload are the main factors that affect us to de-motivate on our profession. if the concern organization think about this problem that defiantly it will be better for all teacher. I think motivate teacher teach very well.

Me- Really it will be better education, if ministry of education and concern organization think about this problem and factors. Thank you so much for your time.

Laxman- You are well come.

Interview Translation of Rangila Shakya

Me- Good morning miss,

Rangila- Good morning. Are you student of T.U. and here for data collection to complete your thesis?

Me- Yes miss how you know about me?

Rangila- Actually, my principal informs me for this. I know your thesis title and purpose as well. I will help you don't worry.

Me- Thank you miss. Let's start. Could you please tell me from know long have you been teaching?

Rangila- umm, I have been teaching form 5 Years. I taught as primary level teacher for 4 years I Gorkha Boarding school and shifted here as secondary level teacher for 1 year.

Me- Are you satisfied with your profession?

Rangila-Actually, I am not satisfied with my profession. I had strong ambitions at the beginning of my profession but I failed to continue such hope to become successful teacher.

Me- I am really sorry. But why you are not satisfied with your job?

Rangila-There is not any value of contract teacher. Permanent teachers did not support me because I am new teacher here. Daily I was neglected as new teacher. Here is not good communication between teacher. My salary is low and paid irregular. My family economic status is low. How can I manage with low and irregular salary? Now, I become frustrated on my profession. I lost my self confident totally.

Me- What will you do now?

Rangila-I think I am going to leave my job and planning for PHD study rather doing job in school. Also I will focus on TSC for permanent job.

Me- Thank you for share me these all things as close friend. I also learn many things from you. Best of luck for your plan focused on your career goal. God always bless you.

Rangila- Thank you.

Interview Translation of Kalpana Shrestha

Me- Good morning mam,

Kalpana- Good morning.May I know, who are you?

Me- Yes mam, I am student of T.U. and I am here for data colletion to my thesis. I want to investigate in the topic of strategies of teachers motivation for TPD. Could you please provide me the response of question related to your profession?

Kalpana-Ok, I will help you as much as I can.

Me- Thank you mam. Could you please tell me from how long have you been teaching here ?

Kalpana-I have been teaching here for 24 years.

Me- Oh, you have long experience on teaching. Are you satisfied with your profession?

Kalpana- Yes I satisfy with my profession. I love teaching profession. Though I am married but my husband supports me on my profession. I am always trying to give my 100 % on my teaching profession. So this is the reason I got good result and awarded every year. My family always supports

me for this profession. This is one of the respectful professions. So that, family, society and community respect me and I feel proud on that.

Me- What are the ways of motivation that you follow for PD?

Kalpana- Attending training, seminar, workshop, reading journal, article are way to develop my professional.

Me- How you are motivate on your profession?

Kalpana- Actually, there are 3 main strategies that motivate me on my profession. They are managing emotion, joining communication and boosting efficacy. I follow these strategies to motivate and concentrate on my profession.

Me- Could you tell me what factors that affect you to motivate on your PD?

Kalpana- Yes, there are many factors that affect motivation like, institution environment, training, salary, promotion and so on.

Me- How can you manage your PD even you are affected by these factors?

Kalpana- I can manage those factors which can be solve me and it will be better if concern organization think about these factors.

Me- Thank you for your precious time mam.

Kalpana- Well-done.

Interview Translation of Rajendra Adhikari

Me- Good morning sir.

Rajendra- Good morning. How can I help you?

Me- Actually, I am student from T.U. Now, I am going to do my thesis on the topic of strategies of teacher's motivation for TPD. So, I need your help to collect data. Could you please provide me answers of some questions related to your profession?

Rajendra- Don't worry. I will help you.

Me- Thank you sir. How long have you been teaching here?

Rajendra- I have been teaching here for 20 years in the same school.

Me- Don't you feel boredom on this profession.

Rajendra- No. I never feel bore on this profession. This is my favorite profession and I love this profession form my heart.

Me- Can you share with me your family background, their support on this profession? If possible!

Rajendra- I don't mind to share this thing with you. My family consists of 4 members, father, mother and 2 brothers. We live in rural area of Gorkha district. The occupation of my education sector but they support me in morality and truthiness. They proud with me for being successful principal and teachers.Me and my parent feel happy to see my respect in the society.

Me- So, these are the cause you became motive on your PD.

Rajendra- No, this is not enough causes to motivate me in this profession. I have self confident on my profession. Managing emotion ability and habit of communication lead me to motivate on my PD.

Me- What is your opinion on factor effecting on your PD?

Rajendra- Umm, this is the appropriate question. In my opinion there are main factors that affect our PD. Like salary, workload and challenge, freedom, institution environment, voice is the factors that affect PD. If these factors are manage than it will be better for teacher.

Me- Thank you sir.

Interview Translation of Santa Maya Gurung

Me- Good morning mam.

Santa Maya- Good morning.How can I help you?

Me- Actually, I am a student from T.U. and here for data collection of my thesis. Strategies of teacher's motivation for TPD are the title of my thesis. Could you please provide me a little bit time to response some question related to your profession?

Santa Maya- Ok, I will help you as much as possible.

Me- Thank you mam, Can I start?

Santa Maya- Yes of course.

Me- Could you please tell me from how long have you been teaching here?

Santa Maya-I have been teaching here for 6 Years.

Me- Can you share with me about you and your family education level?

Santa Maya- Why not, actually I am married women and I have one child. I completed mater degree from T.U. before married. My husband had completed PHD from Hedrabad, India.

Me- Are you satisfied with your profession?

Santa Maya- Truly speaking, I had strong ambition to become successful teacher and I did well. But after having baby I could not to fulfill my ambition. I feel uncomfortable to maintain balance between job and family care. Day to day I was not satisfied with my profession and took decision to leave the job. But the support of school, family and husband. I again build up my confident level. My husband also teacher so he support and instruct me and help to motivate on my profession.

Me- It means again you motivate on your profession. What are the strategies you follow to motivate on your PD?

Santa Maya- Actually, I follow my husband strategies. He suggested me to apply 3 strategies; Boosting efficacy, managing emotion and communication and I followed it and I success to build up my professional skill and motivate on it.

Me- You are so lucky mam to found such understanding and helpful husband.

Santa Maya- Thank you. I also think so.

Me- This is the last question. Could you please tell me the factors that effect on you to motivate on your PD?

Santa Maya- There are many factors that affect our motivation for example, salary, family condition, institutional environment, facilities. if these factors are to be maintain automatically, teacher will upgrade their PD.

Me- Thank you mam.