

English Language Teacher Demotivation: A Narrative Inquiry

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

**Submitted by
Manoj Hamal**

**Faculty of Education
Tribhuvan University, Kirtipur,
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Declaration

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

Date: 20/05/2021

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Recommendation for Acceptance

This is to certify that **Mr. Manoj Hamal** has prepared this thesis entitled **English Language Teacher Demotivation: A Narrative Inquiry** under my guidance and supervision.

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Dedication

Dedicated

to

My Late Father, who first introduced me with the letters

and

My Mother, who persistently dreamt me of achieving something incredible from the
letters.

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Manoj Hamal

Abstract

This study entitled **English Language Teacher Demotivation: A Narrative Inquiry** has been carried out in order to explore and describe the major factors behind the demotivation of the English teachers teaching at the university campuses of Nepal. In order to carry out this study, I adopted the narrative inquiry research design. For this, four teachers who used to teach in the university campuses of Nepal but have given up their profession of teaching at present time were selected as respondents in order to meet the objective of the study. The teachers were selected following the purposive non-random sampling procedure. In-depth interview were employed as tools of data collection. The data obtained were analyzed and interpreted systematically using a thematic approach. The findings of the study showed that the EFL teachers who used to teach at the university campuses were demotivated due to low payment scale, disruptive behaviours of learners, job insecurity, lack of adequate professional development programmes, political interference, health hazards, personal hobbies and adventures as well as better opportunities at the new job.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Likewise, the second chapter presents the review of related theoretical literature, review of empirical literature, implications of the review for the study along with the conceptual framework of the study. Similarly, the third chapter deals with the methods and procedures of the study which includes design and methods of the study, population, sample and sampling procedure, primary and secondary sources of data, data collection tools and techniques as well as data collection procedures, data analysis and interpretation procedures as well as ethical considerations. In the similar vein, the fourth chapter provides the analysis and interpretation of the results. Finally, the fifth chapter presents the findings, conclusions and policy related, practice related as well as further research related recommendations. This chapter is further followed by the references and appendices.

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List of Symbols and Abbreviations

EFL	: English as a Foreign Language
ELT	: English Language Teaching
GOs	: Governmental Organizations
NGOs	: Non-governmental Organizations
INGOs	: International Non-governmental Organizations
ICT	: Information Communication Technology
MoE	: Ministry of Education
TPD	: Teacher Professional Development

Chapter I

Introduction

This is the first chapter of the study on **English Language Teacher Demotivation: A Narrative Inquiry**. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

In every education system across the world, there is a significant role of teachers in ensuring the qualitative and productive education. Numerous research studies have proved that teachers have a fundamental and pivotal role in ensuring high-quality education for the learners (UNESCO, 2005; Pan & Say, 2017; Balushi, 2018; Cuevas, Ntoumanis, Fernandez-Bustos, & Bartholomew, 2018). And, there is a great impact of the teachers in promoting qualitative education to their learners and it becomes so only if the teachers are motivated and committed towards their profession of teaching. The motivated teachers are more likely to work for educational reform and progressive legislation and implement the reforms originating at the policy-making level (Jesus & Lens, 2005 as cited in Pant, 2018). In fact, it is teacher motivation that determines the level and quality of education at any level. In this regard, Tziava (2003) argues that motivation is the driving force that determines what behaviours employees choose to perform, how hard they work, and how persistent they are in the face of difficulties. It shows that the motivation is the sole force that compels a teacher to perform better in their profession as well as to endure their profession during the time of difficulties. Hence, it is not only important to develop motivation among the teachers but it is also equally important to endure it throughout their career.

Motivation, which acts as the backbone of any teacher's profession, can be defined as an abstract force or stimulant that drives a living being towards accomplishing a task or continuing an activity. Motivation is a desire for efforts to do something, especially something that involves hard work and effort. It is a hidden

force that works as an incentive for an individual for achieving a certain goal. The core of motivation describes why a person selects one action over another with great energy or frequency (Gollowitzer & Oettingen, 2012; Tour-Tillery & Fishbach, 2014 as cited in Pandey, 2017). In fact, motivation can be defined as the inner force that drives individuals to accomplish personal and organizational goals (Malik, 2010). Only the motivated individuals and the organization can work persistently to achieve their goal. In this sense, Blaskova and Blasko (2013, p.7) argue

... the motivation, e.g. its orientation, intensity, pressure and integration with the motivation of more complex wholes (groups, organizations) ranks among the most important and the most basic determinant of every human endeavor; it is important to devote attention just to the dynamical aspects of the motivation. The human potential motivation is really very complicated and dynamically changing, but at the same time, also extraordinary productive and potentially contributive.

This shows that motivation is very essential for producing the best result in every field and organization and the field of education cannot be an exception to this. As motivation is a force that makes every human being dedicated and committed towards his/her profession, so is the case with the teachers too. A teacher needs to possess this force within him/her in order to dedicate himself/herself in the action of teaching and learning. Hence, we can say that the teacher motivation is a type of motivation that thrusts a teacher in continuing the activity of teaching and learning among his/her students.

As teacher motivation helps teachers develop professionally, teacher motivation is important for the satisfaction and fulfillment of teachers themselves (Pant, 2018). The teacher motivation also encourages a teacher to learn and know more and invest that learning in the activity of teaching. Only a motivated teacher can persistently and consistently dedicate himself/herself in teaching and learning. The more a teacher is motivated the more dedicated he/she will be towards his/her profession resulting to more effective and long-lasting teaching and learning. The motivated teachers can bring the teaching-learning activities into fruition. Hence, many research studies have enlightened and emphasized the significance of teacher

motivation (Davidson, 2007; Bernaus & Gardner, 2008; Ghenghesh, 2013; Han & Yin, 2016; Karvanoz S., 2017; Skaalvik & Skaalvik, 2018).

However, on the contrary to this, if teachers are demotivated, then the whole teaching-learning activity comes into chaos and disruption. The demotivated teachers cannot dedicate and involve themselves well in teaching-learning activities and cannot impart quality and proper education and knowledge to the students. As a result, the entire teaching and learning activity gets disrupted leading the entire teaching-learning activity ineffective and fruitless. Not only this, when teacher gets demotivated, the teachers cannot sustain their job of teaching for a longer period of time and they are prone to attrition of their profession. And, teacher attrition now has developed as a serious problem (Skaalvik & Skaalvik, 2018). Thus, this makes a sense that the teacher motivation is must and very essential to maintain quality and effective teaching-learning activities.

A teacher gets motivated or demotivated in dedicating and committing himself/herself in teaching-learning activities owing to various factors. That is to say, there are several factors that determine the level of motivation among the teachers and these factors include – teachers' salary and incentives, timely payment, security, workload, available infrastructures and facilities, instructional and ICT tools, government plans and policies, working environment, attitudes of society and nation towards the profession of teaching and to name a few. When the teachers are frustrated and cannot handle the effects of those aforementioned factors, they are prone to quitting off their teaching profession. In this regard, Howes and Goodman-Delahunty (2015, p.28) argue some of the noteworthy reasons for teacher demotivation as:

The most positive aspect of leaving teaching reported by former teachers was the new opportunities that had become available. These included new careers, further study, and travel. In new careers, respondents reported feeling appreciated, using their skills, and doing rewarding work. Practical considerations and higher pay and more suitable working conditions depended upon the preferences of individual participants and approximately equally mean greater flexibility in week hours, or greater job security. The third theme

reflected that former teachers were pleased no to have to deal with day-to-day issues in teaching.

This shows that the teachers are aware of different opportunities they can get in their new profession and as a result, they tend to leave their profession of teaching. Hence, it is very essential to manage these factors well in order to keep the teachers motivated in their teaching profession. As the role of motivation is very significant in the professional development and performance of the teachers, it is very essential to motivate the teachers throughout their career of teaching. The more teachers are motivated the more effective and qualitative the education system will be and vice-versa. Since teacher motivation not only has an impact on a single teacher and single teaching institution, in fact, it implies equally to all the teachers across and throughout the country and to a globe as well to a greater extent. Therefore, teacher motivation impacts the education system of an entire education. Hence, in order to bring the improvement on the whole education system of an entire nation, the government and concerned authorities should emphasize in motivating teachers and make the teachers motivated and dedicated towards teaching profession.

Though teaching has been traditionally considered as a sacred and highly reputed profession, the attitudes and views towards teaching profession appear to be changing at present time in the context of Nepal. The attitude and view of people and the government towards the teaching profession does not seem as good as they were during the past days. As a result, the teachers involved in this profession seem demotivating and derailing gradually at the present time and they are abandoning their job of teaching. A number of recent studies in different countries reveal that teaching is a particularly stressful occupation (Chan, 2002; Johnson et al., 2005; Hakanen et al., 2006; Stoeber & Rennert, 2008; Liu & Onwuengbuzie, 2012; Montgomery & Rupp, 2015; Desrumaux et al., 2015 as cited in Skaalvik & Skaalvik, 2018). And, this applies same to the university teachers involved in the profession of teaching in different universities of Nepal.

And, there are several factors that are responsible for the demotivation of teachers in continuing their profession of teaching. Talking specifically about the demotivation of university teachers, there are some major factors behind the teacher demotivation and these factors include - low payment and incentives, untimely

payment, workload and stress, working conditions and environment, insecurity, inadequate teaching materials as well as government plans and policies as mentioned earlier. Ghenghesh (2013) argues that lack of encouragement from their heads, dissatisfaction with university policies and administration, insufficient time for family and home, workload and deadlines to be met, insecurity and instability and lack of adequate opportunity for training are some of the factors that have been negatively affecting motivation of university teachers. Apart from this, though many researches and studies talk about teachers' motivation, (Akar, 2012; Kavanoz, 2017; Han & Yin, 2016; Davidson, 2007, Malik, 2010; Nbina, 2010; Blaskova & Blasko, 2013; Pant, 2018), there are a few researches that have been conducted regarding demotivation (Skalvik & Skalvik, 2018; Khadka, 2019 and Sakui & Cowie, 2019). Hence, it is obligatory to find out such factors that demotivate university teachers towards teaching profession and are responsible in derailing the qualitative and productive education system of our nation.

Statement of the Problem

There is a great role of teacher motivation in order to enhance the professional development of a teacher as well as improving the quality and worth of education. Motivation, in fact, is the driving force that determines what behaviors employees choose to perform, how hard they work, and how persistent they are in the face of difficulties (Tziava, 2003). In this regard, it is very essential to build up motivation among the university teachers. However, the aspects related to the teacher motivation appear to be neglected by both the administration as well as by the concerned authorities since a very long time. Blaskova and Blasko (2013) argue that education and motivation of the actual university teachers have been omitted for several years. This maintains that the concerned authorities have a view that the teachers themselves are always motivated and have readiness in teaching and the authorities and the administration have nothing to do with it. This, as a result, degrades the quality of education of the universities. As demotivation of a teacher is a major hindrance towards the teacher development and teaching-learning process, it is very essential to find out the factors behind the teacher demotivation. Hence, it is necessary to encourage greater warmth on the part of the teachers' morale (Mbakwem, 2000 as cited in Nbina, 2010).

In the present scenario, there appears a trend of many university English teachers abandoning their job of teaching in university campuses and the teachers seeking for new secure and comfortable jobs. Though many university teachers have left their job being demotivated, not all of them who have left their profession are happy for leaving their job. Most of the teachers reported that they missed working with children or teenagers, and the sense of professional identity and meaning they had had as teachers (Howes and Goodman-Delahunty, 2015). This clearly depicts that all the teachers do not want to quit the job of teaching just for the better opportunities only and there are some factors that have been compelling them to get demotivated and leave the sacred job of teaching. If this trend goes on, the time will come that there will be no competent and experienced teachers willing to join and sustain the job of teaching. This will be a huge problem and challenge that universities' administration, the concerned authorities as well as the whole nation should be aware of on time. Otherwise, the situation may go out of control and the quality and reputation of education of universities and of whole nation may encounter a big question mark.

Balushi (2017) opines that many countries around the world are facing a crisis of teacher recruitment, retention and morale. And, this clearly depicts that the reason behind this crisis is demotivated teachers. This suggests that it is very essential and urgent to find out the factors demotivating the university teachers and this study will attempt to explore the factors demotivating university teachers.

There are many researches that have been carried out based on the issue of teacher motivation in national and international arena, almost all of them speaking about the ways of motivating teachers motivation: Tziava (2003), Nbina (2010), Lam and Yan (2011), Akar (2012), Blaskova and Blasko (2013), Howes and Goodman-Delahunty (2015), Malik, Olan and Bello (2016), Pan and Say (2017), Kavanoz S. (2017), Balushi (2017), Liou, Canrinus and Daly (2018), to name a few. The interesting thing is, most of these studies emphasize on the ways of teachers' motivation but without finding out the adequate actual reasons behind a demotivated teacher. In spite of this, there are also some researches that speak about teacher demotivation but they are very insignificant in number and they too have not been able to sort out the adequate actual reasons behind the demotivated teachers, Pant

(2018), Sapkota (2019), Khanal (2019) and Khadka (2019), for instances. These researches have tried to explore the demotivation issues among the teachers and that also, all of them are oriented in finding out the demotivation in the secondary and lower level EFL teachers. As these studies do not necessarily explore enough the demotivating factors behind the university EFL teachers quitting their job even if there stand significant differences between the level, qualifications, knowledge and experiences between them, therefore, this study explores the various reasons and factors behind the teacher demotivation in general and why those teachers quitted their job of teaching in university campuses in particular.

Objectives of the Study

The objectives of this study were as follows:

-) To explore and describe the factors of teacher demotivation, and
-) To suggest some pedagogical implications.

Research Questions

The study was guided by the following research questions:

-) What are the factors that demotivate teachers?
-) What made the teachers to give up their profession of teaching before the completion of their actual tenure?
-) What better opportunities have these teachers achieved after quitting their profession of teaching?

Significance of the Study

It is very essential to find out the existing demotivating factors among the university EFL teachers in order to retain motivation and dedication of university EFL teachers towards enduring their professionalism in teaching-learning activities. And, the teachers can get motivated only if the actual hindrances and obstacles of their teaching profession can be sorted and eradicated out. If it cannot be done, then those demotivated teachers can be more counterproductive and can impact on the students'

learning adversely. Hence, it is very essential to find out the factors behind the demotivated EFL teachers.

In such a context, this study explored the factors behind the demotivation of the EFL university teachers that made them to quit their jobs. This study is highly beneficial and advantageous to those who are involved and are keen in the university teacher's professional development in general and teacher's demotivation in particular. The study is equally significant to the administrators and concerned authorities, including policy makers, curriculum designers, trainers, head of the faculties of universities, head of the various departments of the universities and all those persons who are explicitly as well as implicitly related in the professional development of teachers. This study can also help in revamping innovative ideas and techniques in teacher professional development. In addition to them, this study will be very helpful to the school, college and university management committees and administrators as well as perspective researchers who wish to undertake research in the area of teacher motivation and teacher professional development. And eventually, the conclusions and findings of the study will be equally helpful to all the ELT practitioners and stakeholders who are directly or indirectly involved and attached with the profession of English language teaching in order to find out the factors behind the demotivation of EFL university teachers.

Delimitations of the Study

It is very difficult for any researcher to cover all the existing population of his/her study since there always remains the limitation of time and resources within the researcher. In addition to this, the researcher also needs to consider the economic and financial resources to be employed during the research. As a result, every researcher should limit his/her study to a certain boundary in terms of the availability of the time as well as availability of economic and other resources. Hence, this study possessed the following limitations:

-) The study was delimited to four university teachers who have now left their profession of teaching from University Campus and are currently involved in other institutions and organizations.
-) The study was based on the narrative inquiry research design.

-) The samples of the study were determined following the purposive non-random sampling procedure.
-) The semi-structured interview and open-ended questions were used to collect the data.
-) Narratives collected through in-depth interview shall be employed as a tool of data collection.
-) The names of the respondent teachers and the offices they are working now were pseudonymously used.

Operational Definitions of the Key Terms

This chapter includes some specific words that have been used in this study time and again and are the major terms of the study, without the use of which the whole study becomes incomplete. Some of such major terms used in this study are as follows:

Teacher Motivation: In this study, teacher motivation refers to an inner desire or a hidden force that stimulates a teacher to develop their professionalism of making teaching-learning activity more effective and fruitful.

Teacher Demotivation: In this study, teacher demotivation refers to a state in which a teacher gets demotivated towards teaching-learning activities and s/he tries to give up or quit the job or does not perform his/her profession or teaching in a well-manner.

Teacher Narratives: The stories and descriptions related to various incidents and experiences as narrated by the teachers.

Ex-EFL Teachers: The teacher who used to teach English, more particularly at the university level in this study but now have quitted their profession of teaching in the universities.

Teacher Attrition or Job Quitting: Teacher attrition or job quitting in this study refers to the act of quitting or abandoning the profession of teaching by an individual who had been engaged in the profession of teaching-learning activities

Concerned Authorities: The concerned authorities in this study refer to the administrators, policy makers, curriculum designers, trainers, head of the faculty, head of the department and all those persons who are directly related to the professional development of teachers.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter provides the information of previous research works and other related literature as well as the theoretical and empirical bases of the research. Here, different previously conducted research studies are reviewed, analyzed and are related to our study. The major goal of reviewing the previous research works and literatures is to explore what studies have been carried out earlier and what are yet to be explored in the concerned area. The chapter includes four sections, viz. review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The review of related literature is considered to be a very essential part of a research study since it enables us to develop our clear concept regarding the research work that we are going to carry out. The review of related literature helps us to conceptualize the entire idea to conduct our research in a systematic and scientific way. In this section, I have presented the different theories that are related to our research.

Teacher motivation. Motivation is an abstract force or stimulant that drives a living being towards accomplishing a task or continuing an activity. Harmer (2007, p.98) defines motivation as some sort of internal drive which pushes someone to do things in order to achieve something. In fact, it is the feeling of wanting to do something, especially something that involves hard work and effort. Kreitner (1995) maintains motivation as the psychological process that gives behaviour purpose and direction. Malik (2010) defines motivation as the inner force that drives individuals to accomplish personal and organizational goals. As only a motivated individual can work persistently to achieve his/her goal, motivation is considered as a very essential force or drive crucial for every teacher.

In the same vein, a teacher is a person who is involved in the profession of teaching and learning activity. Together the term ‘teacher motivation’ can be

illustrated as an act of having readiness and willingness in a teacher in order to carry out his/her profession of teaching in an effective and fruitful way. Han and Yin (2016) maintain that teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors. There are several factors that motivate a teacher and encourage him/her to contribute more and to carry out his/her profession of teaching and learning in a more dedicated and enthusiastic way. Dornyei and Ushiod (2001) argues that there are four motivational aspects that greatly impact teacher motivation: the intrinsic component, the conceptual factors, the temporal axis and the fragility. The intrinsic component constitutes the main reason that someone takes up in teaching as a profession, the conceptual factors deals with the working conditions and general profile of the profession, the temporal axis reflects the time element considering that teaching is a lifelong career and the fragility deals with the strong negative influences in teaching profession.

Theories on teacher motivation. There are various theories of motivation and especially they are oriented in attempting to explore what motivates an individual and how does an individual get motivated. Motivation theories are classified broadly from two major perspectives: 'Content Theories' and 'Process Theories'. Content theories are those theories that deal with 'what' motivates people and it is concerned with individual needs and goals. Maslow, Alderfer, Herzberg and McClelland studied motivation from a 'content' perspective.

On the other hand, process theories of motivation deal with the 'processes of motivation and they are concerned with 'how' motivation in an individual occurs, unlike content theories that emphasize on what motivates an individual. The major theorists supporting the process theories include Vroom, Porter and Lawler, Adams and Locke etc.

Content theories. The content theories of motivation are those theories that seek to find 'what' motivates the behaviour of an individual. Content theories explain why human needs change with time. The theorists of content theories attempt to find out why human needs change with time but not how these needs change. Apart from this, they also explain the specific factors that motivate behavior. None of these

theories has been conclusively shown to be valid but they are helpful, in providing a contextual framework for dealing with individuals. The content theories are heavily influenced and shaped by the works of David McClelland, Abraham Maslow and other psychologists. The theory attempts to explain the specific factors that motivate behaviour (McGregor, 1960).

Some of the major content theories that are highly significant in order to determine the motivation of EFL teachers are presented below in brief:

Maslow's hierarchy of needs theory. Hierarchy of Needs Theory was first introduced by an American psychologist Abraham Harold Maslow. Maslow proposed this theory in his 1934 paper 'A Theory of Human Motivation' in the journal 'Psychological Review' but the theory gained a widespread recognition in his 1954 book 'Motivation and Personality'. This theory is one of the most popular frameworks in sociology research, management training as well as psychology instruction. Maslow's Hierarchy of Needs Theory classifies the needs and desires of human beings into five patterns: physiological needs, safety needs, social needs, esteem needs and self-actualization needs, through which human motivations generally move.

Not only this, these needs are organized in a hierarchical order, that is to attain the needs of another level, the first one should be attained. Deckers (2018) argues that each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy. However, it is often argued that these needs are often overlapping. And, the theory also depicts that in order for motivation to occur at the next level, each level must be satisfied within the human beings themselves. However, in the later period, Maslow (1970, p.55) argued that the relationship between different human needs and behaviours, being in fact often motivated simultaneously by multiple needs, is not a one-to-one correspondence, that is "these needs must be understood not to be exclusive or single determiners of certain kinds of behavior". McEwen and Wills (2014) argue that Maslow in his theory argued that the goal of human being was to attain the fifth or highest level, that is the stage of self-actualization. In 'Maslow's Theory of Motivation', Maslow has classified the needs and desires of human beings into different major patterns as given in the next page.

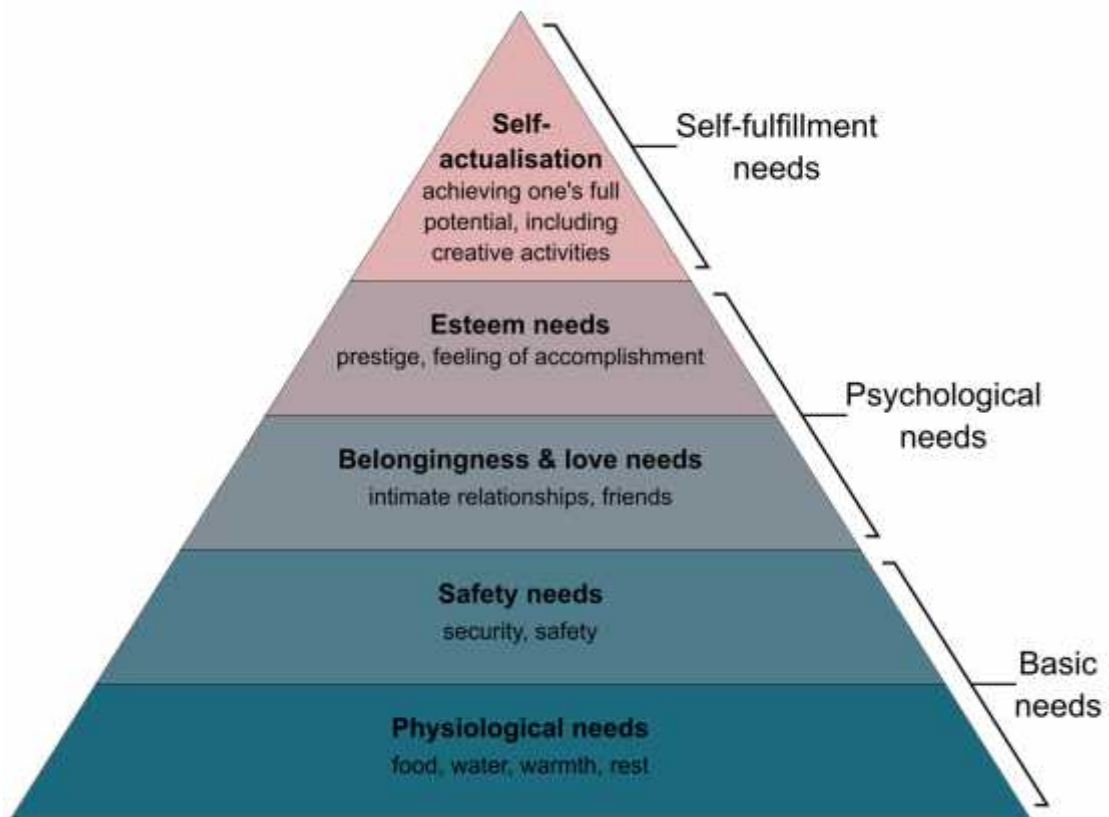


Fig.: Maslow's Hierarchy of Needs Theory

Physiological needs. The physiological needs are the basic needs, especially the main physical requirement for human survival. And, they are considered as the first step in internal motivation. The physiological needs include factors such as health, food, water, sleep, clothes, shelter and sex. If human beings are struggling hard to meet their needs, then they are unlikely to attempt to pursue the other needs.

Safety needs. A person longs for achieving safety needs if only his/her physiological needs have been fulfilled. The safety needs include total physical and mental security from war, violence, natural disaster, abuse and racism. Every human being looks for job security, health and safe environments. Hence, safety and security needs are related to human beings that keep them safe from harm and maintaining personal, emotional, financial security and health and well-being.

Social needs. Social needs usually come after the physiological and safety needs get fulfilled and the level of human needs seem to be interpersonal and involve

the feeling of belongingness. Love and affection, belongingness, accepting, friendship, intimacy, family and sexual intimacy come under social needs.

Esteem needs. When all three above-mentioned needs are achieved by human beings, they develop a concern with getting recognition, status, importance and respect from others. As most human beings have a need to feel respected, the significance of esteem needs as well as self-respect arises. Self-esteem, confidence, achievement, respect of others and respect by others, all come under the esteem needs. Esteem needs are ego needs or status needs.

Self-actualization needs. In a literal sense, self-actualization refers to the act of realizing oneself. The need is the outcome of a desire, a driving force that could lead to realizing one's capabilities. This need encourages the realization and utilization of one's full potentiality and ability. Maslow argues that to understand this level of need, the person must not only succeed in the previous needs but master them. The self-actualization needs comprise of mate acquisition, parenting, utilizing and developing abilities and talents as well as pursuing goals.

Herzberg's two factor theory. Herzberg's Two Factor Theory, also known as Herzberg's Motivation Hygiene Theory or Dual Factor Theory, is a theory that claims the presence of certain independent and separate factors that cause satisfaction as well as dissatisfaction separately in the workplace. The theory was propagated by an American psychologist Frederick Herzberg.

Herzberg's theory argues that 'motivation is a function of growth from getting intrinsic rewards out of interesting and challenging work (Herzberg, 1959). In his study, Herzberg asked 203 engineers and accountants employed in and around Pittsburg and Pennsylvania to recall events that had made them feel good about their job as well as events that had made them feel bad about it. These interviews revealed that the intrinsic factors (motivators) are related to job satisfaction and extrinsic factors (hygiene factors) are related to job dissatisfaction. These factors can be illustrated in the table presented in the next page.

<i>Motivators</i>	<i>Hygiene Factors</i>
Achievement	Salary and remuneration
Promotion	Security
Recognition	Coworker relations
Responsibility	Company policies
The work itself	Supervision
Growth	Working conditions

Fig.: Motivation and Hygiene Factors

In Herzberg, the distinction between extrinsic and intrinsic needs was that intrinsic needs dealt with job content, whereas extrinsic needs dealt with any other elements that were not the direct parts of the work. In addition to this, Herzberg made a hypothetical claim that motivation derived from the work itself rather than the environment within which one works creates job satisfaction which in turn leads to greater productivity (Hollyforde & Whiddet, 2002 as cited in Tziava 2003) and he also declares that the improvements in motivators should lead to an improvement in performance. Herzberg also adds that rather than the jobs being more interesting, these jobs should be set up in such a way that the individuals remain satisfied with their operations. Hence, it can be argued that hygiene theory can be more applicable in the teaching context in order to develop situations to motivate the professionals within themselves rather than emphasizing more on environmental factors.

Process theories. The process theories of motivation are those theories that seek to find ‘how’ an individual is motivated rather than ‘what’ motivates the behaviour of an individual. In fact, a process theory is considered as a system of ideas that explains how an entity changes and develops. The theory is heavily influenced by the works of Vroom, Porter and Lawler, Adams and Locke. The theory studies the motivation in an individual from a ‘how’ perspective, unlike content theories that study motivation from the ‘what’ perspective. The process theories study the process of motivation in an individual whereas the content theories study the factors behind the motivation of an individual.

Some of the major process theories that are highly significant in order to understand the motivation of EFL teachers are presented below in brief:

Adams' equity theory. The equity theory was developed by Belgian psychologist John Stacy Adams in 1965. Adam's equity theory is based on the rationale that the individual differences should be accordingly rewarded if equity is not possible in both 'work' and 'reward' (Tziava, 2003). Research has shown that individuals seek what they perceive to be a just or equitable return for their efforts (Huczynski & Buchanan, 2001). And, the equitable or just return according to Adams' theory depends on the comparison of their situation with that of others around engaged in equivalent work conditions.

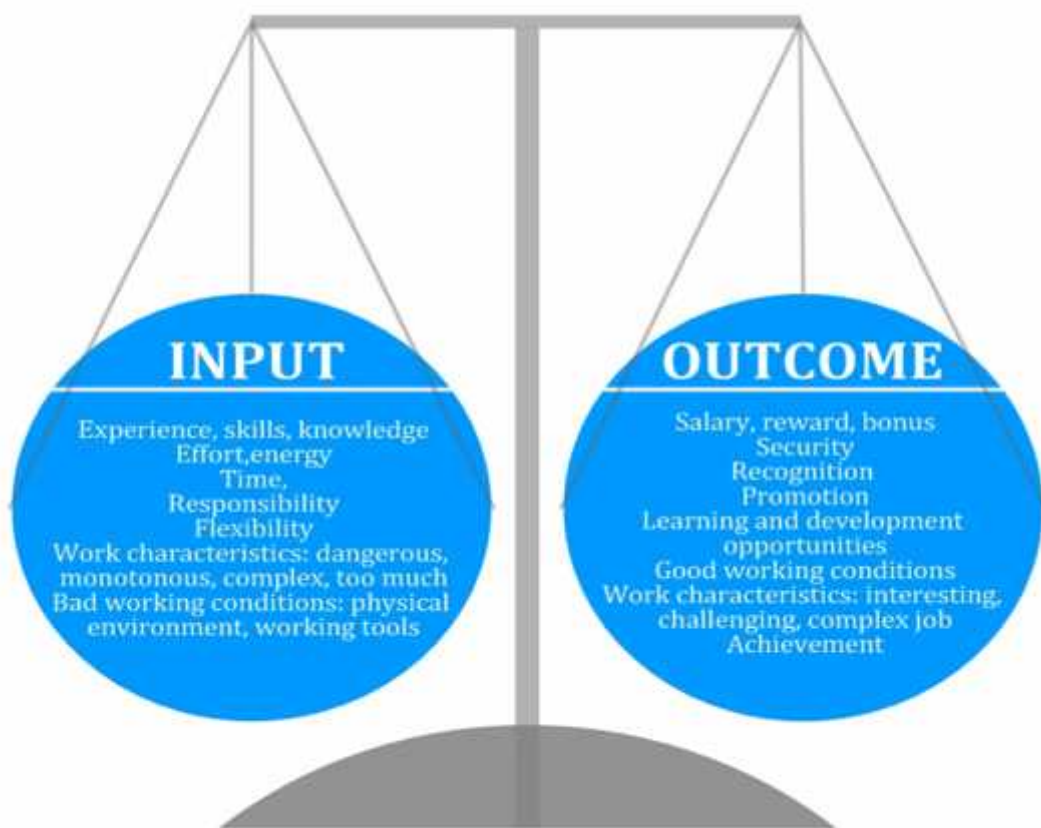


Fig.: Adam's Equity Theory

Likewise, Adams (1965) presents the most influential work of this theory claiming that individuals are motivated to act in the situations which they perceive to be unfair; inequity is felt when they get either more or less than they deserve. Adams (ibid) also proposed that one of the ways to measure this inequity would be to compare the individuals' contributions to the job (inputs – experience, skills,

intelligence, age, effort) as well as the outcomes and rewards (outputs – promotion, pay, status, recognition, good relations with others) to those of other people in similar and other situations. Eventually, the theory argues that when the relation of inputs and outputs is equitable to one of the referent group, there is harmony and if inequitable, there appears inconsistency. And, in the case of conflict, people are motivated to create an agreement by creating equity (Adams, 1965).

Regarding the application of equity theory, it is relevant in the cases that the teachers may get motivated or demotivated when they compare their inputs in teaching and output they gain and most significantly, they compare this phenomenon with other teachers working around in similar conditions. And, when the teachers do not find just and equitable return of their work, they will definitely get demotivated. So, it is very essential to take this theory into consideration by the concerned authorities and university administrations.

Vroom's expectancy theory. The expectancy theory was first introduced by American Psychologist Victor Vroom in his 1964 book 'Work and Motivation'. The theory argues the relative value of rewards and indicates the importance of the perceived possibility to earn a given reward in motivational process.



Fig.: Vroom's Expectancy Theory

The theory is based on the notions of: 'valence', 'instrumentality' and 'expectancy'. The theory claims that the individuals expect particular actions to

achieve certain goals and he gives the instance of this that if someone expects to get more money from working hard, and he/she needs more money, then we can predict that he/she will work hard, which is the 'expectancy' (Vroom, 1995). On the other hand, the desired result might be something worth striving for (positive valence) or avoiding (negative valence). Vroom (ibid) claimed that motivation depends on how strong the expectancy is and how important the goal is to the person. The individuals are motivated towards obtaining actions which they feel worth of, that is 'positive valence' and are demotivated towards the actions which they do not feel worth of, that is 'zero valence'.

In addition to this, Vroom (1995, p. 238) also maintains the third element of his theory, that is 'instrumentality', which he defines as the perception that the temporary outcome will lead to another important outcome. For instance, employees may think that if they work hard, it will lead to improved job performance, that is 'temporary result' that will in turn, lead to promotion or better treatment from their supervisors, that is 'future outcome' (Vroom as cited in Tziava, 2003). Hence, employees improve their job performance with the expectancy that they will get a better treatment or promotion. Eventually, Vroom (cited in Vroom, 1995) maintains that the employees' jobs satisfaction directly influence their job performance and the job satisfaction is determined by various factors, such as – payment, consideration by their supervisors, interaction with their co-workers as well as various attractive tasks performed at the work.

Since the teachers might become demotivated by various factors such as – 'negative valence' and 'zero valence' as well as 'zero instrumentality'. When the teachers realize that the effort they put into their job is not paid well in comparison to other colleagues around who are getting high or equal pay even if they put very less effort in the same sort of work, then it may lead to teachers' demotivation resulting in teacher attrition.

Teacher demotivation and teacher attrition. Teacher demotivation refers to the act of lacking readiness and willingness of a teacher in order to carry out his/her profession of teaching in an effective and fruitful way. In the similar vein, teacher attrition refers to the act of quitting or abandoning the profession of teaching by an

individual who has engaged in the profession of teaching learning activities. Attrition of a job of teacher is one of the significant issues of the present world.

A teacher gets demotivated in his/her profession of teaching owing to various factors. To put this in other words, there are several factors that lead to demotivation among the teachers and these factors include - low salary and incentives, untimely payment, insecurity, huge workload, insufficient available infrastructures and facilities including instructional and ICT tools, unsupportive government plans and policies as well as unsuitable working environment. Ghenghesh (2013) argues that dissatisfaction with university policies and administration, insufficient time for family and home, workload and deadlines to be met, security and stability and opportunity for training are some of the factors affecting motivation of university teachers

When the teachers are frustrated and cannot handle the effects of those aforementioned factors, they are prone to quitting of their teaching profession. This act of quitting the profession of teaching or shifting to other professions by the teachers is called teacher attrition.

Teacher attrition, at present, has appeared as one of the biggest challenges of maintaining quality education throughout the world. The teachers are quitting their profession of teaching in pursuit of new and easy and more rewarding jobs. This will ultimately make the universities and educational institutions with no quality and experienced teachers, and it will greatly hamper the quality of education across all the universities and educational institutions of the entire nation too. And, even greater major negative consequence of this problem is that the teachers who have attrited their job are happy with their new jobs. Howes and Goodman-Delahunty (2015) argue that most of the attrited teachers stated that they left the jobs getting newer opportunities and these were new careers, further study, and travel, and these facilities were limited when they were teachers. In new careers, respondents reported feeling appreciated, using their skills, and doing rewarding work along with higher pay and more suitable working conditions. Thus, when this trend of teacher attrition goes on, then there will certainly be the crisis of quality teachers in educational institutions and whole quality of education in the entire nation is certain to degrade.

The problem of teacher attrition is not only found in Nepal but it is growing all over the world at present time. Balushi (2017) states that many countries around the world are facing a crisis of teacher recruitment, retention and morale. A number of recent studies in different countries reveal that teaching is a particularly stressful occupation (Chan, 2002; Desrumaux et al., 2015; Hakanen et al., 2006; Johnsn et al. 2005; Liu & Onwuengbuzie 2012; Montgomery & Rupp, 2055; Stoeber & Rennert 2008 as cited in Skaalvik and Skaalvik, 2018). And, this applies same to the university teachers involved in the profession of teaching in different universities of Nepal too. Owing to this as a consequence, the teachers are attriting their job. Blaskova and Blasko (2013) argue that education and motivation of the actual university teachers has been omitted for several years.

Therefore, it is very essential to find the hidden factors behind the teacher demotivation as well as teacher attrition. As demotivation of a teacher is a major hindrance towards the teacher development and teaching-learning process, it is very essential to find out the factors behind the teacher demotivation and it is necessary to encourage greater warmth on the part of the teachers' morale (Nbina, 2000).

Factors behind teacher demotivation. Since demotivated teachers lack readiness and willingness to carry out their profession of teaching in an effective and fruitful way, it is very essential to find out the actual factors behind their demotivation and root out these factors so that the teachers could get motivated in their profession of teaching and thus contribute in ensuring quality education. In this regard, Tziava (2003) and Iliya and Ifeoma (2015) have presented the following major factors behind teacher demotivation:

Present payment scale. One of the major factors of teacher demotivation is payment that teachers have been receiving in their profession. Tziava (2003) in her study presents the data that eighty two percent of the teachers of her study actually get demotivated with their present payment scale for their profession of teaching. Hence, payment that teachers have been receiving especially in comparison to the workloads they are endowed is highly a factor of teacher demotivation. In the similar vein, Iliya and Ifeoma (2015) argue that when teachers do not have enough money to live, they often resort secondary employment activities, which can undermine their motivation to perform in their primary job and lead to an increased absenteeism.

The way the course materials are selected. Another reason behind teacher demotivation is the way the course materials are selected. Tziava (2003) in her study puts forward the data that a large number of teachers, seventy one percent to be precise, get demotivated with the materials they select in their profession of teaching. Therefore, the way course materials are provided to the teachers demotivates teachers since in most of the cases it is done by the principals – owners of the Private Language Schools – leaving out the teacher from the decision making process (Tziava, 2003). In the similar vein, Iliya and Ifeoma (2015) maintain that teachers increasingly have to do more with less – a small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. This, as a result, demotivates the profession of teaching.

Level of support from the authorities and related bodies. When English teachers do not get enough support from the authorities and foreign language teaching body, then they seem to be highly demotivated. Tziava (2003) provides the fact that eighty two percent of the teachers are demotivated with the amount of support that they receive from their authorities such as Ministry of Education as well as foreign language teaching bodies such as British Council. Hence, lack of adequate support from the authorities and related bodies is also a major factor for teacher demotivation.

Teacher's autonomy. The level of autonomy also determines the motivation among the teachers. Tziava (2003) in her study presents the fact that most of the teachers, that is sixty seven percent of the teachers of the study to be precise, are not happy, and thus get demotivated with the level of autonomy that they are being endowed at present. Hence, less autonomy provided to the teachers is also one of the major factors of teacher demotivation.

Lack of professional development programs. The institutions where the teachers are teaching are not serious enough to expose their teachers to appropriate professional development programs such as seminars, workshops, webinars, and conferences. Tziava (2003) in her study mentions that teacher training supports the motivation of more than eighty two percentage of total teachers of her study. And, when the teachers are not exposed to adequate training and professional development programmes, they tend to get demotivated in their profession of teaching. In the

similar vein, there is the need for more attractive career structures and more opportunities for teacher professional development (Bennell & Akyeampong, 2007 as cited in Iliya & Ifeoma, 2015). In contrary to this, the lack of adequate professional development programs eventually leads to teacher demotivation.

Merit pay. Merit pay, often termed as performance-related pay, is obviously one of the major factors that either motivates or demotivated the profession of teaching. When teachers do not get the merit based on their performance, they tend to get demotivated. Iliya and Ifeoma (2015) state that a number of studies have suggested that a merit pay plans often divide faculties, set teachers against their administrators, are plagued by inadequate evaluation methods, and may be inappropriate for organizations such as schools that require cooperative, collaborative work. Hence, an uneven merit pay is also one of the major factors of teacher demotivation.

Low social status. Another factor contributing in teacher demotivation is low social status of a teacher. A large people are believed to Iliya and Ifeoma (2015) state that many teachers at present feel the respect for their profession is decreasing – in the eye of students, parents, government, and the larger society which ultimately degrades teacher motivation. Hence, the low status of teachers in the society also leads to teacher demotivation.

Heavy workload. One of the most influential factors in teaching is a heavy workload that teachers are burdened with. Iliya and Ifeoma (2015) writes education for all, combined with population growth, often requires remote deployment of teacher, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. This, heavy workload not only does negatively impact teachers' effort, it also makes teachers resistant to applying new teaching methods and if teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened. Hence, the teachers are demotivated due to heavy workload.

Review of the Empirical Literature

A number of research works have been carried out regarding EFL teacher motivation in both national and international arena. Being a researcher, it is very

crucial to mount up the insights from the previous studies as these studies obviously have some kind of connection with my research too. The insights thus gathered can be very useful in developing a researcher the basic framework of further new research. Hence, the attempt made to review the different studies related to my topic are presented in this section.

In 2003, Tziava carried out a research entitled as 'Factors that motivate and demotivate Greek EFL teachers'. The main purpose of this study was to study the factors that motivate and demotivate Greek EFL teachers working for private language schools in Athens, Greece and to frame the current EFL teachers' motivation. In addition to this, the study attempted to explore the teachers' opinions towards important to TEFL issues. The questionnaire was administered as the tool of research and it was administered to 52 Greek EFL teachers as a tool of data collection. The findings of the study showed that the factor that influences the most EFL teachers' motivation is the fact that they work with young people whereas the factor that demotivates them the most is the monetary rewards that their job offers them.

Likewise, Addison and Brundrett (2008) conducted a research on the topic 'Motivation and Demotivation of Teachers in Primary Schools: The Challenge of Change'. The main objectives of this study was motivating and demotivating factors of the teachers of primary schools. The research was conducted with a broadly representative sample of sixty-nine class teachers of six schools, each with differing characteristics in relation to a mix of factors relating to: number on role, socio-economic background of pupils and school status. A blended methodology was adopted thus enabling the strengths and qualities of a range of research instruments to be employed according to need. The findings of the study suggested that the principal motivators for teachers in primary schools are extrinsic motivators, such as positive responses from children and that, conversely, demotivators are poor responses from children and workload factors.

Blaskova and Blasko (2013) carried out a research entitled as 'Motivation of University Teachers and Its Connections'. The objectives of this research was to deal with the motivation of university teachers, in an effort to define ways in which it would be possible to increase their motivation and provide greater satisfaction to teachers in/from their teaching, scientific research and publication activity. The paper

focused on examining the content of university teachers' motivation, outlining the motivation in general and relating it to the definition of teachers' motivation as well as it focused on determining the specific capabilities and core tools which can be applied on motivation of university teachers more effectively. The questionnaire survey was conducted on the University of Zilina in 2013 on the sample of 86 teachers. The finding of the research stated that university teacher motivation is connected with various effective motivation tools such as, the dependence of the level of awareness, quality of applied leadership style, fairness of performance appraisal, openness of communication, and creating an atmosphere of trust and/versus rate/power of motivation of university teachers and managers.

Likewise, Iliya and Ifeoma (2015) carried out a research based on the issue regarding the assessment of teacher motivation approaches, primarily in the less developed countries and the study was entitled as 'Assessment of Teacher Motivation Approaches in the Less Developed Countries'. The study examined both traditional and new approaches to teacher motivation, threats to teacher motivation and measures for shaping teacher motivation. The paper concludes that intrinsic rewards such as self-respect, responsibility and a sense of accomplishments as well as participatory school improvement, comprehensive staff development and supportive teacher evaluation hold great promise for improving teachers' professional motivation.

Similarly, Skaalvik and Skaalvik (2018) carried out a research 'Job Demands and Job Resources as Predictors of Teacher Motivation and Well-being'. The study analyzed how teacher perception of job demands and job resources in the school environment were related to teacher well-being, engagement and motivation to leave the teaching profession. Participants were 760 Norwegian teachers in grade 1-10. Data were analyzed by means of confirmatory factor analysis and SEM analysis. A second order job demand variable strongly predicted lower teacher well-being, whereas job resources more moderately predicted higher well-being. Teacher well-being was in turn predictive of higher engagement and lower motivation to leave the profession. The finding of primary factors showed that time pressure was the strongest predictor of teacher well-being.

In the same vein, Pant (2018) conducted a research in the Nepalese context entitled as 'English Language Teachers' Motivation in Professional Development'.

The main objective of this study was to explore English language teachers' motivation for teaching and professional development as well as to identify the role of teachers' motivation in professional development. The mixed method research design was used and the population for the study comprised of all the basic and secondary level English language teachers of Dhading district. The sample of the study included forty English language teachers using purposive non-random sampling procedures. The researcher administered the questionnaire on forty English teachers and took semi-structured interview of five English teachers as the tools of data collection. The study had the findings that teaching is not the first choice of career of all the English language teachers. The study also revealed that job enrichment, flexible working hours, merit pay, and incentives were the significant strategies for motivating teachers for their professional development and significant contribution in teaching-learning activities.

Likewise, Khanal (2019) accomplished a research based on the issue of teacher motivation, 'EFL Teacher Motivation for Professional Development: A Narrative Inquiry'. The main objectives of this study were to find out the factors demotivating the institutional EFL secondary level school teachers, and to suggest some pedagogical implications for EFL teachers' professional development. The study used narrative inquiry as the research design of the study. The sample of the study comprised of four EFL secondary level teachers teaching at institutional academics in different schools in Kathmandu Valley. They were chosen through purposive sampling procedure. The data was analyzed and interpreted in a thematic approach, employing narrative interview as a tool of data collection. The findings of this study showed that EFL institutional secondary level school teachers were found to be demotivated due to unsatisfactory remuneration, lack of professional development programs, less holidays, job insecurity, students' disruptive behaviors, heavy workload, which have been categorized as academic factors, and nepotism and kinship, which have been categorized as non-academic factors.

Implications of the Review of the Study

There is a great significance of literature review in any research work as to make it more reliable, authentic and valid. Literature review of the related research works has remarkable implications from the selection of topic to deriving the

conclusions and findings of any research activity. Moreover, the review of related literature helps us to find the works that have already been researched as well as the research areas that still have not been researched, that is the gaps in research that need to be explored. Therefore, literature review has a significant role in any research.

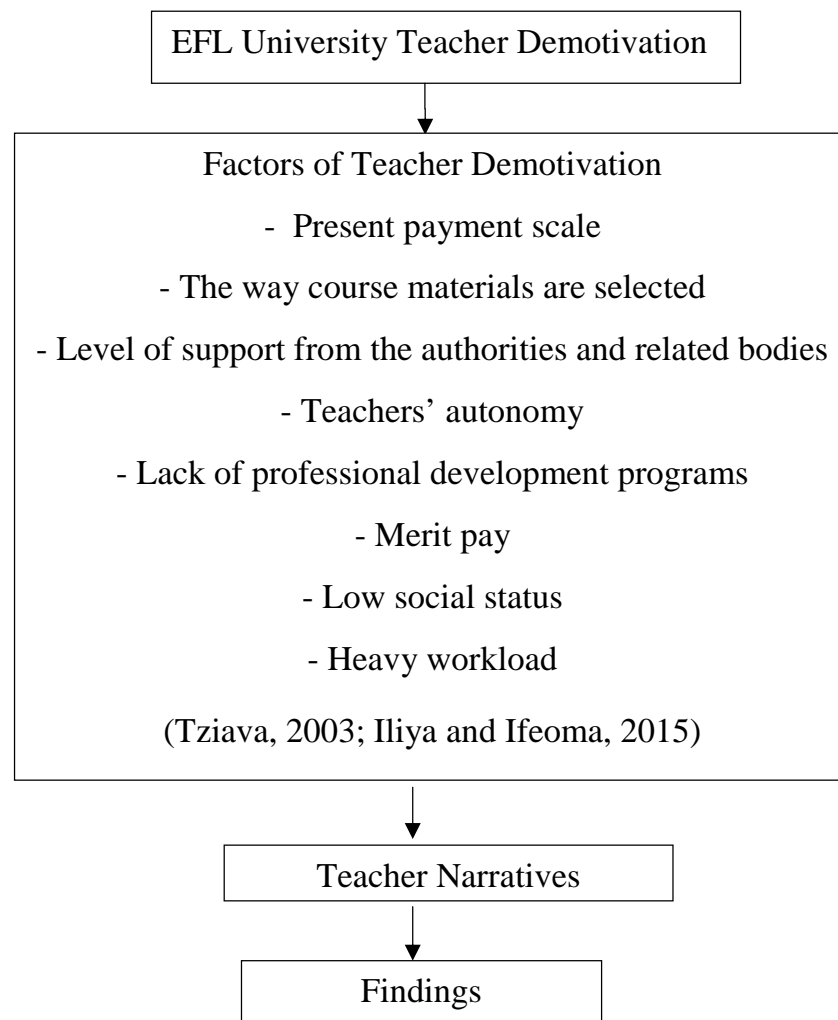
I have reviewed the research works which were already carried out and through the review of related literature, I have found the gap between what has already been carried out and yet what remains to be carried out. Not only this, theoretical review has been implied to extend the knowledge of EFL teachers, motivation, motivational theories, teachers demotivation and teacher attrition.

Amongst the studies I went through during the review of related literature, Harmer (2007), Malik (2010), Han and Yin (2016), to name a few assisted me to understand the theoretical aspects of motivation and background of my study. Likewise, McGregor (1960), Deckers (2018), Maslow (1970), McEwen and Wills (2014), Herzberg (1959), Tziava (2003), Atkinson (1964), Huczynski and Buchanan (2001), Adams (1965), Vroom (1995), Rotter (1966), Ghenghesh (2013) supported me in reviewing theoretical aspects of teacher motivation, teacher demotivation and teacher attrition. Similarly, Tziava (2003), Addison and Brundrett (2008), Blaskova and Blasko (2013), Skaalvik and Skaalvik (2018), Pant (2018) and Khanal (2019) were the researches that supported me in empirical studies. In addition to this, Kumar (2007), Kerlinger (1983) and Murray (2009) supported me in the methodological parts and also in formulating research questions as well as research objectives.

Summing up, all the research works and studies that I went through helped me in inculcating the ideas on theoretical background of teacher motivation, teacher demotivation and teacher attrition as well as the factors motivating and demotivating EFL teachers. In addition to this, the review of related literatures provided me with the theoretical and empirical background and broadened my horizons of knowledge. The review of these literatures also assisted me in exploring the insight to develop conceptual framework.

Conceptual Framework

A conceptual framework is a visual or diagrammatic representation of a research task expressing how and what will be done in a research. It is considered as a pathway or roadmap of research which explains relationships between variables or themes of the study. Conceptual framework is a theoretical mental picture of a researcher which exhibits the connection between and among the various variables of the study. I have consulted various documents concerned with the study and literature review and based on that, I have designed the conceptual framework of my study which is as follows:



Chapter III

Methods and Procedures of the Study

Design of the Study

This research study makes the use of narrative inquiry research design method in order to make this study more systematic and valid. In fact, narrative inquiry is a method of collecting information through storytelling or narrating an individual's story. Murray (2009) opines that at the heart of narrative inquiry is a story or a collection of stories and doing narrative inquiry involves eliciting and documenting these narratives. Narrative inquiry is based on the premise that we understand or make the sense of our lives through narrative and we achieve our personal identities and self-concept through the use of narrative configuration (Polkinghorne, 1988 as cited in Murray, 2009). Likewise, Abrahams and Harpham (2015) also state "A narrative is a story, whether told in prose or verse, involving events, characters, and what the characters say and do." Hence, narrative inquiry is a technique which argues that it is through telling ourselves stories about ourselves and others that we come to understand who we are, who they are and what the relationship in between us (Burner, 1990 as cited in Murray, 2009).

Since narrative inquiry research design truly yields the true experiences and stories that EFL teachers have experienced in their life, I have chosen narrative inquiry as a research design. The real and first-hand information why the EFL university teachers have left their profession of teaching and involved themselves in different other professions can best be collected using narrative inquiry as a technique. Therefore, I have prioritized narrative inquiry as the design of my research work.

Population, Sample and Sampling Strategy

The population of this study comprises of EFL university level teachers who have left the profession of teaching in university campuses of Nepal. The sample of the study includes 4 EFL teachers who have recently left the profession of teaching in

Nepal University (pseudonym) and are currently engaged in other professions. The purposive sampling procedure has been used to select the sample of the study.

The pseudonyms Teacher A, Teacher B, Teacher C and Teacher D have been used in place of their original names in order to maintain ethical considerations. Teacher A was involved in the teaching profession in Nepal University as a Teaching Assistant in Nepal University and worked for about one year as a part-time faculty. At present, he is working as a Technical Officer at Centre for Education and Human Resource Development, Sanothimi, Bhaktapur. Likewise, Teacher B also taught as a Teaching Assistant in Nepal University and worked there for almost about eleven years. Currently, he is working as an Administrative Officer in Nepal Open University. Similarly, Teacher C taught as a Professor in Nepal University as a permanent faculty and he taught here for about twenty five years. Now, he has been involved in writing profession as well as he also acts as a theatre artist. In the similar vein, Teacher D also taught as permanent teacher as a Reader in Nepal University. He left the profession of teaching in Nepal University and he works as aa owner and Chief Executive Officer of California College, Nepal (pseudonym).

Sources of Data

I have employed both the primary and secondary sources of data for the study.

Primary sources of data. The primary data of the study are collected from 4 EFL university teachers who have now left the profession of teaching on the university campuses. And, the primary data are gathered through in-depth narrative interviews.

Secondary sources of data. The secondary information has been derived from different printed and electronic materials, like books, articles and documents relating to the present study. The different books and articles that I consulted while carrying out my research work are Adams (1965), Addison and Brundrett (2008), Akar (2012), Balushi (2018), Blaskova and Blasko (2013), Davidson (2007), Deckers (2018), Ghenghesh (2013), Han and Yin (2016), Harmer (2007), Herzberg and Snyderman (1959), Howes and Goodman-Delahunty (2015), Kavanoz (2017), Lam and Yan (2011), Liou (2018), Malik (2010), Maslow (1970), McGregor (1960),

Nbina (2010), Pan and Say (2017), Pant (2018), Sakui and Cowie (2011), Skaalvik and Skaalvik (2018) and Tziava (2003). Furthermore, I consulted some theses under the Department of English Education, T.U. including Budhathoki (2017), Pant (2018), Bhandari (2018), Khanal (2019) and Khadka (2019).

Data Collection Tools and Techniques

Tools are the very essential elements for any research in order to collect reliable, valid and authentic data. Considering this, I have employed in-depth narrative interview with the EFL university teachers as a tool of data collection.

Data Collection Procedures

In order to collect data in a systematic way, I had prepared effective teacher narrative guidelines on the basis of objectives of the study. Then, I selected the participants based on the objectives of my study. After that, I visited the teachers who have quitted the profession of teaching in the universities individually as per their convenience and established a rapport with them for their genuine narration. Then after, I informed them about the objectives of my study and requested them to cooperate in my study providing the required data and I too assured them the confidentiality in terms of ethics regarding the obtained data and information through the interview. Next, I conducted the open-ended in-depth interview of the selected respondent, that is EFL ex-university teachers. At the same time, I recorded their narratives using my mobile phone and also noted some worthwhile information in my diary. After that, I thanked the teachers for their kind co-operation. Eventually, in order to analyze the data and information thematically to derive the findings, I coded and decoded the narratives and stories into various themes.

Data Analysis and Interpretation Procedures

In this section, the collected data and information have been processed, analyzed and interpreted. The data analysis process involved the transcription and coding of the teachers' spoken narratives into written form. After that, I analyzed the data via the narratives in the written form. Then, I conducted a detailed analysis here with a coding process. In addition to this, I developed themes by incorporating data

directly considering my research questions and research objectives. Eventually, after coding and decoding the data and information into different themes, I analyzed and interpreted the data and information qualitatively.

Ethical Considerations

A very integral and obligatory part of a good research comprises of ethical considerations. In addition to this, what is more challenging and concern-oriented issue is safeguarding the participants' interests and ensuring the authenticity of research. As every human being has his/her right to privacy and as all the respondents of the research here are human beings, we cannot and must not neglect the respondent's fundamental right.

Taking this into consideration, I informed every respondent the purpose of my study and value of their participation in this research. I made the respondents know that their presence in my study was voluntary but would be highly appreciated. I ensured all the participants that there is no any harm in their personal life and in their professional career too as I would keep all the identifiable personal information strictly confidential and no names would be mentioned in the thesis as well as in any publication. After this only, I collected the required data and information.

Chapter IV

Analysis and Interpretation of Results

Analysis and interpretation of results is an integral part of the research. This section contains an analysis and interpretation of the collected qualitative data. After coding the narratives, I have presented my analysis and interpretation of the collected data under different headings and sub-headings as presented below.

Factors behind English Teacher Demotivation

As aforementioned, the data obtained via the semi-structured interview were transcribed using conventional 'listen and note' technique. The transcribed data were, then coded and analyzed into different themes using thematic approach, each of the themes kept under a single respective heading. The study explores and describes the major factors behind English teacher demotivation as presented below:

Low payment scale. The teachers teaching in universities in Nepal have a very low payment scale in comparison to the burden of work they carry on. As a result, the low payment scale stands as one of the major significant factors that compels the teachers to leave their job of teaching in universities of Nepal. The current payment scale of the teachers working at the university level in Nepal is no way satisfactory when we compare to the workload and toil that the teachers encounter in university campuses of Nepal. Regarding this, Teacher A brings out his story as:

...The first thing is as you said that kind of pay scale, so we have to sustain it any cost and to give a better life to our family members. That's why, if you have very low pay scale and if you, each and every hour struggle for income and so on, that really makes hard days to you, and the situation was same to me.

The above story of Teacher A shows that the current payment scale of the teachers in the universities of Nepal is very miserable. It is very disappointing that the teachers are struggling each and every hour for income and what is more

disappointing is that they even cannot afford to maintain the better life of their family members.

In the similar vein, Teacher C also indirectly expresses his dissatisfaction towards the payment he used to have as a university teacher as illustrated below:

... when I started teaching, many people told me also, don't go in teaching profession, there is a lot of work and the pay is very little and to some extent that is true also. And because today there is decent area of commodity capitalism, where everything is measured in terms of money you make and all that. So sadly because of that even now people have this feeling that teaching is not a good profession and you should live up with other profession....

The above lines display the bitter-truth regarding the payment scale that the teachers of university campuses in Nepal encounter. It has been very difficult for the teachers to encounter the queries of the people regarding the payment they get in the university campuses, particularly in this decent area of commodity capitalism, where everything is measured in terms of money one makes.

In the similar vein, Teacher D, when inquired if the payment given to him as a teacher in university campus was satisfactory, maintains his dissatisfaction regarding the payment scale that teachers of university campuses get as given in the next page:

.....Yeah! Depending upon the work and the level given to the teachers, may not be, may not be, why because there are so many facilities to the corresponding public service commission recruitees, what we call under-secretary and joint-secretary and so on. In comparison to those people because it's purely the monthly salary teachers have to rely on, so may not be satisfactory.

The above excerpts of the interview of Teacher D articulate the dissatisfaction among the teachers of university campuses of Nepal regarding their payment scale in comparison to other corresponding public service commission recruitees. The teachers also rely purely only on the monthly salary, which creates difficulty for the teachers to maintain their expenses owing to their low payment scale.

Thus, it becomes clear that the current payment scale that the teachers of university campuses are receiving is inadequate to maintain their personal and family expenses. Not only this, the payment they receive is very less in comparison to the workload and burden they carry out in their profession. This eventually makes them demotivated towards their job and leads to teacher attrition. Tziava (2003) in her study presents the data that eighty two percent of the teachers of her study actually get demotivated with their present payment scale for their profession of teaching. Likewise, being based on the Maslow's Motivation Theory, it can be argued that when even the teachers' physiological and safety needs are not fulfilled with the payment they receive, then how can they be motivated in their profession of teaching? In addition to this, Vroom's Expectancy Theory too supports this since the teachers' have expectancy of good payment as per their work and when this does not happen so, they feel demotivated. In the similar vein, Iliya and Ifeoma (2015) too argue that when teachers do not have enough money to live, they often resort secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Hence, low payment scale is one of the major factors for teacher demotivation.

Disruptive behaviours of learners. The disturbing and harmful behaviours the learners in the university campuses express time and often, have a great negative impact on the teachers' motivation, mostly psychologically and even physically to some extent. Such disruptive behaviours from the learners also play a great role to demotivate the teachers to continue their profession of teaching.

Regarding the disruptive behaviours encountered by the teachers teaching in university campuses in Nepal, it is notable to mention the experience of Teacher B, which has been presented below:

.... the students' behaviour plays very determining role to be sustainable for a long in teaching profession because students are one of the key elements of a teaching learning practice or instructional behavior. In my experience, I face sometime disruptive behaviors of my students and this demotivates my teaching profession.

The above excerpt of narratives illustrates that the teachers teaching in universities of Nepal often have to experience the disruptive behaviours of their learners, which as a result demotivates the teachers in continuing their profession of teaching and learning in university campuses.

Adding to the above problem, Teacher C regarding the disruptive behaviour of the learners forwards his view in the narratives as presented below:

... No, not really because, you know like, certain disruptive behaviour happened there was this incident of putting like fire in the department and destroying the books, you know, that disturbed me a lot when that happened I mean that particular incident I remember when the students destroyed the library and put the fire in the department, that disturbed me a lot...

The above narrative of Teacher C maintains that the behaviours of students in the university of Nepal is so pathetic the students even set out fire in the department and destroy the books. Such sort of disruptive behaviours of learners have a long-lasting negative impact upon the teachers and teachers that even can become demotivated and are compelled to quit their profession of teaching.

Thus, when the disruptive behaviours of learners' like - setting fire in the department and destroying the books of universities occur in the university campuses time and again, such sort of behaviours tend to demotivate the teachers teaching English in the university campus and the teachers haunted by such disruptive behaviours eventually tend to quit their profession of teaching and look after some other professions. Here, being based on the Herzberg's Two Factor Hygiene Theory, we can maintain that the motivation of the teachers decreases when the environment they are working becomes conducive with the disruptive behaviours of the learners. Hence, the disruptive behaviours of learners is one of the major factors that demotivates the teachers to continue their profession of teaching.

Job insecurity. Some of the teachers teaching in universities in Nepal are hired in a terminal or contract basis for a temporary period of time. While this may fulfill the immediate need of the university administration, but its long-term effect is counterproductive. When the teachers hired for temporary terms themselves feel

insecure in their profession, how these teachers can ensure the security of the education of the students' they teach?

Related to this, Teacher A expresses his insecurity during his tenure as a teacher in university campus as below:

... I worked as Assistant Lecturer and I, you know, when I appeared in examination of Public Service Commission and I got selected there, and I thought, you know, this was permanent and that was temporary one. Of course, everybody knows that permanency is important one...If I had such position in university, I might not have shifted my position too, my job too. But, you know, what we think is that, you know, permanency, security and power to mobilize the resources and having authority, having you know, wide public relation with a large population, you know, these are the things we get in civil service and we don't get this in university....

From the above illustrations, it becomes obvious that teachers hired in universities for a certain period of time find themselves insecure with the job assigned to them. They carry on this job of teaching in university campus until they find the new and secure job and once they find the more secure job, they tend to replace it immediately.

Teacher B's presents his more pathetic story of job insecurity in the university campus as presented in the abstracts below:

Ok. It has been eleven years, it has been nearly eleven years, to be a part time faculties, and still I'm struggling for my permanency at the University...Then, another thing is, in our culture, the question of permanency is always in front...life. And, I was seeking the permanency in my job, responding to those questions and looking to our culture, that is being permanent in a job is being permanent in life or having the quality of life in the future, or that's why, umm... in search of permanency, ah... security in a job, I selected that the administrative position...Yah... yah... job security as well as security in life, because the question of permanency always strikes you....

The above lines clearly indicated that Teacher B has been teaching in the university campus as a temporary teacher without any permanency or job insecurity despite teaching there for the tenure of more than a decade. Hence, he eventually got demotivated and left the profession of teaching in university campus when he got a permanent job in the public service commission.

The above stories of the teachers clearly depict that many teachers leave the job of teaching in university campus since they are recruited as a teacher there for a temporary period of time. Such teachers are often haunted by the question of security in their profession. Maslow's Hierarchy of Needs Theory could account for teacher demotivation caused by their insecurity in their teaching profession as job insecurity demotivates the teachers hindering their safety needs. Therefore, job insecurity remains one of the major factors that demotivates the teachers to continue their profession of teaching in university campus.

Lack of adequate professional development programmes. Teaching itself is regarded as a challenging profession and teaching at university campuses is a more challenging one. The continuous and timely held professional development programmes and projects, training as well as seminars can boost the spirit of teachers to continue their profession of teaching. But, how can they be motivated in their profession of teaching in university campuses without adequate professional development programmes?

In this context, Teacher A's view regarding the adequacy of teacher professional development programmes in university campuses has been presented below in brief:

... So, other activities like, you know, daily teaching, going to university, coming back, giving feedback to the students, then supervisors giving feedback and you know, providing them opportunities to graduate, this is a normal process. Every academic institution does this. So, what is the main thing is quality and quality of academic sector; to hold this, you know, research skill, research power, research-related developing innovative mindset or goal mindset, this is important you know, researching, searching, you know,

collecting and selecting, utilizing and managing, these are the activities in present time, are lacking....

The above abstract shows that apart from carrying out day-to-day teaching-learning process, the teachers in university campuses highly anticipate researching and other innovative techniques that are useful for their professional development. And, when the teachers do not have approach to such teacher professional development programmes, they easily get demotivated.

Regarding the insufficiency of professional development programmes in university campuses in Nepal, Teacher B articulates his view as:

.... then I could able to establish myself as a growing teacher, myself as a teacher of enthusiasm. And then we got very few opportunities, very limited opportunities for our professional development ... Ok, yes, of course, they are not adequate. These days, the professional activities, they are growing one but in the past, there were very few, very few sharing, umm ... event of sharing and doing research and so on...

The above extracts taken from the narratives of Teacher B display that the TPD programmes in university campuses are not adequate and this gradually demotivates the teachers to abandon their profession of teaching and triggers them to move onwards in search of new jobs.

To sum up, we can reach to the conclusion that the teachers in the university campus feel that they are lacking with the adequate professional development programmes. To support this, Bennell and Akyeampong (2007) as cited in Iliya and Ifeoma (2015) argue that there is the need for more attractive career structures and more opportunities for teacher professional development. Likewise, Maslow's Hierarchy of Needs Theory also accounts for the importance to the professional development programmes since it views it as a way towards the personal growth and development fulfilling the 'self-actualization needs'. And, when the teachers do not get adequate professional development programmes, this tends to easily demotivate the teachers regarding their profession of teaching. Hence, lack of professional development programmes is one of the major factors for teacher demotivation.

Political interference. The educational institutions in Nepal at present are encountering the unwanted political pressure and political biases. This has sadly made many teachers in universities of Nepal get demotivated and to abandon their jobs of teaching and shift to other jobs where there is less political pressure and influence. The unwanted political influence, political pressure as well as political bias often demotivates teachers. Regarding this, Teacher B narrates his bitterness due to unwanted political pressure and bias as below:

... And another thing, third thing is some other aspects as like, the some political interference, some other things, for example, sometimes you may see unprecedented and unpredictable situation... also, they act as the pushing factors to quit a job and to start a new job. So, there might be some those unpredictable or critical incidents and in my life too, there were some critical incidents that also helped me to take that sort of decision ...

From the abstract of the narratives of Teacher B, it becomes obvious that time and again the teacher teaching in university campuses have to encounter political interference and unprecedented pressure which as a result acts as the pushing factors to quit the job of teaching and look into new jobs where there is no or very little political pressure.

In a similar way, Teacher D puts forward his narration regarding political bias, discrimination and interference in his narratives of which an extract is presented below:

And, even if you talk about students' politics, again it is degrading or it is going down, it's at low level, so I don't think, there is much disturbance but regarding one thing, for example, teacher selection, the ...umm... Yeah, teachers' recruitment...political partition is there, regarding the recruitment of the teachers, so if there were, I don't have much proof on that, but if there were, it is to be.....it's total environment, total class hour, credit hour, whatever we call, so it's getting low, because of extensive level of politically motivated programmes, no doubt...

From the excerpt of the narration of Teacher D, it becomes obvious that what kind of political interference and bias is prevailing there in university campuses of Nepal. He argues that there is political interference in the university campuses in every sector and the quality of education is degrading owing to political interference, and the direct blame for the result of degradation of quality of education, however goes to the teachers teaching there. Because of this reason, the teachers get demotivated there.

Hence, from the narratives of teachers above, it becomes obvious that the current political culture has been disturbing the classes of the teacher time and often. Students involved in different political party wings are found to develop the environment that is more conducive to politics rather than the education in university campuses. In addition to this, there is a prevalence of high degree of political interference in university campuses regarding the selection, recruitment and promotion of teachers. This could be supported well by the Herzberg's Two Factor Hygiene Theory which suggests that the motivation of the teachers decreases when the environment they are working becomes adverse with the political interference. Thus, political interference is one of the major factors of teacher demotivation.

Health hazards. The teaching profession requires persistency and perseverance. The late-night preparations, long-standing delivery of lessons as well as continuous monitoring and supervising of lessons, assignments and theses of the students makes teachers to suffer from anxiety disorders, throat problems as well as other problems related to mental and psychological health.

In this context, Teacher B shares his experience of health-related problems as in the given excerpt:

... Some sort of health hazards have come in the life of teachers, for example, some teachers have the problem of throats, the problem of gastritis, and so on. I have a problem. So, I sometime feel pain on my legs. It is because of standing for a long to deliver the class. So, I have pain on my legs and it might be the back pain or pain on my ligaments and something else. Of course, I have been facing this sort of problems ...

The above excerpt narrates that the teachers face different health hazards in their life. To be more specific, Teacher B also has been suffering from health-related issues. He feels pain in his legs as well as pain in his legs, especially he has been suffering from ligament-related problems. And, this particular health issue has arisen because of standing for a long period of time to deliver the class. And, thus, this health related problem has demotivated the Teacher B to quit his profession of teaching.

Hence, the teachers teaching in university campuses have been facing different health-related issues and these issues in turn demotivate the teachers. Regarding this, Maslow's Hierarchy of Needs Theory could explain and justify it as teachers are constantly seeking to maintain their 'security needs'. In addition to this, there are no any specific hospitals dedicated solely for teachers in Nepal unlike hospitals dedicated to other civil servants. As teachers teaching in university campuses start feeling discomfort with their health, they immediately think of shifting their profession of teaching in search of new profession. Thus, health-related hazards act as one of the major factors behind teacher demotivation of university teachers.

Personal hobbies and adventures. Some teachers try to uplift themselves above the boundary of so-called security and dare to involve themselves in works of involving their personal hobbies and area of interests. Regarding this, Teacher C puts forward his view in the excerpt below

I thought that I've done enough because life is short and there are other things also I wanted to do in my life... And, because I was also interested in other things, you know, like in plays, I write plays, I act in plays also, I'm also theatre artist, so you know that takes, I also like to go to art shows also and write about art. And, I write literature also, that takes a lot of time...I developed the new interests, that is bird watching. I like to go around and watching birds, trying to understand birds...

The lines above show that Teacher C finds himself enough of carrying out his teaching profession and therefore, in order to pursue his other dreams of writing and acting on plays, writing literary works as well as to pursue his interests of bird

watching as well as understanding them, the teacher has abandoned the profession of teaching in university campus before the termination of his actual tenure.

In similar vein, Teacher D gives us insight regarding his personal adventure and area of his interests as below:

... Yes, I'm doing, to explore some new things, so I choose the one less travelled by, two roads diverged in a yellow wood, I choose the one less travelled by... but I just say, people have their own dreams in their life. People have their own vision and maybe I did so, may be, to follow the same vision that I dreamt so people in their own life journey and to serve my journey, I had a voluntary retirement...All people wanna have upper social mobility, be at the case of social prestige, or be the case of financial status or be the case of social unique status everywhere, people have their own thoughts, own dream. ... voluntary exit from the university and concentrate myself on my own academic entrepreneurship because simply academics was not my area of concentration. My area of concentration was academic entrepreneurship and to boost up my own journey of academic entrepreneurship, I had voluntary retirement, in fact, in my case... but to do more justice my own academic entrepreneurship,I could contribute to more to private education

In the excerpt above, Teacher D indicates that he has left his profession of teaching in university campus since he has intended to follow on his desire of carrying out his area of interests, that is 'academic entrepreneurship', not just carrying out simply the area of 'academics'.

The above narratives of the teachers show that the teachers too have their own personal vision and mission and when the teachers realize that their dreams, goals, area of interests, vision and mission are different than what they are actually doing on, they abandon their profession of teaching, and so is the case with university campus teaching English. This too could be explained and justified by Maslow's Hierarchy of Needs Theory's 'esteem' and 'self-actualization' needs. Hence, the personal hobbies of teachers and adventures they want to make in their life other than the teaching also demotivate the teachers to continue their profession of teaching.

Opportunities at the new job. People abandon their old profession and shift to new profession only when they find more opportunities and facilities in their new profession in comparison to old one. In the same way, the teachers of the university campuses have shifted their old profession to the newer one in search of new opportunities. These new opportunities might include higher payment, more autonomy, pride, satisfaction and just to name a few.

Regarding the better opportunities in his new job, Teacher A puts forward his view as:

... when I appeared in examination of Public Service Commission and I got selected there, and I thought, you know, this was permanent and that was temporary one... Yeah, surely in my present job there are many possibilities that I can explore ... Now, I'm in the, you know, ministry of science and technology and I get access to the administration part also. I can go to foreign affairs too, I can go to the home affairs too, and so, there are a lot of opportunities you can take in the civil service. It is, you know, wide-renowned area, quite scope we have ... So, of course, within the university, there was reading and researching culture and but there was a kind of power and recognition, you know, research resource mobilizing part was lacking there. When I came in civil service as an English trainer, I got the responsibilities with resources, that made me feel, you know, empowered myself...#

Teacher A's insight above gives us a clear picture that teachers teaching in university campus shift their profession of teaching when they get new opportunities. Teacher A maintains that he had to some degree limited authority as well as resource mobilization part was lacking there in his old profession but he finds himself content with his new profession with high degree of authority and autonomy he has been enjoying there.

Similarly, regarding the opportunities at the new profession, Teacher B also puts forward his opinion in the narratives as provided below:

... Ok! The good opportunity is I have a good privilege, the position where I have been today is a matter of privilege to me and matter of privilege due to

the umm... that what to say, due to the legacy as well as due to the by love the institution are the first thing... and another thing is I'm well paid ... then the third thing is what I have new experience, so I'm dealing with some areas which were not the part of my life before. So, the new experiences, then the satisfactory pay scale and another thing is that sort of privilege we get as officer in the office. These are the three things as I take the good opportunities.

From the above extract of Teacher B's narration, we come to know that Teacher B has got a good privilege in his new job along with a good pay scale as well as he is enjoying the new experience of his new profession as an officer. Hence, these new opportunities in the new job act as the factor of teacher demotivation.

Likewise, Teacher D narrates his new opportunities of academic entrepreneurship as well as chances of doing more justice to the upliftment of private education as below:

.... So, everywhere there is mobility, there is mobility in the profession. All people wanna have upper social mobility, be at the case of social prestige, or be the case of financial status or be the case of social unique status everywhere, people have their own thoughts, own dream. I don't know more about others but to me, it's simple the dream that encouraged me to have, you know, voluntary exit from the university and concentrate myself on my own academic entrepreneurship because simply academics was not my area of concentration. My area of concentration was academic entrepreneurship and to boost up my own journey of academic entrepreneurship, I had voluntary retirement, in fact, in my case... I said it's my internal passion...to do more justice my own academic entrepreneurship, I had voluntary exit from the University, simply that.... I had my own vision, mission and goal in my life to do something and I thought that I could contribute to more to private education...

From the above excerpt taken from the narrative of Teacher C, we can get insight that Teacher C has seen the opportunity of taking the level of private education to a newer height as well as has an opportunity to be one of the renowned academic

entrepreneurs. Because of this, he was demotivated in his old profession of teaching on the university campus and ventured into the new profession.

Hence, the better and novel opportunities at the new profession, better payment scale, new experiences, access to new authority and power and chances for resource mobilization are the new opportunities that teachers can explore in their new profession. In this regard, Howes and Goodman-Delahunty (2015) argue that most of the attrited teachers stated that they left the jobs getting newer opportunities and these were new careers, further study, and travel, and these facilities were limited when they were teachers. In new careers, respondents reported feeling appreciated, using their skills, and doing rewarding work along with higher pay and more suitable working conditions. This theory is supported well by Maslow's Hierarchy of Needs Theory where people continuously thrive for the higher-level needs when their lower-level needs get fulfilled. And, as a result of which, teachers are motivated to grab these opportunities and at the same time are demotivated to continue their profession of teaching in university campus.

Chapter V

Conclusions and Implications

This chapter provides a summary of the findings drawn from my study based on the analysis and interpretation of the results. Similarly, the findings of the study have greatly helped me to draw conclusions. The conclusions of the study drawn from the findings have further assisted me to provide some recommendations at the policy and practice level based on my study.

Findings

The major concern of this study was to find out the major factors demotivating the university level English teachers and I traced out those factors via the lived experiences and stories of the teachers using narrative inquiry technique. There are ten major factors that demotivated teachers to continue their profession of teaching as presented in the 'Analysis and Interpretation of the Results' section, which provided me with the insight to derive the findings of my study as presented below:

1. One of the major factors that demotivates all English teachers to continue their profession of teaching in university campus is low payment scale. The teachers expressed their dissatisfaction with the amount of payment they have been receiving in comparison to the workload they are carrying on.
2. The disruptive behaviours of learners is another factor that demotivates the teachers teaching English in university campus. The disruptive behaviours of learners that occur time and again in university campuses such as – setting fire in the department and destroying books, are some of the events that demotivate the teachers to continue their profession of teaching English in university campuses.
3. Another reason English teachers teaching in university campus opt to give up their profession of teaching in the university campus is job insecurity. The teachers, particularly who belong to part-time faculties, tend to give up their profession as soon as they get new and more secure profession.
4. When the teachers teaching English in university campuses are deprived of adequate professional development programmes for their personal and

professional growth, they tend to leave their profession of teaching. Hence, lack of adequate professional development programmes also remains as one of the major factors that demotivates the teachers teaching English at university level.

5. Similarly, the other reason for the demotivation of English teachers at university level is unwanted political interference. The class disturbances owing to a conducive environment by political party student leaders as well as high degree of political interference regarding the selection, recruitment, and promotion of teachers greatly demotivates the teachers teaching English to continue their profession of teaching in university campuses.
6. The health hazard is another factor that demotivates English teachers to continue their profession of teaching in university campus. As teachers teaching in the university campus start feeling discomfort with their health, such as – pain in ligaments, they immediately think of shifting their profession of teaching in search of new profession.
7. The teachers tend to give up their profession of teaching owing to their personal hobbies and adventures of is the last but not the least finding of this study. Teachers like other human beings have their own dreams, goals, interests, vision and mission in their life. When teachers find that their personal hobbies, goals and adventures are different from the profession of teaching they are involved in, they greatly tend to abandon their profession of teaching.
8. The better and novel opportunities at the new profession including better payment scale, chances for new experiences, privilege to authority and power and chances for resource mobilization demotivate the English teachers to abandon their profession of teaching at university level and opt for new professions.

Conclusions

The findings of this study give insight regarding English university teacher demotivation in Nepal in general and in one of the universities of Kathmandu in particular. The study has revealed that there are certain factors responsible for developing demotivation among the teachers teaching English in the university

campus in Nepal and these factors ultimately make teachers leave their profession of teaching. The major factors behind teacher demotivation include low payment scale, disruptive behaviours of learners, job insecurity, lack of adequate professional development programmes, political interference, health hazards, personal hobbies and adventures as well as opportunities at the new job. These factors play a great role to demotivate the English university teachers to continue their profession of teaching in university campuses and as a result, the teachers are compelled to quit their profession of teaching.

The quality in teaching in particular and education in general can be assured only when there are highly motivated teachers involved in the field of teaching. The highly motivated teachers possess a great level of energy, enthusiasm, love towards their profession as well as commitment towards their profession which eventually brings positive result in teaching-learning field. Therefore, it is very essential for the government, administration and other concerned authorities to maintain the level of motivation among the teachers at the optimum level. However, demotivated teachers and quality of education have inverse relationship with one another. In contrast to teachers with full motivation, the demotivated teachers lack motivation, energy, enthusiasm as well as love and commitment towards their profession. As a result, the demotivated teachers cannot impart quality education and therefore, it is very essential to minimize the factors that play a role to demotivate teachers and boost the teachers' motivation in order to ensure the quality of education.

To sum up, there are certain factors that demotivate teachers and abstain the teachers to put the desired amount of energy, efforts, enthusiasm and dedication to their profession of teaching, which as a result degrades the quality of whole education system in general and in one of the university campuses of Kathmandu in particular. Therefore, it is very essential to sort out these factors of demotivation and address them well so that the quality of education can be ensured not only in the university campus in which this research is based on but throughout the entire education system in Nepal.

Recommendations

The findings and conclusions derived out of this study can be useful to great extent at various levels, viz. policy level, practice level and for further research as well. Hence, based on the findings and conclusions of this research, the following recommendations have been made that can be applicable at various levels as presented below:

Policy related. The major recommendations made owing to this study that can be applicable to the policy makers are as follows:

- i. One of the major reasons of teacher demotivation as shown by this study is low payment scale. Therefore, the government should reconsider the payment scale as well as other facilities, such as – bonus and allowance that teachers get so that academically and technically sound teachers can feel secure in their profession and continue their profession of teaching for a long duration.
- ii. The teachers belonging to part-time faculty and for temporary duration tend to shift their profession of teaching to other more secure professions. Therefore, the Ministry of Education (MoE), concerned service commission as well as the department should recruit and appoint teachers permanently as far as applicable.
- iii. Likewise, the Ministry of Education, concerned authorities, departments, governmental organizations (GOs), non-governmental organizations (NGOs), international non-governmental organizations (INGOs) as well as other concerned authorities should provide with adequate trainings and other professional development programmes so that the morale and motivation of the teachers can get boosted.
- iv. The teacher recruitment, selection, promotion as well as academic visits should be carried out on the basis of merits, not on the basis of political and other ideologies. Hence, the government, political parties and political leaders should be careful about this.
- v. Considering the potential health hazards of the teachers teaching at university level in particular and at the different educational institutions throughout the country in general, the government should establish a separate hospital dedicated to the teachers.

Practice related. The major recommendations made owing to this study that can be applicable to the ELT teachers, teacher educators, curriculum designers, textbook writers, department heads and other related ELT practitioners have been presented below:

- i. The university English teachers should enjoy the remuneration and other facilities they get considering the level of economy of the country.
- ii. The head of the department and other related authorities should manage different teacher professional development programmes for the growth and development of English teachers teaching in the university levels.
- iii. There should be no place for discrimination in universities and other educational institutions on the basis of political and other ideologies. A good rapport must be built among all the teachers, regardless of the differences of permanency and other political ideologies among the teachers in the university.
- iv. The sound code of conduct must be formulated and implemented to control the disruptive behaviours of the learners in the university.
- v. The head of the department and other university governing bodies should provide the teachers with adequate autonomy as well as opportunities to participate in research and other professional development programmes.
- vi. The teacher associations as well as other related faculty members should conduct awareness programs to develop a positive perception of people in society towards the teaching profession.

Further research related. No work is final itself and there is always a place for betterment for any work. Though this work has been carried out aiming to address the cry of teacher motivation in order to enhance the quality of the English education at the university level, I admit that there have been some limitations as well in this work. The research related topics that can be explored further by the prospective researchers that I came to know after carrying out this research are as follows:

- i. This study was limited to the university teachers of a university located in Kathmandu district who have now left their profession of teaching in University Campus. So, the research can be more interesting and productive if

the researcher would carry out the research based on the experiences of the ex-teachers from different universities all across Nepal.

- ii. Similarly, the research would be more productive if it can address the experiences of the ex-teachers from university, campus as well as school levels too.
- iii. Likewise, the researcher collected data from only four university ex-teachers. The research would be more valid and authentic if the number of participants can be increased.
- iv. This research does not give emphasis to why teachers choose the profession of teaching rather it only focuses on why they left the profession of teaching. So, prospective researchers can focus on this issue.
- v. In the similar vein, this research is based on the ex-teachers' experience regarding the factors that demotivated them to quit their profession of teaching. Therefore, another prospective area of research can be the factors that motivate the present teachers to carry out their profession of teaching.

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Appendices

Appendix – I

Teacher Narrative Guidelines

In respect to the objectives and research questions of the study, the following questions, that is teacher narratives interview guidelines have been prepared:

-) Teacher's brief introduction
-) Teacher's background
-) Teacher's entry into the profession
-) Teacher's selection of teaching as a job
-) Teacher's entry as a university teacher
-) Teacher's experience of teaching in a university
-) University environment and circumstances of job quitting
-) Factors demotivating as an EFL teacher in the university
-) Professional challenges and relation with stakeholders
-) Pushing factors of your old job
-) Better opportunities at your new job
-) Your roles to motivate the EFL university teachers if you were at the policy-making level
-) Your roles to motivate the EFL university teachers if you were the Head of the Department
-) Recent feeling
-) Thanking ex-EFL university teacher for his/her response

Appendix – II

Interview Transcripts

Interview with Teacher A

Interviewer : Good evening sir! Hello Sir, good evening.

Interviewee : Good evening, good evening.

Interviewer : I'm very grateful that you are providing me your valuable time as a part of my thesis. It's a teacher, English language teacher demotivation and its narrative inquiry and I would be very grateful if you provide me your short introduction.

Interviewee : Thank you so much for selecting me, one of the respondent or informant about your thesis. As you said to introduce myself, I'm Teacher A and currently I'm working as a technical officer at Centre for Education and Human Resource Development, Sanothimi, Bhaktapur. And before this, I was in education sector Marshyangdi, Seti College (pseudonym). So, I umm ... Before that I was in Nepal University, Faculty of English Education (pseudonym). I just, you know, I worked there, maybe one year. This is my brief introduction.

Interviewer : Thank you sir. Then sir, would you please provide me your brief introduction about your education background, sir?

Interviewee : Thank you so much. I, I have acquired Masters in Education, from Nepal University. And, so have, presented article, you know, in national, international and local level too. And, I have written some, you know, textbooks as well as research materials for, you know, teacher of secondary levels, teacher of lower secondary and primary too. This is about my educational background.

Interviewer : Sir, would you please kindly tell me, what motivated you to choose your profession as a teacher at earlier stage sir?

Interviewee : Exactly, there is not such, you know factor, or there is not such, you know, factor that determine to select me in service leading you know Assistant Lecturer at Nepal University but what happened is, in Nepal University, Faculty of English Education, I worked as Assistant Lecturer and I, you know, when I appeared in examination of Public Service Commission and I got selected there, and I thought, you know, this was permanent and that was temporary one. Of course, everybody knows that permanency is important one.

Interviewer : Of course, yes sir.

Interviewee : So, I changed my profession.

Interviewer : Sir, would you please put some light about the duration and your career in as a English teacher in Nepal University, sir.

Interviewee : I just spend near about ten months.

Interviewer : In which year, did you have your entry in Nepal University as a teacher?

Interviewer : I worked there, I think in 2067. In 2067, I started and in 2067, I changed my profession and I came in civil service.

Interviewer : Sir, would you ... I would be grateful if you could kindly share your experience of teaching in Nepal University, sir?

Interviewer : That was, you know, (laughs) very interesting because that is academic sector. Academic field, what happens is, we always learn something new, because that is the field where every time every moment, new and new, you know, academic field, academic ideas, we feel. This is you know very beautiful part of academic sector which I, you know, realize, which I born during my tenure.

Interviewer : Ok sir. Then, you really enjoy the teaching there, profession there and sharing there.

Interviewee : Sure, sure.

Interviewer : But, because of some factors as you have earlier told also, what are those circumstances and environment that made you quit the job of Nepal University, that reputed job, as we know sir, many teachers are approaching there, working hard, to be the teacher of Nepal University, you got the job there, but you discarded that, you resigned from the job. What are such circumstances that compelled you to leave the job there?

Interviewee : Yeah, very you know, very interesting question, you've asked. It is also difficult to give you satisfactory answer. Yeah, both sides, academic sector also and in civil service sector also, both are, you know, what we say potential area to explore ourselves, professionally. That you know, as you already said, you know, approaching or getting entry in Nepal University, is not a simple task, it is not a joke, it's very tough and difficult to get selected in Nepal University as lecturer or let's say, efficient lecturer. In the same way, you know, giving service in civil service is, this is also challenging one. Both sides, they are very challenging one but you know, the only thing which determined me to select, you know to change my profession, is only

the permanency. That was temporary and it was, exactly where I'm working is a permanent job. And, that was the main reason.

Interviewer : Sir, would you please share your some professional challenges as you encountered as an English teacher in Nepal University?

Interviewer : Really, there were many challenges in front of me at the time of teaching in Nepal University. For example, I was young and immature too because I was in the process of, you know, getting matured and actually, it was, you know, students from different parts of the country, they come, and you know, have different kind of expectations and learning experiences too. And addressing those intellectuals, you know, people from around the country is really challenging, intellectually challenging one. And without, you know rigorous study and hard preparation, you can understand in front of those intellectuals, we cannot contribute them about the content. So, regularly reading, researching and obtaining knowledge is really challenging one. That is what I find, you know, that was interesting also, you know, when we research, when we read, when we explore and exploit new idea and knowledge, that of course make feel ... and supported and in which professionally. That was also interesting.

Interviewer : Oh yes sir. This means workload and hard toil was also one of the pushing factors of your career as a English teacher there?

Interviewee : Sure, sure.

Interviewer : And, as you told that, would you please tell, what was your age when you were the teacher in English Education in Nepal University?

Interviewee : I think I was nearly 25 years old ...

Interviewer : 25 sir?

Interviewee : No, no 26. I think because in 27, you know, I shifted my profession.

Interviewer : That means that was pretty ...

Interviewee : One year, you know, I worked here. So, it might be 26 years old.

Interviewer : That was pretty young age sir. We are really proud of you. So, then will you please tell some other, some pushing factors of your job there as a teacher and what made you, other factors, what compelled you to leave that job, and try for the, venture for the new one, sir?

Interviewee : Yeah ... already I made some statements about it and some specific ones, you again asked, I want to share. We people are, you know, absurd. We always seek such never-ending satisfaction seekers. By nature, we human beings are, you

know, never-ending satisfaction seekers. We don't, you know, agree or satisfy ourselves that whatever we have at the present time. And, we people want a kind of recognition too, a kind of prestigious status as well as resources, responsibilities, authorities, power, you know, we want to live around it. So, of course, within the university, there was reading and researching culture and but there was a kind of power and recognition, you know, research resource mobilizing part was lacking there. When I came in civil service as an English trainer, I got the responsibilities with resources, that made me feel, you know, empowered myself. And that was the one of the ways of growing professionally too because when we change the role, when we change the situation, when we change the context, that new context automatically demands new roles. When we act new roles, automatically that gives a kind of new fresh idea and that will boost our profession. These are the some points which trigger me to change my earlier profession to the present.

Interviewer : That means from your experiences sir, from those experiences that you encounter, we can say that, the job as a teacher trainer has more authority, recognition and power than as a lecturer in Nepal University, right sir?

Interviewee : Yeah, to some extent you can understand in such a way that, that way also. But, how we have to understand is, this you know academic sector and civil sector as I already said, these are two different, distinct areas of human state. And in, you know, academic sector, always we talk about academic achievements, academic activities, academic interaction, academic give and take dialogue exchanges; but, in civil service, what is there is, of course, giving quality service to citizens and you know, empowering to the stakeholders, receivers, that has wider scope and we can, you know, explore our potentialities, you know utilize our mind in such a way that, we face such target groups where we can use our minds and we can empower them and we can you know develop them as a, you know, matured, experienced one, but in inverse case, we such, you know, nursing students or nursing candidates or potential candidates for the you know, fully developed human being, a kind of different, we see there, by nature if we see minutely.

Interviewer : Sir, as earlier you told, one of the reasons you shifted your profession is permanency in your job, sir and security, then if you were a permanent teacher in Nepal University, then do you think sir, would you have shifted your job as a teacher trainer or not?

Interviewee : (laughs) Oh yeah ... very innovative question you asked. So, you know this is just an imaginary extension. If I had such position in university, I might not have shifted my position too, my job too. But, you know, what we think is that, you know, permanency, security and power to mobilize the resources and having authority, having you know, wide public relation with a large population, you know, these are the things we get in civil service and we don't get this in university.

Interviewer : Ok, one question sir. What are the better opportunities as you have already some also, and what do you think there are more better opportunities that you have got in your new job?

Interviewee : Yeah, surely in my present job there are many possibilities that I can explore because I can check my roles in the present time also. Now, I'm in the, you know, ministry of science and technology and I get access to the administration part also. I can go to foreign affairs too, I can go to the home affairs too, and so, there are a lot of opportunities you can take in the civil service. It is, you know, wide-renowned area, quite scope we have ...

Interviewer : That means, there are a lot of opportunities and wide scope, yes sir?

Interviewee : Yeah Sure.

Interviewer : And, we are nearly at the end of interview sir. Then, I would ask you, if there were factors that compelled you to shift your job, to leave the job as an English teacher in Nepal University, then what roles sir, do you think, you would play to motivate EFL university teachers if you were at policy making level, sir?

Interviewee : Very very genuine, you know, question you raised because in the present time, in the academic sector what is missing is that studying and researching culture. This is what, you know, research gives a kind of internal strength to the researcher and ultimately that will be expanding to the nation's strength as a whole. Quality is main point. Quality, you know, gives the strength or the quality consolidates overall power, overall functions of any organization. So, if I were in policy making level, what I would do is I prioritize, I focus to the research. So, research is very important as I already said that. And, to promote research base activities, to enhance, you know, researching, searching, you know, collecting and selecting, utilizing and managing, these are the activities in present time, are lacking. So, university lecturer, university officer, university professors, what I have to do is they have huge responsibilities on their shoulders to hold the quality of education, quality of academic sector. So, to promote that, I would keep some incentives, you

know, some kind of provisions there. Umm ... when they, teachers, you know, research works, they would be benefitted or they would be provided a kind of incentives. So, other activities like, you know, daily teaching, going to university, coming back, giving feedback to the students, then supervisors giving feedback and you know, providing them opportunities to graduate, this is a normal process. Every academic institution does this. So, what is the main thing is quality and quality of academic sector; to hold this, you know, research skill, research power, research-related developing innovative mindset or goal mindset, this is important and I would these ideas from the policy level and if any kind of supportive environment, conducive environment, for that I would give emphasis.

Interviewer : That means, your focus will be on research and development, as well as innovation, yes sir?

Interviewee : Yes, yes.

Interviewer : Then, one more question sir. Then, what roles would you play to motivate other English teachers if you were the Head of the Department of English, sir?

Interviewee : Could you please clarify it?

Interviewer : I'm repeating the question, sir. Then, if you were as the Head of the Department, sir...

Interviewee : Sorry!

Interviewer : Suppose you are the Head of Department of English Education, then what roles would you play to motivate English teachers, there?

Interviewee : This is also, you know, very genuine curiosity that you have kept to me. There is not a single factor, there is not a single thing that motivates the lecturers, let's say to the teachers to do better. So, there are many things, many ways when we, you know, focus them, when we keep them in priority, and he would implement accordingly, that ultimately supports to achieve the intended or desired outcome. If I were there, what I would do is, I view every department activities from holistic perspective, not individual perspective. Holistic perspective, I mean, for example, providing research and sharing opportunities to the teachers can be one means, providing opportunities to attend, you know, international perspective from the department side, that would be another thing to promote, to motivate teachers. In the same way, providing some kind of, you know, incentives such as – when they do something better or when they do some, you know, innovative ideas, then we can

respect them publicly. When we publicly appreciate, when we publicly respect to the teachers, they would be motivated to do the better. In the same way, what I would do is if I were the Department Head, I would establish one innovation centre at the department, that innovation centre, you know, encourages to every lecturers, teachers, to do something innovatively, you know, innovation doesn't mean that we have to everything new. So, innovation means, there is the same thing in different way. So, because, there is one saying that say, innovation is, you know, 'ancient route – new journey'. Route is same, that is, by nature, every teacher, every lecturer teach in his/her own class regularly, this is, you know, as a general rule, by heredity everybody knows. But, innovation means doing same thing from different perspective. And, they should be recognized, they should be acknowledged from the department. So, how can we acknowledge, how can we recognize, this kind of innovative spirit form the teacher or lecturer is, establishing a kind of innovation centre there, and providing some fund also there, giving some fund in innovation centre, and getting aware to work to lecturer about the innovation centre and about the fund which is kept in the innovation centre. When any lecturer does some kind of new thing and explore something new, that should be praised, that should be rewarded, that should be encouraged. So, this kind of effort, of course, motivates lecturers to do better and go ahead.

Interviewer : Ok sir. Thank you very much sir. One last question sir, then what things or efforts do you think in your opinion, would help in enduring teaching as a profession in Nepal University. What would motivate teachers to endure their profession in Nepal University, sir?

Interviewee : About this, there is subjective perspective. From my perspective, to sustain lecturer or teacher in the university as a better-paid job, prestigious job, wide-recognized profession, first of all, we should have growth mindset. If we have growth mindset, or let's say innovative mindset, that automatically achieves this kind of feeling because university is, you know, very beautiful place, for academic encounter. In university, there will be praiseworthy, noteworthy efforts, academic encounter, academic expenses, academic successes and achievements. At first, we everybody should have progressive mindset, growth mindset, innovative mindset and future-embarking mindset. If we have that kind of mindset, we always go on exploring, exploiting, innovating some new-new ideas and university is better site, better place for such work. That is my perception or perspective.

Interviewer : Ok at the last, thank you very very much sir. I'm really grateful towards you. you provided me your valuable time. Thank you sir, thank you very much sir.

Interviewee : Thank you so much. You know, immediately you proposed me this kind of, you know, interview, and I agreed despite, you know, I was busy here, But, whether you got, you know, research inputs or not, I'm not sure.

Interviewer : I've definitely got them sir.

Interviewer : Yes sir. Thank you very much sir. I got what I required, what I needed. And, I hope this interview will further help to bring some improvements in Nepal University, sir. Thank you very much sir for your time, sir.

Interviewer : Thank you. I would like to welcome you too. If you have any kind of, you know, such efforts you need, you are requested to come also, I'm ready to support you.

Interviewer : Thank you sir.

Interview with Teacher B

Interviewer : Good Morning Sir! It's my great pleasure to talk to you. Sir, will you please give me your brief introduction?

Interviewee : Ok! Umm ... Thank you first of all. I'm glad to be a part of your research project and thank you for choosing me as one of your research participant. It's me Teacher B (pseudonym) and originally from Parbat (pseudonym) district. As a part of my profession, I have been teaching for 10 years and now I teach at the department of English Education, Nepal University and Kasthmandap Shiksha Campus and the Open and Distance Education Center, NU. Thank you!

Interviewer : Then, what's your new government job you are engaged in now?

Interviewee : Oh! Ok, though I have a long experience of teaching to the students from very primary to graduate and post-graduate level. Ahhh...these days I've been involving in a government job, that is I'm in the position of Administrative Officer of Nepal University. So, one is teaching the students and another is facilitating the students from the administrative part, though they are more or less similar. However the difference is in administrative part, my job is not to directly intervene the students rather helping them in number of administrative functions.

Interviewer : Sir, then what time do you allocate for the administrative work?

Interviewee : Oh, okIt's really interesting - it may be interesting to others as well. I spend right from 10 am to 5 pm in my new job in government sector, 10 to 5 which is the usual official time as well. On that very time, I engage in the administrative job and early in the morning and the evening, I help, I take classes to the students.

Interviewer : Ok sir, then will you please put some light on your teaching background, sir?

Interviewee : Ok ... Ah, yes, thank you. As you ask me to disclose my experiences of teaching, it has been nearly 11 years of my teaching career. I started my teacher profession in 2066 at a secondary level English teacher. I started my job when I was a student of M.Ed. second semester. In Tanahun (pseudonym) district, I was a school teacher and I was in, umm... the recruitment of secondary level teacher and I spent nearly 30 months over there. Then I started to teach the Masters degree level students at the department of English Education right from 2068 and onwards I have been teaching, umm...to those graduate and post-graduate level students at the department, Nepal University. So, the thing is, I have been experience of teaching grade 4, 5 and

6 students as well teaching of teenagers, especially +2 level students and teaching to the Masters level students. I have experience teaching to the students of different levels is rewarding though challenging to me.

Interviewer : Teaching from beginners to advance level students, yes sir? Then, what factors motivated to select this job or profession?

Interviewee : Ok, ah ... I guess it is really a difficult question to answer you here. There are many different factors and to be very brief, they are monetary and non-monetary factors influence in a teacher's job, especially many of the teachers, they give priority to monetary aspects, but in my experience, even non-monetary aspects also tend to influence a teacher in his career, especially the job-satisfaction is the great thing for me and if a teacher is fully satisfied on his working schedule, the institutional environment and other, then he will be really motivated to teach. And, second thing is the collegiality; I mean the good relationship with school leadership, then administrative body, colleague, and students. so, the relationship among the colleagues and stakeholders also determines the extent how, ah..., you know, ah... how a teacher will serve himself as a teacher of the professional or as a teacher of the volunteer. And, the third thing is the payment, of course, we also take decisions taking the payment criteria as well as pay scale. So, another influencing factor or let's say motivating factor is pay scale and the part of trainings or other professional development activities too; they also play vital role in teacher motivation, equally the other factors, for example the support from similar teachers, support from experts as well as support from school leadership and the family support, these things, they also work in background to motivate the teachers to grown in his/her profession.

Interviewer : Yes sir, then will you please put some light about your experience teaching in Nepal University, briefly sir.

Interviewee : Umm...Ok, in the part of my experience, I started my job as a part time faculty in the Department of Education. So those days – my beginning days were bitter days. I struggled for my identity, I struggled for class, even the situation was very disappointing. We hardly generated 5 or 6 thousand rupees in a month. We were paid just 127 rupees per period in the beginning days, I mean it was in 2068, nearly a decade ago. At those days, there was also the problem of giving identity as a teacher, I mean there was discrimination in between permanent faculties and part-time faculties. However, I struggled for a long, then I studied well and I supported my students by all efforts, then I could able to establish myself as a growing teacher, myself as a teacher

of enthusiasm. And then we got very few opportunities, very limited opportunities for our professional development – some sort of workshops, and symposiums were organized by the institutions as well as department and so on, and we could get chance to attend those seminars, workshops and had to learn something ourselves. And then, there was a project and this project was really a boost for us for professional development. We teachers, especially, we part time faculties, we got opportunities to carry out action research and finding as well as conducting those action research really helped to learn many different things. In a way, they helped us, those project helped us to be satisfied in a profession, in a sense that we can get a lot of opportunities though the paying scale is very nominal. Then, another one is people do many different things as related to the political scenario, as related to the students of some other faculties, we got opportunities to act, as like a full-time teacher though our positioning was of part-time faculty. These days I'm happy to be the part of the department. So, in my these 10+ years experiences the beginning days were really bitter. However, gradually we got an opportunity and we understand the geo-political situations as well as we learn so many things and these experiences help us to be satisfied, at any other cost. This is the thing.

Interviewer : Sir, how long did you, umm... taught as a full-time, what we say, non-permanent teacher in Nepal University, sir?

Interviewer : Ok. It has been eleven years, it has been nearly eleven years, to be a part time faculties, and still I'm struggling for my permanency at Nepal University, and let's see the days to come, and I'm very much hopeful that one day I'll get that opportunity. If not, I'm already a full time employee in an organization, that is also the university, Nepal Open University. So, let's see, it's the part of life and one day, it'll be permanent or your life is going on as it is.

Interviewer : Sir, then, you had a long history, about a decade, teaching in Nepal University but because of some reasons, you shifted your job as a government officer. There might be factors that motivated you or that made you to choose, that compelled you to choose the job. Then I'm talking about some factors, that I would ask for your honest answers, sir. Was a payment scale a factor for shifting your job?

Interviewee : Ok, yah... yah... exactly. It is quite hard to explain in the words because the pain is inside my heart, why I am choosing that administrative job though I was in teaching profession and I enjoyed it for a long. The first thing is as you said that kind of pay scale, so we have to sustain it any cost and to give a better life to our

family members. That's why, if you have very low pay scale and if you, each and every hour struggle for income and so on, that really makes hard days to you, and the situation was same to me. And, one of the reason is that payment scale or one of the reason is that economic aspect or income one. Then, another thing is, in our culture, the question of permanency is always in front. And my family, my friends and my other relatives, they often ask me, how long have you been in the permanent job, what is your position in your job, like this and that. And, this is very low, very tiny things but they meant a big thing in my life. And, I was seeking the permanency in my job, responding to those questions and looking to our culture, that is being permanent in a job is being permanent in life or having the quality of life in the future, or that's why, umm... in search of permanency, ah... security in a job, I selected that the administrative position.

Interviewer : That means, payment scale and job security are

Interviewee : Yah... yah... job security as well as security in life, because the question of permanency always strikes you... And another thing, third thing is some other aspects as like, the some political interference, some other things, for example, sometimes you may see unprecedented and unpredictable situation, that critical incidents in life, some of the critical incident also, they act as the pushing factors to quit a job and to start a new job. So, there might be some those unpredictable or critical incidents and in my life too, there were some critical incidents that also helped me to take that sort of decision ...

Interviewer : Sir, Will you please tell about your critical incidents in very brief?

Interviewee : Ok, sometimes, we may be humiliated with the behaviour of institution, leadership and so on. I heard, some leadership as well as some even comments from the teachers and those comments were quite harassing, and those harassing comments, they helped me to demoralize my confidence to be in a profession. So, when you lose the confidence, then you may seek for other alternatives, so similar kind of situation was with me, umm... I lose my confidence and I think it won't be, ah... it won't be quite a happier moment to me if I keep the things in the same way. That's why, I turned my way and I selected another position where I have been today.

Interviewer : Ok sir. Here are some other factors I would ah.... I would require ... I would like to have a brief answer about these factors. Then, the way the course materials are selected in Nepal University, had any influence in shifting of your job?

Interviewee : Ok, so, yah... it's one of the important factor to select a job and to give continuity in job and so on. So sometimes, the course materials which are not in our favour, some course materials may be really difficult and we may think that whether we will be able or not to satisfy our students, or we will be able to meet the curricular goals or not. Of course, they can be. But, in my life, those things, they didn't mean, but partly you might are true, and it is in case of some teachers.

Interviewer : Yes sir, what's the level of support from authorities and related bodies. Did that motivate you to shift the job...

Interviewee : Ok, Yes, the level of support is quite fluctuating. So, some days or for a couple of month or couple of years, they give support and sometimes they may be indifferent. The thing is the support I got from the leaders and I get from the administrative bodies or from my colleagues was quite fluctuating one, means I lack the continuous and ongoing support on that. Sometimes, I get good support and sometimes what happens behind the curtain, I don't know.

Interviewer : Yes sir! There are various factors behind the curtain, right sir?

Interviewee : Yeah.

Interviewer : Sir, then was teacher autonomy one of the factors that motivated you, to change the job, sir?

Interviewee : Of course, of course! I fully agree on you. Teacher autonomy, umm... motivates the teacher, umm ... to be quite decisive, and ah... to be, ah ... a continuous learner and teacher in his/her profession. If you get the opportunity to take decision in your curricular activities, then you will be really motivating and so on. And, the story of my own is the same one. If I get autonomy then I make my plan, I go through those plans and I make a sort of goals to be achieved. However, if autonomy is not given, then I have to work for others. And, if you really have to work for others, then you find yourself always satisfied.

Interviewer : Sir, many teachers, as you know that are suffering from health hazards. Do you have any particular health hazard that made you to shift the job, sir?

Interviewee : Oh, yeah, yeah, really I'm agreed with you. Some sort of health hazards have come in the life of teachers, for example, some teachers have the problem of throats, the problem of gasterotitis, and so on. I have a problem. So, I sometime feel pain on my legs. It is because of standing for a long to deliver the class. So, I have pain on my legs and it might be the back pain or pain on my ligaments and something else. Of course, I have been facing this sort of problems.

Interviewer : And, was students' disruptive behaviour any factor that disturbed you, from your particular experience point of view, sir?

Interviewee : Yeah, of course, of course, the students' behaviour plays very determining role to be sustainable for a long in teaching profession because students are one of the key elements of a teaching learning practice or instructional behavior. In my experience, I face sometime disruptive behaviors of my students and this demotivates my teaching profession. Most of the time my students are really cooperative and they hardly deny the things. However, there can be some cornerstone on that but more or less I get support from my students.

Interviewer : Sir, heavy workload and less holidays, did these factors, umm... demotivated your or umm... motivated you to choose the another job, sir? Heavy workload and less holidays?

Interviewee : Ok, yes, yes. Sometimes it happens. We feel really tired on our job and we have a pile of our works, for example, sending materials to the students, supervising thesis students, checking students' answer sheets and taking classes, and then preparing to delivering the classes, like this and that. Oh, so, in a life of a teacher and especially in a life of part time teacher, the troubles are really uncountable and I feel similar kind of trouble. Sometime, if I have heavy load of the work, then I compare them with the rate of income. And, I think if I would be in another job and I would spend these sorts of hours, then my life would be quite different. Of course, so the heavy workload is really demotivating to the teachers because the things to do, and they compare those things with benefits, they take by doing all those things. If we compare, and we find very little space to be satisfied with us.

Interviewer : Sir, then speaking about, what is your experience about professional development programs sir, that you encounter in Nepal University, sir?

Interviewee : Ok. Umm ... In case of Nepal University (pseudonym), I got very experience of professional activities ... Yes, you are talking about Nepal University?

Interviewer : Were they adequate or not from your point of view, sir?

Interviewee : Ok, yes, of course. They are not adequate. These days, the professional activities, they are growing one but in the past, there were very few, very few sharing, umm ... event of sharing and doing research and so on. However, these days you will get opportunities to carry out research project and the research division of Nepal University, SEDA, CERID, and these sorts of research organization, they grant some opportunities, they provide some financial supports to carry out the

research. Sometimes, they organize the sharing and interaction. Sometimes, even they organize training for the research, especially data analysis project, paper writing and workshop, etc. They are not adequate, however, the range of organizing such sort of events is growing these days. ... they are realizing the importance.

Interviewer : Yes Sir, in your experience, in your lifetime, have you experienced that where people have stated that teaching is a low status profession in comparison to other government job sir, like that? Did you have any experiences about that sir?

Interviewer : Ok, everything has its positive and negative aspects. And talking about positive aspect of teaching is really a beautiful job in the sense that you get opportunity to learn every day, you get opportunity to understand the society, understand the people, understand the ... yeah culture. However, in another way, teaching is really a terical. I... I ... used the word 'terical' in the sense that we get very less income, we have to face some political interfere and we are often blamed with the result of the students as well as the results of the institutions and so on. In some way, it is a quite harassment when we experience these bitter truths. However, teaching, in my, let's say experience, teaching is a precious job in comparing to others. But from the financial aspects, you are exactly true, it is not a job to give full satisfaction to the individuals who have been involved in that very profession.

Interviewer : Sir, then what about your experiences about your professional challenges and your relation with other stakeholders and, support and discrimination and bias that you encountered there, in the university?

Interviewee : Ok, of course, there are some challenges. The challenges are like managing time, yeah ... managing equal time for the family support, for students' support and for the classes. So, one of the challenges is related to time management and another challenge is related to one's professional development. For example, if you have some many workload, then you don't get opportunity to study well at your home, and that may adverse you affect in your professional strength, so the next thing is related to that nominee challenges and another one is challenges in receiving the newer identities, as might be teacher, it might be researcher, it might be the expert, and even the teacher should have the good leadership skills too the challenges to developing the identities, like researcher, teacher leader, teacher trainer as well as teacher mentor as well as the good facilitator, as well as supervisor to the students and so on. These are the challenges. Then, another challenges that I feel is related to the public. We pay our attention or spend our energize at public research articles and

to bring our things at the front. And, that is really a challenging job because of the workload, and because of the inner motivation or because of lacking those sort of ideas. And, the third thing is if we talk about challenges is that getting continuous support from the leadership and others, for example, let's say, if there is change in the positioning of leadership, and ultimately there will change in the behaviour or change in the relation, those we had been in the past. So that sort of establishing new relationship or giving continuity to equal sort of relationship among the students and the stakeholder is another challenges to the teacher because one year, year after year, we have to face the new authorities, we have to face the new students and there are some challenges.

Interviewer : Sir then will you please briefly explain about your better opportunities at your new government job sir, that...?

Interviewee : Ok, of course, of course. This is really hard question to answer you because I don't have long experience in that new job, I've just 11 months... however the bitter experience is I have to listen everything else from the others. So, I'm in such a position that I have to ask my junior officials to work regularly and I have to listen, I have to listen and hear the words from my seniors. So, it is, there is no freedom at all. If we talk about the teaching, then you take one class, then you can spend your time in library, in cafeteria, talking with others, you get opportunity to be guest lecturer, here and there and so on. But, in a job that is quite rigid and you have to sit on your chair, and I I, in my case I have to sit on my chair right from ten to five and I have so many responsibilities. I don't get even a single minute to think about my learning and so on. I have to stand every time managing this and these sort of activities.

Interviewer : Sir, now that will you please tell in brief about your good feelings, experiences or good opportunities that you have got in your new job, in your government job?

Interviewee : Ok! The good opportunity is I have a good privilege, the position where I have been today is a matter of privilege to me and matter of privilege due to the umm... that what to say, due to the legacy as well as due to the by love the institution are the first thing.. and another thing is I'm well paid ... then the third thing is what I have new experience, so I'm dealing with some areas which were not the part of my life before. So, the new experiences, then the satisfactory pay scale and another thing is that sort of privilege we get as officer in the office. These are the three things as I take the good opportunities.

Interviewer : Ok sir, now we are almost at the end of the interview. Then, I would like to ask you one or two more hypothetical questions sir, right sir? Then, what will be your role sir to endure teacher motivation if you were at policy making level?

Interviewee : Ok, if I were in that policy making level, then the very first thing is I would work is for the autonomy of the teachers, one thing. And the second thing, I would make some plan or policy for supporting teachers by large, supporting teachers with training activities, with research grant, with providing some fellowships or further study, and offering new courses of teacher professional development, these kind of things. And another thing is I would work for revising that sort of provisions demotivate the teacher as a part of monetary and non-monetary benefits. So, all those things should be taken into consideration. And, my hypothesis is like that, if I were in such a position then, I would be, so I would work as a like true friend of the teachers.

Interviewer : Then, what would be your role sir, to motivate and endure the motivation of university teachers if you were the Head of the Department, sir?

Interviewee : Ok, that's the thing, the good cooperation, then the continuous support and praising for the good things and the what, counseling teachers to do the things if there are some shortcomings, so from the side of the leadership, as the term you said the Department Head, if I umm could be the Head of the Department, then I could help teachers in a number of ways, for example, providing them opportunities as well granting them some days leave to work in a new platform or the coordinating, helping them at any other cost, and talking them with the higher level authorities in the way how to support teacher and so on. The Head of the Department should be good companion, coordinator, facilitator and as a guardian, so he/she must have the role of guardian.

Interviewer : You would also do the same if you

Interviewee : Yeah, yeah, if I got the opportunity, of course I would do that.

Interviewer : Ok sir. Sir, talking to you have always been a matter of pride and pleasure for me. Thank you, thank you very much for your beautiful cooperation, sir.

Interviewee : Thank you. My best wishes are always with you, so I-I would like to see the outcome of your research by the end, Ok?

Interviewer : Ok sir, I will try my best sir. Thank you, thank you very much sir.

Interviewer : Thank you, thank you. Go ahead.

Interview with Teacher C

Interviewer : Good evening sir! I'm very happy to meet you. Sir, would you please give me your brief introduction?

Interviewee : Brief introduction! Ok, you know like, I did my SLC from Morang (pseudonym), from a government school called Biratnagar High School, and then you know like, I came to Kathmandu to do my I. Sc. And then, I did my I. Sc. from Tri-Chandra Campus (pseudonym). And, then I thought that I was more interested in literature, so I left Science and I wanted to study English literature. So, I went to Sikkim (pseudonym) and I did my Bachelor from Saint Mary College (pseudonym). And then, from there I came back to Kathmandu again and I did my Masters there. And, immediately as I told you, completed my Masters, I also started teaching at Central Department of English. And then in 1994, I got fullback scholarship to go to US (pseudonym) and do my second Masters, so in English Literature, that I did from State University of New Jersey (pseudonym). And, in 1996, I got, you know, scholarship to do my PhD from Yellow University (pseudonym), which was completed in 2003. And, I came back and I continued with my job at Central Department of English, and then you know like in 2012 and 2013, I got another full back scholarship to do my post-doc. I did my post-doc from two different universities: New York University (pseudonym) and you see, Lincoln University (pseudonym). After retirement, you have already that 'Damadol' and 'Panchhi' (both pseudonyms), which are both novels. Apart from that, I also wrote a play called 'Aalooko Arkai Kheti' (pseudonym), that was also performed and I also actor in that play. But, some other plays, I have also done a few actor in a few play. I did 'Anyaya', 'Premika' and 'Samjhanako Sabiti' (all pseudonyms) at Mandela Natya Ghar (pseudonym). And then for Theater Village, I did 'San-naniko ko Mahabharat' and 'Aalooko Arko Kheti' (all pseudonyms) which I have written. 'San-naniko Mahabharat' was written by Sanjay Subedi (pseudonym) but I did the main role, lead role in that play also. And, apart from that you know 'Aadarshaka Kura' (pseudonym), the book on theory that I wrote.

Interview : Yes Sir. That means Teacher C is both the teacher also and an actor also, yes sir?

Interviewee : Yeah, I have done some acting.

Interviewer : And sir, will you please tell in briefly your entry in a teaching profession sir, as a teacher?

Interviewee : Teaching profession that happened in 1989. I was doing my Masters at that time, I was in the second year. And, it was very interesting in the sense that I submitted my thesis and somehow, you know like, the teachers there were convinced that I can teach at Masters Level. So, immediately after completing my masters, I started teaching at the Masters level itself. So, I've been teaching there, so I don't have experience of teaching at the Bachelors level or other level because I started my teaching at the Masters Level. So, it was quite strange in a sense that, you know like, I have just started teaching. Some of the students were, you know like, even older than me. And, if your want to look at the detail, there is a book called 'Aadarshaka Kura' that I wrote about cultural theories. Within that book, there is a chapter called 'Uttaraadhunikta'" and within that chapter, there is a sub-section called, I don't what it is called, 'Kasksha Kothama Uttar Aadhunikta', something like that. I talked about you know like my experience of teaching and in the Central Department of English, lot of that is already there if you look at that section, you'd find that.

Interviewee : Ok, I will go through that. And, then sir, one question, why do you think you choose the teaching profession?

Interviewee : Teaching profession is, you know like, I was studying English literature and you know like after I completed, one of the thing was my senior asked to teach me and at the time it was a big thing to me because I was a very young person just having completed my masters. And, to think that, you know, they had the say on me that I could teach at the Masters level, that itself was the great thing. But in any case like, you know, I always like to spend the time with young people and you know like as I said, when I started teaching I was very young and most of my students were of my age. Due to fun, I started spending time with them, teaching them and also learning from them because you can learn a lot from your students. So, yeah... yeah... it was really ... to see young minds grow, help them with the writing, help them with the reading, help them with the maturation of the ideas, all those things were very interesting to me.

Interviewer : Yes, that's very nice to hear from you sir, then, sir will you please explain in short about your teaching experience as the teacher in Nepal University?

Interviewee : Indeed the experience was like, you know, fun. For me, it was always fun. I started, like when I was studying, when I was the student myself, the overall attitude was like students are not encouraged to ask questions and you know like, teachers say something and students take down notes and they are just passive

consumers of ideas. I never liked that style of teaching, so I did it in different way, I always used to encourage my students to ask me questions even they disagree with me. I said, that's fine, you can disagree with me, just brain out your logics, so I ... loved to run my classes in a more and interact more upon interactive basis. And, you know, they also come up with their questions and sometimes it never been me because at Master's level, students are quite mature also. They've been reading, they've been thinking about issues, you know, you can learn new things from the classroom itself. And, I always felt like that as a teacher you don't have to, you shouldn't have pressure that you know everything. No one can know everything, no one can carry an encyclopedia in our mind. So, if students ask tough questions that you don't know, the best thing is just to say honestly that I don't know. It's okay to say you don't know. We can say that, I'm trying to learn and let you know, and if you learn it sooner than me, then you teach me, you know? That was my attitude with the students and I did the same thing when I was doing my PhD in US, I was also as part of the scholarship I received. I was also supposed to teach at Undergraduate Level and there the situation was very different, you know, it was very interactive and the students used to come and argue with you. But in Nepal, there is this attitude that, like if students argue with you, if they have different view, they are disrespecting their teachers. That's not They should be allowed to argue even if they come up with views, that is not able to discuss in the class. So, that was my model of teaching, I always ran very interactive manner.

Interviewer : That's very great of you, sir. Then, you left the job earlier than your time of retirement, right sir?

Interviewee : Yeah, yeah.

Interviewer : Then, what were the factors that demotivated you to continue the job, umm... for a certain, for your entire duration? What demotivated you to leave the job, sir?

Interviewee : Leave, you know, I thought that because I saw that, you know, I had already taught because I started teaching in 1989. And, I had already taught for 25 years, I thought that 25 of years is a long time, actually, that's like a quarter of century. I thought that I've done enough because life is short and there are other things also I wanted to do in my life, that was the main thing. And, another thing was my parents came and started living with me. And, you know like, my mother had

Alzheimer and my dad was in Morang. He also, both of them came, and started to live with us, in Kathmandu. I wanted to spend more time with the family also.

Interviewer : That means, there was limitation of time as a teacher, and you need to give a lot of time to your family too, yes sir?

Interviewee : Yes, that was the main thing, giving time to my family and I have thought that I have done enough of teaching. And, because I was also interested in other things, you know, like in plays, I write plays, I act in plays also, I'm also theater artist, so you know that takes, I also like to go to art shows also and write about art. And, I write literature also, that takes a lot of time. Other interests also I had. So, I thought, you know, it's good time for me to follow of those interests, and meanwhile after retiring, I developed the new interests, that is, bird watching. I like to go around and watching birds, trying to understand birds.

Interviewer : You have mentioned this in your novel 'Panchhi' too ...

Interviewee : And, my novel 'Panchhi' was also influenced by the birds, my experience with bird-watching. So, in general, to be in short, to say in short, you know, there were also other things that I wanted to do in my life. Second thing, I wanted to spend my time with family. Third thing, you know, I thought I have already done enough, 25 years of teaching is a lot. And, it doesn't mean that I have totally cut-off with my students and my students too, you know like, get in touch with me, and then you know if they want advise in their thesis or something with the books or ideas, discussion of ideas, I'm ready to do that.

Interviewer : Sir, then did you start, initiate any specific profession after leaving the job of teaching, there in Nepal University?

Interviewee : No, no. I have no any intention of following any other profession. I just want to spend my time with my family and you know like, lead a basically a kind of retired life. But also, when I feel like writing, there is no pressure but when I feel like writing, I write, travel a bit and do some bird-watching, and that takes, that itself takes a lot of time.

Interviewer : Yeah, I'm going to mention some factors, sir. Then, will you please tell in short, whether these factors affected you or motivated you to leave the job or not, yes sir?

Interviewee : Which factors?

Interviewer : Ok, then first of all, was a payment scale any factor for you, that made you to leave the job?

Interviewee : I mean I already told you, the factors were that I wanted to spend a time with family and I thought that I have already I taught for a long time. Other interests also I had to pursue. So those were the main factors.

Interviewee : Then, your autonomy also. Then, umm... there are less holidays as a teacher there in Nepal University, it might be also one factor.

Interviewee : I mean, holiday, I'm not really complaining about holidays because in teaching, you know like, used to go and teach at a certain time and come back, and that was not the fact, that was not the fact, no didn't complain about holidays

(laughs)

Interviewer : Did that students' disruptive behaviour, umm... had any impact sir, in your that leaving the job?

Interviewee : Say, say it again.

Interviewer : Students' disruptive behaviour ...

Interviewee : No, not really because, you know like, certain disruptive behaviour happened but that was much before, you know, there was this incident of putting like fire in the department and destroying the books, you know, that disturbed me a lot when that happened, but that was much before that. That was I think , you know, may be 2002 or something like that. But, when I was....

Interviewee : It was at the initial stage but not at the later stage, right sir?

Interviewee : Hmm ...?

Interviewee : It was at the initial stage, this factor, for example, students' disruptive behaviour that made some impact means had some influence on you at the earlier stage of your profession but not at the later stage.

Interviewee : I mean that particular incident I remember. Only that's the particular incident when the students destroyed the library and put the fire in the department that disturbed me a lot. But, that was one particular incident, I mean one particular incident. But, apart from that, you know like, personally I had very good relationship with my students. Some of the teachers are, I think, they have some conflicts with students. But in my entire teaching career, you know, I always had good relationship, they never disrespected me and they were very always very friendly with me. So, regarding students, I have no complain.

Interviewer : That's great sir. Sir, as you know that many of the teachers have health issues also to continue their profession, for example, many of them have throat

problem or like that, many other health problems. Did you have some sort of problems particularly?

Interviewee : No, no, I don't have any particular problems. As you age and all that you know, your body behaves differently, sometimes you have problem. That's quite natural, that comes at the start of the age, but I don't have any specific problems.

Interviewer : And, many of the teachers, sir, umm ... complaining that there are some sort of discrimination and bias among the staffs in Nepal University? Is that true or not in your sense?

Interviewee : There must be, you know, some kind of bias because there is bias and discrimination in the country as such. There is discrimination in terms of gender, in terms of, you know, economic class, there is in terms of caste, there is all over the country and NU is not outside of the country, it is the part of same society, it is also the part of same country. So, I think, you know, there would be discrimination also.

Interviewer : And, do you ...

Interviewee : But I didn't have to face those discriminations myself, for a variety of reasons because of, you know, first of all, I'm a male, so I didn't have to face the gender bias, right? Also, I come from the upper caste background that I didn't have to face bias. I'm also from the hill, upper caste background, and from the middle class also. I didn't face the biases that I might have to face, for example, let's say, if I was a woman or if I was from Madhesh or if I was from schedule, dalit community. If I was from those communities, I might have to face such biases.

Interviewee : Have you seen such sort of discrimination and bias, umm... among your colleagues sir, there in Nepal University?

Interviewer : I personally, I don't really remember, you know like facing those biases, but I'm sure that there must have been because the simple reason is that as I told you NU is not outside of the society. If there is discrimination in the society, there is bound to be discrimination in NU also.

Interviewer : Yes sir. Sir, then do you think such types of discrimination and bias demotivate teacher, sir?

Interviewee : If you are the receiving, and yes. As I said, you know, I didn't have to face the bias myself. But, if I was at the receiving, and if I was a woman or if I was a dalit facing discrimination, definitely, definitely, it would discourage.

Interviewer : Sir, then there are many people saying that, who view, in our society, teaching as a low status profession, sir? Then, have you encountered such issues, sir during your ...?

Interviewee : I have heard, of course, you know like, when I started teaching, many people told me also don't go in teaching profession, there is a lot of work and the pay is very little and to some extent that is true also. And because today there is decent area of commodity capitalism, where everything is measured in terms of money you make and all that. So sadly because of that even now people have this feeling that teaching is not a good profession and you should live up with other profession. For me, the teaching was the perfect profession, from me, it's a very noble profession. You are interacting with young minds, you are helping them grow. So, I think, you know, those are noble things to do, good things to do.

Interviewer : Sir, do you think that if you had some sort of motivation in your leaving this job, quitting this job early?

Interviewee : Say that again.

Interviewer : Do you think people during this teaching profession as a low status job motivated you in some way... right?

Interviewee : No, not at all. Because if that had motivated me I wouldn't have waited for 25 years to resign it, I would have resigned much before. Because I continued for 25 years despite the low payment and I continued, so I have no complaint regarding that.

Interviewer : Sir, then here is one last factor, is heavy workload one of the factor that made you to leave the job early, sir?

Interviewer : Heavy workload, not in terms, I mean, you know, that was a kind of minor thing. Yes, I think that was the kind of the thing that was affecting me also but that wasn't the major reason, you know. One of the thing was workload is increasing, yeah. Workload increased because when I was teaching in the Central Department of English, that might not be the case with other department, but in the Central Department, there were too many students. And, often they were like divided into four sections and the same teacher, I had to go with four different sections and deliver the same lesson, like a recorder. So that was not a good pleasant experience for me. And the thesis also, because there were so many students, senior teachers, they have to take so many theses and other research. So, that had increase the load of course, but as

I told you, that was there, for a number of years. That was not the reason I resign because if that was the reason, again I would have been resigned earlier.

Interviewer : But many people view that teachers have generally heavy workload than other some sort of jobs, right sir? And, this also demotivates teacher to continue their job. Many people have

Interviewee : It is possible because I have heard people say that it is possible that might demotivate some people...

Interviewee : Sir, then what are your new experiences, or the things that you are enjoying, umm ... after leaving the profession, sir?

Interviewee : After leaving the profession, as I already told you, I like to do reading and writing, of course, reading books, you know, sometime writing and you know like, spending time with family, enjoying bird-watching, travelling, those are things I like and I also get some theatre work after retiring, that was ... so you know, all those things keep me busy.

Interviewer : Yes sir, yes sir. Ok sir. Sir, then you know, many studies , many researchers have shown that teachers at present are being demotivated to continue their job sir, then what roles do you think you would play to motivate the English teachers, if you were at policy making level, sir?

Interviewee : At the policy making level, you know, like a, I would suggest that like because everything is become so technological these days, more towards, you know like a, for example, in during these days, online classes are practiced, right? I think they are gonna be part of our life. So, online teaching can be encouraged. And, department and university aspects should be more technological friendly and they should, lot of, you know like, software and a lot of, you know like, important research datafied, I mean the way you can download the books easily for research and all those things should be made easily available to the students. Because you know like, these days, when I was studying, we were totally limited to the books we had because, you know, these days internet is the biggest library, all kinds of materials you can get, but all the materials is not equally effective, some of them, you cannot trust all the data easily, so teachers should facilitate students, tell them which data basis to consult, from where to download the material and all those things should be made, you know like, available. The second thing what I would do is there should be more focus on research, our system is, you know like, focuses on mainly on teaching and for the teachers teaching itself and then the teachers will produce students, then the students

will become teachers, and then there will be more students, right? And, they will get degree and they will get job some days. And, that has been the overall approach. It is fine also because people study to get the job and job is also part of our life. But, NU, Kathmandu University (pseudonym) and other universities, you know, they are not the place to teach, but they are also the place to research and to produce new knowledge. So, you know like at policy making, I would pay more focus on research.

Interviewer : Ok sir, research and development. Ok sir then, here is one question, then what would be your roles if you were the Head of the Department, sir?

Interviewee : That is a hypothetical question, you know, like I had never been the Head of the Department. I coordinated M. Phil. programs for two years when it was first introduced at NU (pseudonym). So, my experience of administration comes from that. And, so I would, you know like, I would suggest the same thing as I did, then I was coordinating the Masters department. It is to encourage students to also like incorporate Nepal-related material in their research, because when I was coordinating the M. Phil., I introduced the course called Nepalese Studies, still there. And we used a lot of materials and there is Nepal, like source of culture, literature, art, theatre, etc, and I think those materials can be used because you know, if we study only Shakespeare and what's not these people, I mean that is fine also, Shakespeare is crucial, Wordsworth is crucial and we should be learning them, we learn new things about other culture but it is important to understand your own culture. So, I think I would like to encourage to read Nepal-related material.

Interviewer : Ok sir, at last, I would like to thank you very very much for your kind cooperation, sir. I'm very much grateful towards you, thank you, sir?

Interviewee : Welcome! Welcome!

Interview with Teacher D

Interviewer : Good evening sir and Namaskar! I'm Manoj Hamal and I'm very happy to have conversation with you? Sir, will you please give me your brief introduction?

Interviewee : I'm Teacher D previous teacher of Department of English Education. Ok...?

Interviewer : Ok sir. Then, will you please tell something about your background sir, educational background?

Interviewee : Ok, I completed my bachelor in English Education from Prithvi Multiple Campus, and masters in English Education from Department of English Education, Faculty of Education, Nepal University, that is from University Campus (pseudonym) and later I completed my Masters of Business Administration (MBA) in International Business from Abraham University, Singapore (pseudonym).

Interviewer : Ok sir, then will you please put some light on your entry in the profession of teaching, sir?

Interviewee : Excuse me!

Interviewer : Will you please put some light as your entry in the profession of teaching sir, as a teacher, how did you start... when did you start the job of teaching and how were you motivated to do that?

Interviewer : Yeah! I started my teaching career right after I completed my Masters. Its Masters level, first I started in Kathmandu University and later in Nepal University. And I enjoy teaching, I love to read the students, teaching my passion, yeah and it was a very wonderful entry in Nepal University as well.

Interviewer : Then, why did you select this profession of teaching, sir?

Interviewee : Because I love to be, ah ... I have interaction with the people, I love to share my ideas with the people and get ideas from others as well and at the same line of my pursuit of, you know, passion and my academic journey as well as my academic background is also, you know, from Education. May be my passion and my academic journey encourage me to go for teaching profession.

Interviewer : Yes sir, that's great sir. Sir, then will you please share your some experiences as a teacher in Nepal University.

Interviewee : Oh, in a very beautiful sentence, it ... wonderful. I enjoyed working with my seniors, my gurus and gurumas, so much afflation from them, actually in my life, I was a very youngster from 20 years to 25 years of age. And, it was really truly

learning process and it was, like inviting experiences for me and I do believe that teaching is not a mono-directional approach, it is a bi-directional, it is sharing the ideas, it's not inculcating the ideas, giving the ideas, giving the lectures, sharing with each other and sharing and getting lesson from each other, getting educated from each other, it was a wonderful experience for about 10 years or more there in Nepal University Campus?

Interviewer : Sir, then will you please tell some of the factors or some of the environments or circumstances that motivated you for the voluntary retirement before the actual retirement, sir from Nepal University?

Interviewee : Ah... in this regard, umm ... I don't wanna unfold more now, but I just say, people have their own dreams in their life. People have their own vision and maybe I did so, may be, to follow the same vision that I dreamt so people in their own life journey and to serve my journey, umm.... I had a voluntary retirement, I just wanna share this much.

Interviewer : Ok sir, then sir, there are some factors that motivate teachers to leave the job before their actual retirement period, sir. Then, here are some factors, sir. I'm going to mention them in very brief. Then, will you please tell them whether they affected you to or they motivated you to leave the job or not, yes sir?

Interviewee : No, it's not due to teachers are changing profession. People are going from here and there. Even if I left NU, I'm again in the teaching profession. So, everywhere there is mobility, there is mobility in the profession. All people wanna have upper social mobility, be at the case of social prestige, or be the case of financial status or be the case of social unique status everywhere, people have their own thoughts, own dream. I don't know more about others but to me, it's simple the dream that encouraged me to have, you know, voluntary exit from Nepal University and concentrate myself on my own academic entrepreneurship because simply academics was not my area of concentration. My area of concentration was academic entrepreneurship and to boost up my own journey of academic entrepreneurship, I had voluntary retirement, in fact, in my case.

Interviewer : That's great of you, sir. Sir, then now as far as I know, you work as an administrator too there in California College (pseudonym), yes sir?

Interviewee : Yes, I'm the principal and chief executive officer of California College, yes.

Interviewer : Sir, then what are some factors that motivated you, umm... to be committed to be administrator or entrepreneur in Texas College that you find more better than Nepal University?

Interviewee : No, I didn't comparison, I didn't have comparison. I said it's my internal passion. Some people, you know, I'm also in teaching but not cheating, ours in education, I'm in education but to do more justice my own academic entrepreneurship, I had voluntary exit from Nepal University, simply that. It's not comparison, that is, Texas is better than Nepal University or Nepal University is better than Texas, no. I didn't ever have comparison. And principally, I never compare one thing with another. Comparison is often with the flaws. People often, some people go from private education to government education, I had my own vision, mission and goal in my life to do something and I thought that I could contribute to more to private education. I not all others. So, I think myself I can contribute more to private education, so I ... had more concentration on sector.

Interviewer : Ok sir, then sir, what do you think sir, the things you are enjoying more in your new profession, sir now?

Interviewee : No, it's not new profession.

Interviewer : That means your ...

Interviewee : No, not at all, it's completely the same profession that I had in my blood – sovereign teaching profession. But, because of my responsibilities here, umm ...

Interviewer : Your responsibilities, yes ...

Interviewee : Because of my responsibility and topmost responsibility here is Texas, umm... I had to have more concentration and you know some people are still there in private education and government education, but I couldn't find myself comfortable in both positions, so simply for the reason of concentration and to achieve my vision, so I'm in fact, enjoyment, it's not like that. Oh TU! I had great, yeah, great joy with the TU people, with my seniors, really, in comparison, comparison. The experiences that I had have in TU cannot be compared with any others.

Interviewer : That's the thing, that's great. Sir, then I would like to, it may sound bitter sir but honestly speaking, was payment scale one of the factors that made you to leave the job of Nepal University and carry your job in California College?

Interviewee : To me, no. To me, no. It's not matter of, I don't take, it's my own college. So, it's not simply the matter of payment. So, Hamal jee, I already, you know, I already mentioned you, I don't want to unfold more, I want to be limited posing some boundary in giving the answers to these. But, I think, you are better understand what I said. I was not purely in teaching, I was not purely in academic, I was in academic entrepreneurship and to do more justice on that academic entrepreneurship, I have decided myself to have voluntary exit from NU and more concentration on that.

Interviewer : Yes, sir. One question sir, nowadays many researches, many studies have shown that teachers are being demotivated at university level sir, then, I'm asking you one hypothetical question sir ...

Interviewee : Please.

Interviewer : Then, what would be your roles to motivate those teachers sir, if you were at policy making level, sir?

Interviewee : Could you please repeat your question?

Interviewer : It's hypothetical question sir. Nowadays ...

Interviewee : Right.

Interviewer : Nowadays, many studies and researches have shown that teachers are being less motivated in teaching in University Level, sir. Then, what do you, from your experience point of view, what would you do to motivate those teachers if you were at policy making level, sir?

Interviewee : No, I didn't find any teachers demotivated. I found all the teachers quite motivating and in fact, more motivated than myself. So, I don't think so, university teachers highly qualified, highly motivating, so ... I'm unable to answer this question. All are very very motivated because teaching is their passion, in fact, people who follow their passion, often get motivated in their profession because profession and passion, if these two Ps are overlapping, often people get motivated. I believe, I don't think and I have not found any teachers in my teaching career demotivated from NU. Sometimes, one thing gets more priority than another for some people and to me because we often see the world as we are. So, I think because people have their own dream, people have their own goal in their life, people have their own horizon, so people have free to go or move into their journey they like. It simply matters but otherwise, university is bad, because of these challenges, because of this plot, people are demotivated in University teaching. No, I don't think so because for

only five or six teachers, there are hundreds aspirants, they are taking the exams, so this also, for example, five or six teachers, there will be hundreds of aspiring, you know, teachers fighting for four or five seats. It also shows that there are so many people who are motivated towards the university teachers and to be university teacher is also a matter of pleasure and pride as well, in the worldwide scenario as well. I think, I don't say, I'm the principal and I'm the, you know, CEO of California. Whenever I go to some other countries, I say, yes, I was previously the university teacher. So this is not the matter of, you know, something that we have to hide, this is the matter of pride. To be university teacher, it is a matter of pride. As I already said people have their own life goals. And, in my case, it's all, if you allow me to say, a very beautiful words in Nepali, 'Antarmanko Yatra'. It's my internal journey that encourages me to have more concentration on what I'm doing now. It's 'Antarmanko Yatra', Hamalji, it's 'Antarmanko Yatra'.

Interviewer : Yes sir, that's very great of you sir. Sir, then do you think that there are some things we can improve or government can improve, umm ... to better, umm ... to make the education system or to make the teachers teaching better in Nepal University or in other universities of Nepal, sir?

Interviewer : Mahatma Gandhi says, "There is always space for betterment." There is always space for betterment, maybe there is space for betterment as well as more research orientation, more value to the teachers, more autonomy to the teachers, maybe making, even the government or management of Nepal University, could contribute more to manage teacher-students relation more cordial and have more, you know, bonding relationship. Otherwise, you know, it's wonderful there. I see the environment is quite wonderful. I don't see there are so much of negative things. At the same time, I also do read Gandhi and Gandhi says space for betterment. So, of course, there can be space for betterment.

Interviewer : Ok. Sir, then another one, last hypothetical question sir ...

Interviewee : Please.

Interviewer : What would you do to make things better in Nepal University if you were Head of the Department of English Education?

Interviewee : I couldn't do more than what my respected people are doing there.

Interviewer : Yes, sir... then, something like that, in your feeling, I would do some sort of new things or like that

Interviewee : Yes, I'm doing, to explore some new things, so I choose the one less travelled by, two roads diverged in a yellow wood, I choose the one less travelled by.

Interviewer : William Wordsworth?

Interviewee : Yes!

Interviewer : Ok sir, then that means, umm... to leave, you did early voluntary retirement from Nepal University because of your own goals, own passion, yes sir? And ...

Interviewer : My, my own life also, it's not simply matter, means so I don't say that I'm very very special because all people are unique in their life. My one of the role model, Jack Ma, the CEO and executive officer of Alibaba says, "All models are different, all business models are unique". And because my life model is academic entrepreneurship, I'm here.

Interviewer : That means you have got good chance of academic entrepreneurship in Texas College, yes sir?

Interviewee : Not simply the matter of getting good, it's I created myself. So because, I often do not want to do something there in the set organizational set, you know, within the organizational framework, so I created myself with the team, and Nepal University, is already, you know, a set-up, very organized organization, very yeah, well organizational pattern, so in Texas, we establish again under my leadership, so much of big professors, you know, the experienced and the highly qualified professors of universities, they also join hands together with me, here, young teams also join hands with me, so California is doing very wonderful job here. So, I'm happy to be here in Texas but at the same time, whenever I'm in Texas, again I'm in NU because I've run so many academic programs in affiliation with Nepal University. So, in one way or another way, the rules, the patters, the ways are different but the essence is the same. Again, I'm the member of Nepal University. Why? Because I run so many programs in affiliation with Nepal University. In fact, Nepal University is our parental organization, whether I work, whether I was a student, or I teacher there, I run some academic programs in affiliation to NU. After all, Nepal University is our parental organization.

Interviewer : Ok sir, I'm very much grateful. I want to thank you very much sir, you cooperated with me.

Interviewer : Thank you so very much Manoj jee.

Follow-up Interview with Teacher D

Interviewer: Good morning sir. Nice to meet you time and again. You've already known about the topic of my thesis. And, I'm very glad to meet you again. As my thesis is based on narrative inquiry, it's a qualitative research and I would like to explore some factors that make teachers leave the job of universities of Nepal. Then, what do you think sir, is the present payment scale of university teachers satisfying in Nepal?

Interviewee: Yeah! Depending upon the work and the level given to the teachers, may not be, may not be, why because there are so many facilities to the corresponding public service commission recruitees, what we call under-secretary and joint-secretary and so on. In comparison to those people because it's purely the monthly salary teachers have to rely on, so may not be satisfactory. But at the same time, I say this is as per the level of the economy of the country, so I have nothing more to say about this.

Interviewer: And, do you think sir the way the course materials are selected demotivate the teachers?

Interviewee: Its mostly because curriculum development, though theoretically we say, the curriculum development is on the need analysis depending on the interaction with the stakeholders and teachers are the people who really practice and execute the courses and curriculum there in the classroom, so may be to the level the teachers have to be taken into consideration, so the university officials, especially development centre is not coordinating up to that level but they may have their own logic and they may have their own plan, so I can't say more than this.

Interviewer: Then, what do you think sir, what is the level of support from the authorities and related bodies to the teachers of universities in Nepal, sir?

Interviewee: Because I didn't execute any academic position there in university, for example head of the department or deputy head of the department, then my answer will not be valid, may not be valid...

Interviewer: But as you were teacher there

Interviewee: Yeah, regarding teacher my role was just to teach there, supervise the students, umm... regulate my classes and so for that, I didn't feel any sort of interference because on every point, our tendency, Nepalese tendency is, you know, to blame others, umm...this is our generally tendency but for your kind information, I

didn't have any sort of interference, that barred or obstacles to my teaching career. No authority has offered, you know, that sort of obstacles or demotivation to me.

Interviewer: That means you are happy with the level of support you got there. Ok then, what do you think about teacher's autonomy there sir, in universities?

Teacher's autonomy from the viewpoint of, you know, teaching learning process, how they... umm...because teacher autonomy is in continue, so how they deliver the courses, how they, you know, evaluate the students to their part, I didn't feel that there was much interference and there was less autonomy, but regarding the continuous development of the courses which is one of the core of semester system of modern curriculum, that is teachers have to give the feedback, depending on the feedback of the teachers, because the feedback, come from the real field and the experiences of the teachers, the overall perception of the teachers, teachers observations are really very very insightful for the curriculum development but for that process, the universities are very very weak.

Interviewer: Ok, thank you sir. Then, what do you think sir, are the professional development programmes adequate in universities of Nepal?

Interviewee: May not be. When we say adequate, then there is no space for betterment but universities doing, for example, regarding orientation, whenever they launch new curriculum, they go for different workshops, even in some courses, you know, they invite international professors as well, may not be adequate, but they are doing gradually.

Interviewer: What do you think about the number of holidays that teachers are getting, sir?

Interviewee: Umm... sufficient number of holidays, they are enjoying sufficient number of holidays.

Interviewer: Sir, what do you think of the security of the job of teachers, sir, there...

Interviewee: No, there is no insecurity of the job, they are more than secured, they are supposed to be more than secured there... even if some teachers do not teach, then no one is regulating, means teachers job security is up to the extreme level in comparison to others.

Interviewer: Ok, sir then, is students' disruptive behaviour one of the factors...

Interviewee: Very less, very less, nowadays...because we

Interviewer: That means the students are....

Interviewee: Because we must not sight some of the rare cases, everywhere there is a problem, but you know pointing out some of the students have disruptive behaviour, it doesn't mean that entire university environment is disrupted by the students' behaviour. And, even if you talk about students' politics, again it is degrading or it is going down, it's at low level, so I don't think, there is much disturbance but regarding one thing, for example, teacher selection, the ...umm...

Interviewer: Recruitment...

Interviewee: Yeah, teachers' recruitment, it's heard. I cannot validate my point, it's heard, overheard political partition is there, regarding the recruitment of the teachers, so if there were, I don't have much proof on that, but if there were, it is to be...

Interviewer: Are some students, which ones are politically motivated, sometimes, we often see they are hampering or disturbing classes, have you encountered such disturbances?

Interviewee: I didn't, I didn't... I have heard but I didn't encounter any, at least there are so many organizations, so many organizations have different programmes, leveling one parameter or another, for example, there are tens of welcome programmes, there are different, their political campaigns that give some level of hindrances to overall academic environment, no doubt, but regarding particular class, my class, it's not like that, it's total environment, total class hour, credit hour, whatever we call, so it's getting low, because of extensive level of politically motivated programmes, no doubt.

Interviewer: Sir, many teachers are suffering from health hazards, me, myself I have been teacher for ten years and I have suffered from throat problems, then have you encountered such kind of discomfort, sir, in your teaching career? Some might have encountered, for example, pain in ligament like that, have you encountered ... ?

Interviewee: No, I didn't, I didn't so far

Interviewer: That means your health supported well...

Interviewee: Yeah, may be my health condition is very very good and I always have two hours exercise and I can't comprise with that, I didn't feel any sort of, I don't know about others, but I didn't feel...

Interviewer: Ok. I'm happy for that. Sir, then do you think, have you encountered any sort of discrimination and bias sir, there?

Interviewee: To me, to me, no.

Interviewer: ... as a teacher, then have you seen, sir, there any.....

Interviewee: As I already said, some political bias, even for the international visit and so on, the partition of, you know political ideologies and the biasness on the selection process in the, you know, academic visit to, even also, you know, political partition, biasness is there even in the selection of the high level, high rank as well, so it can be that, but to me, I didn't I didn't feel much discrimination.

Interviewer: Sir, then, I have seen that many teachers' job in our society, it's given low social recognition in comparison to other government jobs, sir, for example, the jobs in bureaucracy. Then, have you encountered such kind of inferiority complex or have you seen other teachers or you yourself ...

Interviewer: No, I've been receiving so much of greetings and high level of namaskar even when I go to ministry and so on, offering namaskar from my students, there are, some are *upa-sachivs*, some are – so many *adhikrits* are there, offices are there, I have seen much high level of social status...I entertained, from my students side, I get high level of students, and the respect is not from the boss and employee perspective, it is from inner core...

Interviewer: Autonomous...

Interviewee: Autonomous, yeah, spontaneous, so I feel happy.

Interviewer: Sir, then what do you think about workload in the universities of Nepal for the teachers?

Interviewer: Regarding workload, it's average. By any means, it's not overload, may be under-loaded but...

Interviewer: In comparison to other job, sir, for example, same post in bureaucracy or in government offices, here you have adequate, for example, thesis, copy-checking, thesis supervising and guiding. What do you think sir, about the workload?

Interviewee: Regarding corresponding bureaucratic position, they have their own hurdles and so on, much tension because they are twenty-four hour Nepal government employees. Umm... I don't think the teachers are overloaded and umm...

Interviewer: That means, you were happy with the workload?

Interviewee: Yeah.

Interviewer: Ok, then, thank you very much sir.

Interviewee: Thank you.