Secondary Level English Language Teachers' Motivation for Professional Development

A thesis submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted by

Sajita Khadka

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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Recommendation for acceptance

This is to certify that **Mrs. Sajita Khadka** has prepared the thesis entitled **Secondary Level English Language Teachers' Motivation for Professional Development** under my guidance and supervision**.**

I recommend this thesis for acceptance.

Date: 14/11/2022

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Evaluation and approval

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Dedication

Dedicated to

My parents who brought me in this world and devoted their entire life to make me what I am today and whose blessing is with me forever.

Declaration

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

Date: 14/11/2022   .………………….

Sajita Khadka

Acknowledgements

First and foremost, I would like to take this opportunity to express my humble gratitude to my thesis supervisor**, Mr. Khem Raj Joshi, Teaching Assistant,** Department of English Education, for his proper guidance, constant supervision and constructive feedback to shape the research work in this frame. He was always there with his constant support and inspiration during the whole time. Without his constructive feedback and guidance, I could not have created such a piece of work.

Likewise, I would like to express my humble gratitude to **Dr. Gopal Prasad Pandey**, **Reader and Head**, Department of English Education and **Dr**. **Madhu Neupane**, **Assistant Professor**, Department of English Education for their insightful comments during the viva of proposal. Similarly, I would like to express my sincere gratitude to the external supervisor **Dr. Chandreshwar Mishra, Professor,** Department of English Education for his suggestions, insightful feedback and encouragement during the viva of this thesis. Moreover, I am equally thankful to **University Grants commission** for financial support and encouragement to complete my thesis.

I am also indebted to all my respected Gurus and Gurumas of Department of English Education who taught and encouraged me to keep on my work. The participant teachers of this study also deserve my special thanks for their time and mutual collaboration. I am also grateful to **Ms. Madhavi Khanal,** administrative staffs at Department of English Education, T.U., Kirtipur for her kind cooperation and administrative work. Finally, my deeper gratitude goes to my friends who always remain more than my friends in supporting and encouraging me to do this work.

Sajita Khadka

Abstract

This study is entitled as Secondary Level English Language Teachers' Motivation for Professional Development**.** It aimed to explore English language teachers' motivation for professional development in the institutional schools and identify the challenges for professional development in the institutional schools. I used qualitative method adopting a narrative inquiry design to carry out the study. The population of the study included all the secondary level English language teachers of the institutional schools of Kathmandu district and four teachers were selected as the sample for the study by using non-random purposive sampling. Required data was elicited conducting an open-ended in-depth interview. The data were analyzed by using thematic approach. From the data analyzed, it was found that some English teachers were motivated for professional development as their institution supports them to be involved in different professional development activities such as teacher training, conference, seminar, workshops, action research, and so on but some of the teachers were not motivated because they were not sent to be involved in professional development activities though they were interested, school does not support them and administration just want them to teach and be regular in the school as well as they pay from their own pocket to be involved in trainings. Different sub-themes were generated to get the results about teacher motivation for professional development such as opportunities to participate in professional development activities, relationship between teacher motivation and teacher professional development, teacher motivation and TPD during Covid-19, teachers' job satisfaction, demotivating factors and also identified the challenges like lack of explicit policy and guidelines for teacher professional development, limited knowledge among teachers, predominance of traditional approach, lack of robust policy and strategic plans and so on.

This thesis consists of five chapters. The first introduction chapter consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter deals with the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methodology of the study which covers design and method of the study, population, sample and sampling strategy,

research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Similarly, the fourth chapter includes results and discussion. Finally, the fifth chapter incorporates conclusion and recommendations of this research.

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Lists of Abbreviation

TM	Teacher Motivation
TPD	Teacher professional development
CPD	Continuous Professional development
PD	Professional Development
SDT	Self-determination theory

Chapter I

Introduction

The presented study is entitled as **Secondary Level English Language Teachers' Motivation for Professional Development.**This chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

Background of the Study

Teacher motivation and professional development have become part and parcel for conducting teaching and learning activities in the classroom effectively because good teachers or good professionals who are motivated can become the best trainer in preparing students for the changing and challenging world by ensuring the quality education. Recent studies have found that teacher motivation and professional development have become more interesting area for the researchers because it has drawn the attention of everyone as it is significant area to be studied in the field of English language teaching e.g. (Gemeda &Tynjälä, 2015;Alipour, 2018). Badreldin (2019) defines motivation as "A willingness to expend energy to achieve a goal or reward. It is a force that activates dormant energies and sets in motion the action of the people". Moreover, motivation can be taken as an inner feeling which energizes a person to work more or it is a desire of a person which encourages him/her for doing a particular work.

Similarly, teachers' motivation is something that pushes teachers to teach the students by conducting different activities for fruitful learning which is related to teacher education. In this regard, Phyak et al. (2017) define teacher motivation as teachers' attraction towards teaching profession and their long-term concentration and commitment in the profession. In another words, what we can say is that motivation plays key role for teacher professional development. In both public and private schools, teachers need to be motivated for their better career and to develop their professionalism. Teacher is a source of motivation for the students to take them in the right path. A motivated teacher can motivate the students for generating new ideas in meaningful ways. Conversely, teachers who are not motivated to teach or not satisfied with their career can impact negatively on

student learning and achievement. It means that demotivated teacher cannot motivate the students to learn and produce only low-quality students who may face problem of unemployment in future. But teachers with motivation and high dedication motivate students to learn and produce high quality students who can fit in any profession. Teacher motivation is crucial thing which is closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfillment and well-being.

Similarly, professionally developed teachers can teach the students better than others who are not professionally developed. Thus, teacher professional development is of prime importance to increase the quality of education (Desimone, 2009; as cited in Afshar &Ghasemi, 2020). Likewise, professional development is a long-term continuous process in which teachers learn to improve their skills and professional competencies to meet students' needs. Similarly, professional development here refers to all types of professional learning undertaken by in-service English language teachers beyond the point of initial formal teacher preparation. These professional development activities can be formal such as seminars, workshops, professional training courses, and professional meetings or informal activities such as reading, self-learning, or informal discussions amongst teachers about their teaching technique (Hoang, 2020). Especially in countries like Nepal, where teachers are the major source of knowledge, skills and dispositions for students what teachers practice in the classroom matters. However, teachers in Nepal are not aware about their personal and professional lives because of different demotivating factors e.g., parents, students, low salary, lack of respect in the schools, lack of passion in teaching, political reason, administration, lack of training, public criticism, rewarding the non-performers, lack of appreciation and working conditions (Han &Mahzoun, 2018).

Moreover, teachers are facing several challenges, struggles and dilemmas throughout their academic and professional lives because of several reasons e.g. (Tynjälä& Heikkinen, 2011) found the reasons like threat of unemployment, inadequate knowledge and skills, decreased self-efficacy and increased stress, testing pressures, lack of administrative support, lack of up-to-date resources, lack of parental involvement, and the difficulty of balancing their teaching responsibilities and their personal lives. For

minimizing the challenges and problems of TPD, Bharati and Chalise (2017) state that improving teacher's knowledge and performance regarding teaching, teaching them what to do in classroom, providing them long-term training programs, working for their job security and helping them to develop economically are necessary for teachers' professional development. Motivation and teacher professional development improves numerous classroom problems especially motivation of the students, feedback, student learning outcomes and develops communication skills as well. To remain competitive and productive in today's knowledge-based world, teachers are constantly required to be motivated, trained, and updated with their professional knowledge.

In ELT classroom, professional development capacitatesteachers by enhancing their knowledge and skills, and enhanced knowledge and skills will lead to improvement in classroom practice, and improved classroom practice in turn will improve student achievement and learning. Professional development is necessary for teachers to be efficient at content knowledge and pedagogical knowledge. More specifically, "teacher development is the professional growth, a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically" (Glatthorn, 1995, p. 41). Professional development of the teachers leads them feeling capable, competent, and creative. Therefore, teachers' motivation and teachers' professional development are necessary aspects for enriching and developing teachers' performance, knowledge and skills to get better results in teaching and learning activities.

To wrap up, I noticed that one of the challenges to teacher professional development is motivation because until and unless teachers are motivated, they cannot motivate students to learn and cannot push them to be involved in professional development activities. Those teachers who are not motivated they cannot make any positive impact on students learning and may never involve in professional development activity even if they get opportunity. Quality of good education depends on quality of good teachers which is only possible through teachers' dedication towards their work and professional development. As a whole, education system and students' future lies in teacher's hand, the teachers have to keep them up-to-date, upgrade their knowledge and teaching skills so that they can fit in current education system and meet the expectation

of the students. For making teaching learning activities more fruitful, teachers have to present in different professional development programs which support teachers to be motivated in their teaching,i.e., conference, teacher training, seminar, workshop, group work, group support and so on. So, it is necessary to motivate teachers towards their profession because teachers can change entire education system of the nation. Therefore, by examining the previous studies, I hope this research study could provide the voice to English language teachers to examine the motivation of institutional teachers for professional development as well as to explore challenges of teacher professional development.

Statement of the Problem

Teachers' motivation and professional development have become significant areas for research and several researches are being carried out day to day. I, therefore, selected this topic as my research study as it has become the global issue for the teachers who are teaching as an in-service teacher whether they are being motivated to teach as a skilled professional or not. In the case of Nepal, what I found is most of the studies were carried out in public schools only i.e. (Pant, 2018; Khanal, 2018). In the context of Nepal, a school runs in two modes as community and institutional schools. That was what kept onmy interest inthis topic to fulfill the inadequacies of above-mentioned research work as none of the research has focused on institutional school's teachers' motivation for professional development, even though motivation and professional development are equally contributing factors for teachers of both schools to improve quality in education and bring desirable teaching and learning outcomes. Moreover, teachers play a vital role in ensuring high quality of education for all. Numerous research studies have indicated that the quality of an educational system cannot outperform the quality of its teachers (Harris & Jones, 2010).

From the studies, I came to know the necessity of carrying out this research on teachers' motivation in institutional schools for professional development. That's why this study explored the English language teachers' motivation in institutional schools for professional development and the challenges to teacher professional development of institutional schools. While working in the schools, how teachers of institutional schools

are being motivated for professional development? And what kind of challenges or problems they face to continue their professional development in institutional schools? However, Mark (2015) states that lack of motivation among teachers has manifested in teacher unwillingness to participate training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues. But teacher motivation is a major determinant of professional development because a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. Therefore, more specifically, I chose this particular topic, Secondary level English language teachers' motivation in institutional schools for professional development.

Objectives of the Study

This study had following objectives:

i. To explore the English language teachers' motivation for professional development in the institutional schools.
ii. To identify the challenges of teacher professional development in the institutional schools.

Research Questions

To identify the exact situation of the problem, the research study addressed the following questions:

i. How is the English language teachers' motivation for professional development in institutional schools?
ii. What are the challenges of teacher professional development in institutional schools?

Rationale of the Study

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment; this is why raising the motivation and status of teachers as well as retaining high quality teachers play vital role to improve overall education conditions. In the context of Nepal, teacher training is useful way of assisting teachers for their professional development. Schools in Nepal are running into two modes they are private and public. So, it is very important area to study as it aims to examine teacher motivation in institutional schools and explore the challenges to teacher professional development. It will be significant to the researchers and the perspective people to know the condition and the motivation level of institutional school's teachers. Similarly, this study will be significant to the policy makers, educational leaders and the higher authorities in order to make new policy regarding professional development programs in institutional schools and conduct different professional development activities depending upon teacher's necessity in institutional and public schools equally. In the same way, teachers' motivation and teacher professional development have become crucial area for study as many researches are still being carried out in this area and therefore, it also motivated me to study on this area. Similarly, I chose this area as it could make the teachers aware to understand the importance of teacher professional development. Lastly, this study will be beneficial to the future researcher who is interested to do research in this particular field.

Delimitations of the Study

Delimitation narrows down the study to make it more manageable and relevant to what we are trying to prove. Delimitation is necessary to set a goal so that the research does not become too large to complete. It is difficult to cover large area in this kind of research because of limited time, money and resources. In the same way the research will have following delimitations.

i. This study was limited to English language teachers' motivation for professional development in institutional schools and the challenges of teacher professional development in institutional schools.

ii. This study was limited to four Secondary level English teachers' teaching in institutional schools of Kathmandu valley.

iii. Qualitative method was used in this research study.

iv. The design of the study was narrative inquiry.

v. Non-random purposive sampling strategy was used for sample from representative population.

vi. The main tool for data collection was open ended in-depth interview. Finally, I analyzed the collected data descriptively and thematically.

Operational Definition of the Key Terms

In this study, the following terms have been used as the key terms with the given specific meanings:

Teacher Motivation: In the research, teacher motivation refers to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students.

Teacher professional development: Teachers' professional development concerns with the growth and development of teachers in their professional roles so that they can perform at their best.

Institutional school: Institutional school is a school funded, conducted and maintained by a particular person, shareholder or institution in which parents have to pay for their children to go there rather than by government.

Secondary school:A secondary school describes an institution that provides secondary education to the students of grade 9-12 or age of 13 to 16 in both schools institutional and governmental.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of detailed review of study and their implications in study. In regard to this study, several researches have been carried out. This chapter provides information of previous research works and other related literature including theoretical and empirical literatures on teacher motivation and professional development. Moreover, we can have number of books, articles on Teacher motivation for professional development which are theoretical part of the study. It also helps to find out research gap of certain research studies. In this section of study, related review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework will be included.

Review of Related Theoretical Literature

This sub-chapter deals with the different theoretical practices related to the title 'Secondary Level English Language Teachers' Motivation in Institutional Schools for Professional Development'. The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this section, I will discuss on defining teacher motivation, types of motivation, theories of teacher motivation, factors influencing teacher motivation, importance of teacher motivation, teacher motivation for professional development, defining teacher professional development, activities for teachers' professional development, importance of teacher professional development and challenges to teacher professional development.

Defining Teacher Motivation. Motivation has been generally viewed as energy or drive that moves people to do something by nature. In this regard, motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer, 2007, p. 98). Motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is a 'sustained physical and intellectual effort', so that the person can achieve some 'previously set goals' (Williams and Burden, 1997; as

cited in Harmer 2008). Similarly, (Alhassan, 2020) defines motivation as way of injecting an individual with will to take decisions and actions in order to achieve a desired goal. Similarly, Nawazand and Yasin (2015) say that motivation includes a set of internal as well as external forces that activate the speed of doing any task until aim is achieved. In another words, motivation can be taken as a positive energy which pushes someone to do great things in life. In the field of education, motivation plays a significant role in attaining the overall educational aims and objectives. In the similar vein, talking about teacher motivation, it is connected to teachers' desires to achieve goals in order to succeed at their job. Teacher needs to be motivated in order to motivate the students and for the improvement of educational reforms. It means teacher's motivation is tool for effective teaching to produce fruitful learning outcomes no matter whether it is public or private school. Motivated teacher can be productive for creating good environment in teaching and learning. In other words, (Alhassan, 2020) views that motivated teachers always look for better ways to do their teaching job as a result, they are more productive. Therefore, the motivated teachers devote themselves to give their best to yield better results in teaching and learning.

In the same way, teacher motivation is a general term which is applied to the entire class to derive desires, needs, wishes and forces to initiate the teachers, in order to induce them to act academically in a productive manner. Salifu (2014) adds that teacher's motivation influences teachers' decision to participate or not in the professional development. In this way, what can be said is that teachers' motivation is essential contributing factor for developing professionalism of teachers and bringing quality education. Furthermore, teacher's motivation is one of the biggest contributors in maximizing teacher's performance (Gyimah, 2020). Moreover, Teacher motivation is termed as one of the most important factors for student learning outcomes. Moreover, it is viewed that students learn more with highly dedicated and motivated teachers whereas de-motivated teachers can do little to influence their students positively and support them to develop the necessary capabilities and dispositions to lift themselves out of poverty. Therefore, a motivated teacher can be a great changing agent who can bring change in students' achievement, own professional life and whole education system.

Importance of Teacher Motivation. Teachers are the core employees of educational institution who plays an important role in the institution's success and in creating and promoting its good will among students and academia (Gyimah, 2020). Therefore, teachers' motivation is an imperative and inevitable objective for any institution in managing educational programs. First of all, teacher motivation is important as it affects students' motivation and achievement. In other words, teacher motivation is equally important for both teachers and students to create conducive environment for producing desirable teaching learning outcomes. Motivated teachers influence the students positively and create such type of environment where students get motivated to learn even in challenging situations. Teacher motivation also can influence students' belief and attitude (Christopher, 2012), it means that sometimes, teacher motivation helps creating positive attitudes and beliefs among students. Similarly, teacher motivation is important for educational reform as they are constantly looking for ways to improve their practice and because they are more likely to put the necessary effort into implementing change.

Furthermore, teachers' motivation increases teaching and learning interest among teachers and students. Thirdly, teacher motivation is important for ensuring quality education. A nation's strength depends on the high quality of education and relies on qualified and motivated ethical teachers. Teachers are the most important for any nation's future however, without adequate support will not be motivated although they are highly qualified. If a teacher is experienced or motivated a language classroom becomes more interesting for bringing supportive resources and facilities for teaching and learning, a teacher tends to participate in each and every program for developing life-long skills to make teaching learning activities more fruitful. This shows that teacher motivation plays an important role in the success and performance of an educational system and responsible for increasing overall productivity of institution.

Types of Motivation. Motivation is a source of encouragement for teacher and students to teach and learn something effectively. In this way, some are motivated internally and some are externally, so on the basis of different factors which motivate an individual can be divided into two types, intrinsic and extrinsic motivation.

Intrinsic Motivation. It refers to motivation that comes from within rather than any external rewards such as money or grades. It refers to the where individual do the task because they find it interesting, satisfying and enjoyable. Intrinsic motivation is defined as the performance of an activity for its inherent satisfactions rather than for some separable outcome, reflecting the natural disposition in humans to assimilate and learn (Ryan &Deci, 2000, p. 54-56. It means a person who is motivated intrinsically he/she finds himself interested in doing something and they are engaged for their own sake, not for other people. They act for themselves because of their own internal will or wish for doing something great in life rather than because of external prods, pressures, or rewards. Motivation theorists have generally described intrinsic motivation factors as meeting higher-level needs with a common understanding that humans are driven by a more emotional and personal reward (Ryan & Deci, 2002). Moreover, what can be said is that internally motivated person can achieve higher ambition because they do from the heart rather than because of external forces, in this kind of motivation can lead a person towards great success and achievement. They view activity as an opportunity to grow and learn new skills.

Extrinsic Motivation. It refers to doing something not because you enjoy it but you want to earn reward or avoid punishment. Unlike some perspectives that view extrinsically motivated behavior as invariantly non-autonomous, SDT proposes that extrinsic motivation can vary greatly in the degree to which it is autonomous for example an employee may perform a task because of fear of being punished or fired, or the employee can perform an activity because this activity will lead to a promotion, bonus, or raise in the future (Ryan & Deci, 2002). It originates from outside the individual not from within them. External rewards in this kind of motivation are all physical or materialistic. Many of the rewards are physical in nature some of them can also be psychological. Some of the examples of extrinsic motivation are salary, bonuses, promotions, job security, benefits, flexible hours and so on. In another words, externally motivated teachers just work until they are in job or get money as rewards, after that they lose their interest towards teaching and learning.

Theories related to motivation. Motivation theories have great impact on an individual life. There are different theories of motivation which are connected to teachers' motivation. Those theories are Maslow's hierarchy of needs and Herzberg-two factor theory.

*Maslow's Hierarchy of Needs.*This is the earliest and most widely known theory of motivation, developed by Abraham Maslow (1943) in the 1940s and 1950s.Abraham Maslow was an American psychologist who studied and applied humanistic approach. He first introduced his concept of a hierarchy of needs in his paper "A theory of human motivation in his subsequent book "Motivation and personality". He assumed that every human being has needs, the forces that drive him or her to act, and these needs can be arranged in hierarchy. Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. The basis of Maslow's theory is that human beings are motivated by unsatisfied needs, and that certain lower needs to be satisfied before higher needs can be satisfied. This theory condenses needs into five basic categories. Maslow ordered these needs in his hierarchy, beginning with the basic psychological needs and continuing through safety, belonging and love, esteem and self-actualization. In his theory, the lowest unsatisfied need becomes the dominant, or the most powerful and significant need. The most dominant need activates an individual to act to fulfill it. Satisfied needs do not motivate. Individual pursues to seek a higher need when lower needs are fulfilled. Maslow hierarchy of needs is of two types they are called deficiency needs and growth needs. Deficiency needs contains the most fundamental and basic level of pyramid: Physiological needs, safety or security needs, love and belonging and self-esteem. These needs arise due to deprivation. Another growth needs refer to desire to grow as a person. It contains highest level in Maslow's pyramid: self-actualization. The different level of Maslow's hierarchy of needs have been described below:

*Physiological Needs.*Physiological needs are universal human needs. These are biological requirements for human survival, e.g., air, food, drink, shelter, clothing, warmth, sex, sleep. These basic human needs (also called biological needs) lie at the lowest level in the hierarchy of needs as they have priority over all other needs. If these

needs are not achieved, the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met. If these needs are not fulfilled, it leads to an increase in displeasure within an individual and gets demotivated.

*Safety or Security Needs.*Safety needs is the second stage in Maslow's hierarchy of needs which means a person's desire for security or protection, once physiological needs have been met, attention and desires turn to safety and security in order to be free from the threat of physical and psychological harm.

*Love and Belongingness Needs.*After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. For example: friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work). According to Maslow, humans possess an affective need for a sense of belonging and acceptance among social groups, regardless of whether these groups are large or small, i.e. clubs, co-workers, religious groups, professional organizations, sports teams, gangs, and online communities, family members, intimate partners, mentors, colleagues, and confidants.

*Esteem Needs.*Esteem needs is the fourth level in Maslow's hierarchy. Esteem means being valued respected and appreciated by others. Humans need to feel to be valued, such as being useful and necessary in the world. People with low self-esteem often need respect from others.

*Self-actualization Needs.*Self-actualization is the fifth or considered as the highest level in Maslow's hierarchy. It reflects an individual's desire to grow and develop to his/her fullest potential. People like opportunities, choosing his/her own versions, challenging positions or creative tasks. Maslow described this level as the 'need to accomplish everything that one can, to become the most that one can be'.

Herzberg-two factor theory. Two factor theory also known as motivation hygiene theory or Dual factor theory was developed by Fredrick Herzberg which was first published in 1959.Fredrick Herzberg is an American psychologist and was very

interested in mental health as he believed that mental health is the core issue of our lives. Herzberg's work focused on the individual in the workplace, but it has been popular with managers as it also emphasized the importance of management knowledge and expertise. Based on two hundred engineers and accountant feedback collected in the USA regarding their personal feelings towards their working environments, Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, named Motivation & Hygiene Factors (Robbins, 2009). Motivation factors are intrinsic factors that will increase employees' job satisfaction; while Hygiene Factors are extrinsic factors to prevent any employees' dissatisfaction. This means that these feelings are not opposite of each other. Opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. According to Herzberg (1987) factors related to job satisfaction is divided into two categories. First, there are hygiene factors which include: company policy and administration, technical supervision, salary, work environment and interpersonal relationships. According to Herzberg, inadequacies in these factors will lead to job dissatisfaction but, when adequate, they do not necessarily lead to job satisfaction but only prevent job dissatisfaction. Second, there are motivating factors, which consist of achievement, recognition, responsibility, advancement and the intrinsic interest in the work itself. The presence of motivating factors in the work situation leads to satisfaction but does not prevent job dissatisfaction.

From above mentioned theories of motivation, what we can say is that a person is motivated because of some internal and external choices which are inevitable or unavoidable. Satisfaction of an individual depends on his/ her interest for doing something. Some people are motivated because of some basic needs of human life and some for getting respect and security in the society and some for getting rewards.

Therefore, everyone is driven by some sort of force that realizes people to do something great in his life. Moreover, to talk about teacher motivation, teachers are motivated because of some rewards like, salary, knowledge, respect and so on. These theories of motivation are closely related to teachers' motivation.

Factors Affecting Teacher Motivation. There are multiple factors that affect teachers' motivation whether it is public or private schools. Some of the factors that affect

teachers' motivation are occupational status of the teachers, working environment, professional development opportunities, link between performance and reward, salary and so on.

*Occupational Status.*Occupational status of teachers refers to the esteem and recognition teachers have in society as professionals. In past teaching profession commanded much respect when teaching was regarded just as mission and there was the conception of Gurukul. However; with the passage of time, there is a drastic and frustrating change in the total concept of teaching and learning. Now everything is judged on income level and because this profession is low paid and the perception of the society towards teachers has changed. So there has been a gradual decline in teachers' motivation (Shah, 2016). The low-income level of teachers has led the profession to lose the respect it deserves. The fall of teachers pay below the minimum wage has a damaging effect on the social status or image of teachers Gemeda (2015). Moreover, in some countries what we find, teaching job is considered as last option for graduates who want job for basic needs since our today's society values people entirely with money the teachers earn, therefore, teachers lost the respect they deserve. Present days, teaching job considered as low paid job rather than highly reputed job.

*Working Environment.*According to Salifu (2014), teachers working conditions refers to the necessary atmosphere created for teachers at the workplace to motivate them to greater performance. They include classroom space, appropriate class size numbers, student discipline, electricity, availability of enough furniture, and teaching and learning materials. Teachers' working conditions also include competitive remuneration, the opportunity to participate in decision making, the opportunity for promotion and to gain recognition, and to have access to decent housing as well as appreciable incentive packages apart from regular remuneration. Similarly, working conditions have a significant influence on teacher morale and motivation as well as their classroom performance. It means that when teachers are provided with favorable working environment which ensures attractive salaries, moderate teaching loads in terms of class size and number of teaching hours, good relationships amongst themselves and with students, and good leadership from principals, they are likely to be much more motivated

towards their professional and personal life .However, large class sizes, unusual hours of work, multi-grade teaching, unhealthy relationship amongst teachers and bad leadership demoralize teachers and kill off their motivation to be committed to their work. Sometimes, large number of the students, multi-grade teaching, and much working hours can create unfavorable environment for the teacher and affect teachers' motivation.

*Link between Performance and Reward.*Job satisfaction of the teachers is closely related to recognition. Teachers get motivation from the recognition of their achievements and accomplishments by their head, when they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws .If there is no difference between the teacher who is actively engaged in professional development activities and improving his/her knowledge and skills and those who are not working hard it affects the motivation and enthusiasm of teachers' who relatively perform better. If there is no any recognition or reward for those teachers who actively engage in professional development then it not only de motivate the teachers to participate but also convey a message that professional development is not important.

*Salary.*Salary is the most important factor in motivating employees for better achievement. Motivation plays a significant role in any institution and organization in the modern society because only if teachers are motivated then they can be more productive. In some schools, head teachers usually take measures such as pay increase and promotion to motivate other teachers. In the past decade, there have been a large number of surveys on factors that motivate employees to perform their best. Some experts state that salary is the most important factor in motivating employees. Furthermore, it can be said if schools cannot provide satisfying salary; teachers may not do well to work with all their heart. Therefore, salary is the most important factor in motivating employees or teachers. Moreover, Salary is the most interesting hygiene factor because it is often used in an attempt to motivate even though salary is not a motivator. However, research indicates that a salary bump increases happiness temporarily for up to six months. But that salary increase also creates future expectations that may not be realistic where teachers' motivation comes from the psychological benefits derived from the actual work a person does. Therefore, salary can be taken as an affecting factor for teacher motivation.

Teacher Professional Development. Professional development refers to a variety of activities that help teachers to increase their knowledge, skills, and improve teaching practices, as well as contribute to their personal, social, and emotional growth as teacher (Desimone, 2009, p. 182; as cited in Hoang,2020). From above mentioned statement, it can be said that teacher professional development is the development of skills, knowledge, and abilities etc. to make teaching learning activities long lasting and fruitful. Therefore, professional development of a teacher is an ongoing and comprehensive process which starts with the pre-service education; trainings etc. and continue until the retirement. Similarly, Richards and Farrel, (2005) also have focused on different strategies or activities for teacher professional development such as workshops, self-monitoring, teacher support groups, keeping a teaching journal, peer observation, teaching portfolios, analyzing critical incidents, case analysis, peer coaching, team teaching, action research as these are very important to develop professionalism of the teachers. Moreover, Craft (1996) conceptualized professional development as professional learning that takes place over time in both formal and informal settings across different contexts where formal experience includes attending workshops and professional meetings, mentoring, etc. and informal experiences include reading professional publication, watching on television documentaries related to academic discipline, etc. In the same way, (Fullan 1995, p. 265; as cited in Bharati & Chalise,2017) also have the same view as he states that teachers' professional development is "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic change".

Importance of Teacher Professional Development. TPD is an important part of teacher education which helps the teachers to keep their professional knowledge and skills. Moreover, updated teacher engage in CPD in order to improve their knowledge and skills and to remain competent in their practice. Furthermore, the CPD include giving teachers continuous opportunities for learning. Teachers can be reflected on their practice, solve problems of practice collaboratively, discuss with colleagues as a community, develop a school culture that supports collaborative action and individual development, provides other teachers with coaching and feedback. In the same way, with the help of CPD teachers can improve their classroom skills and pedagogical approaches

and teacher will remain touch with different teaching styles (Bashir &Hussan,2020). Therefore, different research studies which viewed the importance of CPD differently contribute to personal development, make work life better (support), provide information, develop teaching confidence, increase skills, change existing teaching habits, change in teachers teaching approach, change thinking about teaching methods, improve teaching competence, develop excellence, develop whole school growth.

Similarly, Komba and Nkumbi (2008, p. 74) explored the following importance of TPD as stated below:

- getting more skills, gaining confidence and competence
- Enabling teachers to move with changes in science and technology
- improving the teacher professionally, academically and technically
- Updating teachers in line with changes in the curriculum and
- enabling teachers to serve pupils better and improving the standard of performance

In other words, teachers' professional development can help the teacher to keep them updated in new teaching techniques and methods. It also improves the quality of their teaching, enables them to move with time, and allows them to respond properly with change and challenges brought by advancement of science and technology, and also to get good job opportunities in their future career. CPD offers newly qualified teachers as an opportunity to explore a variety of new methods and techniques from experienced practitioners.Professional development for teachers is considered an effective way to improve education quality and PD for teachers is highly recommended as one of the measures of high-quality education (Mizell, 2010). Hence, nowadays in many countries around the world are emphasizing on improving the quality of the teacher and enhancing professionalism for educational reforms. Programs of teachers' training and professional development are of central importance in any educational institution. Moreover, teachers at all levels need to be trained in their related fields and subject matter on a regular basis if they are to change their teaching beliefs, attitudes and daily life practices in classrooms.

Challenges of teacher professional development. Challenges refer to what kind of difficulties do teachers come across at different stages of teaching. Simply, it is the difficulties or obstacles for doing something good. In teacher's professional development, challenges can be taken as obstacles in developing professionalism of the teachers. However, for developing the professional career of the teachers, teachers need to have different opportunities e. g opportunities for participating training, seminar, workshop, conferences and so on. Teachers are the cornerstone of any educational reforms, and thus, they need to engage in continuous and meaningful professional development. Unfortunately, teachers hardly engage in adequate and ongoing professional development activities so; teacher professional development sector has been facing numerous challenges that have acted as barriers to teacher learning. Most of these challenges are systemic, though varying in terms of geographical location, subjects, and education levels. From above statement what can be said is that the things which cause difficulty in teaching profession are challenges to TPD. In other words, teachers' professional development is crucial for effective teaching and learning, however in the context on Nepal, they are not provided with well facilities or training for their continuous professional development. There are some of the challenges that are found in research studies of researchers which can be shown below:

Komba and Mwakabenga(2019) stated the following challenges in their research study such as;

- Lack of explicit policy and guidelines for teacher professional development.
- Limited knowledge on teacher professional development among teachers.
- Predominance of traditional approach to teacher professional development.
- Lack of robust teacher professional development policy and strategic plans.
- Difficulties in teacher professional development timetabling.
- Ineffective organization of teacher professional development activities.
- Insufficient budget for teacher professional development.

- Lack of harmonized scheme for teacher professional development provision and
- Inadequate preparation of pre-service teachers for professional development.

From above research studies, what I came to know is there are so many challenges which result problems or difficulties in continuous professional development of the teachers e.g. lack of support from schools, lack of encouragement, lack of collegial support, lack of professional development programs, inability to take part in trainings, lack of professional development activities, lack of financial support from the institutes, of organized plan for PD, lack of good collaboration in staffs, and so on. However, teachers' continuous professional development seems to be compulsory but lack of proper policy and plan, it is very difficult to practice in real life. Therefore, policy should not be limited in only documents but that policy should be practiced as per needs of teachers.

Policy, Provisions and Practices of Continuous Professional Development in Nepal. The teacher education started in Nepal with the inception of the Basic Teacher Training Center in 2004 BS which was the first effort for the teacher education. After that in 2011 Basic Teacher Training Center started its function in Tahachal. The center managed three months training for experienced SLC graduate teachers. The SLC graduates who were involved in teaching were trained with six months teacher training. Later its name was converted into Normal School. In 2023 BS, its name was changed into the Primary Teacher Training Center on the recommendation of All Round National Education Committee (ARNEC 2018). After that college of education was established in 2013 BS in order to provide 2 years and four years teacher education program to primary, lower secondary and secondary teachers of Nepal recommended by first commission in educational field Nepal national educational planning commission (NNEPC (2010).

In the same way, Tribhuvan University was established in 2016 which helped to complete the need for pre-service teacher education program such as two years Intermediate (I. Ed.), two years Bachelor (B.Ed.), two years Masters (M.Ed.) and one year Bachelor (One-year B.Ed.). National Education System Plan (NESP 2028-32) made

teacher training compulsory which created a favorable environment for the expansion of teacher training institutions throughout the country. Basic and Primary Education Project (BPEP) was initiated from 2049 BS who conducted 180 hours training for the teachers who were trained with 150 hours training in the first stage and made them trained with 330 hours training. National Education Commission (NEC- 2049) recommended for establishing an institution in order to train teachers and educational man powers. As a result, the National Center for Educational Development (NCED) was established in 2050 BS. NCED, after its expansion of scope to merge the Secondary Education Development Center (SEDC) in 2061 BS become the apex body for the development of educational human resources under the Ministry of Education (MOE).So, the Teachers' Professional Development has been initiated with the recommendation of the School Sector Reform Program (SSRP) and School sector development program (SSDP) which has been described in brief below.

School Sector Reform Plan (SSRP). SSRP has given its main attention to teacher preparation and its development. In, Nepal, Teacher professional development (TPD) started becoming popular only after the implementation of SSRP in 2066BS. The main purpose of this program is to renew and update the efficiency and knowledge of the teacher as well as to solve the problems raised in the classroom, with the discussion which helps to change the teaching technique and methods. As a result, the learning outcomes will be remarkably increased and improved. It also aims to conduct TPD workshop collecting the demands (problems) of the teachers (which they face while teaching in the classroom) and to solve them by holding a discussion among the subject teachers and rosters. The teachers will implement what they have gained in the training workshop to their classroom. Based on the provision in SSRP (2009-2015) NCED offered a one-year teacher preparation course to teach all subjects in 1-3 grades and at least two subjects at secondary level in order to deal with multi grade classes and meet the special needs of education. In the same way, SSRP includes one month in service training at least once in every 5 years; short and long-term courses to link with teacher career development and professional development.

School Sector Development Plan (SSDP). SSDP has also given highest priority to teacher management and TPD in order to improve teaching practices. Effecting teaching practices are essential for improving learning outcomes at all levels. By keeping the quality of teachers at the core of quality education, SSDP has made a provision to regulate the teacher competency and licensing system. Furthermore, incentives and scholarship schemes will be introduced to attract more candidates to teacher education programs. In the same way, diverse TPD programs will be strengthened including one month in service certification training, refresher courses and other on-demand short courses including online self-learning courses responding to specialized needs like special needs education. Finally, in-service certification courses will be standardized both in terms of design and implementation, and will be implemented through ETCs and lead resource centers (LRCs). Likewise, in service TPD will include mandatory induction training for all new recruits for 10 days. With regard to in service training, provisions have been made to provide month and refresher training. These courses will be designed and conducted by the NCED and ETCS. Certification of having passed the above courses is proposed to be made mandatory for promotions.

Review of the Empirical Literature

Many of the research works that have done in the field of teacher motivation for professional development have been done in international context but few research have been carried out in the context of Nepal. As a researcher, one has to accumulate plenty of insights from the previous studies which provide him/her basic framework to prepare further new research. This research will also be based on the previous research carried out in this field. Hence, I thereafter made rigorous attempt to read different studies related to my topic.

Gorozidis and Popaioannou (2014) explored teachers' motivation and intentions regarding participation in training and teaching of an innovative academic subject (i.e., research project).218 teachers were the sample of this study. Mixed method longitudinal design was used in order to collect the data. Open ended questions, close ended questions and written interviews were the main tool for data collection. The collected data was analyzed qualitatively and quantitatively. The findings of this study showed that

structural equation modeling revealed that autonomous motivation positively predicted teacher's intentions to participate on relevant training and to implement innovation in the future and another finding is that policy makers should encourage strategies that foster teacher autonomous motivation for promoting successful implementation of educational innovations.

Likewise, Gemeda (2015) explored teacher motivation for teaching and professional development. The population of this study was teachers working in different secondary schools of Ethopia.32 teachers teaching in different secondary schools of Ethiopia were the sample of this study. Purposive non-random strategy was used in order to select the sample. Semi structure interview and focus group discussion was the main tool for data collection. The collected data was analyzed qualitatively. The findings of this study showed that low salary and absence of link between performance and reward was a major motivational challenge for teachers.

Moreover, Alipour (2018) conducted research to compare the middle level public school (PS)English teachers and private-institute (PI) English teacher motivation towards teaching English and to compare the sources of motivation in these two contexts. The participants of this study were middle level public school English teachers and private institute English teacher teaching in Iran. The sample of this study included 33 participants among them 17 were PS English teacher and 16 PI English teachers. Pilot study was conducted in order to collect the data. The main instrument for data collection was questionnaire which was analyzed quantitatively. The major findings of this study showed that teachers in private institution have more motivation than public school teachers and another finding of this study is that education system, school managers and supervisors need to motivate teachers towards teaching English.

On the other hand, Khanal (2018) figured out the factors demotivating the EFL institutional secondary level school teachers and suggested some pedagogical implications. The populations of this study were EFL secondary level teachers of Kathmandu valley. Four EFL teachers were the sample of this study. Purposive non-random sampling strategy was used to select the sample. The main tool for data collection was in-depth interview which was analyzed qualitatively. The findings of this

study shows that academic factors that demotivated the EFL institutional teachers were low remuneration, heavy workload, students' disruptive behaviors, job security, less holidays and lack of professional development programs in the same way, nonacademic factors that demotivate the EFL institutional teachers were throat problems, low social status, improper schools' location and nepotism and kinship. My study will be different in terms of its result that will be obtained and I will mainly focus on both school teachers' motivation for professional development at the same time i.e., public and private schools.

In the same way, Pant (2018) explored English language teachers' motivation for teaching and professional development and role of teachers' motivation in professional development. The population of this study were all primary and secondary level English language teachers teaching in Dhading district. Forty English teachers were the sample of the study. Purposive non-random sampling strategy was adopted to select the sample. The main tools for data collection were questionnaire and semi structured interview. Mixed method design was used in order to analyze the data quantitatively and qualitatively. The major findings of this study show that job enrichment, flexible working hours, merit pay and incentives are the significant strategies for motivating teachers in teaching and professional development. It was also found that improving teaching and students learning, personal and professional development, preparing plan for instruction are the major roles of teacher motivation.

Furthermore, Gomba (2019) states that Continuing Professional Teacher Development (CPTD) is a system that encourages educators to grow professionally. CPTD is managed by the South African Council for Educators (SACE). All educators were trained on CPTD system, but implementation at school level is a challenge because most of the teachers are technophobic and continuing professional teacher development is an electronic system. The purpose of this study is to identify the challenges that educators face in the implementation of continuing professional teacher development, and suggest improvement measures to the system. This research was a qualitative study and data was collected through interview and document analysis. A total of 2 school principals and 10 educators and 2 union members and 2 district officials were purposely

selected. Thematic method of data analysis was conducted. The study revealed that there is minimal support and monitoring taking place in schools.

Likewise, Sapkota (2019) identified teacher's perceptions regarding motivational factors for continuous professional development and explored the influencing factors of teacher motivation for continuous professional development. Five English language teachers teaching in secondary level were the sample of this study. Purposive non-random sampling strategy was adopted to select the sample. The data collection tool was semi structured interview and data was analyzed qualitatively. The major findings of this study were motivational factors such as payment, promotion, job security, friendly environment significantly affect teachers job performance and another interesting finding of this research was lack of time, little or no support from the school, power and politics in training, lack of well-trained trainers are the factors which de motivate to participate in continuous professional development.

Implications of the Review for the Study

Only few researches have been conducted in the field of teacher motivation for professional development so, here I have reviewed some national and international research journals, articles and thesis which helped me to conduct my research gracefully.The study carried out by Sapkota (2019) entitled "Factors influencing teacher motivation for continuous professional development", Pant (2018) named "English language teachers' motivation in professional development and Khanal (2018) termed "EFL teacher motivation for professional development: Narrative inquiry. These all theses gave me insight into research design, method, sampling strategy and data collection procedure in the same way, it also helped me to identify what has been studied so far in the area of teacher motivation for professional development and what is left to do.

Similarly, from the study carried by Gemeda (2015) named Exploring teachers' motivation for teaching and professional development in Ethopiaguided me to develop general theoretical knowledge about teacher motivation and professional development. On the other hand, the study carried out by Gorozidis and Papaioannou (2014) named

Teacher motivation to participate in training and implement innovations, it gave me insight into importance of studying teacher motivation and other related areas. Likewise, from the study carried out byKomba and Mwakabenga (2019) titled Teacher Professional Development in Tanzania: Challenges and Opportunities and Alipour (2018) named Comparison of private institute and public-school English teachers' motivation in Iran. Above mentioned research study helped me to shape my study to the right direction and provided me so many ideas to study in teacher motivation and teacher professional development.

Conceptual Framework

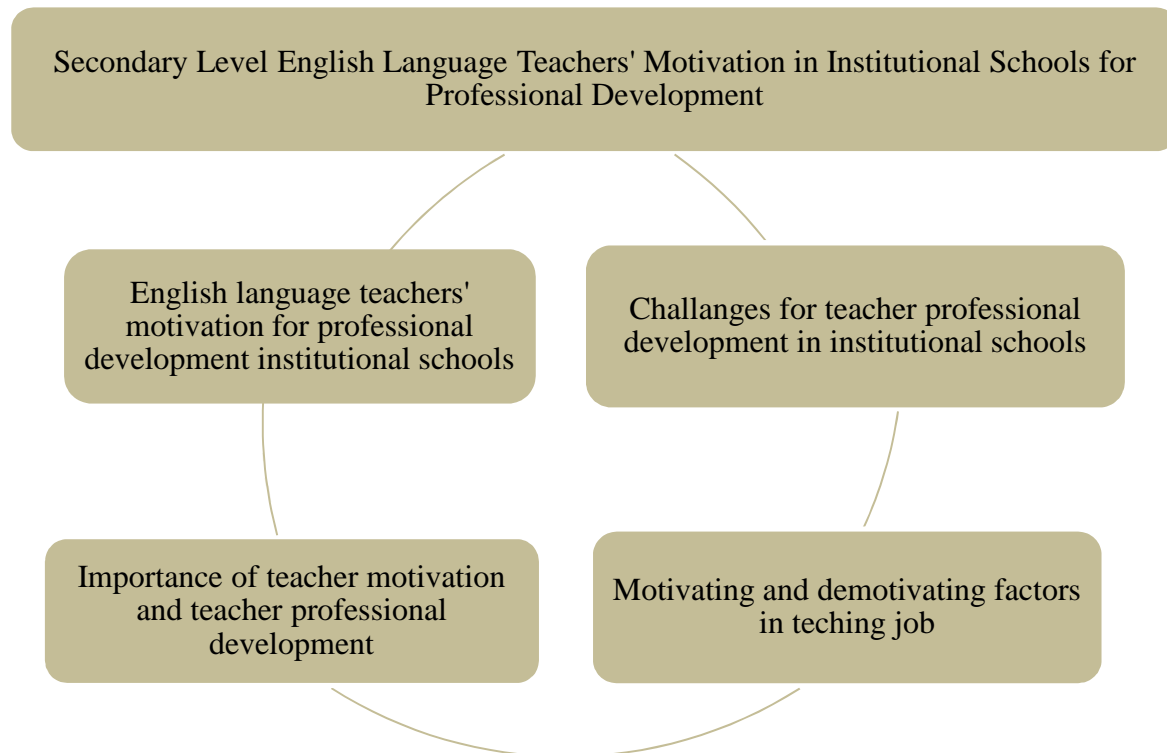The conceptual framework of the research study is as follows:

Figure 1

Chapter III

Methods and Procedures of the Study

This chapter deals with methods and procedures used in the study. This chapter includes the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

I explored the English language teachers' motivation for professional development in institutional schools and identified challenges to teacher professional development by adopting narrative research design. The word narrative derives from a word narrate which means to tell story in detail. In narrative research the researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences (Connelly &Clandinin, 1990). As a distinct form of qualitative research, a narrative typically focuses on studying persons, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2009). Qualitative method allows the researcher to study issues in depth with data collection often occurring through open-ended questions permitting one to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories.

In the same way, narrative inquiry can be defined as a means by which we systematically gather, analyze, and represent people's stories as told by them, which challenges traditional and modernist views of truth, reality, knowledge and personhood. Likewise, we can say that it is through telling stories about ourselves and others that we come to understand who we are, who they are and what the relationship between us. This approach has been used in many disciplines to learn more about the culture, historical experiences, identity, and lifestyle of the narrator as it involves inquiry directed at

narratives of human experience or inquiry that produces data in narrative form (Butina, 2015).

Narrative inquiry is increasingly being popular for studies in education, as teachers can be considered storytellers, living storied lives, constantly constructing and reconstructing personal and social stories (Connelly & Clandinin, 1990). It means telling stories is a part of life and individuals all have stories about their experiences. In this way teacher also participate in story telling every day as they interact with and teach their students, face many problems during the process of teaching and the way they handle daily classes will shape these stories and the way they are told.

Therefore, my study was based on narrative research design as it helped me for the study in order to fulfill my objectives. As Tsui, 2007; Xu & Connelly, 2009 (as cited in Li 2018) states, in the research of teacher education, narrative inquiry investigates teachers experience and practical knowledge with abundant and insightful data. This research design helped me to discover the real stories of the teachers teaching in institutional schools about their motivation for professional development.

Population, Sample and Sampling Strategy

The population of my study was secondary level English language teachers of institutional schools in the Kathmandu valley. Four teachers were selected as sample of the population. Among them one teacher was from Rarahil Memorial School, another one from Pushpa Sadan Boarding High School, third one from South Valley English Secondary and last one was from Kirti Secondary Boarding School in Kirtipur using purposive non random sampling procedure as it was in-depth and easy to cooperate with the participants.

Research Tools

The main tool of data collection was open-ended in- depth interview. It helped megather in depth data for the study. So, the interview guidelines were constructed at first and then the interview was taken toeach of the participants separately. Finally, interview was taken time and again until I got the required information.

Sources of Data

Both primary and secondary sources of data were used for the collection of required data or message. The primary sources were used to get the information of teacher motivation for professional development in institutional schools and challenges for teacher professional development whereas secondary sources were used in forming the theoretical part of the research.

Primary sources of data. Four institutional schools' English language teachers were used as the primary sources of data.

Secondary sources of data. In order to complete the study, various books, journals, thesis, and articles and visit some related websites were used as the secondary source of data to collect more information. Moreover, I consulted the works of Gemeda (2015),Alipour (2018),Komba&Mwakabenga (2019) and so on.

Data collection procedures

To collect the data, I followed the following stepwise procedures in carrying out the research study:

a) First of all, participants were selected on the basis of the objectives of my study.

b) Then, I selected four teachers of secondary level working in institutional schools using non-random sampling procedure from Kathmandu valley.

c) Then, I visited to the selected teachers of institutional schools of Kathmandu valley and establish the rapport with them.

d) Next, I informed them about my research work and objectives of my study.

e) Then, I consulted and explained them about the purpose of the study and request them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.

f) After that, I conducted the open-ended in-depth interview with the participants.

g) Likewise, I took information about teacher motivation for professional development and challenges to teacher professional development in detail.

h) Then, I talked to their friends for more details when necessary.

i) After that, I kept the record of the interview.

j) At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data was presented thematically. I usedthematic approach to determine what stories were told and what stories revealed about each individual teacher.In other words, the narratives were first viewed holistically and then analyzed thematically.A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, the similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Considerations

Ethical concerns are very important in social research because human subjects are involved in it (Adagiri, 2014). Every respondent has their right to privacy. Ethics is a matter of principled sensitivity to the rights of others. Similarly, Bassey (1999) says as a matter of credibility, the researcher should ensure that every primary data and information collected was genuine and a report of the real situation. I employed the following safeguards:

This study was conducted according to the academic rules and ethical conduct. While collecting data participants were informed the purpose of writing and duration of the research and the benefits and discomfort of participation. They were assured of the confidentiality and anonymity of their responses and their right to withdraw from the research at any point. There were no coercion or deception as well as negative consequences for them if they did not assist me in my research. Similarly, my research did not include any intentional falsification, fabrication, suppression and misrepresentation of the data. I gave proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussion

This chapter includes the presentation, analysis and the interpretation of the data and the results. The data has been accumulated from the four participant teachers who have been teaching English subject in secondary level. Their stories reflected English language teachers' motivation for professional development in institutional schools and the challenges for teachers' professional development in institutional schools. The information found in this section was obtained from the interview; written stories and the informal talk were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of Results

The data collected from the primary and secondary sources have been analyzed in this section. The background information of each respondent elicited from theirnarratives has been presented. So as to hands-on data, I established a good rapport with the selected teachers or participants. To fulfill the objectives of my study, I collected the data via in-depth interview/teachers' narratives by selecting 4 teachers through non-random purposive sampling procedure. The selected teachers were the ones who are teaching at secondary level in different schools in Kathmandu district. The teachers were asked about their motivation for professional development and challenges to teachers' professional development in institutional schools.

Hence, the responses from the participants have been further interpreted byusing thematic approach. I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher about their motivation for professional development,demotivation in their job and challenges they are facing for professional development. After collecting Individual stories, I rewrote the stories in my own language. Then after, I categorized the themes in different sections based on the similarresponses.

Finally, the narratives were viewed holistically and analyzed thematically. Following major themes have been derived from the accumulated data through interview,written stories and informal talk with the participants.

English Language Teachers' Motivation for Professional development

Teacher motivation is an important factor in a teacher's decision to participate in professional development. In order to be motivated one must have desire. Unless one is ready to do, it is not going to work on him/her no matter how good it is. Just because others are saying or doing something other person will not be interested to do the things. One person can only be motivated for their professional development if he/she thinks that it is important and helpful for them not only in professional field but also in personal field. On the other hand, Teacher motivation in professional development is directly linked with classroom enactment of professional development approaches, content and skills and it is indirectly related to increasing the likelihood of desirable student outcomes. So, it can be said that motivation can change the entire education system of the nation. In order to explain teacher motivation for professional development, following sub themes have been added:

Selectingteaching job as a career. Teaching is considered as a low-profile job in Nepal. Many people choose teaching as a profession when they do not have any other option. Many people choose teaching as a career because it is easy job, there is high job security, flexible working hours and long holidays. At the same time, it is easy to maintain a work-life balance in a teaching job. On the other hand, it is the great option for those who loves to spend time with the children. The motivating factor in choosing teaching as a carrier, it differs from person to person. Here, participants were asked to tell about motivating factor for choosing teaching as a carrier. In this regard, first participant said that:

> *Okay mam. Yes, I selected teaching job as my own choice because I was very much interested in teaching job since childhood. Similarly, I was influenced by my teachers and seniors.*

From the above extract,it can be said that he selected teaching job as it was his own choice. Teaching job was considered prestigious job in the past. He was really influenced by the teachers who taught him in the childhood. The main thing that motivates him is the respect that he gets as a teacher. In the similar vein, another participant responded:

> *Yes, I selected teaching job as my own choice. I wanted to be a teacher since my childhood. I was influenced by my teachers as teaching job was regarded as a prestigious job in the society at that time. While playing with my friends in childhood I always used to play the role of the teacher. Teaching job also matched with my subject that I studied and I also got respect from the society as an English teacher.*

From the above narratives, it can be inferred that she selected teaching as her own choice. It was her childhood dream to be a teacher. While playing with her friends in childhood she always used to become a teacher. On the other hand, the subject she had studied in her higher studies also matches with the teaching carrier. In the same way, third respondent said:

> *Yes, I selected this job as my own choice. I was fed up with my former jobs. In the previous job as I had to meet and deal with lots of people every day. I gained lots of knowledge from the past experience. When I was working with NGOs and INGOS my job was to bring change in society. But it was very difficult with the adult people make them understand what is good for them so, I shifted my job. I started to realize that this has to go from grassroots level especially children. Good things were never understood by the adult people unless you show than money or entertain them but in case of children we can mold them so, when I got chance, I jumped into it.*

From the above statement, it is clear that the participant selected teaching job because he was frustrated with his former jobs. According to him, children are like raw mud we can mold them in a way we like or believe that's why he shifted his job in teaching. Likewise, last participant articulated:

Yes of course, I have chosen this profession as my own choice. I really wanted to be a teacher since my childhood I was influenced by my teachers who taught me. At the same time, I feel like I can easily connect with the students.

From the above statement, it can be said she was also influenced by her teacher who taught her in her childhood on the other hand she felt like she can easily build good rapport with the students which is also a main factor to be considered in teaching.

From the narratives above, it can be said that all of them selected teaching profession as their own choice. Most of them were influenced by the teachers who use to teach them in their childhood. Other reason for selecting this job was it matched with the subject they have studied, respect from the society they get asa English teacher, feeling of building good rapport with the students and frustration with former jobs.

Motivating factors for teachers at institutional schools. Motivation is one of the most important factors affecting human behavior and performance by energizing it and giving direction towards the desired goals. It is the inner urge or effort made by individuals to achieve their target and satisfy individual's needs. One of scholars said that:

Teachers' motivation as the teachers' desire to participate in the educational process and also to the teachers' attitude to work within the school environment. He also declared that teachers' motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and society will greatly benefit from their services. There are several factors that affect the teacher motivation like salary, promotion, recognition, school management leadership, feedback and reinforcement from the school, discipline of the students, social recognition of the teachers and so on (Ofoegbu, 2004).

According to (Alam& Farid, 2011), some of the factors affecting teacher motivation are: Choosing profession, Socio-economic status, Teacher confidence / personality, Classroom environment and student behavior, Peer relations and Stress examination Awards/ incentives. In order to explore English language teachers'

motivation to teach in institutional school the respondents were asked to tell about their motivation to teach as being a teacher of institutional school and they responded in the following ways. In this Regard, one of the participants said:

> *There are so many factors that motivate me to teach here. This is the school where I studied by myself. After joining this school, whatever I am now and whatever I am doing now is all because of this school. This profession has given me everything. I have learnt to deal with the parents and people like you those who come and talk with me. Factors that motivate me are: confidence, job security, good salary, opportunities, recognition, and students' progress*.

From the above extract, it can be coincided that the teacher is motivated because of his achievement from school. He is able to deal with the different people he meets every day in his day-to-day life it means he became more confident after entering in this profession. Similarly, he does not have fear of losing job as he has been teaching in this school for a decade the school will not kick him out without any reason. On the other hand, he is also satisfied with the salary as he is paid according to government scale. Other thing that motivates him is opportunities and facilities that school is providing, recognition from the school and students' progress. On the other hand, another participant shared:

> *Umm yes, there are so many factors that motivated me as I have been teaching in this school for many years. I don't have fear of losing job. Another factor that motivates me is that school administration listens to our problems and supports us. Other factors are respect from the parents and students also motivate me. For females teaching is a good job in a sense that we can look after our family. We don't have work pressure at home*.

From the above extract, it can be said that as a female teacher she thinks that teaching is a good job for female because they can also look after their family since they do not have much work pressure at home. By this, whatwe can say is many employees do low working hours jobs because they want to give time to their family members. It means that work-life balance is also a motivator for the employees. Similarly, job security and

respect from the parents and students is another motivating factor. On the other hand, Attention and support that school gives to her is also very important motivating factor that made her stay in this job since a long time. Similarly, another participant shared his story in the following way:

> *First thing that motivates me is the children itself. I see them as change makers of tomorrow. To mold them in what we believe and what we think is very good feeling. The other thing is growth they show. For elders to grow it takes lots of time and minimal growth is seen over the long period of time whereas for children, their brain is very sharp, they catch the things very fast. They show their progress in short period of time. It gives me a push that I need to continue my job. Next thing that motivates me is skill development and knowledge achievement.*

From the above narratives, what I found is that the teacher is motivated by the student's progress. The main aim of teaching is to bring positive outcomes or good result of the students. When students get good result teachers are praised and valued in their institution which directly influences teacher motivation. Students' progress is directly linked with teacher success in his job. Next thing that motivates him is skill development. After joining this school, he is learning new thing every day like: skill of teaching, understanding the student's psychology, arousing the student's interest in learning, learning new things from the colleagues and so on. In the same way, the last participant said that:

> *The factor that motivates me is positive and friendly environment, support from school administration and financial benefit. The other thing that motivates me is that being recognized as an English teacher and socially well recognized job.*

From the above statement, what I can say is that the main thing that motivates the teacher is being recognized as an English teacher. The craze and demand of English in Nepalese society is very high. Parents have got positive attitude towards English language. So, if you are an English teacher then your prestige is high inside and outside the school as well. In similar vein, positive working environment of the school, support

from administration, financial benefit and social status of the profession is also motivating factor for the teacher.

From the participant narratives, it can be inferred that all of the teacher were motivated in different ways. Teachers were motivated because they became more confident after entering in this profession. On the other hand, teachers were also motivated because of job security, respect from the parents and students, work- life balance, attention and support from school, students progress, getting to learn new things every day, being recognized as an English teacher, financial benefit, social status of the profession and positive working environment of the school.

Opportunities to participate in professional development activities as a teacher of institutional schools. Opportunities refer to the chances of being involved in different activities to make oneself more skillful and competent. There are different professional development activities that teachers need to be involved in such as seminar, conference, action research, workshops and teacher training. It means that whether the teachers of institutional schools have got opportunity to participate in such activities or not. Teachers from institutional schools also need TPD training for their personal and professional growth but sometimes, teacher of institutional schools seem to be discouraged in training that's why I visited to them and discussed with them about what is the reality or truth about the TPD of teachers from institutional schools. Regarding this I have collected the stories of different participants from different institutional schools, in which one of the participants said that;

> *Okay. Yes, in the past I have attended many workshops and teacher training. I have attended NELTA conference many times. I have also attended teacher training conducted by Bright Educare which was very fruitful. These workshops and trainings have helped to become what I am today, but the thing is we don't get opportunity to participate on a regular basis but whenever school knows about such kinds of training and conferences are conducted, school helps us to be participated and we never miss such kinds of trainings and opportunities. Many of trainings are sponsored by the school related to personal and professional development.*

The extract above indicates that, teacher professional development activities are necessary for teacher to be developed professionally and they got opportunities to participate in different professional development activities conducted by NELTA and schools which actually helped them to become a good teacher, however they do not get chance to participate in teacher professional activities on regular basis to update themselves with new techniques and methods. Similarly, another respondent said "*When I was teaching at primary level there used to be training time and again but when I started teaching at lower secondary level and secondary level, I have not got any training or involved in any professional development activities. Once I got training from Rato Bangla*".

From the statement, I found that the beginning year of teaching, the teacher used get training at primary level time and again but in secondary level the teachers do not get any opportunity to participate in TPD activities from schools. However, once the teachers have got training regarding their professional development activities from Rato Bangla. In the same way, another participant said:

> *I took one teacher training way back before getting involved into professional line. Principal sir of Zenith School in Dallu hosted the training for 2 weeks. However, that training didn't have practicality. After that during 2 years of teaching I haven't got any opportunity to participate in any professional development activities.*

The above statement indicates that, the participants also involved in training before teaching for two weeks but it seems that the training was not useful for him. It can also be said that the teachers of institutional schools are rarely get opportunity to participate in professional development activities and cannot update themselves with new innovation. In addition to it, another participant said:

> *I have got only countable training during my 14 years of service. I have participated as a trainee in CDC skill development program, early childhood development program and also from oxford publication on how to develop English.*

Above mentioned extract indicates that, the teachers hardly got the opportunity for their professional development. They have only got training in related subjects for few times but getting chance from institutional schools to be involved training is not easy.

From above mentioned narratives, what I came to know is institutional schools' teachers get rare opportunities to participate in professional development activities for their personal and professional growth. Similarly, some institutional schools send the teachers to participate in trainings if the training is conducted somewhere else otherwise, they do not send. However, the teachers want to participate in different trainings for their professional development but schools do not support them and school environment seem to be unfavorable. This is the actual condition of the institutional school teachers.

Relationship between Teacher Motivation and Professional Development. Teacher motivation and teacher professional development are interconnected because teachers should be motivated internally to be developed professionally. Teacher is a lifelong learner and pre-service education cannot provide everything that teachers need for lifetime. It is very important for them keep with up to date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources in order to meet the today's demand. Therefore, teacher motivation is very important because it improves the skills and knowledge of teachers which directly influences their performance. When the teacher is not motivated, they cannot develop their skills and teaching strategies. Similarly, the participants were asked to tell about the relationship between teacher motivation and professional development. In this regard first participant said:

> *Umm..yes there is deep relationship between teacher motivation and teacher professional development because a motivated teacher always tries to participate in different professional development activities to be quite proficient in his/her teaching profession. Teacher motivation plays crucial role for professional development of the teachers as motivated teacher takes part in each and every training to be professionally grown up for developing proficiency and updating in new techniques and methods to suit in the English language classroom. It means*

that there is one to one relationship between teacher motivation and teacher professional development to keep the teachers interested in his/her job. Moreover, motivation of teacher depends upon whether it is going to help him or her not only in professional development but also on personal development. if the teacher finds it important or helpful or fruitful it can help them for professional and personal life.

From the above narratives, it can be inferred that the participant believes that there is deep relationship between TM and PD because motivated teachers are always eager to participate in different PD activities, update themselves in order to be proficient in their profession. In the same way, he says that motivation of teacher depends upon whether it is fruitful for him in his professional life or not. If teacher finds it useful then only, he will participant in such activities. In a similar vein another participant stated:

teacher motivation and teacher professional development are the part and parcel to each other because motivation can be taken as a resource here, it directly highlights the factors that affect teachers' decisions to attend PD programs to gain a better understanding of what matters to teachers and how best to motivate them through creating more effective PD designs and partnerships with schools. Moreover, when the teachers get the award from the school they will be motivated for professional development. when I come to this school for the first time I taught at primary level and later on I became an in-charge of primary level and now I have been upgraded by the school administration as a secondary level teacher and I am motivated to because of getting higher position and I am developed professionally getting chance to teach at secondary level.

Above utterance shows the fact that teacher has got positive attitude towards relation between TM and PD. As the teacher says TM highlights the factors that affect teacher's decision to attend TPD programmes. On the other hand, when teachers get award, recognition or appreciation from school that will also motivate them to develop professionally. In the same way, another participant shared:

Teacher motivation and professional development they go hand in hand. Actually, teacher motivation and teacher professional development neither the same word nor the totally different but they are interconnected terms because if a person is totally devoted to his profession his outcomes and impression attract towards making his/her students and institution the best. It means that there is one to one relationship between both these two terms and the teacher who are motivated towards their profession it automatically develops teachers' professionalism. In this way what I can say is that if the teachers are motivated internally, they attended different teacher training, conference, and workshop to develop their career and skills. And if the teachers are provided with different rewards, incentives, promotion, salary increment and so on as a motivation it can help the teacher to develop their career or profession.

Above narratives show the fact that, TM and professional development go hand in hand in a sense that when the teachers are motivated, they are always eager to attend different teacher training, conference, and workshop to develop their career and skills. In the same way, if the teachers are provided with different rewards, incentives, promotion, salary increment then teachers will be automatically motivated to develop their career or profession. Similarly, last participant articulated:

There is close relationship between teacher motivation and teacher professional development because until and unless the teacher is motivated to towards their profession, they don't love their profession. When they start loving their profession, they are eager to develop professionalism. They start to engage in professional development activities.

Based on the above participant story, it can be said that she also believes that there is close relationship between teacher motivation and teacher professional development because until and unless the teacher is not motivated to towards their profession, they don't love their profession. When they start loving their profession, they are eager to develop professionalism and engage themselves in different PD activities.

Almost all the above extractsshow the fact that, there is one to one relationship between TM and PD because motivated teachers are always eager to participate in different PD activities like seminar, training and workshops, update themselves in order to be proficient in their profession. In the same way they believe that if the teachers are provided with different rewards, incentives, promotion, salary increment then teachers will be automatically motivated to develop their career or profession.Similarly, everyone agrees that TM highlights the factors that affect teacher's decision to attend TPD programmes. Likewise, one of the participants says that motivation of teacher depends upon whether it is fruitful for him in his professional life or not. If teacher finds it useful then only, he will participant in such activities.

TeacherMotivation and TPD during COVID-19. COVID-19 created havoc in the world and Nepal became no exception from that as a result teaching learning was forced to be fully online in a completely unpredictable situation. Online teaching was completely new for the teachers as well as students. Almost all the school did not have experience of conducting online classes and teachers also didn't have adequate skills to run classes because they were neither trained nor have been involved in online teaching before. These changes in pedagogical implication increased higher level of stress and demotivation among the teachers. Teachers faced different sorts of challenges because of lack of experience, stable internet access, digital illiteracy and so on. Here in order to examine teacher motivation and professional development during COVID 19 the participants were asked to tell about their experience of teaching and teacher training during pandemic. In this regard the first participant responded in the following way:

> *During lockdown we had access to digital education. When online classes were introduced in our school for the first time, I was so puzzled. I was totally unknown about it. We got training from our principal sir it was face to face to face training which last for three days. The training was about the software on and how conduct online classes how to use software to check class work and homework and also on how to prepare result. Gradually, I started learning by getting opportunity to be involved in it.*

From the above statement, it can be said that when the online classes were introduced for the first time he was puzzled because he had never taught online but when the school conducted training, he gradually started learning things. Similarly, another participant said:

> *Before pandemic I had only knowledge about how to open and turn off the computer but during the pandemic, I became like the student myself and I was compelled to learn how to run online classes and how to prepare and show power point slides and how to check class work, homework and exam papers. There was face to face training for three days which was not enough. After that I took help from my daughter and she also taught me many things regarding online class. I also searched and learned many things on YouTube and internet. This pandemic made everyone realize the importance of teacher professional development.*

From the above narratives, it can be inferred that the participant had only basic knowledge about the internet and computer before the pandemic. When COVID was spreaded, she became like a student herself. School conducted training for a few days which was not enough so she took help form her daughter and also explored on YouTube and internet. In a similar vein third participant stated:

> *Well, I joined this school during the pandemic. I was already familiar with the digital world and I knew how things work on computer and internet so, it was quite easy for me to teach online class. New software was introduced named e-zone app to teach online class, check students work, and prepare students report and so on. We had training about this software. There were 2 sessions. First session was about introductory part, second one was how to use the software. In the same way, as I was interested in these things so came in contact with the professionals who were guiding us and learned many things from them and later on, I also helped my colleges who were having difficulty to teach online.*

From the above extract it can be said that the participant was already familiar with the digital world so it was quite easy for him to conduct online class. School also conducted training for 2 days. The training was about how to conduct online class, check

students work and prepare the result and so on. Furthermore, he says that he also helped and guided his colleagues who were having difficulty to conduct online class. In the same way last participant articulated:

> *Before the pandemic I had basic knowledge about computer and internet. When COVID appeared, school conducted training for a few days. The training conducted by the school was not enough so I learned so many things myself which helped me to grow professionally. Pandemic made us realize that how much it is important to update and change yourself along with the time. It is very important to make yourself familiar with digital world in this era.*

From the above utterance, it is vivid to say that the participant had basic knowledge about computer and internet. School conducted training for a few days which was not enough so she was compelled to learn everything by herself. On the other hand, she says that it's very important to change and move with the time in order to survive in this digital world.

From the statements above, it can be said that almost all the teachers had basic knowledge on how to use computer and internet but they had no idea on how to conduct online classes, check homework/ class work prepare result using online method. School conducted training for a few days which was not enough for them so all of them explored and learned so many things from internet, colleagues and their families.

Teachers' job satisfaction. Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Job satisfaction varies from employee to employee. In the same workplace under the same conditions, the factors that help one employee feel good about their job may not apply to another employee. A person tends to be more satisfied with their job when they have good work life balance, job security, respect and recognition, career growth a good salary, incentives, bonuses, healthcare options and working conditions. For teachers, the level of job satisfaction affects their involvement, commitment, and motivation at teaching. On the other hand,highlysatisfied teachers have more positive relationships with students and are more likely to help them achieve higher academic outcomes and they are

always eager for self-growth. Therefore, the participants were asked to tell about their source of satisfaction in their job. In this regard one of the participants responded:

> *Yes, I think they are satisfied with their profession that's why they are continuing their job. Talking about this school we are being paid according to the government scale. Whenever government increases the salary of the teachers our salary also increases.*

From the above extract, it can be said that he is satisfied because he is paid according to the government scale. The main thing behind being involved in any occupation is for financial benefit so if the teachers are paid well then it will definitely satisfy them and motivate them to do better for their institution. Similarly, another respondent said:

> *Umm, yes I think that some of the teachers are satisfied with this profession and some of them are not. For me Salary is also not satisfactory as price of market goods is increasing day by day. I should also feed my children. As this school is trust school not a private one, we cannot increase fee without any reason that's why we are paid less.*

From the above statement, it can be said that she is not satisfied with the salary as market price is increasing day by day it is very difficult for her to manage everything with less amount of money. In a similar vein another participant shared:

> *Yes, all of them are satisfied with their job. If they are not happy in their profession they will definitely move into another job. Regarding me, I am satisfied with teaching job. I want to make carrier in teaching. I have worked with different NGOs and INGOs in the past where I use to earn more but was not satisfied. Money is not everything satisfaction is more important in any profession.*

From the above statement, it can be stated that he is satisfied with his job and he wants to make carrier in teaching. He has worked with big NGOs and INGOs where his income was good but level of satisfaction is more in teaching that his previous job. For him satisfaction is more important than money. In the same way, last participant articulated:

Satisfaction depends upon your criteria, rules and regulations, how institution is motivating the teachers, what kind of facilities they are providing to the teachers. Taking about myself, I am not satisfied with the facilities provided by the school. Even though I have taught in this school for more than a decade I am not getting the facilities that new teachers and some of their close relatives are getting which is why I am not satisfied.

From the above snippets, it is vivid to say that she is not satisfied with her job because she is not getting proper facility as he has taught that school for more than a decade but new teachers and their close relatives are getting good facility then her which makes her dissatisfied.

To wrap up, based on the narratives of the teachers above, it can be said that one of teacher was satisfied with his profession because they are paid according to government scale, while the other teachers are not satisfied because they are not paid well. While another teacher is satisfied with this job although he is paid low than his previous job. Likewise, last teacher is dissatisfied because she is not getting proper facility that new teachers and their close relatives are getting although she has taught in the school for a long time.

Demotivating factors in teaching job. The lack or reduction of one's interest, enthusiasm, and willingness to perform an action due to specific negative influences is called demotivation. Teacher demotivation is a major obstacle in teaching and learning process. Demotivation makes someone less eager to work or study. A good motivation is a helping situation where teachers feel happy to do their work, but demotivation affects their working capacity. Khadka (2019) in his study states that unsatisfactory remuneration, lack of professional development programmes, less holidays, job insecurity, students' disruptive behavior, heavy workloads are some academic factors whereas low social status, nepotism and kinship, throat problem and school location are some non-academic factors influencing teacher demotivation. So, the respondents were asked about the factors that demotivates them in their job. In this regard one of the respondents said:

Umm.. the most demotivating factor in teaching job is environment of work place. If the school, parents and students do not support us, respect us in whatever we are doing or whatever we want to do that will demotivate me. On the other hand, sometimes, we get unnecessary work from the school administration and no reward from the schools even if we are doing our best to improve the quality in education which also demotivates me.

From the above narrative, it can be inferred that he is demotivated because of over time working hours without extra pay, no incentive, no rewards and appreciation from the school even if he is doing his best to give quality education to the students. On the other hand, working environment and respect and support from everyone who is associated with school demotivates the teacher in their workplace. In the same way, another participant shared:

Um.. some of the factors that demotivate me are like low salary, student's behavior, fear of losing a job. You may also feel de motivated when you find that someone else is taking credit for your hard work or the management isn't rewarding your sincere efforts. Good leadership is essential for motivating employees. If you work with someone who doesn't think about your respect, your motivation may turn into boredom. Likewise, if your school administration's decisions constantly impact you negatively or you disagree with them most of the time, you may get demotivated.

From the above statement, it can be said that she was demotivated due to low salary, students' behavior and job insecurity. On the other hand, lack of recognition, respect and reward from the administration also demotivates her a lot. In a similar vein another participant stated:

English is my primary subject. But in this school, I teach social and HPE. I have also taught math and science as a tutor. At that time, I always used and valued mixed language as a key part. If you don't have balance between these two languages subject matter will not be clear to the students. My point here is it is very difficult to teach social and HPE in English. I personally don't have any

problem to teach in English but for students it is very difficult to understand the terms and subject matter only in English. As an English medium school, they don't allow us to use Nepali language. When I started to teach other subjects, I felt that there is a barrier between these minor and major subjects.

Based on the participants story, it can be said that he is demotivated because he has to teach other subjects along with English. Teaching other subjects like social and HPE is difficult for English teachers because they have very few knowledge in that subject. On the other hand, making students understand these subjects only in English is another challenge. He values mix languages while teaching minor subjects but school don't allow Nepali language that's why he says that there is huge difference between teaching minor and major subjects. Similarly, another respondent articulated:

The factors that demotivate me are lack of recognition, Job insecurity, overload and never ending paper work. On the other hand, some of the students are not interested in studying no matter what how much effort we put. In the end teachers are blamed when the students don't show good result.

From the above utterance,it is vivid that the factors that demotivated her are lack of recognition, job insecurity, extra burden work, less encouragement and so on.

To sum up, what can be said based on the narratives of all the teachers above is that the teachers were demotivated due to lack of respect, reward, encouragement and recognition. On the other hand, other demotivating factors were low salary, students' behavior, job insecurity, extra burden work, and environment of workplace. Lastly one of the teachers was demotivated as he has to teach other subjects along with the English which is difficult for him because he has little knowledge in other subjects and next thing is he cannot use mix languages while teaching.

Ways of improving TM and PD. There are different ways of improving teachers' motivation and professional development in the classroom. Here, way means strategy that can be used to improve teacher motivation and teacher professional development. Major ways for improving teacher TM and PD can be regular participation in training,

workshops, conference, seminar, project and so on. In this regard, the participants shared their stories in the following ways. One of the participants said:

> *Okay mam, I can suggest some possible ways of improving and teacher motivation and teacher professional development such as; working environment should be supportive. School administration has to understand the problems of the teachers, and listen to them; there should be good understating among the teachers and school administration. The teachers should be given space to grow professionally instead of just focusing on work and the result.*

From the participant statement, it can be said that School must listen and understand the teacher's problem and the teachers should be given space to grow professionally. Similarly, working environment should be supportive then only teachers will be motivated for professional development. Similarly, another participant shared:

> *Um okay, I can suggest possible ways like refreshment training should be conducted time and again so that the teacher may be updated with new things that are occurring around them. Teachers must be rewarding for what they are doing and they must be appraised by the institution where they are working. Many things must be included like salary should be increased and facilities should be provided to the teachers. Motivation of teacher should be maintained doing some favorable works for the teachers.*

Based on the participant story, it can be said that school must conduct refreshment training time to time, teachers should be rewarded and praised according to their work and salary must be increased along with the facility according to the market price then only teachers will be motivated for PD.In a similar vein, another participant said:

> *First and most important thing is that professional training should be frequent. Teachers should also feel that they need it. For example: I know that my English is good. Everyone praises me for my English by saying that it is high level but what I feel is that they are just pampering me. It will not motivate me to learn more so, self-desire for personal and professional development is also important.*

And institutions should also encourage and support the teacher in these kinds of PD activities.

From the above narrative, it can be said that school must encourage and support the teachers by conducting teacher training frequently not only that but teachers should also feel that they need it then only they will be motivated for PD. In the same way, last participant stated:

The first thing is there should be frequent feedback from the school about what teachers are doing, whether they are satisfied or not, whether they are doing their best or not, whether they are interested in students' progress or not and so on. Another thing is time to time appreciation is also needed from the school and Skill development training must be conducted time and again.

From the above statement, it can be said that school should provide frequent feedback to the teacher they should check upon teachers work, satisfaction, interest, need, student's progress, infrastructure, teaching learning materials. Another thing is there must be appreciation and skill development training time to time then only they will be motivated for professional development.

From the participant narratives, it can be inferred that in order to improve teacher motivation and professional Development School must be supportive and there must be positive working environment. On the other hand, school must understand teachers' problem and listen to them. There must be refreshment training time and again. In the same way, there should be frequent feedback from the school. Likewise, teachers should be rewarded and praised according to their work and salary must be increased along with the facility according to the market price. Lastly, School must check upon what is lacking in the school for example: teaching materials, infrastructures, reference books these must be available on time in order to motivate the teachers for PD.

Challenges to Teacher Professional Development in the Institutional School

Here, Challenges refers to the obstacles or barrier to the professional development. PD activities hold a great importance in the field of teaching however it is

often neglected in the schools of Nepal. Many teachers take training and workshops but they are unaware about the use of this training and workshops. Similarly, many teachers want to imply whatever they have learnt in the training and workshops in the classroom but due to large number of students, lack of resources and materials they are unable to do that on the other hand, school management neither encourage nor support the teachers for professional development. To explore the challenges to teacher professional development in institutional schools, participants were asked to tell about the challenges they have been facing in professional development. In this regard one of the respondents said:

> *Um.. Yes, in each and everything we do there will be problems, so I would like call it opportunity rather than challenge. First challenge that I have experienced is I am unable to implement whatever I have learned in training in the classroom due to large number of students and lack of teaching learning materials in the schools. On the other hand, a teacher has to follow the certain syllabus to finish the course on time and if they are trying anything in the classroom for students benefit then they are blamed from the parents. Parents expect teachers to teach whatever is given in the course and not to go beyond that another thing is that the behavior of the students as they are not disciplined as they used to be in the past. If the students are not willing to learn something extra then it also demotivates me as a teacher.*

From the above extract, it can be said that he is unable to apply whatever he has learnt from PD programmes in the classroom due to large number of students and lack of teaching learning materials. Trainings are conducted by keeping few numbers of students in their mind. But in reality, there are large of students in one classroom. Similarly, private schools have pressure of completing course on time so if the teacher wants to do anything extra beside textbook parents get upset. Another challenge that he is facing is the undisciplined students. When the students don't listen and obey the teachers it makes teachers demotivated. The teachers don't want to put extra effort if students are not interested in their study. Similarly, another respondent shared:

Okay, some of the challenges that I have experienced is the school support us in order to attend such training and workshops by managing our class but we don't get any financial support from them. So, if I want to involve in such PD programs then I have to pay it from my own pocket. My salary is already less and if I start to attend such programs then I would be left empty handed that's why I avoid attending such PD programs. The main aim of private school is to earn money rather than helping the teachers to grow professionally. On the other hand, as a house maker, we don't have time for preparing extra materials for the students. At school also we must take six classes and during leisure time I check homework and class work of the students.

From the above utterance, it can be inferred that the first challenge that she has faced is the lack of financial support from the institution. If she is willing to attend such events, it has to be funded by her. At the same time, she says that her salary is less and if she starts to spend her money on such programs it would be difficult for her to maintain her life. Likewise, another challenge she has faced is as a house maker she doesn't have time for preparing extra materials for the students at home and at school also she doesn't have leisure time to prepare such materials. In the same way, third respondent articulated:

The training that we get as a teacher doesn't have practicality. The main challenge is to bridge the gap between professional line and training. The other thing is lack of recognition. It means no appreciation and special treatment is given to the teachers who are professionally developing themselves and those who are doing just their job.

From the above statement, it can be inferred that the main challenge is to bridge the gap between theory and practice. The respondent says that most of the training that he took did not have practicality. Teachers are expected to improve their classroom performance after attending such PD programmes but it is conducted and attended just for formality. On the other hand, there is lack of appreciation and motivation. It means there is no difference between the teachers who are constantly working on improving themselves and those who just come teach and go. In a similar vein last respondent stated:

Being a teacher is challenging job in itself. The most unsolved challenge is undisciplined and manner less student. The behavior and attitude of the student towards learning effects the classroom environment. Similarly, we must be oriented towards the completion of the course on time if we want to try out anything new school raises question to us. On the other hand, only those teachers who are close to the principle and school administration are prioritized and sent for training other teachers don't get chance to go even if they are interested. Likewise, if we want to implement whatever we learn in training in classroom materials and equipment are not provided on time.

From the above-mentioned extract, it can be said that the unsolved challenged she has faced is behavior and attitude of the students towards learning which affects the classroom environment directly. In the same way there is pressure of completing the course on time so there is no time for extra learning inside the classroom. On the other hand, the teachers who are close to the school management and principle are only sent for training other teachers don't get opportunities to attend such programmes even if they are interested. Similarly, materials and equipment are not provided on time in order to try anything new in the classroom.

To conclude the narratives of all the teachers above, it is coincided that the common challenges that most of the teachers have faced is they are unable to implement whatever they have learned in trainings and workshops in the classroom due to large number of students and lack of teaching learning materials. In the same way, as an institutional school teacher they have pressure of completing course on time and if they try to do anything new then they are questioned by the school and parents. At the same time, they do not have time for preparing extra materials for the students at school because during leisure time they are supposed to check students work. On the other hand, most of the trainings do not have practicality. Similarly, Trainings are often funded by the teacher school just manages the class. In a similar vein, there is lack of recognition it means there is no difference between the teachers who are constantly working on improving themselves and those who just do their job. Similarly, students' behavior and attitude towards learning new things is another challenge and lastly, the school prioritize

the person who are close to the principle and other person don't get chance even when they are interested.

Results/Findings

I found the lived experiences of the English language teachers regarding their motivation for professional development in institutional schools and challenges to professional development which addressed the objectives and research questions of my research study. Their stories gave me lots of insights while analyzing and interpreting the data that in turn helped me derive the findings of this study. Some of these notable findings based on the analysis and interpretation of results are mentioned to the points, under two categories, as follows:

English language teacher's motivation for professional development: The stories of participants showed that there are different factors that motivate the teacher for their professional development. Based on the research result, I have mentioned the following major points regarding the English language teachers' motivation for professional development in institutional schools:

i. The narratives showed all of them selected teaching profession as their own choice. Most of them were influenced by the teachers who use to teach them in their childhood. Other reason for selecting this job was it matched with the subject they have studied, respect from the society they get asan English teacher, feeling of building good rapport with the students and frustration with former jobs.

ii. The next findings showed that teachers were motivated because of job security, respect from the parents and students, work- life balance, attention and support from school, students progress, getting to learn new things every day, being recognized as an English teacher, financial benefit, social status of the profession and positive working environment of the school.

iii. Similarly, the stories of the participants also showed that teachers get rare opportunities to participate in professional development activities for their personal and professional growth.

iv. In the same way, regarding teacher motivation and professional development during COVID 19 the participants' stories showed that all the teachers had basic

knowledge on how to use computer and internet but they had no idea on how to conduct online classes, check homework/class work, prepare result using online method. School conducted training for a few days which was not enough for them so all of them explored and learned so many things from internet, colleagues and their families.

v. The data showed that everyone agrees that TM highlights the factors that affect teacher's decision to attend TPD programmes.

vi. The data further showed that some of the teachers were satisfied with their profession because they were paid according to government scale while other teachers were not satisfied with their job because they were not paid well and they were not getting good facilities that new teachers and their close relatives were getting.

vii. The next findings showed that teachers were demotivated due to lack of respect, reward, encouragement and recognition, low salary, students' behavior, job insecurity, extra burden work, environment of workplace and compelled to teacher subjects other than English.

viii. Moreover, the narratives showed that teachers will be motivated for their professional development if school listens to their problem support them, creates positive working environment, give refreshment training time and again, give reward, salary increment, availability of teaching materials, infrastructures, reference books in time.

Challenges to teacher professional development: The major findings of this section are given below:

i. The narratives of the teacher showed that they were unable to implement whatever they had learnt in the training in the classroom due to large no of students, lack of teaching learning materials, resources and infrastructure.

ii. The teacher narratives revealed that institutional school have pressure of completing course on time so if the teacher wants to do anything extra beside textbook school questions and parents get upset.

iii. Similarly, narratives of the teacher showed that another challenge is undisciplined

students. When the students do not listen and obey the teachers it makes teachers demotivated. The teachers do not want to put extra effort if students are not interested in their study.

iv. In the same way, the participants' stories showed that there is lack of financial support from the school. If the teacher wants to get involved in any training, workshop or seminar it has to be funded by themselves only.

v. Analyzing the lived experiences of the participant, it was found that the teachers do not have time for preparing extra materials for the students because during leisure time also they are supposed to check students work.

vi. Moreover, the teacher's narratives show that the main challenge is to bridge the gap between theory and practice. Most of the trainings that teacher takes does not have practicality.

vii. The data further showed that those teachers who are close to the principal and school administration are prioritized and sent for training other teachers don't get chance to go even if they are interested.

viii. On the other hand, there is lack of appreciation and motivation. It means there is no difference between the teachers who are constantly working on improving themselves and those who just do their job.

Chapter V

Conclusions and Recommendations

The findings of the study helped me draw the conclusions. Further, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Conclusions

The present study has explored English language teachers' motivation for professional development in institutional school and identified the challenges for teacher professional development. The result of this study shows that all of them selected teaching profession as their own choice. The teachers were motivated because of job security, respect from the parents and students, work- life balance, attention and support from school, students progress, getting to learn new things every day, being recognized as an English teacher, financial benefit, social status of the profession and positive working environment of the school. Similarly, the stories of the participants also showed that teachers get rare opportunities to participate in TPDactivities. On the other hand, during the pandemic School conducted training for a few days which was not enough for them so all of them explored and learned so many things from internet, colleagues and their families. In the same way, everyone agrees on the fact that TM and PD are correspondence to each other. Likewise, some teachers were satisfied and some of them were not satisfied based upon their criteria. In a similar vein, some of the demotivating factors were lack of respect, reward, encouragement and recognition, low salary, students' behavior, job insecurity, extra burden work, environment of workplace and compelled to teacher subjects other than English. Moreover, the narratives showed that teachers will be motivated for their professional development if school listens to their problem support them, creates positive working environment, give refreshment training time and again, give reward, salary increment, availability of teaching materials, infrastructures, reference books in time.

Being based upon the findings of this study, the challenges to teacher professional development were lack of financial support from school, no leave for participating in

TPD programme, lack of implementation of training due to large number of students, lack of resources, materials and infrastructure ,no time for preparing something extra for classroom, students behavior, gap between theory and practice, lack of encouragement and appreciation from school, attitude of parents and school administration, priority to closed ones or new teachers to go for TPD programmes.

In addition, awareness programmes must be conducted among the teachers because they have little knowledge on teacher motivation for professional development. School administration must be supportive towards teachers' professional learning. Teacher training, seminar and workshops must be conducted on a regular basis and school must support the teachers financially, manage the class and give leave to the teachers in order to attend such TPD programmes. On the other hand, teachers must be encouraged by giving reward, praise and incentives so that they become more motivated to develop themselves professionally. Teaching materials, resources and infrastructures must be made available on time so that teaching learning activities become more fruitful and the most important thing is TPD programmes should have practicality.Finally, I believe that this research study could be contributing tool to the teachers, educators, researchers, curriculum designer, textbook writers, principals, and many more to those who are involved in teaching profession by providing worthy insights.

Recommendations

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at policy level and practice level.

Policy level. On the basis of research findings and conclusion, I have made some recommendations which will be supportive for the policy makers regarding the things that they need to take into account to build good rapport with the students for meaningful learning. These recommendations to be applicable at policy level are mentioned to the points as follows:

i. Different types of TPD programmes ought to be conducted by the school so that the teachers can develop new skills and knowledge and learn new methods and techniques in order to bring change for quality education.

ii. TPD programme must be sponsored by the school. School should encourage the teachers by giving them leave, managing their class and helping them financially.

iii. School should give equal chance for all the teachers in order to participate in TPD activities.

iv. The government should also review policies on TPD. The trainings that are conducted or organized must have practicality.

v. The government ought to establish some training centers which will train the institutional teachers like government teachers at free of cost.

vi. A current policy lacks clear outlines and specific activities that focus on teacher motivation. So, there need to be clear outlines and specific activities that focus on TM.

Practice level. I believe that this research study can be a guideline and supportive tool for the ELT practitioners, teachers, teacher educators, curriculum designers, textbook writers, principals, and many more to those who are involved in teaching profession. Based on the findings and conclusion of the research, I have made some of the following recommendations that are applicable at practice level. Theyare:

i. The study recommended that most of the teachers have limited knowledge on TPD so; there must be awareness programme for the teachers regarding TPD.

ii. Working environment of the school must be supportive and positive.

iii. Teaching materials, infrastructure and reference books have to be made available on time.

iv. Teachers must be rewarded and praised according to their work.

v. Skill development and refreshment training ought to be conducted time and again.

vi. Government should give equal facilities and opportunities to institutional school teachers by increasing their salary, giving them leave facility, retirement pension.

vii. There must be regular feedback and reinforcement from head teachers to encourage and motivate the teachers for TPD.

Further research related. I believe that no work is final and no research is complete enough in itself. This study also could not cover all the areas of research. I confess that there might have been some limitations as well. While carrying out this thesis, I came across several insights and possible topics to be further explored. In this section, I have mentioned some of the most relevant topics that can be studied by prospective researchers. They are mentioned as follows:

i. Surveys can be conducted to investigate teachers' motivation in private and public schools for PD.

ii. Likewise, another possible area for further study could be Secondary level teachers' motivation in community schools for PD.

iii. Similarly, further study can be conducted on the topic demotivating factor for teachers to participate in TPD.

iv. On the other hand, studies can also be conducted on strategies used by the school to motivate the teachers for TPD.

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Appendix – I

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Secondary Level English Language Teachers' Motivation for Professional Development** under the supervision of **TeachingAssistant, Lecturer, Khem Raj Joshi,** Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore the English language teachers' motivation for professional development in institutional schools and to identify the challenges for teacher professional development. The expected duration of your participation will be one hour. The research tool mainly will be the interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding. See you soon!

Researcher,

Sajita Khadka,

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide for the purpose of this research will be kept a top confidential.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature…………….

Name………………. 　　　　　　　　　　　　Date……………….

Appendix-II

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled under the supervision of **Teaching Assistant Lecturer, Khem Raj Joshi,** Department of English Education, Faculty of Education, T.U. Kirtipur. This research study attempts to explore the English language teachers' motivation for professional development in institutional schools and identify the challenges for teacher professional development in secondary level institutional schools in Kathmandu district, Nepal.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher,

Sajita Khadka,

M.Ed. Fourth Semester, T.U, Kirtipur

Appendix - III

Teacher Narrative Guidelines

Objectives of the study

   i.   To explore the English language teachers' motivation for professional development in institutional schools.

  ii.   To identify the challenges for teacher professional development.

Research Questions

   i.   How is the English language teachers' motivation for professional development in institutional schools?

  ii.   What are the causes or reasons of motivation and demotivation to the teachers for their professional development in institutional schools?

 iii.   What are the challenges for teachers' professional development in institutional schools?

Research Questions

The following questions/ teacher guidelines had been asked based on the above objectives and research questions of the study:

   a) Could you tell me about yourself including your educational background and the duration that you have been in teaching?

   b) Did you select teaching job as your own choice? Why?

   c) What are the factors that motivated you to teach as being a teacher of institutional schools?

   d) Have you ever got any opportunity to participate in professional development activities as a teacher of institutional school?

   e) What is the relationship between teacher motivation and teacher professional development?

f) What are some of the challenges that you have been experiencing in professional development in the institutional school?

g) Can you please tell me something about teaching learning activities and online classes during Covid-19 pandemic? How was your teaching during lockdown and did you get training at that time?

h) Do you think that teachers of institutional school are satisfied with their profession?

i) What are the factors that demotivate you in your job?

j) Could you suggest some possible ways of improving teacher motivation and developing teacher professional skills?

k) Finally, would you like to add anything related to what we discussed?

Thank you so much for your response!

Interview Transcript

Interviewer: Hello! I am Sajita Khadka, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **Secondary Level English Language Teachers' Motivation for Professional Development.** The objectives of the study are to explore the English teachers' motivation for professional development in institutional schools and identify the challenges of teacher professional development and the research questions are: How is the English language teachers' motivation for professional development in institutional schools?What are the reasons or causes of motivation and demotivation to the teachers for professional development in institutional schools?What are the challenges of teacher professional development in institutional schools? Are you clear now sir?

Interviewee: Yes, of course mam.

Interviewer: Namaste sir. Could you tell me about yourself including your educational background and the duration that you have been in teaching?

Interviewee: Sure. Namaste Mam. I am Sagar Maharjan.I am from Kirtipur. If I have to talk about my academic qualification, I have done my master's degree in major English from Tribhuvan University Kirtipur. I have been teaching in this Pushpa SadanBorading High School for last 15 years.

Interviewer: Thank you sir. Let's move into another question, did you select teaching job as your own choice? Why?

Interviewee: Okay mam. Yes, I selected teaching job as my own choice because I was very much interested in teaching job since childhood. Similarly, I was influenced by my teachers and seniors.

Interviewer: Thank you sir**.** What are the factors that motivated you to teach as being a teacher of institutional schools?

Interviewee: There are so many factors that motivate me to teach here. This is the school where I studied by myself. After joining this school, whatever I am now and whatever I am doing now is all because of this school. This profession has given me everything that I have learnt to deal with the parents and people like you those who come and talk with me that's why I can speak and deal with you. Factors that are motivating me are: confidence, job security, good salary, opportunities, recognition, and students' progress.

Interviewer: Thanks a lot sir. Have you ever got any opportunity to participate in professional development activities as a teacher of institutional school?

Interviewee: Okay Mam**.** Yes, in the past I have attended many workshops and teacher training. I have attended NELTA conference many times. I have also attended teacher trainingconducted by Bright Educare which was very fruitful. These workshops and trainings have helped to become what I am today, but the thing is we don't get opportunity to participate on a regular basis but whenever school knows about such kinds of training and conferences are conducted, school helps us to be participated and we never miss such kinds of trainings and opportunities. Many of trainings are sponsored by the school related to personal and professional development.

Interviewer: Thank you sir. What is the relationship between teacher motivation and teacher professional development?

Interviewee: mm..Yes, there is deep relationship between teacher motivation and teacher professional development because a motivated teacher always tries to participate in different professional development activities to be quite proficient in his/her teaching profession. Teacher motivation plays crucial role for professional development of the teachers as motivated teacher takes part in each and every training to be professionally grown up for developing proficiency and updating in new techniques and methods to suit in the English language classroom. It means that there is one to one relationship between teacher motivation and teacher professional development to keep the teachers interested in his/ her job. Moreover, motivation of teacher depends upon whether it is going to help him or her not only in professional development but also on personal development. If the

teacher finds it important or helpful or fruitful it can help them for professional and personal life.

Interviewer: Ok sir, similarly, what are some of the challenges that you have been experiencing in professional development in the institutional school?

Interviewee: Um…Yes, in each and everything we do there will be problems, so I would like call it opportunity rather than challenge. First challenge that I have experienced is I am unable to implement whatever I have learned in training in the classroom due to large number of students and lack of teaching learning materials in the schools. On the other hand, a teacher has to follow the certain syllabus to finish the course on time and if they are trying anything in the classroom for students benefit then they are blamed from the parents. Parents expect teachers to teach whatever is given in the course and not to go beyond that another thing is that the behavior of the students as they are not disciplined as they used to be in the past. If the students are not willing to learn something extra then it also demotivates me as a teacher.

Interviewer: Thank you sir. Can you please tell me something about teaching learning activities and online classes during Covid-19 pandemic? How was your teaching during lockdown and did you get training at that time?

Interviewee: During lockdown we had access to digital education. At first when online classes were introduced in our school and I was so puzzled. I was totally unknown about it. We got training from our principal sir it was face to face to face training which last for three days. The training was about the software on and how conduct online classes how to use software to check class work and homework and also on how to prepare result. Gradually, I started learning by getting opportunity to be involved in it.

Interviewer: okay sir, do you think that teachers of institutional school are satisfied with their profession?

Interviewee: yes, I think they are satisfied with their profession that's why they are continuing their job. Talking about this school we are being paid according to the

government scale. Whenever government increases the salary of the teachers our salary also increases.

Interviewer: okay sir, another question is what are the factors that demotivate you in your job?

Interviewee: Umm… the most demotivating factor in teaching job is environment of work place. If the school, parents and students do not support us, respect us in whatever we are doing or whatever we want to do that will demotivate me. On the other hand, sometimes, we get unnecessary work from the school administration and no reward from the schools even if we are doing our best to improve the quality in education which also demotivates me.

Interviewer: Okay sir, could you suggest some possible ways of improving teacher motivation and developing teacher professional skills?

Interviewee: Okay mam, I can suggest some possible ways of improving and teacher motivation and teacher professional development such as; working environment should be supportive. School administration has to understand the problems of the teachers, and listen to them; there should be good understating among the teachers and school administration. The teachers should be given space to grow professionally instead of just focusing on work and the result.

Interviewer: Finally, would you like to add anything related to what we discussed?

Interviewee: okay sure mam, we have already discussed many things before but, what I would like to add here is there should be proper understanding among the teachers and school administration because school runs through team work or team spirit. I cannot go forward alone if no one supports me. Institution should understand that teachers must be provided with sufficient training opportunities and teachers must be updated with new techniques and technology and teacher should play the role of change agent in the classroom. If they don't get any opportunities from the school to grow professionally then they will think that they are already trained and skilled but instead of those teachers must be provided sufficient opportunities to be involved in professional activities and they

must be motivated to be interested in teaching. There should be well managed classroom, facilities, physical infrastructure and teacher must be encouraged to do some kinds of new works. If above discussed things are addressed, teacher can bring change in the classroom as well as in himself/ herself.

Interview Transcript

Interviewer: Hello! I am Sajita Khadka, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **Secondary Level English Language Teachers' Motivation for Professional Development.** The objectives of the study are to explore the English teachers' motivation for professional development in institutional schools and identify the challenges of teacher professional development and the research questions are: How is the English language teachers' motivation for professional development in institutional schools? What are the reasons or causes of motivation and demotivation to the teachers for professional development in institutional schools? What are the challenges of teacher professional development in institutional schools? Are you clear now mam?

Interviewee: Yes, sure

Interviewer: okay, so please could you tell me about yourself including your educational background and the duration that you have been in teaching?

Interviewee: Okay. So, introducing myself this is me Mr. Anisha Thapa. If you talk about my education qualification, I have done my master's degree from central department of English education, Tribhuwan University, Kirtipur Kathmandu. And if you talk about my experience, I have been teaching in Kirti Secondary Boarding School for last 24 years.

Interviewer: Did you select teaching job as your own choice? Why?

Interviewee: yes, I selected teaching job as my own choice. I wanted to be a teacher since my childhood. I was influenced by my teachers as teaching job was regarded as a prestigious job in the society at that time. While playing with my friends in childhood I always used to play the role of the teacher. Teaching job also matched with my subject that I studied and I also got respect from the society as an English teacher.

Interviewer: Okay thank you mam, and what are the factors that motivated you to teach as being a teacher of institutional schools?

Interviewee: Umm yes, there are so many factors that motivated me as I have been teaching in this school for many years. I don't have fear of losing job. Another factor that motivates me is that school administration listens to our problems and supports us. Other factors are respect from the parents and students also motivate me. For females teaching is a good job in a sense that we can look after our family. We don't have work pressure at home.

Interviewer: Have you ever got any opportunity to participate in professional development activities as a teacher of institutional school?

Interviewee: When I was teaching at primary level there used to be training time and again but when I started teaching at lower secondary level and secondary level, I have not got any training or involved in any professional development activities. Once I got training from Rato Bangla.

Interviewer: Okay thank you. Then**,** what is the relationship between teacher motivation and teacher professional development?

Interviewee: teacher motivation and teacher professional development are the part and parcel to each other because motivation can be taken as a resource here, it directly highlights the factors that affect teachers' decisions to attend PD programs to gain a better understanding of what matters to teachers and how best to motivate them through creating more effective PD designs and partnerships with schools. Moreover, when the teachers get the award from the school they will be motivated for professional development. when I come to this school for the first time I taught at primary level and later on I became an in-charge of primary level and now I have been upgraded by the school administration as a secondary level teacher and I am motivated to because of getting higher position and I am developed professionally getting chance to teach at secondary level.

Interviewer: okay mam, and what do you think some of the challenges that you have been experiencing in professional development in the institutional school?

Interviewee: Okay, some of the challenges that I have experienced is the school support us in order to attend such training and workshops by managing our class but we don't get any financial support from them. So, if I want to involve in such PD programmes then I have to pay it from my own pocket. My salary is already less and if I start to attend such programmes then I would be left empty handed that's why I avoid attending such PD programmes. The main aim of private school is to earn money rather than helping the teachers to grow professionally**.** On the other hand, as a house maker, we don't have time for preparing extra materials for the students at home and at school also we must take six classes and during leisure time I check homework and class work of the students.

Interviewer: Thank you sir. Can you please tell me something about teaching learning activities and online classes during Covid-19 pandemic? How was your teaching during lockdown and did you get training at that time?

Interviewee: Before pandemic I had only knowledge about how to open and turn off the computer but during the pandemic, I became like the student myself and I was compelled to learn how to run online classes and how to prepare and show power point slides and how to check class work, homework and exam papers. There was face to face training for three days which was not enough. After that I took help from my daughter and she also taught me many things regarding online class. I also searched and learned many things on YouTube and internet. This pandemic made everyone realize the importance of teacher professional development.

Interviewer: okay mam, another query is do you think that teachers of institutional school are satisfied with their profession?

Interviewee: umm…yes, I think that some of the teachers are satisfied with this profession and some of them are not. For me Salary is also not satisfactory as price of market goods is increasing day byday. I should also feed my children. As this school is trust school not a private one, we cannot increase fee without any reason that's why we are paid less.

Interviewer: What are the factors that demotivate you in your job?

Interviewee:umm…some of the factors that demotivate me are like low salary, students' behavior, fear of losing a job. You may also feel demotivated when you find that someone else is taking credit for your hard work or the school administration isn't rewarding your sincere efforts. Good leadership is essential for motivating employees. If you work with someone who doesn't respect you, your motivation may turn into boredom. Likewise, if your school administration's decisions constantly impact you negatively or you disagree with them most of the time, you may get demotivated.

Interviewee: okay mam. Could you suggest some possible ways of improving teacher motivation and developing teacher professional skills?

Interviewee:um okay, I can suggest possible ways like refreshment training should be conducted time and again so that the teacher may become updated with new things that are occurring around them. Teachers must be rewarded for what they are doing and they must be appraised by the institution where they are working. Many things must be included like salary should be increased and facilities should be provided to the teachers. Motivation of teacher should be maintained doing some favorable works for the teachers.

Interviewer: Finally, would you like to add anything related to what we discussed?

Interviewee: what I really want add here is there should be continuous feedback and support from the school administration so that all the teachers cometogether to have discussion about their professional development or meetings with mentors and with collaborating colleagues.

Ok thank you so much for your valuable time, sir and your wonderful ideas.

Interview Transcript

Interviewer: Hello! I am Sajita Khadka, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **Secondary Level English Language Teachers' Motivation for Professional Development.** The objectives of the study are to explore the English teachers' motivation for professional development in institutional schools and identify the challenges of teacher professional development and the research questions are: How is the English language teachers' motivation for professional development in institutional schools? What are the reasons or causes of motivation and demotivation to the teachers for professional development in institutional schools? What are the challenges of teacher professional development in institutional schools? Are you clear now sir?

Interviewee: Yes, sure

Interviewer: okay, so please could you tell me about yourself including your educational background and the duration that you have been in teaching?

Interviewee: Well…my name is Rahul Maharjan. I have completed my masters in English literature from Madan Bhandari Memorial College. I have also completed BBS it means I have double bachelors. I have been linked with teaching for 12 years but formally, it has been 2 years that I have been teaching in South Valley English Secondary School as a secondary level English teacher. Before involving in this profession, I have worked with different NGO and INGO as a part of documentation and information officer and also worked as a content writer in IT company.

Interviewer: Did you select teaching job as your own choice? Why?

Interviewee: Yes, I selected this job as my own choice. I was fed up with my former jobs.In the previous job, I have to meet and deal with lots of people every day. I gained lots of learning from the past experience.When I was working with NGO INGO my job was to bring change in society. But it was very difficult to deal with the adult people make them understand what is good for them so, I shifted my job. I started to realize that

this has to go from grass root level especially children. Good things were never understood by the adult people unless you show them money or entertain them but in case of children we can mold them so, when I got chance I jumped into it.

Interviewer: okay thank you sir, and what are the factors that motivated you to teach as being a teacher of institutional schools?

Interviewee: First thing that motivates me is the children itself. I see them as a change maker of tomorrow. To mold them in what we believe and what we think is very good feeling. The other thing is growth they show. For elders to grow it takes lots of time and minimal growth is seen over the long period of time whereas for children, their brain is very sharp, they catch the things very fast. They show their progress in short period of time. It gives me a push that I need to continue my job.

Interviewer: Have you ever got any opportunity to participate in professional development activities as a teacher of institutional school?

Interviewee: I took one teacher training way back before getting involved into professional line. Principal Sir of Zenith School in dallu hosted the training for 2 weeks. However, that training didn't have practicality. After that during these 2 years of teaching I haven't got any opportunity to participate in any professional development activities.

Interviewer: Okay thank you. Then**,** what is the relationship between teacher motivation and teacher professional development?

Interviewee: Teacher motivation and professional development they go hand in hand. Actually, teacher motivation and teacher professional development neither the same word nor the totally different but they are interconnected terms because if a person is totally devoted to his profession his outcomes and impression attract towards making his/her students and institution the best. It means that there is one to one relationship between both these two terms and the teacher who are motivated towards their profession it automatically develops teachers' professionalism. In this way what I can say is that if the teachers are motivated internally, they attended different teacher training, conference, and workshop to develop their career and skills. And if the teachers are provided with

different rewards, incentives, promotion, salary increment and so on as a motivation it can help the teacher to develop their career or profession.

Interviewer: okay sir and what do you think some of the challenges that you have been experiencing in professional development in the institutional school?

Interviewee: The training that we get as a teacher doesn't have practicality. The main challenge is to bridge the gap between professional line and training. The other thing is lack of recognition. It means no appreciation and special treatment is given to the teachers who are professionally developing themselves and those who are doing just their job.

Interviewer: Thank you sir. Can you please tell me something about teaching learning activities and online classes during Covid-19 pandemic? How was your teaching during lockdown and did you get training at that time?

Interviewee: Well, I joined this school during the pandemic. I was already familiar with the digital world and I knew how things work on computer and internet so, it was quite easy for me to teach online class. New software was introduced named e-zone app to teach online class, check students work, and prepare students report and so on. We had training about the software. There were 2 sessions. First session was about introductory part, second one was how to use the software. In the same way, as I was interested in these things so came in contact with the professionals who were guiding us and learned many things from them and later on, I also helped my colleges who were having difficulty to teach online.

Interviewer: okay sir, another query is do you think that teachers of institutional school are satisfied with their profession?

Interviewee: Yes, all of them are satisfied with their job. If they are not happy in their profession they will definitely move into another job. Regarding me, I am satisfied with teaching job. I want to make carrier in teaching. I have worked with different NGO INGO in the past where I use to earn more but was not satisfied. Money is not everything satisfaction is more important in any profession.

Interviewer: What are the factors that demotivate you in your job?

Interviewee: English is my primary subject. But in this school, I teach social and HPE. I have also taught math and science as a tutor. At that time, I always used and valued mixed language as a key part. If you don't have balance between these two languages subject matter will not be clear to the students. My point here is it is very difficult to teach social and HPE in English. I personally don't have any problem to teach in English but for students it is very difficult to understand the terms and subject matter only in English. As an English medium school, they don't allow us to use Nepali language. When I started to teach other subjects, I felt that there is a barrier between these minor and major subjects.

Interviewer: Okay sir, could you suggest some possible ways of improving teacher motivation and developing teacher professional skills?

Interviewee: First and most important thing is that professional training should be frequent. Teachers should also feel that they need it. For example: I know that my English is good. Everyone praises me for my English by saying that it is high level but what I feel is that they are just pampering me. It will not motivate me to learn more so, self-desire for personal and professional development is also important. And institutions should also encourage and support the teacher in these kinds of PD activities.

Interviewer: Finally, would you like to add anything related to what we discussed?

Interviewee: I think you have come up with wonderful idea of doing thesis in this important topic that is TM for PD which is often neglected issue. I would like to wish u luck for this work.

Interview transcripts

Interviewer: Hello! I am Sajita Khadka, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on **Secondary Level English Language Teachers' Motivation for Professional Development.** The objectives of the study are to explore the English teachers' motivation for professional development in institutional schools and identify the challenges of teacher professional development and the research questions are: How is the English language teachers' motivation for professional development in institutional schools? What are the reasons or causes of motivation and demotivation to the teachers for professional development in institutional schools? What are the challenges of teacher professional development in institutional schools? Are you clear now mam?

Interviewee: Yes, sure

Interviewer: okay, so please could you tell me about yourself including your educational background and the duration that you have been in teaching?

Interviewee: Namaste**,** I am Anju darshan Rai. I am from ancient city kirtipur. I am 33 years old. I have completed my masters from TU in major English. I have been teaching in Rarahil Memorial School for 14 years.

Interviewer: Did you select teaching job as your own choice? Why?

Interviewer: Yes of course, I have chosen this profession as my own choice. I really wanted to be a teacher since my childhood I was influenced by my teachers who taught me.At the same time I feel like I can easily connect with the students.

Interviewer:okay thank you mam, and what are the factors that motivated you to teach as being a teacher of institutional schools?

Interviewee: The factors that motivate me are positive and friendly environment, support from school administration and financial benefit.

Interviewer: Have you ever got any opportunity to participate in professional development activities as a teacher of institutional school?

Interviewee: I have got only countable training during my 14 years of service. I have participated as a trainee in CDC skill development programme,early childhood development programme and also from oxford publication on how to improve English language.

Interviewer: Okay thank you. Then**,** what is the relationship between teacher motivation and teacher professional development?

Interviewee: There is close relationship between teacher motivation and teacher professional development because until and unless the teachers are motivated to towards their profession, they don't love their profession. When they start loving their profession, they are eager to develop professionalism. They start to engage in professional development activities.

Interviewer: okay mam, and what do you think some of the challenges that you have been experiencing in professional development in the institutional school?

Interviewee: Being a teacher is challenging job in itself. The most unsolved challenge is undisciplined and manner less student. The behavior and attitude of the student towards learning effects the classroom environment. Similarly, we must be oriented towards the completion of the course on time if we want to try out anything new school raises question to us. On the other hand, only those teachers who are close to the principal and school administration are prioritized and sent for training other teachers don't get chance to go even if they are interested. Likewise, if we want to implement whatever we learn in training in classroom materials and equipment are not provided on time.

Interviewer: Thank you sir. Can you please tell me something about teaching learning activities and online classes during Covid-19 pandemic? How was your teaching during lockdown and did you get training at that time?

Interviewee: Before the pandemic I had basic knowledge about computer and internet. When COVID happened first of all, school conducted training for a few days.

Thetraining conducted by the school was not enough so I learned so many things myself which helped me to grow professionally. Pandemic made us realize that how much it is important to update and change yourself along with the time. It is very important to make yourself familiar with digital world in this era.

Interviewer: Okay mam, another query is do you think that teachers of institutional school are satisfied with their profession?

Interviewee: Satisfaction depends upon your criteria, rules and regulations, how institutions are motivating the teachers, what kind of facilities they are providing to the teachers. Taking about myself, I am not satisfied with the facilities provided by the school. Even though I have taught in this school for more than a decade I am not getting the facilities that new teachers and some of their close relatives are getting which is why I am not satisfied.

Interviewer: What are the factors that demotivate you in your job?

Interviewee: Thefactors that demotivate me are: lack of recognition, Job insecurity, overload and never ending paper work. On the other hand, some of the students are not interested in studying no matter what how much effort we put. In the end teachers are blamed when the students don't show good result.

Interviewer: Okay mam, could you suggest some possible ways of improving teacher motivation and developing teacher professional skills?

Interviewee: Thefirst thing is there should be frequent feedback from the school about what teachers are doing, whether they are satisfied or not, whether they are doing their best or not, whether they are interested in students' progress or not and so on. Another thing is time to time appreciation is also needed from the school and Skill development training must be conducted time and again.

Interviewer: Finally, would you like to add anything related to what we discussed?

Interviewee: I think that this topic is very important. I should thank to you for giving me chance to share my feelings. There are many teachers who are demoralized, disinterested

and demotivated because school administration is not giving them proper facility, encouragement and opportunities which is solelyaffecting the quality of education because of which we are unable to show positive outcome of the students.